	School Address: 1700 Orange Street					
Carver Elementary School	**Grade Span: Pre K- 6**					
	School Mission: The mission of Carver Elementary School is to educate each student to his or her maximum potention resulting in functioning life- long learners and achievers.					
Title I Schoolwide Plan	**School Goal: By the end of the 2026-2027 school year, Carver Elementary School will increase its School Performance Score from 28.1 to 33.1 or greater, as measured by the Louisiana Department of Education official accountability results with a targeted emphasis on increasing the percentage of students demonstrating growth in Math.**					
2026-2027						

School Improvement Team

Name	**Role**
Cheryl Rogers	**Principal**
Amosha Heckard	**Administrator**
Erica Robinson	**Teacher**
Lori Seamster	**Teacher**
Erika Swan	**Teacher**
Kimberly Croft	**Parent**
Quinton McFarland	**Parent**

SIP REVIEW MEETING DATES
#1 October 2026
#2 2nd 9 Weeks
#3 3rd 9 Weeks
#4 4th 9 Weeks

Required Components of a Title I SchoolWide Plan

District Name: Monroe City Schools **School Year: 2025-2026**

Schoolwide Plan ESEA/ESSA Monitoring Checklist	
Comprehensive Needs Assessment	Examine multiple sources of data to identify the priority needs within the school. Must include the following areas: Prior Year SPS and School Grade Parent Survey Data Data Collection Summary and Prioritized Needs
Strategies for Improvement	strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and '' include interventions and strategies to increase achievement of all students, but particularly the needs of underperforming subgroups and those at risk of not meeting challenging State academic standards. [ESEA section 1114(b)(7)(A)(i-iii)].
Student support services	Student support services to address academics as well as student wellbeing through activities such as counseling and mentoring programs to improve students' skills outside of academics;
Student opportunities	Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce;
Multi-tiered Systems of Support	Multi-tiered Systems of Support to prevent and address behavior, including coordinated early intervening services;
Professional Development	Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and
Student Transition	Activities to provide effective Student Transition to assist students from preschool to kindergarten, elementary to middle school, and/or middle to high school.
	***Schools must provide student assessment results and an interpretation of the results in a language that parents can understand.

Summary of Comprenehsive Needs Assessment			
*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.			
Areas of Strengths		Data to Support Claim	
1 English Language Arts		Literary Text	
Areas of Improvement		Data to Support Claim	
1 Math		Major Content Subcategories- Grade 3-Solve Time, Area, Measurement, and Estimation, Grade 4- Major Content, Grade 5- Recognize, Represent & Determine Volume/Multiply & Divide Whole Numbers	
2 Science		Evaluate	
3 Social Studies		Grade 3-Industry, Innovation, and a More Perfect Union, Grade 4- Grade 4- Empire Building in China, Greece and Rome, Grade 5- Establishing Context	
4 English Language Arts		Writing Performance	
Prioritized Needs: Prioritized Student Performance Needs			
Priority	Student Performance Need	Grade Level Focus for	
1	**Math**	**Pre K- 6**	
2	**Science**	**K-6**	
3	**Social Studies**	**K-6**	
4	**Reading/ Writing**	**Pre K- 6**	

Prior Year Data

School SPS

Achieve	ELA-35.14, Math-8.91, Science-4.10, Social Studies- 4.62
Grow	ELA- 50.18, Math- 16.67
Thrive (HS Only)	n/a
Overall SPS	28.1

Retentions

Grade	2023-2024			2024-2025			2025-2026		
Grade Bands of your Campus	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
K	57	9	16	63	12	19	50	6	12
1st	54	10	19	64	13	20	66	10	15
2nd	58	5	8	55	6	11	62	6	0.09
3rd	65	13	20	63	4	0.06	56	3	0.05
4th	47	0	0	51	0	0	56	0	0
5th	51	0	0	38	0	0	58	0	0
6th	40	0	0	46	0	0	44	4	0.09
Total	372	37	9	380	35	7.15	392	29	3.89

LEAP Student Demographic Data

ELA Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3rd	50	6	n/a	
4th	45	8	21	
5th	55	11	21	
6th	41	8	20	

Math Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3rd	50	3	n/a	
4th	45	2	9	
5th	55	6	15	
6th	41	1	5	

ELA Non-Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)

Math Non-Economically Disadvantaged												
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)								

Summary of Parent Survey Data

Title I Parent Survey		**Distribute Survey Oct. 2nd, Jan. 6th, & May 3rd**		
Here is a sample of questions that are asked on the survey:				
Which school does your child attend?				
How often do you receive communication from the teachers at your child's school?				
Do you feel informed when it comes to making decisions about your child's schooling?				
Are you satisfied with the services provided by the school to help you support your child academically?				
Does your child's school give you the opportunity to be involved in your child's learning?				
Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?				
Select how you would like to see parental involvement funds used. (dropdown options)				
Select the topics you would like to receive more information about. (dropdown options)				
What ways can parental engagement be strengthened at your child's school?				
Strengths				
	Parent Survey	Data Sources		
1	Parent Understanding of Academic Expectations	Title I Parent Survey		
2	Calls, Emails and Communication are answered promtly	Title I Parent Survey		
3	School shares information that supports learning at home	Title I Parent Survey		
Improvements				
	Parent Survey	Data Sources		
1	Parent Education Sessions	Title I Parent Survey		
2	STEM Events	Title I Parent Survey		
3	More School Wide Family Events	Title I Parent Survey		

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 1: To improve the SPS in ELA for Economically Disadvantaged Students

OBJECTIVES (Up to 3)

Objective 1: By May 2027, Carver Elementary School will increase its percentage of K-2nd grade students scoring At and Above Benchmark on the Dibels Literacy Screener from 58% to 80% with a focus on the Louisiana Educator Rubric (LER) indicators Instructional Plans, Teacher Content Knowledge and Assessments.

Objective 2: By May 2027, Carver Elementary School will increase its percentage of 3rd-6th grade students scoring in the GROW component on the LEAP 2025 ELA assessment to from 50.18% to 55.18% or higher with a focus on the Louisiana Educator Rubric indicators Instructional Plans, Teacher Content Knowledge and Assessments.

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Tier I Curriculum Implementation	All Teachers	August 2026-May 2027	n/a	
TWR Implementation in Instruction	All Teachers	August 2026-May 2027	n/a	
Weekly TC Meetings/ District PD	All Teachers, Principal, Curriculum Coordinator, Itenerant Literacy Coach	August 2026-May 2027	n/a	
Weekly Progress Monitoring for Below and Well Below Students	K-3 Teachers, Itenerant Literacy Coach	August 2026-May 2027	n/a	
Monthly Star Reading Progress Monitoring	K-6 Teachers, Librarian	August 2026-May 2027	n/a	
HDT Interventions	All K-5 Teachers	August 2026-May 2027	n/a	
Literacy Night Parental Engagement Night	All K-6 ELA Teachers	August 2026-May 2027	100	Title I- Parental Engagement
Reading/Math Trunk R Treat Parental Engagement Night	K-6 Teachers, 21st CLCC Staff	August 2026-May 2027	300	21st CLCC
21st CLCC After School Tutoring	21st CLCC Staff			21st CLCC

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 2: To improve the SPS in Math for Economically Disadvantaged Students.

OBJECTIVES (Up to 3)

Objective 1: By May 2027, Carver Elementary School will increase its percentage of 3rd-6th grade students scoring in the GROW component on the LEAP 2025 Math assessment from 16.67% to 21.67% or higher with a focus on the Louisiana Educator Rubric indicators Instructional Plans, Teacher Content Knowledge and Assessments.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Tier I Curriculum Implementation	All Teachers	August 2026-May 2027	n/a	
Monthly Star Math Progress Monitoring	All Teachers	August 2026-May 2027	n/a	
Weekly TC Meetings/ District PD	All Teachers, Principal, Curriculum Coordinator	August 2026-May 2027	n/a	
HDT Interventions	All K-5 Teachers	August 2026-May 2027	n/a	
Reading/ Math Trunk R Treat	K-6 Teachers, 21st CLCC Staff	October 2026	100	21st CLCC
21st CLCC After School Tutoring	21st CLCC Staff	September 2026-April 2027		21st CLCC

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 3: Science and Social Studies

OBJECTIVES (Up to 4)

Objective 1: By May 2027, Carver Elementary School will increase its percentage of 3rd-6th grade students scoring Mastery on the LEAP 2025 Science assessment to 25.9% or higher with a focus on the Louisiana Educator Rubric indicators Instructional Plans, Teacher Content Knowledge and Assessments.

Objective 2: By May 2027, Carver Elementary School will increase its percentage of 3rd-6th grade students scoring Mastery on the LEAP 2025 Social Studies assessment to 15% or higher with a focus on the Louisiana Educator Rubric indicators Instructional Plans, Teacher Content Knowledge and Assessments.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Tier I Curriculum Implementation	All Teachers	August 2026- May 2027	n/a	
Weekly TC Meetings/ District PD	All Teachers	August 2026- May 2027	n/a	
Progress Monitoring/ Proficiency Exams	All Teachers	August 2026- May 2027	n/a	

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 3: Parental Engagement Strategy

OBJECTIVES (Up to 2)

Objective 1: By the end of the 2026-2027 school year, Carver Elementary School will increase parent and family participation in Math and Reading Focused engagement activities as measured by particiaption records and parent surveys to strengthen home - school partnerships and support increased student proficency.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Title I Parent Meeting	Principal	Setember 2026	100	Title I- Parental Involement
Parent Teacher Conference Night	All Teachers that support Math/ ELA	October 2026	150	Title I- Parental Involement
Math/ Reading Trick R Trunk	21st Century CLCC Staff	October 2026	300	21st CLCC
New Year, New Goals	All Teachers that support Math/ ELA	January 2027	100	Title I- Parental Involement
Families Preparing for Success	All Teachers that support Math/ ELA	March 2027	100	Title I- Parental Involement

Part C: Student Support Services

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged		Students with Disabilities		
Tier I Curriculum		Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Inclusion		
Progress Monitoring		Resource Services		
After School Tutoring Programs		Acceleration/RTI – In-school		
Summer Enrichment Programs		Progress Monitoring		
Race/Ethnicity/Minority		**English Learners**		
Tier I Curriculum		Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Acceleration/RTI – In-school		
After School Tutoring Programs		Progress Monitoring		
Summer Enrichment Programs		After School Tutoring Prograr		
Foster and Homeless		Summer Enrichment Progran		
School uniforms, school supplies, shoes, &				
Tier I Curriculum				
Excused absences for court/family visits				

Part C: Student Support Services (SEL) Social Emotional Learning

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment.

Activity/Strategy	Responsible Person	Start/Completion Date

Schoolwide PBIS Implementation	All Faculty and Staff	August 2026-May 2027		
Behavior Interventionist	Carolyn Carter	August 2026-May 2027		
School Social Worker	Madonna Morris	August 2026-May 2027		

Part D: Student Opportunities *(High School Only)*

Provide a description of school-wide improvement strategies the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school.

Post-Secondary Education Credit

	# of students	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Advanced Placement						
Dual Enrollment						
Business: Industry Based Credentials						
Health Sciences: Industry Based Credentials						
Architecture and Construction: Industry Based Credentials						
Manufacuring: Industry Based Credentials						

Part E: Multi-Tiered Systems of Support (MTSS)

MTSS: Screening and progress monitoring; Evidence-based Instruction and Intervention; Data-based Decision Making; Tiered Interventions; Teaming

Link your School Behavior-Mental Health Mapping Tool

Goal for Behavior:

Behavior Goal (needed/urgent intervention)

2025-2026 Data

Number of Suspension ISS/OSS: 87

Number of Referrals: 113

Number of Expulsions: 4

Goals for 2026-2027

1 By the end of the 2026-2027 school year, Carver Elementary School will decrease office discipline referrals and ISS/OSS suspensions by 20% as compared to the 2025-2026 school year, through the consistent implementation of MTSS Postive Behavioral Interventions and Support and Ongoing Progress Monitoring.

Part F: Professional Development

ILT - Instructional Leadership Team

Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned to the vision and needs. Stakeholders should include, at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.

ILT				
Mondays, Weekly- 9:00- 9:45				
Cheryl Rogers, Principal				
Amosha Heckard, Curriculum Coordinator				
Erica Robinson, K-2 Academic Interventionist				
Laquinda Zeigler, Literacy Coach				
Leporsha Arvie, Teacher				
Lori Seamster, Teacher				
Erica Swan, Teacher				
PLCs - Add/edit charts to display all PLCs at your school.				
PLC - ELA		PLC - Math		
Tuesday, 9:00 A.M. - 9: 45 A.M Room 204		Tuesday, 11:00 A.M. - 11:45 A.M. Room 204		
LePorsha Arvie, Teacher		Madison Montgomery, Teacher		
Ashly Ford, Teacher		Shakambria Taylor, Teacher		
Fatimah Stevenson, Teacher		Candice Williams, Teacher		
Kasey Wilson, Teacher		Savanna Kennedy, Teacher		
Amosha Heckard, Curriculum Coordinator		Amosha Heckard, Curriculum Coordinator		
Cheryl Rogers, Principal		Cheryl Rogers, Principal		
PLC - Science		PLC - Social Studies		
Mondays, 10:05-10:50, Room 204		Mondays, 10:05-10:50, Room 204		
Rachel Downs, Long Term Sub		Rachel Downs, Long Term Sub		
Philip Beard, Teacher		Philip Beard, Teacher		
Candice Williams, Teacher		Candice Williams, Teacher		
Tasha Nelson, Teacher		Tasha Nelson, Teacher		
Amosha Heckard, Curriculum Coordinator		Amosha Heckard, Curriculum Coordinator		
Cheryl Rogers, Principal		Cheryl Rogers, Principal		
Additional Professional Development				
Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
Math Guided Walkthrough Observation for Leaders	Monthly	Great Minds	Koi Beard	Instructional leaders will strengthen their ability to identify effective math instructional practices, evaluate curriculum implementation, and provide actionable, evidence based feedback to teachers.

Science Guided Walkthrough Observation for Leaders	Monthly/ TBD	Dr. Brittany Robinson	Dr. Brittany Robinson	Instructional leaders will develop the skills to recognize and support high quality, inquiry based science instruction aligned with Ph D Science.
Lexia Success Planning	Monthly	Lexia	Janet Jones	The school with increase the percentage of students meeting personalized Lexia goals and demonstrate growth toward grade level reading proficiency.
Zearn Success Coaching	Bi Weekly	Zearn	Courtney Smith	Coaching will improve instructional decision making, increase student engagement in grade level mathematical content and contribute to improves mathematics proficiency.

Part G: Student Transition				
This should include your plan to successfully transition students from the grade bands indicated below				
Transition Activities: Select all that apply:				
__X_Pre-K	___ Kindergarten			
___2nd Grade to 3rd Grade	___High School to Careers/College			
_X__Elementary to Middle School	___Middle School to High School			

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Pre Kindergarten Bridging Program to Kindergarten- Visit Kindergarten Classrooms	Teachers	May 2027	n/a	n/a
6th Grade Visit to Carroll Jr. High- Touring and Completion of Schedules	Carroll Jr. High School Counselor	February 2027	50.00/ bus	School General Fund
6th Grade Bridging Program to 7th Grade	Teachers	May 2027	n/a	n/a

Title I School Wide Plan

Part I:

Statement of Assurances

School Level Assurance

I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

I hereby certify that this plan has all of the following components:

- Evidence of the use of a comprehensive needs assessment
- Goals and measurable objectives
- Evidenced based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning pre-school children to local elementary school programs (if applicable)
- Family and community engagement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An action plan with timelines and specific activities for implementing the above criteria

I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Name:

State Assessment Data:

Latest School Profile for Principals

Latest Principal's Report Card

Perception Data:

Parent Surveys

Action	Approximate time period:	Actual date:	District Leadership in attendance
School-wide Plan Due Date	August	Date:	
School-wide Plan Review with District Leadership	August-September	Date:	
School-wide Plan Review with District Leadership after 1st 9 weeks	End of October - November	Date:	
School-wide Plan Review with District Leadership after 2nd 9 weeks	January	Date:	
School-wide Plan Review with District Leadership after 3rd 9 weeks	March-April	Date:	
Title I Budget Revision	Date:		
Title I Budget Revision	Date:		