	School Address: 4200 Elm Street Monroe, La 71201		
Roy Neal Shelling	**Grade Span: Pre-K through 6**		
	School Mission: The mission of Roy Neal Shelling is to inspire a community of learners to discover and achieve their passion potential and purpose.		
Title I Schoolwide Plan	**School Goal: By May 2027, through a focus on Teacher Rubric Indicators: Teacher Content Knowledge, Standards and Objectives, Presenting Instructional Content, & Lesson Structure and Pacing, 100% percent of teachers will increase their teacher content knowledge, standards and objectives understanding, how instructional content is presented, and improve their lesson structure/ pacing of students. As a result, SPS will increase from 32.5% to 37.5%.**		
2026-2027			
School Improvement Team			
Name	**Role**		
	Principal	Shandra Smith	
	Assistant Principal	Claudell Mack	
	Curriculum Coordinator	Taylor A.White	
	Literacy Coach	Demetria Banks	
	Teacher	Karissa Bowden	
	Teacher	Zakeedra McKeel	
	Teacher	Stephanie Palmisano	
	Teacher	Remonia Demby	
	Community Partner	John Russell	
	Parent	Kierra Crump	
SIP REVIEW MEETING DATES			
#1 October 5th			
#2 January 11th			
#3 April 12th			
#4 May 10th			

Required Components of a Title I SchoolWide Plan

District Name: Monroe City Schools **School Year: 2026-2027**

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. K-2 Literacy Instruction & Interventions as evidences through increase of dibels benchmark from 31% to 61% benchmark		2025-2026 DIBELS Data	
2. 3-6 Literacy Instruction & Interventions as evidenced through increase of mastery by 1% and 59% of students meeting growth targets.		2026-2026 LEAP	Walkthroughs
3. Additional Supporting Content (mastery of mathmatical fluency required by leap) as evidenced through 56% moderate/strong in 4th grade and 65% moderate and strong in 5th grade		2056-2026 LEAP	Walkthroughs
4. Increase of % of students scoring moderate and strong on investigate component of 2025-2026 leap outlining students ability to reason scientifically		2025-2026 LEAP	Walkthroughs
Areas of Improvement		Data to Support Claim	
1. Effective Implementation of Tier-1 instruction. On 2025-2026 Leap test, 73.5% of students socred approaching basic or unsatisfactory poitning to a need of stronger tier-1 instruction which provides accessibility to all learners through intense lesson and unit study to identify opportunties to adress misconceptions, additional in the moment support, and opportunties for teachers to address and correct student misconeptions.		2025-2026 LEAP	Walkthroughs
2. Mathematics: Students need stronger understanding of major and supporting math content, including conceptual understanding, procedural fluency, problem-solving, and mathematical reasoning.		2025-2026 LEAP	Walkthroughs
3. ELA: Students need to improve writing proficiency by organizing ideas, using relevant textual evidence, and producing clear responses aligned to grade-level expectations.		2025-2026 LEAP	Walkthroughs
4. Science: Students need to improve scientific reasoning by interpreting data, evaluating evidence, constructing explanations, and justifying conclusions.		2025-2026 LEAP	Walkthroughs
5. Social Studies: Students need to improve historical inquiry by analyzing primary and secondary sources, comprehending historical information, and supporting conclusions with evidence.		2026-2026 LEAP	Walkthroughs

Prioritized Needs: Prioritized Student Performance Needs			
Priority	Student Performance Need	Grade Level Focus for	
1. Implementation of strong tier-1 instruction across all grade bands where student progress and proficnecy is tracked trough daily lessons, weekly assessments and quarterly DCA. The data from assessments will be used to adjust intruction to target students deficent, standards mastery and areas of remeidation.	**1**	**K-6**	
2. Implmentation of reasearched based interventions. Yearly long cycle of diagdosning student needs through analyzing AMPLY (k-2) and STAR (3-6_ progres monitoring to trac kstudent growth of attainment of grade level skills and standards.	**2**	**K-6**	

Prior Year Data

School SPS

Achieve	14.90%
Grow	50.10%
Thrive (HS Only)	
Overall SPS	32.5

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	70	0	0%	75	10	13%	50	4	8%
1	86	16	18%	79	15	18%	57	2	4%
2	69	12	17%	72	4	0.50%	60	2	1%
3	64	8	12%	71	24	33%	65	1	1%
4	73	8	10%	47	1	0.10%	45	2	1%
5	69	6	1%	77	0	0	35	0	0%
6	60	0	0%	55	0	0	56	0	
Total	491	50	8%	476	54	9%	368	11	3%

LEAP Student Demographic Data

ELA Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3	51	7		
4	42	8	22	
5	32	4	5	
6	51	8	25	

Math Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3	59	5		
4	42	5	21	
5	32	3	8	
6	47	1	8	

ELA Non-Economically Disadvantaged

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

Math Non-Economically Disadvantaged												
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)								
3												
4												
5												
6												

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	Teachers regulary communicate about their students progress.	Survey		
2	Title 1 funds are being used to support student learning.	Survey		
3		Survey		
Improvements				
	Parent Survey	Data Sources		
1	Information about Title 1	Survey		
2	Timely Communication (Parents' calls, emails are answered promptly)	Survey		
3		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, 100% of teachers will strengthen their practice in the Teacher Rubric Indicators of Teacher Content Knowledge (TCK), Standards and Objectives (S&O), Presenting Instructional Content (PIC), and Lesson Structure and Pacing (LS&P) through consistent unit and lesson preparation and standards unpacking. Progress will be measured by an increase in the percentage of teachers scoring 3 or higher in TCK, S&O, PIC, and LS&P.

Objective 2: By May 2027, 27.5% (52 students) of students in grades 3–6 will score Mastery or above on LEAP, representing a 12.5 percentage-point increase from 15% (29 students) in 2026. In addition, 80% of students will meet their identified LEAP growth goals.

Objective 3: By May 2027, 80% of K–3 students will score at or above benchmark on the end-of-year DIBELS assessment, representing an increase of 28 percentage points from 52%.

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Teachers will be provided additional treaining through RNSE Content Leader afterschool Mentoring program.	Shandra Smith, Claudell Mack, Taylor White, Remonia Demby	October 2026-May 2027		
Teachers will use the LDOE ELA Unit Study Tool during PLCs to analyze unit texts, culminating tasks, section diagnostics, and priority knowledge and skills to plan coherent, standards-aligned instruction.	Shandra Smith, Claudell Mack, Taylor White, Remonia Demby	August 2026-May 2027	n/a	n/a
Teachers will use the LDOE ELA Lesson Preparation Protocol to annotate upcoming lessons, identify success criteria, anticipate student misconceptions, and plan instructional supports that maintain grade-level rigor.	Shandra Smith, Claudell Mack, Taylor White, Remonia Demby	August 2026-May 2027	n/a	n/a
Teachers will collaboratively unpack Louisiana Student Standards for ELA to identify the required knowledge, skills, and cognitive demands and align learning objectives, tasks, and student work expectations.	Shandra Smith, Claudell Mack, Taylor White, Remonia Demby	August 2026-May 2027	n/a	n/a
Teachers will provide high-dosage, targeted literacy interventions based on diagnostic and progress-monitoring data, adjust instruction to address identified skill gaps, and monitor students' responses to intervention.	Shandra Smith, Claudell Mack, Taylor White, Remonia Demby	August 2026-May 2027	n/a	n/a
Teachers and instructional leaders will analyze classroom walkthrough (CWT) evidence to identify instructional strengths and gaps, provide actionable feedback, and determine targeted coaching and PLC follow-up.	Shandra Smith, Claudell Mack, Taylor White, Remonia Demby	August 2026-May 2027	n/a	n/a
Teachers will analyze ELA Guidebooks section diagnostic results and student work against assessment criteria to identify misconceptions, plan reteaching, and provide appropriate enrichment.	Shandra Smith, Claudell Mack, Taylor White, Remonia Demby	August 2026-May 2027	n/a	n/a
Teachers will implement the Claim, Evidence, Reasoning (CER) framework across classrooms to help students construct clear written responses supported by relevant textual evidence and logical explanations.	Shandra Smith, Claudell Mack, Taylor White, Remonia Demby	August 2026-May 2027	n/a	n/a
Teachers will administer daily writing-based exit tickets aligned to lesson objectives, review student responses for evidence of mastery, and use the results to adjust subsequent instruction.	Shandra Smith, Claudell Mack, Taylor White, Remonia Demby	August 2026-May 2027	n/a	n/a
Teachers in grades 3–6 will implement daily LEAP-aligned bell ringers that strengthen reading comprehension, vocabulary, and evidence-based reasoning while addressing priority ELA standards.	Shandra Smith, Claudell Mack, Taylor White, Remonia Demby	August 2026-May 2027	n/a	n/a
Teachers will provide targeted ELA tutoring to students in grades 3–6 using assessment data to group students, deliver focused instruction, and track progress toward LEAP mastery and growth goals.	Shandra Smith, Claudell Mack, Taylor White, Remonia Demby	September 2026-April 2027	$77,000	21st Century
Teachers and instructional leaders will review monthly ELA progress-monitoring results for students in grades 3–6, identify trends and students needing additional support, and adjust instructional plans accordingly.	Shandra Smith, Claudell Mack, Taylor White, Remonia Demby	August 2026-May 2027	n/a	n/a
K–3 teachers and the literacy coach will use weekly progress-monitoring data for students receiving targeted literacy support to evaluate foundational reading growth and adjust intervention intensity and focus.	Shandra Smith, Claudell Mack, Taylor White, Demetria Banks	August 2026-May 2027	n/a	n/a
Teachers and instructional leaders will analyze district common assessment (DCA) results by standard and student subgroup to identify learning gaps, plan reteaching, and monitor the impact of instructional adjustments.	Shandra Smith, Claudell Mack, Taylor White, Demetria Banks	August 2026-May 2027	n/a	n/a
The school will provide a spring DIBELS camp focused on identified foundational literacy needs, using targeted practice and progress checks to prepare participating K–3 students for end-of-year reading benchmarks.	Shandra Smith, Claudell Mack, Taylor White, Demetria Banks	Spring 2027	n/a	n/a
The school will host a fall DIBELS parent meeting to explain assessed early literacy skills, benchmark goals, student progress reports, and practical reading activities families can use at home.	Shandra Smith, Claudell Mack, Taylor White, Demetria Banks	Fall 2026	n/a	n/a
The school will host a spring LEAP parent meeting to explain ELA assessment expectations, student mastery and growth goals, and ways families can support reading and writing practice at home.	Shandra Smith, Claudell Mack, Taylor White, Demetria Banks	Spring 2027	n/a	n/a
Instructional Materials for ELA, Writing, HDI	Shandra Smith	October 2026	$8,968.00	Title 1

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, 100% of teachers will strengthen their practice in the Teacher Rubric Indicators of Teacher Content Knowledge (TCK), Standards and Objectives (S&O), Presenting Instructional Content (PIC), and Lesson Structure and Pacing (LS&P) through consistent unit and lesson preparation and standards unpacking. Progress will be measured by an increase in the percentage of teachers scoring 3 or higher in TCK, S&O, PIC, and LS&P.

Objective 2: By May 2027, 22.4% (42 students) will score Mastery or above on LEAP, representing a 15 percentage-point increase from 7.4% (14 students) in 2026. In addition, 80% of students will meet their identified LEAP growth goals.

Objective 3: By May 2027, 60% of K–3 students will score at benchmark on the numeracy assessment, increasing from the 2026 baseline by 27.5%.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Teachers will be provided additional training to increase teacher capacity through RNSE Content Leader afterschool Mentoring program.	Taylor White, Remonia Demby, Zakeedra McKeel, Marcy Robertson, Donnesha Martin, Florine Iseah, Lashanta Mire		$3,472.00	Title 1
Teachers will unpack LDOE math units to identify priority standards, prerequisite skills, assessment expectations, and opportunities for students to develop conceptual understanding throughout each module.	Shandra Smith, Claudell Mack, Taylor White, Karissa Bowden, Zakeedra McKeel	August 2026-May 2027	n/a	n/a
Teachers will use the LDOE lesson preparation process to study upcoming lessons, complete the mathematics, identify success criteria and likely misconceptions, and plan supports that maintain grade-level rigor.		August 2026-May 2027	n/a	n/a
Teachers will unpack priority math standards to clarify the knowledge, skills, and level of rigor students must demonstrate and use this analysis to guide instruction, questioning, and assessment.	Shandra Smith, Claudell Mack, Taylor White, Karissa Bowden, Zakeedra McKeel	August 2026-May 2027	n/a	n/a
Teachers will provide high-dosage interventions during designated intervention time using student data to target unfinished learning and specific skill gaps while supporting access to grade-level content.	Shandra Smith, Claudell Mack, Taylor White, Karissa Bowden, Zakeedra McKeel	August 2026-May 2027	n/a	n/a
Teachers will analyze End-of-Module and proficiency exam results to identify standards students have and have not mastered, determine common misconceptions, and plan reteaching or additional practice.	Shandra Smith, Claudell Mack, Taylor White, Karissa Bowden, Zakeedra McKeel	August 2026-May 2027	n/a	n/a
Teachers will regularly analyze exit tickets and topic quizzes to monitor student understanding, identify immediate instructional needs, and adjust upcoming instruction and small-group support.	Shandra Smith, Claudell Mack, Taylor White, Karissa Bowden, Zakeedra McKeel	August 2026-May 2027	n/a	n/a
Teachers will consistently use CUBE and RDW problem-solving routines to help students make sense of problems, organize their thinking, select appropriate strategies, and clearly communicate mathematical reasoning.	Shandra Smith, Claudell Mack, Taylor White, Karissa Bowden, Zakeedra McKeel	August 2026-May 2027	n/a	n/a
Teachers will review EM2 exit-ticket data daily to identify misconceptions and determine which students need immediate reteaching, additional practice, or extension.	Shandra Smith, Claudell Mack, Taylor White, Karissa Bowden, Zakeedra McKeel	August 2026-May 2027	n/a	n/a
Students will complete daily LEAP-aligned bell ringers that provide ongoing practice with grade-level standards, multi-step problem solving, and the rigor and format of LEAP-style questions.	Shandra Smith, Claudell Mack, Taylor White, Karissa Bowden, Zakeedra McKeel	August 2026-May 2027	n/a	n/a
Students in grades 3–6 who need additional support will participate in targeted tutoring based on current assessment data, priority standards, and identified skill gaps.	Shandra Smith, Claudell Mack, Taylor White, Karissa Bowden, Zakeedra McKeel	September 2026-April 2027	$77,000	21st Century
Grades 3–6 students will complete monthly progress monitoring so teachers can track growth on priority standards, evaluate the effectiveness of interventions, and adjust instructional supports.	Shandra Smith, Claudell Mack, Taylor White, Karissa Bowden, Zakeedra McKeel	August 2026-May 2027	n/a	n/a
Families will participate in a LEAP parent meeting to review assessment expectations, student performance, available supports, and practical ways to reinforce learning at home.	Shandra Smith, Claudell Mack, Taylor White, Karissa Bowden, Zakeedra McKeel	Spring 2027	n/a	n/a
Instructional Materials for Math & HDI	Shandra Smith	October 2026	$8,968.00	Title 1
Shandra Smith, Claudell Mack, Taylor White, Karissa Bowden, Zakeedra McKeel				

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, 100% of teachers will strengthen their practice in the Teacher Rubric Indicators of Teacher Content Knowledge (TCK), Standards and Objectives (S&O), Presenting Instructional Content (PIC), and Lesson Structure and Pacing (LS&P) through consistent unit and lesson preparation and standards unpacking. Progress will be measured by an increase in the percentage of teachers scoring 3 or higher in TCK, S&O, PIC, and LS&P.

Objective 2: By May 2027, 20.5% (39 students) will score Mastery or above on the Science LEAP assessment, representing a 14.7 percentage-point increase from 5.8% (11 students) in 2026.

Objective 3: By May 2027, 20.8% (39 students) will score Mastery or above on the Social Studies LEAP assessment, representing a 14.5 percentage-point increase from 6.3% (12 students) in 2026.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Teachers will unpack LDOE science and social studies units to identify priority standards, essential content, assessment expectations, and the knowledge and skills students must develop across each unit.	Shandra Smith, Claudell Mack, Taylor White, Stephanie Palmisano	August 2026-May 2027	n/a	n/a
Teachers will use the LDOE lesson preparation process to study upcoming lessons, identify the purpose of each task, anticipate misconceptions, and plan questions and supports that maintain grade-level rigor.	Shandra Smith, Claudell Mack, Taylor White, Stephanie Palmisano	August 2026-May 2027	n/a	n/a
Teachers will unpack science and social studies standards to clarify required content, skills, and rigor and align daily instruction, student tasks, and assessments to those expectations.	Shandra Smith, Claudell Mack, Taylor White, Stephanie Palmisano	August 2026-May 2027	n/a	n/a
Teachers will analyze End-of-Unit and proficiency exam results to identify strengths, unfinished learning, and common misconceptions and use the findings to plan reteaching and targeted support.	Shandra Smith, Claudell Mack, Taylor White, Stephanie Palmisano	August 2026-May 2027	n/a	n/a
Teachers will implement Claim-Evidence-Reasoning (CER) schoolwide so students consistently make claims, select relevant evidence, and explain how the evidence supports their scientific or historical reasoning.	Shandra Smith, Claudell Mack, Taylor White, Stephanie Palmisano	August 2026-May 2027	n/a	n/a
Students will complete daily LEAP-aligned bell ringers to strengthen content knowledge, source and data analysis, reasoning, and familiarity with the rigor of LEAP-style questions.	Shandra Smith, Claudell Mack, Taylor White, Stephanie Palmisano	August 2026-May 2027	n/a	n/a
Families will participate in a LEAP parent meeting to review assessment expectations, student performance, available supports, and strategies for supporting science and social studies learning at home.	Shandra Smith, Claudell Mack, Taylor White, Stephanie Palmisano	Spring 2027	n/a	n/a
Students will routinely analyze primary and secondary sources to determine meaning, perspective, context, and relevant evidence and use their analysis to support historical claims and conclusions.	Shandra Smith, Claudell Mack, Taylor White, Stephanie Palmisano	August 2026-May 2027	n/a	n/a
Teachers will explicitly teach and reinforce social studies vocabulary in context so students can accurately interpret sources, discuss content, and communicate historical understanding.	Shandra Smith, Claudell Mack, Taylor White, Stephanie Palmisano	August 2026-May 2027	n/a	n/a
Students will regularly interpret maps, timelines, graphs, and political cartoons to build source-analysis skills, identify patterns and relationships, and draw evidence-based conclusions.	Shandra Smith, Claudell Mack, Taylor White, Stephanie Palmisano	August 2026-May 2027	n/a	n/a
Students will engage in frequent evidence-based discussion and writing using Claim-Evidence-Reasoning to explain thinking, cite relevant evidence, and justify conclusions in science and social studies.	Shandra Smith, Claudell Mack, Taylor White, Stephanie Palmisano	August 2026-May 2027	n/a	n/a
Students will participate in science investigations that require them to ask questions, analyze data, use evidence, and develop explanations aligned to grade-level science standards.	Shandra Smith, Claudell Mack, Taylor White, Stephanie Palmisano	August 2026-May 2027	n/a	n/a
Instructional Materials for Science and Social Studies	Shandra Smith	October 2026	$8,968.00	Title 1

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 4: Parent and Family Engagement

OBJECTIVES (Up to 2)

Objective 1: By May 2027, Roy Neal Shelling Sr. Elementary will increase parent and family participation in school-sponsored events by at least 20% compared with the 2025–2026 school year, as measured by event sign-in sheets, attendance records, and family engagement participation logs.

Objective 2: By May 2027, Roy Neal Shelling Sr. Elementary will establish and maintain an active Parent-Teacher Organization (PTO) with at least five parent or guardian members, elected officers, and a minimum of three documented meetings to strengthen family involvement, shared decision-making, and school-family partnerships.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Back to School Night	Shandra Smith	8/7/26		
Literacy & Math Night	Remonia Demby	9/17/26		
DIBELS Parent Meeting	Demetria Reynolds Banks	10/8/26		
Fall Carnival	Zakeedra McKeel	10/30/26		
STEAM Night	Taylor White	n/a		
LEAP Parent Meeting	Taylor White, Remonia Demby, Stephanie Palmisano	n/a		
Numeracy Parent Meeting	Zakeedra McKeel	n/a		
Family Literacy & Math Night Activties	Shandra Smith	n/a	$866.00	Title 1

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

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

Week 1: Assessing Needs	Counselor	August 2026-May 2027		
Week 2: Understanding Emotions	Counselor	August 2026-May 2027		
Week 3: Managing Big Feelings	Counselor	August 2026-May 2027		
Week 4: Developing Self-Awareness	Classroom Teachers	August 2026-May 2027		
Week 5: Growth Mindset: The Power of Yes	Counselor	August 2026-May 2027		
Week 6: Respect & Kindness	Counselor / Teachers	August 2026-May 2027		
Week 7: Friendship & Empathy	Counselor	August 2026-May 2027		
Week 8: Anti-Bullying Awareness (National Bullying Prevention I	Counselor / PBIS Team	August 2026-May 2027		
Week 9: Conflict Resolution Strategies	Counselor	August 2026-May 2027		
Week 10: Gratitude & Giving	Counselor / Teachers	August 2026-May 2027		
Week 11: Managing Stress & Coping Skills	Counselor	August 2026-May 2027		
Week 12: Teamwork & Cooperation	Classroom Teachers	August 2026-May 2027		
Week 13: Mindfulness & Focus	Counselor	August 2026-May 2027		
Week 14: Goal Setting for the New Year	Counselor / Teachers	August 2026-May 2027		
Week 15: Self-Control & Making Good Choices	Counselor	August 2026-May 2027		
Week 16: Perseverance & Motivation	Counselor	August 2026-May 2027		
Week 17: Positive Self-Talk	Counselor / Teachers	August 2026-May 2027		
Week 18: Digital Citizenship & Online Kindness	Counselor / Computer Operator	August 2026-May 2027		
Week 19: Respecting Differences & Inclusion	Counselor	August 2026-May 2027		
Week 20: Empathy in Action (Service Project)	Counselor / Beta Club	August 2026-May 2027		
Week 21: Healthy Friendships	Counselor	August 2026-May 2027		
Week 22: Emotional Regulation Review	Counselor	August 2026-May 2027		
Week 23: Coping with Test Anxiety	Counselor / Teachers	August 2026-May 2027		
Week 24: Responsibility & Accountability	Classroom Teachers	August 2026-May 2027		
Week 25: Communication Skills	Counselor	August 2026-May 2027		
Week 26: Leadership & Confidence Building	Counselor	August 2026-May 2027		
Week 27: Review: Kindness, Respect, and Empathy	Counselor	August 2026-May 2027		
Week 28: Stress Management During Testing	Counselor	August 2026-May 2027		
Week 29: Self-Reflection & Growth Mindset	Counselor / Teachers	August 2026-May 2027		
Week 30: Decision-Making Skills	Counselor	August 2026-May 2027		
Week 31: Celebrating Growth & Accomplishments	Counselor / Teachers	August 2026-May 2027		

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- 103

Number of Referrals- 211

Number of Expulsions- 6

Goals for 2026-2027

Schoolwide Behavior Goal: By May 2026, the school will reduce office referrals by 25% and out-of-school suspensions by 30% through consistent use of PBIS, SEL, and restorative practices that teach expectations, reinforce positive behavior, and provide targeted interventions for students in need.

Measure of Success:
25% fewer referrals
25% fewer suspensions
Documented PBIS and SEL implementation schoolwide

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 Weekly Meeting (Monday, 8:45, 100)
ILT Member (Shandra Smith, Principal)
ILT Member (Claudell Mack, Assistant Principal)
ILT Member (Taylor White, Curriculum Coordinator)
ILT Member (Demetria Reynolds-Banks, Literacy Coach)
ILT Member (Karissa Bowden, SPED LEAD)
ILT Member (Zakeedra McKeel, Math LEAD)
ILT Member (Remonia Demby, ELA LEAD)
ILT Member (Stephanie Palmisnao, SS/S LEAD)

PLCs - Add/edit charts to display all PLCs at your school.

PLC - ELA	PLC - Math
Weekly Meeting (Tuesday, 8:00, 104)	Weekly Meeting (Tuesday, 9:30, 104)
PLC Member (Taylor White, Facilitator)	PLC Member (Taylor White, Facilitator)
PLC Member (Remonia Demby, Facilitator)	PLC Member (Karissa Bowden, Facilitator)
PLC Member (Andreae Wright, Member)	PLC Member (Khaliah Elliott, Member)
PLC Member (Jakobe Byrd, Member)	PLC Member (Marquezz Lewis, Member)
	PLC Member (April McCarthy, Member)

PLC - Science.Social Studies	PLC - K-2
Weekly Meeting (Wednesday, 8:45, 104)	Weekly Meeting (Wednesday: 12:00 K, 12:45 1st, 1:30 2nd)
PLC Member (Stephanie Palmisano, Facilitator)	PLC Member (Taylor White, Facilitator)
	PLC Member (Zakeedra McKeel, Facilitator)
PLC Member (Taylor White, Facilitator)	PLC Member (Demetria Banks, Facilitator)
PLC Member (Claudell Mack, Facilitator)	PLC Member (Onesia White, K)
PLC Member (Christopher Flemming)	PLC Member (Lanecia Clinton, K)
	PLC Member (Carlena Wilson, K)
	PLC Member (Brenda Bridges, 1)
	PLC Member (Jasmine Brown, 1)
	PLC Member (Ashley Collins, 1)
	PLC Member (Marcy Robertson, 2)
	PLC Member (Zakeedra McKeel, 2)

Additional Professional Development

Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
Fall Book Study- *What You Say and How You Say It Matters*	August 2026-December 2026	Claudell Mack	Claudell Mack	
Spring Book Study- *Who Moved My Cheese*	January 2027-May 2027	Claudell Mack	Claudell Mack	Support teacher learning
District Trainings	ongoing	District Leaders	District Leaders	

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	_x__ Kindergarten			
__x_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
Middle School Preview Day – Visit the middle school campus to tour classrooms, meet teachers and counselors, and learn daily routines.	CJH Counselors	n/a		
Student Panel & Q&A – Current middle school students share what to expect and offer tips for success.	CJH Counselors	n/a		
Organization Boot Camp – Teach note-taking, locker organization, and schedule management during advisory or SEL time.	Latonya Brown-SEL	n/a		
Middle School Mindset Lessons – Use SEL activities to practice self-advocacy, respect for authority, and handling peer conflict.	Latonya Brown-SEL	n/a		
Growth Goal Celebration – Reflect on academic and behavior goals to build motivation and ownership.- PM , Zearn, LEXIA	Taylor Anderson-White	Aug.-May		

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:		