



Sallie Humble Elementary

Title I Elementary Schoolwide Plan

2025-2026

Master Schedule

Page 25.26 *Revised 8/6/2025

	3rd Grade	4th Grade	5th Grade	6th Grade	6th Grade	
8:00 – 8:30	HDT 8:00-8:30 Literacy 8:30-9:00 Math	HDT 8:00-8:30 Literacy 8:30-9:00 Math	HDT 8:00-8:30 Literacy	8:00 – 8:30	RTI	
8:30 – 8:45			Block 1 90 min instruction	8:30-9:50	Block 1 80 min instruction	
8:45 – 9:00						
9:00 – 9:15	Block 1 90 min instruction	9:50-11:10		Block 2 80 min instruction		
9:15 – 9:30						
9:30 – 9:45						
9:45 – 10:00						
10:00 – 10:15						
10:15 – 10:30						
10:30 – 10:45	Block 2 90 minutes	Block 1 90 min instruction/ 45 min ancillary		9:50-11:10	Block 2 80 min instruction	
10:45 – 11:00						
11:00 – 11:15	LUNCH	Block 2 90 min. instruction	Block 2 90 min. instruction 45 min ancillary	Block 3 80 min instruction 45 min ancillary		
11:15 – 11:30						
11:30 – 11:45						
11:45 – 12:00	RECESS	LUNCH	Block 2 90 min. instruction 45 min ancillary	Block 3 80 min instruction 45 min ancillary		
12:00 – 12:15						
12:15 – 12:30	Block 2 cont.	RECESS	LUNCH	Block 3 80 min instruction 45 min ancillary		
12:30 – 12:45						
12:45 – 1:00	Block 2 cont.	Block 2 cont.	Block 2 cont.	11:10-12:45	Block 3 80 min instruction 45 min ancillary	
1:00 – 1:15						
1:15 – 1:30						
1:30 – 1:45			Block 2 cont.	Block 3 90 min instruction	12:45-1:15	LUNCH
1:45 – 2:00						
2:00 – 2:15						
2:15 – 2:30						
2:30 – 2:45						

2:45-3:05	Block 2 90 min instruction 45 min ancillary	Block 3 90 min instruction	Block 4 HDI - Math 2:30-3:00 Electives	2:10-2:50	Return to Homeroom
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School Improvement Team		
	NAME	ROLE
Administrator	Shannon Embanato	Principal
Administrator	Matthias Drewry	Assistant Principal
Teacher	Tracy Hill	Math Interventionist
Teacher	Cassidy Burns	Instructional Coach
Teacher	Whitney Cascio	SPED Teacher
Parent		
Parent		
SIP REVIEW MEETING DATES		
#1 Beginning of Year		
#2 2nd 9 Weeks		
#3 3rd 9 Weeks		
#4 4th 9 Weeks		

Faculty and Staff Roster	
Name	Position/Assignment
Allie Wells	4th - ELA
Molly Jones	4th - Math
Kristen Long	4th - Math
Anna Caples	4th - Science
April Palmer Cornwell	4th - Social Studies
Claire Pitson	5th - ELA
Jaydin Brock Stein	5th - ELA
Brittney Wallace	5th - Math
MacKenzie McCartney	5th - Math
Anna Grant	5th - Science
Lauren Voorhees	5th - Social Studies
Laura Vidrine Pickett	GT-ELA
Melanie McCall	GT-ELA
Rachel Sitton	GT - Math
Dorian Boatner	6th - ELA
Lara Jopling	6th - ELA
Kimberly Garza	6th - Math
Lindsay Punchard	6th - Math
Adam Blount	6th - Social Studies
Luke Cook	6th - Science
Hillary Stokes	Self-Contained SPED
Whitney Cascio	3rd & 4th Inclusion
Ebony Steele	5th & 6th Inclusion
Nan Bell	Math/Reading Resource
Cassidy Burns	Instructional Coach/Dibels

Tracy Hill	Math Interventionist
April Pealer	Spanish
Kelsie Lewis	Music
Katelyn Vaughan	Art
Summer Hines	Librarian
Christin Green	Inclusion Para
Andrew Bloomer	PE
Megan Hardy	Behavioral Interventionist
Tammy Carroway	Inclusion Para
Maria Green	Resource Para
Tawanna Hardy	SC Para
Brittany Wallace	SC Para
Kawondria Jenson	Inclusion Para
Cordella Powell	Secretary
Jennifer Dozier	Computer Operator
Years of Experience	
# of Teachers with 0-3 years of experience	7
# of Teachers with 3-5 years of experience	6
# of Teachers with 6-10 years of experience	8
# of Teachers with more than 10 years of experience	16

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	<p>Examine multiple sources of data to identify the priority needs within the school. Must include the following areas:</p> <p>Student Demographic Data</p> <p>Student Achievement - including subgroup and sub-claim data</p> <p>Parent Survey Data</p> <p>School Organization</p>
Strategies for Improvement	<p>strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and "</p> <p>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)].</p>
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.

List the number of students in each area.							
Total Population	Economically Disadvantaged	# Students w/Disabilities	# Migrant	# EL	# Homeless	# Foster Care	Military Affiliated (Active Duty/ Retired parents)
579	345	50	0	11	2	4	3
Gender		Ethnicity					
Male	Female	White	Black	Hispanic	Asian	Native American Hawaiian/Pacific Islander	Two or more races
279	300	278	253	20	26	2	
Economically Disadvantaged Profile							
% of Economically Disadvantaged		Total Student Enrollment – Oct. 1 60%					

Student Achievement Data - Insert Cohort Chart from Mrs. Dumas

School Goal(s) (SPS):
1
2

Subgroup Data: District will upload once data is available.

English Language Arts 2024-2025 LEAP Data																											
S = Strong M = Moderate W = Weak																											
Grade	# of Students	Reading Performance												Writing Performance													
		Reading Performance			Reading Informational Text			Reading Literary Text			Reading Vocabulary			Writing Performance			Written Expression			Knowledge & Use of Language Conventions							
		S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W					
3rd	139	63	27	10	49	33	18	61	21	18	65	19	16	39	0	61											
4th	144	59	55	19	57	24	19	52	28	20	57	24	20	60	22	17											
5TH	136	59	25	16	54	26	20	58	22	20	51	31	18	71	1	28											
6TH	166	39	39	22	43	29	29	42	30	28	40	25	35	37	31	32											

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DIBELS 8th Literacy Screening Data														
Student	Letter-Word	Spelling	Reading	Comprehension	Writing	Fluency	Accuracy	Rate	Proportion	Score	Score	Score	Score	Score
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
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35														
36														
37														
38														
39														
40														
41														
42														
43														
44														
45														
46														
47														

BOY							
Student Placement Distribution (%)							
Grade	Number of Total Students	Well Below	Below	At Benchmark	Above Benchmark	Number of Students Assessed	
K							
1st							
2nd							
3rd	136	6%	11%	35%	48%	136	
Totals							
MOY							
Student Placement Distribution (%)							
Grade	Number of Total Students	Well Below	Below	At Benchmark	Above Benchmark	Number of Students Assessed	Difference in previous assessment score (+/-)
K							
1st							
2nd							
3rd							
Totals							
EOY							
Student Placement Distribution (%)							
Grade	Number of Total Students	Well Below	Below	At Benchmark	Above Benchmark	Number of Students Assessed	Difference in previous assessment score (+/-)
K							
1st							
2nd							
3rd							
Totals							

4th & 5th High Dosage Tutoring Progress Monitoring Data

Cycle 1 PM 1- ELA							
Student Placement Distribution (%)							
Grade	Number of Total Students	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	Number of Students Assessed
4th							
5th							
Totals							
Cycle 1 PM 1- MATH							
Student Placement Distribution (%)							
Grade	Number of Total Students	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	Number of Students Assessed
4th	46	20%	8%	17%	47%	8%	46
5th							
Totals							
Cycle 2 PM 1							
Student Placement Distribution (%)							
Grade	Number of Total Students	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	Number of Students Assessed
4th							
5th							
Totals							
Cycle 3 PM 1							
Student Placement Distribution (%)							
Grade	Number of Total Students	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	Number of Students Assessed
4th							
5th							
Totals							

STAR Math Summative Data																
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1st - 6th

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Student Placement Distribution (% and #)															
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Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Apporaching Basic	# Apporaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	Number of Students Assessed								
1st												0								
2nd												0								
3rd	140	9%	12	14%	19	26%	35	25%	34	27%	37	137								
4th	151	11%	16	16%	23	23%	34	32%	48	18%	27	148								
5th	151	13%	18	11%	16	22%	32	33%	47	21%	30	143								
6th	128	13%	16	22%	28	18%	23	28%	35	19%	24	126								
Totals		0.46	62	0.41	86	0.89	124	1.18	164	0.85	118	554								

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Student Placement Distribution (% and #)												
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Student Placement Distribution (% and #)												
--	--	--	--	--	--	--	--	--	--	--	--	--

[illegible]

K-3 Forefront Numeracy Screener

Fall

Student Placement Distribution (%)						
Grade	Number of Total Students	Well Below Basic	Below Basic	Basic	Proficient	Number of Students Assessed
K						
1st						
2nd						
3rd	136	6%	15%	32%	47%	139
Totals						

Mid-Year

Student Placement Distribution (%)						
Grade	Number of Total Students	Well Below Basic	Below Basic	Basic	Proficient	Number of Students Assessed
K						
1st						
2nd						
3rd						
Totals						

Spring

Student Placement Distribution (%)						
Grade	Number of Total Students	Well Below Basic	Below Basic	Basic	Proficient	Number of Students Assessed
K						
1st						
2nd						
3rd						
Totals						

MCS End of Module Tests

Enter the percent proficient (Mastery and above)	

[illegible]

S = Strong M = Moderate W = Weak

MCS Science Progress Monitoring[illegible]

[illegible]

S = Strong M = Moderate W = Weak

Grade	# of Students	Social Studies Performance																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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Summary of Data Collection			
*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.			
Areas of Strengths			
1			
2			
3			
4			
5			
Areas of Improvement			
1			
2			
3			
4			
5			
Prioritized Needs			
Prioritized Student Performance Needs			
	Priority	Student Performance Need	Grade Level Focus for
1			
2			
3			
4			

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.

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.

Category I: Strong Evidence Category II: Moderate Evidence Category III: Promising Evidence Category IV: Theory of Action
(Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

OBJECTIVES (Up to 4)

- 3

- 4

___ Category I: Strong Evidence ___ Category II: Moderate Evidence ___ Category III: Promising Evidence ___ Category IV: Theory of Action
(Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

OBJECTIVES (Up to 4)

- 3

- 4

Category I: Strong Evidence Category II: Moderate Evidence Category III: Promising Evidence Category IV: Theory of Action
(Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

OBJECTIVES (Up to 4)

- 1

- 2 p

Part C: Student Support Services				
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Students with Disabilities		
Race/Ethnicity/Minority		English Learners		
Foster and Homeless				
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		

Part E: Multi-Tiered Systems of Support (MTSS) Behavior of support to prevent and address problem behavior

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)

Desired Outcomes from EOY 2023 to EOY 2025

2024-2025 Data:

Number of Suspension ISS/OSS 38

Referral Data 73

Expulsion Data 2

Goals for 2025-2026

- 1 By the end of the 2025-2026 school year, Sallie Humble Elementary will reduce the number of out of school suspensions from 38 to 33 or fewer, representing a decrease of at least five suspensions from the previous school year.
- 2 By the end of the 2025-2026 school year, all staff will utilize PBIS rewards to implement Tier I restorative practices with at least 80% active usage, as monitored through PBIS data reports.

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.				
Weekly Meeting (day, time, place)				
ILT Member (name, role) Deidra Lewis- Curriculum Coordinatior				
ILT Member (name, role) Matthias Drewry- AP				
ILT Member (name, role) Cassidy Burns- Instructional Coach				
ILT Member (name, role) Ebony Steele- SPED				
ILT Member (name, role) April Cornwell- SS				
ILT Member (name, role) Dorian Boatner- ELA				
ILT Member (name, role) Taylor Seale- Science				
ILT Member (name, role) Shannon Embanato- Principal				
PLCs - Add/edit charts to display all PLCs at your school.				
PLC - ELA		PLC - Math		
Weekly Meeting (day, time, place)		Weekly Meeting (day, time, place)		
PLC Member (name, role) Dorian Boatner- Content Leader		PLC Member (name, role) Brittney Wallace-Content Leader		
PLC Member (name, role) Samatha Jester- 3rd		PLC Member (name, role) Kennedy Bullock-3rd		
PLC Member (name, role) Metra Nelson- 3rd		PLC Member (name, role) Brianna Francis-3rd		
PLC Member (name, role) Allie Wells- 4th		PLC Member (name, role) Molly Jones- 4th		
PLC Member (name, role) Mackenzie Green- 4th				
PLC Member (name, role) Claire Pitson- 5th				
PLC Member (name, role) Rylie Stein- 5th		PLC Member (name, role) Kristen Long- 4th		
		PLC Member (name, role) MacKenzie McCartney-5th		
PLC Member (name, role) Lara Jopling-6th		PLC Member (name, role) Kimberly Garza- 6th		
		PLC Member (name, role) Lindsay Punchard- 6th		
PLC - Science		PLC - Social Studies		
Weekly Meeting (day, time, place)		Weekly Meeting (day, time, place)		
		PLC Member (name, role) April Cornwell- Content Leader		
PLC Member (name, role) Taylor Seale- Content Leader		PLC Member (name, role) Savannah Frost- 3rd		

PLC Member (name, role)	April Caples- 4th Teacher		PLC Member (name, role)	Lauren Voorhees- 5th		
PLC Member (name, role)	Anna Grant- 5th Teacher		PLC Member (name, role)	Adam Blount- 6th		
PLC Member (name, role)	Luke Cook- 6th Teacher		PLC Member (name, role)			
Additional Professional Development						
Title	Date/Time	Presenter or Vendor Name			Responsible Person	Intended Outcomes

Part G: Student Transition				
Transition Activities: Select all that apply:				
<input checked="" type="checkbox"/> Elementary to Middle School <input checked="" type="checkbox"/> 2nd grade to 3rd grade				
<input type="checkbox"/> Middle School to High School <input type="checkbox"/> High School to Careers/College				
ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
2nd Grade Student and Parent Tour	3rd Grade Team	May 2026		
6th Grade Visit ato NJH and CJH	Mrs. Embanato and Mrs. Ewing	February 2026		

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:		