



Sallie Humble Elementary

Title I Elementary Schoolwide Plan

2025-2026

School Name: Sallie Humble Elementary							
Address: 3800 Westminster, Monroe, LA 71201							
Grade Span: 3-6							
School Mission: Committed to promoting academic and social growth for all							
School Goal: For students to be proficient in all content areas							
Actionable Item Steps: Use HQIM, Analyze individual student data tracking, Effective and differentiated RTI/HDT, Teacher support through collaboration, PLCs, PDs							
Principal: Shannnon Embanato							
Assistant Principal: Matthias Drewry							
Curriculum Coach: Deidra Lewis							
<u>School Improvement Questionnaire</u>							

Master Schedule

Table 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	8:00 – 8:30	RTI
8:30 – 8:45	HDT 8:00-8:30 Literacy	HDT 8:00-8:30 Literacy			
8:45 – 9:00	8:30-9:00 Math	8:30-9:00 Math			
9:00 – 9:15					
9:15 – 9:30					
9:30 – 9:45					
9:45 – 10:00					
10:00 – 10:15					
10:15 – 10:30	Block 1 90 minutes				
10:30 – 10:45		Block 1 90 min instruction/			
10:45 – 11:00	Block 2 90 minutes	45 min ancillary			
11:00 – 11:15		Block 2 90 min.			
11:15 – 11:30	LUNCH	instruction	Block 2 90 min.		
11:30 – 11:45	RECESS		instruction		
11:45 – 12:00		LUNCH	45 min ancillary		
12:00 – 12:15		RECESS			
12:15 – 12:30			LUNCH		
12:30 – 12:45	Block 2 cont.		RECESS		
12:45 – 1:00			Block 2 cont.		
1:00 – 1:15				12:45-1:15	LUNCH
1:15 – 1:30		Block 2 cont.		1:15-1:30	RECESS
1:30 – 1:45				1:30-2:10	Block 3 cont.
1:45 – 2:00					ELECTIVES: Band, Choir, Orchestra Study Hall
2:00 – 2:15					
2:15 – 2:30					
2:30 – 2:45			HDT- Math		

2:45-3:05	Block 2 90 min instruction 45 min ancillary	Block 3 90 min instruction	Block 4- 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	Examine multiple sources of data to identify the priority needs within the school. Must include the following areas: Student Demographic Data Student Achievement - including subgroup and sub-claim data Parent Survey Data School Organization
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.

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							
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.

Summary of Parent Survey Data[View Parent Survey Data](#) **Distribute Survey Oct. 1, Jan. 6th, & May 1**

Here is a sample of the 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

2

3

Improvements

Parent Survey Data Sources

1

2

3

English Language Arts 2024-2025 LEAP Data

S = Strong M = Moderate W = Weak

Grade	# of Students	Reading Performance												Writing Performance						Knowledge & Use of Language Conventions					
		Reading Performance			Reading Informational Text			Reading Literary Text			Reading Vocabulary			Writing Performance			Written Expression								
		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									

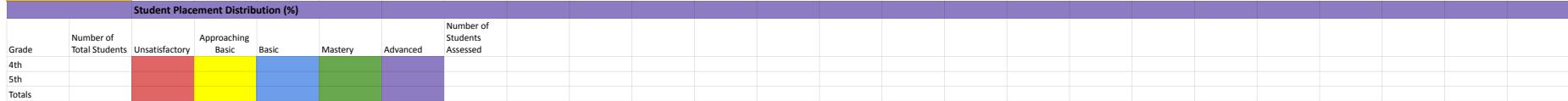
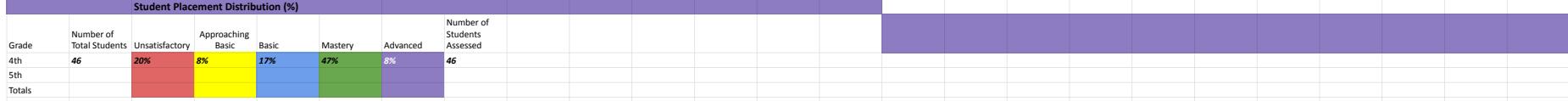
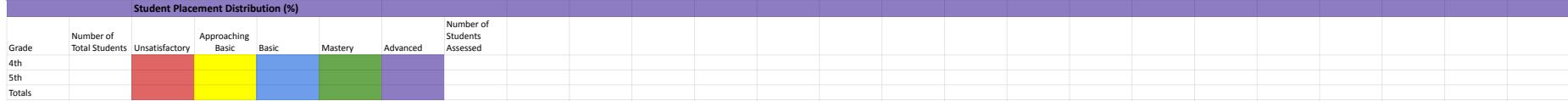
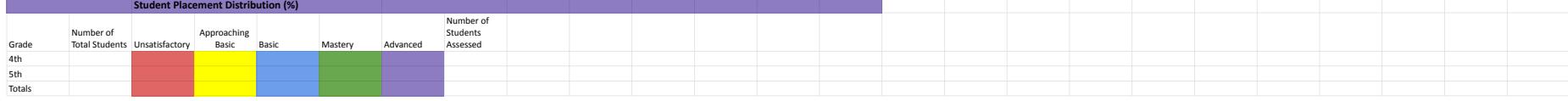
STAR Reading Summative Data

DIBELS 8th Literacy Screening Data

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
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
K						
1st						
2nd						
3rd						
Totals						

4th & 5th High Dosage Tutoring Progress Monitoring Data
Cycle 1 PM 1- ELA

Cycle 1 PM 1- MATH

Cycle 2 PM 1

Cycle 3 PM 1


3rd Grade District Assessment 2025-2026

Common Assessment	# of Students	Proficient Levels				
		Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
#1	134	14	19	12	55	34
#2	123	2	8	7	38	68
#3						
#4						
#5						
#6						
#7						
#8						
#9						
#10						

4th Grade District Assessment 2025-2026

Common Assessment	# of Students	Proficient Levels				
		Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
#1	141	52	59	28	2	0
#2	103	0	3	11	21	68
#3	125	36	45	27	12	5
#4						
#5						
#6						
#7						
#8						
#9						
#10						

5th Grade District Assessment 2025-2026

Common Assessment	# of Students	Proficient Levels				
		Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
#1	151	24	28	51	29	19
#2						
#3						
#4						
#5						
#6						
#7						
#8						
#9						
#10						

6th Grade District Assessment 2025-2026

Common Assessment	# of Students	Proficient Levels				
		Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
#1	111	38	70	3	0	0
#2						
#3						
#4						
#5						
#6						
#7						
#8						
#9						
#10						

Mathematics 2024-2025 LEAP Data

S = Strong M = Moderate W = Weak

Grade	# of Students	Math Performance													
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application				
		S	M	W	S	M	W	S	M	W	S	M	W		
3rd	139	67	16	17	57	30	13	54	32	15	54	32	15		
4th	144	67	15	17	53	26	21	54	30	16	54	30	16		
5th	136	64	25	12	56	23	21	56	21	23	56	21	23		
6th	166	38	32	30	45	30	25	36	32	32	36	32	32		

STAR Math Summative Data

1st - 6th

FALL 2025

Student Placement Distribution (% and #)

Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Approaching Basic	# Approaching 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

WINTER 2025

Student Placement Distribution (% and #)

SPRING 2026

Student Placement Distribution (% and #)

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						
Totals	136	6%	15%	32%	47%	139

Mid-Year

Student Placement Distribution (%)							
Grade	Number of Total Students	Well Below Basic	Below Basic	Basic	Proficient	Number of Students Assessed	Difference in previous assessment score (+/-)
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	Difference in previous assessment score (+/-)
K							
1st							
2nd							
3rd							
Totals							

MCS End of Module Tests

Enter the percent proficient (Mastery and above)

Social Studies 2024-2025 LEAP Data

S = Strong M = Moderate W = Weak

Grade	# of Students	Social Studies Performance																		
		Foundations, Papers, Places of the US			A Growing and Changing Nation						Innovate, Innovate and a More Perfect Union						Establishing Context			Examining Sources and Expressing Claims
		S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	
3rd	139	40	17	43	41	19	40	42	29	29	36	32	32	35	29	35				
			Prehistoric Early Civilizations in Near East and India			Early Civilizations in Egypt and Americas						Empire Building in China, Greece and Rome						Establishing Context		
4th	144	34	30	36	40	24	36	29	31	40	34	26	41	36	29	35				
			Medieval Europe and West African Kingdoms			Civilizations in the Americas						Renaissance, Reformation and Colonization						Establishing Context		
5th	136		45	15	40	41	25	34	36	24	40	42	20	38	39	25	36			
			Colonial America and Louisiana			American Revolution						Establishing the US of America						Establishing Context		
6th	166	19	24	57	16	27	57	24	15	61	23	22	55	20	18	61				

MCS Social Studies Progress Monitoring

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			

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 functions should align with the www.achieve.org/standards-and-assessments.

Goal 1: To improve the SRS in FIA

Goal 1: To improve the SPS in ELA.
Evidence of Effectiveness:
____ 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)

1. EOY K-2 Dibels data will demonstrate an increase in students scoring at benchmark from _____% to _____% (EOY).
2. By June 2026, our school will raise ELA proficiency in grades 3-8 from _____% to _____% through consistent instructional strategies, targeted support, and aligned assessments.

Strategic Initiatives and Resource Allocation						
Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source	Timeline	Notes
Initiative A: Market Expansion	John Doe	2024-01-01	\$500,000	Internal Reserve	Q1-Q2	On Track
Initiative B: Product Line Expansion	Jane Smith	2024-04-30	\$300,000	External Grant	Q2-Q3	Planning Phase
Initiative C: Operational Efficiency	Mike Johnson	2024-07-01	\$200,000	Corporate Bond	Q3-Q4	Initiated
Initiative D: R&D Investment	Sarah Lee	2025-01-01	\$400,000	Private Investment	Q4-Q1	Concept Stage
Initiative E: Sustainability Program	David White	2024-03-31	\$150,000	Community Fund	Q1-Q2	Prepared
Initiative F: Talent Acquisition	Emily Green	2024-05-31	\$250,000	Employee Stock Options	Q2-Q3	Recruiting Phase
Initiative G: Customer Experience	Chris Brown	2024-06-30	\$100,000	Customer Loyalty Program	Q3-Q4	Planning Phase
Initiative H: M&A Activity	Olivia White	2024-09-30	\$550,000	Corporate Merger	Q4-Q1	Initial Assessment
Initiative I: Strategic Partnerships	Benjamin Green	2024-10-31	\$350,000	Strategic Alliance	Q1-Q2	Concept Stage
Initiative J: Product Innovation	Alex White	2025-01-01	\$450,000	Corporate Bond	Q2-Q3	Concept Stage

Goal 2: To improve the SPS in Math.

Goal 2: To improve

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. EOY K-2 Dibels data will demonstrate an increase in students scoring at benchmark from _____% (BOY) to _____% (EOY). 3
 2. By June 2026, our school will raise ELA proficient in grades 3-8 from _____% to _____% through consistent instructional strategies, targeted support, and ongoing progress monitoring. 4

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
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Goal 3

Parental Engagement Strategy

Evidence of Effectiveness

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)

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source		
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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 Coordinator

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

Weekly Meeting (day, time, place)

PLC Member (name, role) Dorian Boatner- Content Leader

PLC Member (name, role) Samatha Jester- 3rd

PLC Member (name, role) Metra Nelson- 3rd

PLC Member (name, role) Allie Wells- 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) Lara Jopling-6th

PLC - Math

Weekly Meeting (day, time, place)

PLC Member (name, role) Brittney Wallace-Content Leader

PLC Member (name, role) Kennedy Bullock-3rd

PLC Member (name, role) Brianna Francis-3rd

PLC Member (name, role) Molly Jones- 4th

PLC Member (name, role) Kristen Long- 4th

PLC Member (name, role) MacKenzie McCartney-5th

PLC Member (name, role) Kimberly Garza- 6th

PLC Member (name, role) Lindsay PUNCHARD- 6th

PLC - Science

Weekly Meeting (day, time, place)

PLC Member (name, role) Taylor Seale- Content Leader

PLC - Social Studies

Weekly Meeting (day, time, place)

PLC Member (name, role) April Cornwell- 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:

Elementary to Middle School 2nd grade to 3rd grade

Middle School to High School 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:		
	<ul style="list-style-type: none"> - Evidence of the use of a comprehensive needs assessment - Goals and measurable objectives - Evidence 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:		