



Sherrouse Alternative School

Title I K-12 Schoolwide Plan

2025-2026

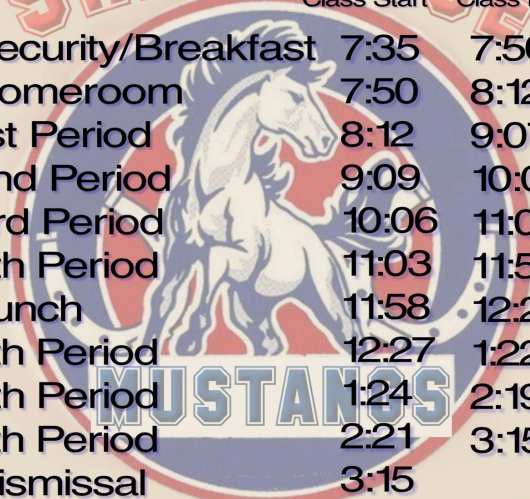
Bell Schedule

SHERROUSE ALTERNATIVE SCHOOL DAILY SCHEDULE 2025-2026

Revised 8/7/2025
-jh

TEACHER	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD
B. Collins	7th Grade American History	6th Grade Social Studies	8th Grade Elective	8th Grade LA History	HS History	Planning	HS Elective W. Harris
M. Ford	SC Science	SC English	SC Applied Math	SC History/Social Studies	SC	Planning	SC
L. Jackson	Planning	HS Math	7th Grade Math Coach G.	6th Grade Math	7th Grade Elective	8th Grade Math	8th Grade Math Lab
C. Parker	6th Grade Elective	8th Grade Science	6th Grade Science	HS Science Coach G.	Planning	7th Grade Science	7th Grade Elective Coach G.
L. Moore	K-5 Art	Planning	K-5 ELA	K-5 Reading	K-5 Math	K-5 Science	K-5 Social Studies
R. Roberts	HS Study Skills Coach G.	Inclusion	8th Grade Study Skills	7th Grade Study Skills	Inclusion Coach G.	Planning	6th Grade Study Skills
Staff (M. Ford) Temp.	8th Grade ELA W. Harris	7th Grade ELA W. Harris	HS ELA W. Harris	Planning	6th Grade ELA	HS Elective Coach G.	6th Grade Elective
Fill Ins Due to Short Staff		K-5 PE Coach G.		7th Grade Elective W. Harris	8th Grade Elective W. Harris	6th Grade Elective W. Harris	

REGULAR BELL SCHEDULE



	Class Start	Class End
Security/Breakfast	7:35	7:50
Homeroom	7:50	8:12
1st Period	8:12	9:07
2nd Period	9:09	10:04
3rd Period	10:06	11:01
4th Period	11:03	11:58
Lunch	11:58	12:27
5th Period	12:27	1:22
6th Period	1:24	2:19
7th Period	2:21	3:15
Dismissal	3:15	

School Improvement Team		
	NAME	ROLE
Administrator	Jennifer Armstrong-Harris	Principal
Administrator		
Teacher	LaKeisha Qualls-Moore	K-5 Teacher
Teacher	Courtney Parker	MS/HS Science Teacher
Teacher	Ruby Roberts	K-12 Inclusion Teacher
Parent		
Parent		
SIP REVIEW MEETING DATES		
#1 Beginning of Year		
#2 2nd 9 Weeks		
#3 3rd 9 Weeks		
#4 4th 9 Weeks		

Staff Data		
# Uncertified Staff	Avg. Staff Evaluation Rating	

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> <ul style="list-style-type: none"> Student Demographic Data Student Achievement - including subgroup and sub-claim data Parent Survey Data School Organization
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.

Total Population	Economically Disadvantaged	# Students w/Disabilities	# Migrant	# EL	# Homeless	# Foster Care	Military Affiliated (Active Duty/ Retired parents)
57	57	21	0	0	0	0	0
Gender							
Female		Ethnicity					
		White	Black	Hispanic	Asian	Native American Hawaiian/Pacific Islander	Two or more races
37	20	1	56	0	0	0	1
Economically Disadvantaged Profile							
% of Economically Disadvantaged		Total Student Enrollment – October 1					
100	57						

Student Achievement Data - Insert Cohort Chart from Mrs. Dumas

School Goal(s) (SPS):				
1. Utilize student data from core subjects to ensure that students experience growth during their enrollment at Sherrouse.				
2. Teachers will participate in PLC's led by the ILT where data, best practices, and planning will be the main focus points for the 2025-2026 school year.				

Summary of Parent Survey Data

[Title I Parent Survey Data](#) Distribute Survey Oct. 1, Jan. 6th, & May 1

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
- 2
- 3

Improvements

Parent Survey Data Sources

- 1
- 2
- 3

No parents completed the survey. Will redistribute on the January date.

English Language Arts 2024-2025 LEAP Data 3rd-8th

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	0																					
4th	1			100			100			100			100			100			100			
5th	4	25	25	50	25	25	50	50		50	25	50	25	25		25			75			
6th	5	20	20	60	20		80		20	80	20	20	60	0		20			80			
7th	23	0	14	86	9	23	68	0	9	91	9	9	82	0	0	0			100			
8th	24	4	25	71	4	17	79	13	17	71	4	25	71	8	8				83			

3rd-8th Gd. Mathematics 2024-2025 LEAP

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	0												
4th	1			100			100			100			100
5th	4			100			100			100			100
6th	6			100			83			100			100
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
		S	M	W	S	M	W	S	M	W	S	M	W
7th	23		5	95	5	29	67	0	14	86	0	14	86
8th	24	0	8	92	0	4	96	0	17	83	0	17	83

Science LEAP 2024-2025

S = Strong M = Moderate W = Weak

Grade	# of Students	Science Performance								
		Investigate			Evaluate			Reasoning Scientifically		
		S	M	W	S	M	W	S	M	W
7th	23	5	0	95	0	10	90	0	5	95
8th	24	0	4	96	0	13	87	4	13	83

MCS Science Progress Monitoring

Grade	1st 9weeks (Oct-Nov)					2nd 9 Weeks (Jan)					3rd 9 weeks (Mar-Apr) - Practice Test				
	% Advanced	% Mastery	% Basic	% App Basic	% Unsat	% Advanced	% Mastery	% Basic	% App Basic	% Unsat	% Advanced	% Mastery	% Basic	% App Basic	% Unsat
7th															
8th															

Social Studies LEAP 2

S = Strong M = Moderate W = Weak

Grade	# of Students	Social Studies Performance																								
		First Presidents...					Regional Changes					Civil War					Establishing Context					Examining Sources and Supporting Claims				
		S	M	W		S	M	W		S	M	W		S	M	W		S	M	W						
7th	23	0	5	95		0	5	95		5	29	67		0	14	86		0	10	90						
		Late 19th Century					WWI					WWII					Establishing Context					Examining Sources and Supporting Claims				
8th	24	4	22	74		4	13	83		4	13	83		9	4	87		4	9	87						

**MCS
Social
Studies
Progress
Monitoring**

Grade	1st 9 weeks (Oct-Nov)					2nd 9 Weeks (Jan)					3rd 9 weeks (Mar-Apr) - Practice Test				
	% Advanced	% Mastery	% Basic	% App Basic	% Unsat	% Advanced	% Mastery	% Basic	% App Basic	% Unsat	% Advanced	% Mastery	% Basic	% App Basic	% Unsat
7th															
8th															

Retentions

Grade	2021-2022			2022-2023			2023-2024			2024-2025		
	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
9th	15	11	73.3	12	9	75.19	0	0		24	0	0
10th	9	5	8.15	8	3	37.5	10	0	0	16	0	0
11th	2	1	50	6	1	5	0	0	0	7	0	0
12th	0	0	0	0	0	0	0	0	0	0	0	0
Total	26	17	65.38	26	13	50	34	0	0	47	0	0

Retentions												
Grade	2021-2022			2022-2023			2023-2024			2024-2025		
	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
K	0	0	0	3	1	33	1	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0	0
2nd	1	1	100	0	0	0	0	0	0	0	0	0
3rd	1	1	100	1	1	100	0	0	0	0	0	0
4th	5	2	40	1	1	100	1	0	0	1	0	0
5th	5	1	20	7	3	42.86	1	0	0	4	0	0
6th	4	2	50	6	2	33	4	1	25	4	0	0
Total	16	7	44	18	8	44	7	1	14.29	5	0	0

Retentions												
Grade	2021-2022			2022-2023			2023-2024			2024-2025		
	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
7th	25	10	40	13	8	61.5	19	2	10.5	22	0	0
8th	17	14	97.7	21	10	50	16	1	0.06	14	1	7.14
Total	42	24	57.14	34	18	52.94	35	3	8.57	36	1	2.78

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 Strength		
Strengths		
Low suspension rate	JCAMPUS	
Low major referral rate	JCAMPUS	
3		
4		
5		
Areas for Improvement		
Improvements		
Demonstrate growth in ELA	LEAP Data	
Demonstrate growth in Math	LEAP Data	
3		
4		
5		
Prioritized Needs		
Prioritized Student Performance Needs		
Priority	Student Performance Need	Grade Level Focus for
Increase student performance on LEAP assessments		3-8

Increase student performance on EOC assessments		9-12
3		
4		
5		

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		
Progress Monitoring		Inclusion		
		Resource Services		
		Progress Monitoring		
Race/Ethnicity/Minority		English Learners		
Tier I Curriculum				
Progress Monitoring				
Foster and Homeless				
Tier I Curriculum				
Progress Monitoring				
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		
Weekly visits with SBSW for middle and high school s	Jennifer Armstrong-Harris	As students enroll		
Make referrals through SBSW for eligible students	Madonna Morris, C. Shine			

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	0	0	0	0	0	
Dual Enrollment	0	0	0	0	1	
Business: Industry Based Credentials						
Health Sciences: Industry Based Credentials						
Architecture and Construction: Industry Based Credentials						
Manufacturing: Industry Based Credentials						

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:

Suspension Data 3 suspensions

Referral Data 6 referrals

Expulsion Data 0 expulsions

Goals for 2025-2026

1 fewer than 15 suspensions for the 2025-2026 SY

meet regularly with PBIS to provide multi tiered supports for students and teachers

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) Wednesday, 11:03- 11:58 am				
ILT Member (name, role) Jennifer Armstrong-Harris, Principal				
ILT Member (name, role) Lakeisha Qualls-Moore, Elem. Teacher				
ILT Member (name, role) Ruby Roberts, Inclusion K-12				
ILT Member (name, role) Courtney Parker, 6-12 Science				
PLC - All Subjects				
Weekly Meeting (day, time, place) Wednesday, 11:03- 11:58 am				
PLC Member (name, role) Jennifer Armstrong-Harris, Principal				
PLC Member (name, role) Lakeisha Qualls-Moore, Elem. Teacher				
PLC Member (name, role) Ruby Roberts, Inclusion K-12				
PLC Member (name, role) Courtney Parker, 6-12 Science				
Mira Ford- Self Contained				
Brandon Collins- 6-12 History				
Additional Professional Development				
Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
Learn Without Limits Boots on the Ground- Dr. Hester	Feb 7, 2026	Principal Kafele and Robert Jackson\ Dr. Frances Hester	Jennifer Armstrong-Harris	Engage in cutting edge strategies and connect with fellow educators.

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
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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: Jennifer Armstrong-Harris			
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: 10/29/2025	
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:		