

School Address: 3800 West

Sallie Humble Elementary

Grade Span: 3-6

School Mission: To provide

Title I Schoolwide Plan

School Goal: Committed to

2026-2027

School Improvement Team

Name	Role
Shannon Embanato	Principal
Matthias Drewry	Administrator
Deidra Lewis	Administrator
Brianna Francis	Teacher
Adam Blount	Teacher
Ebony Steele	Teacher

enrichment and interventions for all students to support individual growth toward achieving mastery or advanced on the LEAP Statewide ass

Ursula Hollis	**Parent**	
Mary Rachel	**Parent**	
SIP REVIEW MEETING DATES		
#1		
#2		
#3		
#4		

Required Components of a Title I SchoolWide Plan

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

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

Summary of Comprenehsive Needs Assessment	
*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.	
	*will be updated as more data is colle
Areas of Strengths	
1 Parent Communication	
2 Growing our bottom 25% students	
3	
4	
5	
Areas of Improvement	
1 Enriching High Performaning students	
2 Offering parents more streamlined ways to stay informed and to used the multiple platforms that are available	
3	
4	
5	
Prioritized Needs: Prioritized Student Performance Needs	
Priority	Student Performance Need

cted	
Data to Support Claim	
Parent Engagement Counsel	
Spring 2026 LEAP Data	
Data to Support Claim	
Spring 2026 LEAP Data	
Parent Engagement Counsel	
Grade Level Focus for	

1 Improving Math Scores for all students-Mathmatical Reasoning & Modeling	**Student must be able to write out their answers and explain**
2 Improving profiency of student writing-Writing Performance	**Effectively using TWR stategies to improve writing samples**
3	
4	
5	

All Grades	
All Grades	

Prior Year Data

School SPS

Achieve	45.31%
Grow	42.70%
Thrive (HS Only)	
Overall SPS	48.30%

Retentions

Grade	2023-2024			2024-2025			
Grade Bands of your Campus	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students
3-6	592	4	<1%	588	6	<1%	582
Total	592	4		588	6		582

LEAP Student Demographic Data

ELA Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3	84	37		

2025-2026

# Retained	%
3	<1%
3	

4	102	51					
5	88	29					
6	73	42					
Math Economically Disadvantaged							
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)			
3	89	25					
4	102	51					
5	88	22					
6	73	30					
ELA Non-Economically Disadvantaged							
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)			
3	59	42					
4	49	33					
5	62	40					
6	73	37					
Math Non-Economically Disadvantaged							
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)			
3	59	42					
4	49	40					
5	62	50					
6	73	38					

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?			
	Sent out via district link October 2nd on REMIND		
Strengths			
	Parent Survey	Data Sources	
1			
2			
3			
Improvements			
	Parent Survey	Data Sources	
1			
2			
3			

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

Objective 1: Increase ELA proficiency from 55.64 to 60.64

Objective 2: Provide targeted ELA interventions and extended learning opportunities

Objective 3: Incorporate ELA Opportuities in Ancillary Classes to strenghten academic

Objective 4: Increase parent understanding and involvement to support ELA achieveme

Activity/Strategy
Using HQIM materials to fidelity
PLC meetings
Teacher Collaboration
HDT/RTI
Standard Stations
After School Writing Academy
LEAP Prep Academy
Writing Bootcamps
Parent Academies
REMIND
Week at a Glance

;		
OBJECTIVES (Up to 3)		
achievement		
n4		

Responsible Person	Start/Completion Date	Estimated Cost
Embanato/Lewis/McCall	August 2026-May 2027	0
Embanato/Lewis/McCall	August 2026-May 2027	0
Embanato/Lewis/McCall	August 2026-May 2027	0
Teachers	August 2026-May 2027	0
Teachers	August 2026-May 2027	0
Lewis	March 2027	4000
Leadership Team/Teachers	March 2027	4000
Lewis/ ELA Teachers	Beginning in October (monthly)	
Leadership Team/Teachers	August 2026/March 2027	0
Leadership Team/Teachers	August 2026-May 2027	0
Leadership Team/Teachers	August 2026-May 2027 Weekly	0

Funding Source								
0								
0								
0								
0								
0								
Title I								
Title I								
0								
0								
0								

Resource Page on Website
Family Literacy Night
Lunch and Learn LEAP Prep

Embanato	August 2026-May 2027	0
Leadership Team/Teachers	November 2026	1000
Leadership Staff	March 2027	500

0								
Title I								
Title I								

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.

Objective 1: Increase Math proficiency from 53.49% to 58.49%

Objective 2: To remediate and enrich students in the area of Mathmatical Reasoning an

Objective 3: Incorporate Math Opportuities in Ancillary Classes to strenghten academic

Objective 4: Increase parent understanding and involvement to support Math achievem

ACTIVITY/STRATEGY
Using HQIM materials to fidelity
PLC meetings
Teacher Collaboration
HDT/RTI
Standard Stations
After School Writing Academy
LEAP Prep Academy
Writing Bootcamps

;		
OBJECTIVES (Up to 3)		
d Modeling		
: achievement		
en		
Responsible Person	**Start/Completion Date**	**Estimated Cost**
Embanato/Lewis/McCall	August 2026-May 2027	0
Embanato/Lewis/McCall	August 2026-May 2027	0
Embanato/Lewis/McCall	August 2026-May 2027	0
Teachers	August 2026-May 2027	0
Teachers	August 2026-May 2027	0
Lewis	March 2027	4000
Leadership Team/Teachers	March 2027	4000
Lewis/ ELA Teachers	Beginning in October (monthly)	

Funding Source
0
0
0
0
0
Title I
Title I

Parent Academies
REMIND
Week at a Glance
Resource Page on Website
Math/STEM Night
Lunch and Learn LEAP Prep

Leadership Team/Teachers	August 2026/March 2027	0
Leadership Team/Teachers	August 2026-May 2027	0
Leadership Team/Teachers	August 2026-May 2027 Weekly	0
Embanato	August 2026-May 2027	0
Leadership Team/Teachers	October 2026	800
Leadership Staff	March 2027	500

0
0
0
0
Title I
Title I

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

Objective 1: Increase Science proficiency from 36.53% to 41.53%

Objective 2: Increase Social Studies proficiency from 35.58% to 40.58%

Objective 3:

Objective 4:

ACTIVITY/STRATEGY
Using HQIM materials to fidelity
PLC meetings
Teacher Collaboration
Standard Stations
Parent Academies
REMIND
Week at a Glance
Resource Page on Website
Math/STEM Night
Lunch and Learn LEAP Prep

;		
OBJECTIVES (Up to 4)		

Responsible Person	Start/Completion Date	Estimated Cost
Embanato/Lewis/McCall	August 2026-May 2027	0
Embanato/Lewis/McCall	August 2026-May 2027	0
Embanato/Lewis/McCall	August 2026-May 2027	0
Teachers	August 2026-May 2027	0
Leadership Team/Teachers	August 2026/March 2027	0
Leadership Team/Teachers	August 2026-May 2027	0
Leadership Team/Teachers	August 2026-May 2027 Weekly	0
Embanato	August 2026-May 2027	0
Leadership Team/Teachers	October 2026	800
Leadership Staff	March 2027	500

Funding Source
0
0
0
0
0
0
0
0
Title I
Title I

Part B: Plans for Improvement/ State the Goals

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

Goal 3: Parental Engagement Strategy

OB

Objective 1: Continue to provide a variety of meaningful family engagement opportunitie positive partnerships between families and the school

Objective 2: Increase parent participation in Parent Academies and other targeted parer

ACTIVITY/STRATEGY
Donuts with Grownups
Math and STEM Night
Literacy Night
Grandparents Day
Read the Day Away
Back to School Parent Night
Back 2 Basic Parent Academy
Dibels/LEAP Parent Night
Parent LEAP Prep Night
Lunch and Learn LEAP Prep

JECTIVES (Up to 2)

es througout the 2026-2027 school year. These events strengthen the

nt educations/informationmational nights by 20% over the previous year.

Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
PTO	September 2026	0	PTO
Tracy Hill/Leadership Team/Math and Science Teachers	October 2026	800	Title I
Deidra Lewis/Melanie McCall/Leadership Team/ELA Teachers	November 2026	1000	Title 1
PTO	February 2027	0	PTO
Summer Hines	March 2027	250	General Fund
Leadership Staff/Teachers	August 2026	100	General Fund
Leadership Staff/Teachers	August 2026	100	General Fund
Deidra Lewis/Leadership Staff/Teachers	September 2026	100	General Fund
Leadership Staff/Teachers	February 2027	100	General Fund
Leadership Staff	March 2027	500	Title I

Part C: Student Support Services

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

Economically Disadvantaged		**Students with Disabilities**	
Tier I Curriculum		Resource Services	
Acceleration/RTI – In-school Remediation		Inclusion	
Progress Monitoring		Progress Monitoring	
After School Tutoring Programs		Acceleration/RTI – In-school	
		After School Tutoring Prograr	
Race/Ethnicity/Minority		**English Learners**	
Tier I Curriculum		Tier I Curriculum	
Acceleration/RTI – In-school Remediation		Acceleration/RTI – In-school	
Progress Monitoring		Progress Monitoring	
After School Tutoring Programs			
Foster and Homeless			
Tier I Curriculum			
Acceleration/RTI – In-school Remediation			
After School Tutoring Programs			
Excused Absences			
Uniforms/Backpacks			

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

ɔgroups?

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**	
Structured SEL Program implemented in the classroom on a weekly bases	Teacher/ Interventionist	August 2026-May 2027	
Small Group SEL interventions	Interventionist	August 2026-May 2027	
CICO	Mentor/Teachers/Interventionist	August 2026-May 2027	
PBIS Rewards	All teachers and Staff	August 2026-May 2027	
ASCENT partnership	Ascent/Leadership/Interventionsit	August 2026-May 2027	
Referrals made for outside services	CWA/Interventionist/School Assigned Social Worker	August 2026-May 2027	
Compass Curriculum through Clever	Intervnetionist/ Teachers and Staff	August 2026-May 2027	
PBIS Tiered Intervnetions	Interventiontist/ Teachers and Staff	August 2026-May 2027	

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

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

Post-Secondary Education Credit			
	# of students	2021-2022	2022-2023
Advanced Placement			
Dual Enrollment			
Business: Industry Based Credentials			
Health Sciences: Industry Based Credentials			
Architecture and Construction: Industry Based Credentials			
Manufacuring: Industry Based Credentials			

and awareness of opportunities for ng secondary school students' access to		
2023-2024	2024-2025	2025-2026

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 26
Number of Referrals 41
Number of Expulsions 0
Goals for 2026-2027
1 By the end of the 2026-2027 school year, Sallie Humble Elementary will reduce the number of out of school suspensions by 10%, represent
2 By the end of the 2026-2027 school year, all staff will utilize PBIS Rewards to implement Tier I restorative practices with at least 80% active

ng a decrease of at least 3 or less suspensions from the previous school year.					
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 dete
principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; pare
technical assistance providers, school staff, other individuals determined by the school and students.

3rd Wednesday of the Month @ 2PM

Shannon Embanato

Matthias Drewry

Deidra Lewis- ELA Support LEAD

Taylor Seale- Science Support LEAD Teacher

April Cornwell- Social Studies Support LEAD Teacher

Brittney Wallace- Math Support LEAD Teacher

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

PLC - ELA

Weekly Meeting (day, time, place)

Deidra Lewis- ELA 5th/6th

Melanie McCall- ELA 3rd/4th

Samantha Jester	**Jonta Belton**	**Mackenzie Green**	**Allie Wells**
Kelsey Bishop	**Susan Taylor**	**Dorian Boatner**	**Lovie Womack**

PLC - Science

Weekly Meeting (day, time, place)

Shannon Embanato- Science

Taylor Seale

Anna Caples

ermining goals aligned to the vision and needs. Stakeholders should include, at minimum, the LEA; nts and members of the community; and as appropriate, specialized instructional support personnel,		
Melanie McCall- Instructional Coach		
Tracy Hill- Math Interventionist		
Whitney Cascio- SPED Support LEAD Teacher		
Megan Hardy- Behavior Interventionist		
PLC - Math		
Weekly Meeting (day, time, place)		
Tracy Hill- Math Interventionist		
Brianna Francis Kennedy Bullock		
Kristen Long Macie Knighten		
Brittney Wallace Mackenzie McCartney		
Gabriella Word Lindsey Punchard		
PLC - Social Studies		
Weekly Meeting (day, time, place)		
Matthias Drewry-SS		
Savannah Frost		
April Cornwell		

Anna Grant	
Darion Carson	
Additional Professional Development	
Title	**Date/Time**

Lauren Voorhees		
Adam Blount		
Presenter or Vendor Name	**Responsible Person**	**Intended Outcomes**

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:			
___Pre-K	___ 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
2nd graders visit and tour SHE/Parents are Welcome	3rd grade team	May 2027	250
6th graders visit NJH to tour and complete schedules	6th grade team	March 2027	150
Vertical Planning Meeting with 2nd and 3rd grade teachers	Embanato and Dr. Kennedy	October 2026	0

Funding Source
Title I
General
N/A

Title I School Wide Plan	
Part I:	
Statement of Assurances	
School Level Assurance	
	I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
	I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
	I hereby certify that this plan has all of the following components:
	- Evidence of the use of a comprehensive needs assessment
	- Goals and measurable objectives
	- Evidenced based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
	- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
	- Plans for transitioning pre-school children to local elementary school programs (if applicable)
	- Family and community engagement activities aligned with assessed needs
	- Evaluation strategies that include methods to measure progress of implementation
	- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
	- An action plan with timelines and specific activities for implementing the above criteria
	I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

	Principal Name:
State Assessment Data:	
Latest School Profile for Principals	
Latest Principal's Report Card	
Perception Data:	
Parent Surveys	
Action	**Approximate time period:**
School-wide Plan Due Date	August
School-wide Plan Review with District Leadership	August-September
School-wide Plan Review with District Leadership after 1st 9 weeks	End of October - November
School-wide Plan Review with District Leadership after 2nd 9 weeks	January
School-wide Plan Review with District Leadership after 3rd 9 weeks	March-April
Title I Budget Revision	Date:
Title I Budget Revision	Date:

Actual date:	**District Leadership in attendance**
Date:	
Date:	
Date:	
Date:	
Date:	