



**Roy N. Shelling, Sr. Elementary**

**Title I Elementary Schoolwide Plan**

**2025-2026**

**School Name: Roy N. Shelling, Sr. Elementary School**

**Address: 4200 Elm St. Monroe, La 71203**

**Grade Span: PreK- 6th**

**School Mission: The mission of Roy Neal Shelling, Sr. Elementary is to inspire a community of learners to discover and achieve their passion, potential, and purpose.**

**School Goal: Student achievement as measured by the overall SPS will increase from 48.6 points to 60 points which is an increase of 11.4 points**

**Actionable Item Steps:**

**Principal: Shandra N. Smith**

**Assistant Principal: Deionne Honeycutt**

**Curriculum Coach: Taylor Anderson-White**

**[School Improvement Questionnaire](#)**

<b>Master Schedule</b>				
<a href="#">25-26 Master Schedule.docx</a>				

<b>School Improvement Team</b>		
	<b>NAME</b>	<b>ROLE</b>
<b>Administrator</b>	Shandra N. Smith	<b>Principal</b>
<b>Administrator</b>	Deionne Honeycutt	Assistant Principal
<b>Administrator</b>	Taylor Anderson- White	Curriculum Coordinator
<b>Teacher</b>	Ashley Howard	3rd Grade Math
<b>Teacher</b>	Karissa Bowden	3rd/4th Inclusion
<b>Parent</b>	Keria Crump	
<b>Parent</b>	Sarah Reuben	
<b>SIP REVIEW MEETING DATES</b>		
<b>#1 Beginning of Year</b>		
<b>#2 2nd 9 Weeks</b>		
<b>#3 3rd 9 Weeks</b>		
<b>#4 4th 9 Weeks</b>		

Faculty and Staff Roster		
Name	Position/Assignment	
Courtney Reese	Pre-K/ All subjects	Teacher
Suzzon Jiles	Pre-K/All subjects	Teacher
Mykayla Eleam	Kindergarten/All subjects	Long Term Sub
Onesia White	Kindergarten/All subjects	Teacher
Quaneisha Sims	Kindergarten/All subjects	Teacher
Bonnie Hemphill	1st /All subjects	Teacher
Zakeedra McKeel	1st /Math & Science	Teacher
Marcy Robertson	1st /ELA & Social Studies	Teacher
Brenda Bridges	2nd /All subjects	Teacher
Emily Hochenedel	2nd /All subjects	Teacher
Sandra White	2nd /All subjects	Teacher
Roselyn Henry	3rd/ELA	Teacher
Ashley Howard	3rd/Math	Teacher
Stephanie Palmisano	3rd/Science & Social Studies	Teacher
Khaliah Elliott	4th/Math & Science	Teacher
Shanda Johnson	4th/ELA & Social Studies	Teacher
Marquezz Lewis	5th/ELA	Teacher
Donnesha Martin	5th/Science & Social Studies	Teacher
Sylandria Williams	5th/Math	Teacher
Diamond Coleman	6th/ELA	Teacher
Christopher Fleming	6th/Science & Social Studies	Teacher
Dr. Janette Lising	6th/Math	Teacher
Kilcrease, Janice	1st/2nd Inclusion	Teacher
Bowden, Karissa	3rd/4th Inclusion	Teacher
Mack. Tracy	5th/6th Inclusion	Teacher

Hunter, Aerial	Self-Contained	Teacher
Jordan, Latoya	Self-Contained	Teacher
Turpin, Kadarrius	Physical Education	Teacher
Wright, Robert	Music	Teacher
Moy, Donterrius	Behavior Coach	
Hancock, Elizabeth	Speech Therapist	
Pankey, Meg	Nurse	
Griffin, Coretta	CNA	
Dean, Julia	Pre-K	Paraprofessional
Dunaway, Leslie	Pre-k	Paraprofessional
Craft, Melinda	Kindergarten	Paraprofessional
Watson, Christie	Kindergarten	Paraprofessional
Haley, Kermanshah	Kindergarten	Paraprofessional
Williams, Deborah	Pre-K/Kindergarten Inclusion	Paraprofessional
Newton, LaPorcshe	1st/2nd Inclusion	Paraprofessional
Iseah,Florine	3rd/4th Inclusion	Paraprofessional
Stevenson,Christi	5th/6th Inclusion	Paraprofessional
Goldman, Gerventae	Self-Contained	Paraprofessional
Higgins, Iresia	Self-Contained	Paraprofessional
Franklin, Otisstein	Self-Contained	Paraprofessional
Moore, Denisia	Self-Contained	Paraprofessional
Johnson, Christina	Computer Lab	Paraprofessional
Smith, Shandra N.	Principal	
Honeycutt, Deionne	Assistant Principal	
Johnson, Tabitha	Computer Operator	
McClinton, Carol	Secretary	
Brown, LaToya	Guidance Counselor	
Lawson, Rita	Building Supervisor	

Carter, Michael	Asst. Building Supervisor	
Marshall, Lloydria	Custodian	
Smith, Leola	Custodian	
Spencer, Morris	Custodian	
Tarver, Ella	Cafeteria	Child Nutrition Program Manager
McClain, Leona	Cafeteria	Food Tech.
Franklin, Mattie	Cafeteria	Food Tech.
<b>Staff Data</b>		
# Uncertified Teachers		
# Certified Teachers		
<b>LER Evaluation Data</b>		
# of Teachers Rated Exemplary		
# of Teachers Rated Proficient		
# of Teachers Rated Unsatisfactory		
<b>Years of Experience</b>		
# of Teachers with 0-3 years of experience		
# of Teachers with 3-5 years of experience		
# of Teachers with 6-10 years of experience		
# of Teachers with more than 10 years of experience		

## Required Components of a Title I SchoolWide Plan

**District Name: Monroe City Schools**

**School Year: 2025-2026**

### Schoolwide Plan ESEA/ESSA Monitoring Checklist

<b>Comprehensive Needs Assessment</b>	<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>
<b>Strategies for Improvement</b>	<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>
<b>Student support services</b>	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;
<b>Student opportunities</b>	Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce;
<b>Multi-tiered Systems of Support</b>	Multi-tiered Systems of Support to prevent and address behavior, including coordinated early intervening services;
<b>Professional Development</b>	Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and
<b>Student Transition</b>	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)
402	402	97	0	1	8	124	0
Gender		Ethnicity					
Male	Female	White	Black	Hispanic	Asian	Native American Hawaiian/Pacific Islander	Two or more races
211	191	6	394	0	0	0	
Economically Disadvantaged Profile							
% of Economically Disadvantaged		Total Student Enrollment – Oct. 1					
100%		391					

Student Achievement Data - Insert Cohort Chart from Mrs. Dumas

Roy Neal Shelling Two-Year Comparison LEAP 2025 (PreCert)																								
		2025													2024		2025					2025 Percent		
Grade	Subject	Advanced		Mastery		Basic		App Basic		Unsat		Total	SPS	SPS	Change	Cohort	Mastery +	Basic +	Below B					
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent													
3rd	ELA	1	2.10%	3	6.30%	10	20.80%	17	35.40%	17	35.40%	48	25.33333333	26.04166667	0.708333333		8.30%	29.20%	70.80%					
3rd	Math	0	0.00%	2	4.20%	15	31.30%	13	27.10%	18	37.50%	48	14.22222222	29.16666667	14.94444444		4.20%	35.40%	64.60%					
3rd	Science	0	0.00%	4	8.30%	5	10.40%	20	41.70%	19	39.60%	48	18	16.66666667	-1.333333333		8.30%	18.80%	81.30%					
3rd	Soc Studies		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	0	18				#DIV/0!	#DIV/0!	#DIV/0!					
3rd	All Subjects	1	0.70%	9	6.30%	30	20.80%	50	34.70%	54	37.50%	144	19.18518519	#DIV/0!	#DIV/0!		6.90%	27.80%	72.20%					
4th	ELA	0	0.00%	6	16.70%	13	36.10%	12	33.30%	5	13.90%	36	34.09836066	45.55555556	11.4571949	20.22222222	16.70%	52.80%	47.20%					
4th	Math	0	0.00%	4	11.10%	10	27.80%	12	33.30%	10	27.80%	36	4.262295082	33.33333333	29.07103825	19.11111111	11.10%	38.90%	61.10%					
4th	Science	0	0.00%	1	2.80%	10	27.80%	13	36.10%	12	33.30%	36	17.70491803	25	7.295081967	7	2.80%	30.60%	69.40%					
4th	Soc Studies		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	0	17.70491803	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!					
4th	All Subjects	0	0.00%	11	10.20%	33	30.60%	37	34.30%	27	25.00%	108	18.68852459	#DIV/0!	#DIV/0!		10.20%	40.70%	59.30%					
5th	ELA	0	0.00%	10	15.90%	20	31.70%	30	47.60%	3	4.80%	63	16.53846154	41.26984127	24.73137973	7.171480614	15.90%	47.60%	52.40%					
5th	Math	0	0.00%	2	3.20%	5	7.90%	39	61.90%	17	27.00%	63	16.15384615	9.523809524	-6.63003663	5.261514442	3.20%	11.10%	88.90%					
5th	Science	0	0.00%	3	4.80%	11	17.50%	23	36.50%	26	41.30%	63	6.923076923	18.73015873	11.80708181	1.025240697	4.80%	22.20%	77.80%					
5th	Soc Studies		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	0	6.923076923	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!					
5th	All Subjects	0	0.00%	15	7.90%	36	19.00%	92	48.70%	46	24.30%	189	13.20512821	#DIV/0!	#DIV/0!		7.90%	27.00%	73.00%					
6th	ELA	1	2.30%	6	13.60%	11	25.00%	17	38.60%	9	20.50%	44	25.77777778	37.04545455	11.26767677	20.50699301	15.90%	40.90%	59.10%					
6th	Math	0	0.00%	4	9.10%	7	15.90%	19	43.20%	14	31.80%	44	12.44444444	21.81818182	9.373737374	5.664335664	9.10%	25.00%	75.00%					
6th	Science	0	0.00%	3	6.80%	2	4.50%	16	36.40%	23	52.30%	44	14.22222222	10.45454545	-3.767676768	3.531468531	6.80%	11.40%	88.60%					
6th	Soc Studies		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	0	14.22222222	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!					
6th	All Subjects	1	0.80%	13	9.80%	20	15.20%	52	39.40%	46	34.80%	132	17.48148148	#DIV/0!	#DIV/0!		10.60%	25.80%	74.20%					
All	ELA	2	1.00%	25	13.10%	54	28.30%	76	39.80%	34	17.80%	191	25.81280788	37.27748691	11.46467903		14.10%	42.40%	57.60%					
All	Math	0	0.00%	12	6.30%	37	19.40%	83	43.50%	59	30.90%	191	11.33004926	21.78010471	10.45005545		6.30%	25.70%	74.30%					
All	Science	0	0.00%	11	5.80%	28	14.70%	72	37.70%	80	41.90%	191	14.2364532	17.48691099	3.250457793		5.80%	20.40%	79.60%					
All	Soc Studies	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	14.2364532	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!					
All	All Subjects	2	0.30%	48	8.40%	119	20.80%	231	40.30%	173	30.20%	573	17.12643678	#DIV/0!	#DIV/0!		8.70%	29.50%	70.50%					

<b>School Goal(s) (SPS):</b>										
<b>Goal Statement:</b>										
By May 2026, the school will increase its School Performance Score (SPS) from 48 to 60 points, reflecting a 12-point gain through improved student proficiency, growth, and attendance, and reduced behavior incidents that impact instructional time.										
<b>Rationale:</b>										
The school's SPS increased from 38.9 (2023–2024) to a projected 48 (2024–2025). Continued focus on high-quality instruction, data-driven interventions, and consistent behavior supports will sustain this upward trajectory.										
<b>Strategies / Evidence-Based Actions:</b>										
Implement Tier I instruction with fidelity in all core subjects.										
Provide targeted small-group interventions and high-dosage tutoring for below-basic students.										
Monitor student progress through district common assessments and classroom data.										
Strengthen PBIS and SEL implementation to maximize instructional time.										
Increase student proficiency on LEAP through standards-based instruction and regular formative assessment.										
<b>Measure of Success:</b>										
SPS increases from 48 to 60 points (+12 points).										
At least 70% of students meet growth targets on LEAP.										
5% increase in students scoring Mastery or above in ELA and Math.										
25% reduction in office referrals and 30% reduction in suspensions.										

[illegible]

BOY	Student Placement Distribution (%)

Student Placement Distribution (%)																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Grade	Number of Total Students	Well Below	Below	At Benchmark	Above Benchmark	Number of Students Assessed
K	54	43%	26%	20%	11%	46
1st	64	28%	22%	31%	19%	54
2nd	53	41%	21%	21%	17%	56
3rd	50	50%	19%	25%	6%	52
Totals	221	41%	22%	24%	13%	198

[illegible]

Student Placement Distribution (%)																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

[illegible]

<b>E.O.Y.</b>	<b>Student Placement Distribution (%)</b>						

Student Placement Distribution (%)														
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[illegible]

**Subgroup Data: District will upload once data is available.**

Summary of Parent Survey Data									
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[illegible][illegible]

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?

How do you know about the opportunities to participate in the planning and implementation of the parental involvement program at your child's school?

Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?

Select the topic you would like to see parental involvement funds used. (dropdown options)

Select the topics you would like to receive more information about. (dropdown options)

[illegible][illegible][illegible][illegible][illegible]

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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	13	23	65	17	21	63	13	17	71	17	27	56	10	0	90										
4th	19	33	47	17	44	39	14	50	36	33	17	50	17	25	58										
5th	16	37	48	13	29	59	21	27	52	30	27	43	43	0	57										
6th	16	25	57	23	20	57	18	25	57	20	20	59	7	30	64										

STAR Reading Summative Data									
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[illegible]



#### 4th & 5th High Dosage Tutoring Progress Monitoring Data

Cycle 1 PM 2- Oct 30

Student Placement Distribution (%)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

	Number of	Approaching					Number of
Grade	Total Students	Unsatisfactory	Basic	Basic	Mastery	Advanced	Students Assessed
4th	41	5	7	15	11	1	39
5th	31	10	2	4	8	5	29
Totals	72	15	9	19	19	6	68

Cycle 1 PM 2- NOV

Student Placement Distribution (%)	
1	100
2	100
3	100
4	100
5	100
6	100
7	100
8	100
9	100
10	100
11	100
12	100
13	100
14	100
15	100
16	100
17	100
18	100
19	100
20	100
21	100
22	100
23	100
24	100
25	100
26	100
27	100
28	100
29	100
30	100
31	100
32	100
33	100
34	100
35	100
36	100
37	100
38	100
39	100
40	100
41	100
42	100
43	100
44	100
45	100
46	100
47	100
48	100
49	100
50	100
51	100
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81	100
82	100
83	100
84	100
85	100
86	100
87	100
88	100
89	100
90	100
91	100
92	100
93	100
94	100
95	100
96	100
97	100
98	100
99	100
100	100

	Number of	Approaching				Number of	
Grade	Total Students	Unsatisfactory	Basic	Basic	Mastery	Advanced	Students Assessed
4th							
5th							
Totals							

Cycle 2 PM 1

Student Placement Distribution (%)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

	Number of	Approaching				Number of	
Grade	Total Students	Unsatisfactory	Basic	Basic	Mastery	Advanced	Students Assessed
4th							
5th							
Totals							

Cycle 3 PM 1

Student Placement Distribution (%)
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	Number of Total Students	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	Number of Students Assessed
Grade 4th							
5th							
Totals							

## 3rd Grade District Assessment 2025-2026

Common Assessment	# of Students	Proficient Levels																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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#### 4th Grade District Assessment 2025-2026

Common Assessment	# of Students	Proficient Levels			Approaching Basic	Unsatisfactory
		Advanced	Mastery	Basic		
#1						
#2						
#3				3	3	27
#4						
#5						
#6						
#7						
#8						
#9						
#10						

## 5th Grade District Assessment 2025-2026

[illegible]

## 6th Grade District Assessment 2025-2026

[illegible]



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	18	44%	8	6%	1	28%	5	17%	3	6%	1	18							
1ST-SEPT.		16%	16	11%	5	18%	8	34%	15	20%	9								
2nd	56	53%	27	5%	14	14%	8	9%	5	4%	2	56							
3rd	52	54%	28	15%	8	10%	5	13%	7	8%	4	52							
4th	43	42%	18	23%	10	19%	8	16%	7	0%	0	43							
5th	28	32%	9	21%	6	25%	7	14%	4	7%	2	28							
6th	50	38%	19	36%	18	10%	5	6%	3	10%	5	50							
Totals		40%	109.16	17%	62	18%	46	16%	44	8%	23	284.16							

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Student Placement Distribution (% and #)															
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Student Placement Distribution (% and #)																
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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	54	6	9	26	8	49
1st	64	9	14	22	10	62
2nd	53	2	6	6	33	47
3rd	50	9	21	11	9	50
Totals	221	26	50	65	60	208

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						

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S = Strong M = Moderate W = Weak

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Retentions																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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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. ELA Growth: Slight increase in students scoring at or above basic in ELA, showing early signs of improvement in literacy instruction and intervention.
2. Student Engagement in Science & Social Studies: Students demonstrated strong participation and engagement during hands-on and project-based units, showing potential for higher performance with consistent instructional focus.
3. Early Literacy Progress: DIBELS data show a small increase from 29% to 31% of K–3 students scoring At or Above Benchmark from Spring 2024 to Spring 2025, indicating growth in foundational reading skills.

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### Areas of Improvement

1. Science: 75% or more of students scored Unsatisfactory on the 2025 LEAP assessment. Students demonstrated limited mastery of scientific practices, inquiry-based reasoning, and content knowledge.
2. Social Studies: More than 75% of students scored Unsatisfactory, indicating weaknesses in historical analysis, use of primary/secondary sources, and application of key concepts.
3. Foundational Literacy: 69% of K–3 students scored Below Benchmark on DIBELS, suggesting a continued need for Tier II and Tier III interventions in phonics, decoding, and fluency.
4. Vocabulary & Comprehension: DIBELS subtest data show the lowest performance in vocabulary, oral reading fluency, and basic comprehension (ranging from 27%–34% at or above benchmark).

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### Prioritized Needs

### Prioritized Student Performance Needs

Priority	Student Performance Need	Grade Level Focus for
<b>1. Science &amp; Social Studies Instructional Improvement:</b>		<b>3rd-6th</b>
Implement evidence-based instructional strategies such as inquiry-based learning, model-based reasoning, and use of primary/secondary sources.		
Increase alignment of daily lessons and assessments to LEAP item types and rigor.		
<b>2. Literacy Intervention:</b>		<b>PK-3</b>
Strengthen Tier I core instruction and targeted Tier II/Tier III interventions using data-driven small groups.		
Prioritize phonics, fluency, and vocabulary instruction for early literacy.		
<b>3. Cross-Curricular Integration:</b>		<b>K-6</b>
Embed reading comprehension and academic vocabulary within Science and Social Studies instruction to support transfer of literacy skills.		
<b>4. Progress Monitoring:</b>		<b>PK-6</b>
Use DIBELS , STAR Reading and Math , and district common assessments data to track student growth and adjust interventions every 4–6 weeks.		

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 & Math.

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)

Table with 5 columns: Activity/Strategy, Responsible Person, Start/Completion Date, Estimated Cost, Funding Source. It contains data for Goal 1, including activities like 'Effective Tier 1 curriculum implementation' and 'Effective implementation of Tier 2 HCT'.

Goal 2: To improve the SPS in Math.

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)

Table with 5 columns: Activity/Strategy, Responsible Person, Start/Completion Date, Estimated Cost, Funding Source. It contains data for Goal 2, including activities like 'Effective Tier 1 curriculum implementation' and 'Effective implementation of Tier 2 HCT'.

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)

Table with 5 columns: Activity/Strategy, Responsible Person, Start/Completion Date, Estimated Cost, Funding Source. It contains data for Goal 3, including activities like 'Effective Tier 1 curriculum implementation' and 'Effective implementation of Tier 2 HCT'.

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		Resource Services		
Progress Monitoring		Inclusion		
Acceleration/RTI – In-school Remediation		Acceleration/RTI – In-school		
After School Tutoring Programs		Summer Enrichment Program		
Summer Enrichment Programs				
Race/Ethnicity/Minority		English Learners		
Tier I Curriculum		Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Progress Monitoring		
Progress Monitoring		Acceleration/RTI – In-school		
After School Tutoring Programs				
Summer Enrichment Programs				
Foster and Homeless				
School uniforms, school supplies, shoes, &				
Tier I Curriculum				
Acceleration/RTI – In-school Remediation				
Progress Monitoring				
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 2: Understanding Emotions	Counselor	Sept. 8-12		
Week 3: Managing Big Feelings	Counselor	Sept. 15-19		
Week 4: Developing Self-Awareness	Classroom Teachers	Sept. 22-26		
Week 5: Growth Mindset: The Power of Yet	Counselor	Sept. 29-Oct. 3		
Week 6: Respect & Kindness	Counselor / Teachers	Oct. 6-10		
Week 7: Friendship & Empathy	Counselor	Oct. 20-24		
Week 8: Anti-Bullying Awareness (National Bullying Prevention Month)	Counselor / PBIS Team	Oct. 27-31		
Week 9: Conflict Resolution Strategies	Counselor	Nov. 3-7		
Week 10: Gratitude & Giving	Counselor / Teachers	Nov. 10-14		
Week 11: Managing Stress & Coping Skills	Counselor	Nov. 17-21		
Week 12: Teamwork & Cooperation	Classroom Teachers	Dec. 1-5		
Week 13: Mindfulness & Focus	Counselor	Dec. 8-12		
Week 14: Goal Setting for the New Year	Counselor / Teachers	Dec. 15-19		
Week 15: Self-Control & Making Good Choices	Counselor	Jan. 5-9		
Week 16: Perseverance & Motivation	Counselor	Jan. 12-16		
Week 17: Positive Self-Talk	Counselor / Teachers	Jan. 19-23		
Week 18: Digital Citizenship & Online Kindness	Counselor / Computer Operator	Jan. 26-30		
Week 19: Respecting Differences & Inclusion	Counselor	Feb. 2-6		
Week 20: Empathy in Action (Service Project)	Counselor / Beta Club	Feb. 9-13		
Week 21: Healthy Friendships	Counselor	Feb. 16-20		
Week 22: Emotional Regulation Review	Counselor	Feb. 23-27		
Week 23: Coping with Test Anxiety	Counselor / Teachers	Mar. 2-6		
Week 24: Responsibility & Accountability	Classroom Teachers	Mar. 9-13		
Week 25: Communication Skills	Counselor	Mar. 16-20		
Week 26: Leadership & Confidence Building	Counselor	Mar. 30-Apr 3		
Week 27: Review: Kindness, Respect, and Empathy	Counselor	Apr. 6-10		
Week 28: Stress Management During Testing	Counselor	Apr. 13-17		
Week 29: Self-Reflection & Growth Mindset	Counselor / Teachers	Apr. 20-24		
Week 30: Decision-Making Skills	Counselor	Apr. 27-May 1		
Week 31: Celebrating Growth & Accomplishments	Counselor / Teachers	May 4-8		

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 2025 to EOY 2026

2024-2025 Data:

Number of Suspension ISS/OSS-68

Referral Data- 91

Expulsion Data- 0

**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 (74 → s\$5)

30% fewer suspensions (68 → s\$48)

Documented PBIS and SEL implementation schoolwide

Goals for 2025-2026:

1**Prevention:** Reduce total office referrals by 25% (74 → s\$5) by May 2026 through consistent PBIS and SEL implementation.

Teach and reinforce behavior expectations weekly.

Provide 45 minutes of SEL focused on conflict resolution and respect.

Use restorative practices and positive recognition to build relationships.

Monitor behavior data bi-monthly for trends and staff feedback.

Evidence-Based Practices: PBIS • SEL (CASEL)

2 **Intervention:** Reduce out-of-school suspensions by 30% (68 → s\$48) by May 2026 using targeted behavioral supports.

Implement Tier 2 supports (Check-In/Check-Out, small groups).

Develop BIPs and use restorative conferences for repeat offenses.

Engage families in behavior support plans and re-entry meetings.

Evidence-Based Practices: MTSS for Behavior • Check-In/Check-Out

Part F: Professional Development																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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<b>Part G: Student Transition</b>				
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Transition Activities: Select all that apply:				

<input checked="" type="checkbox"/> _x_ Elementary to Middle School	<input type="checkbox"/> _X_ 2nd grade to 3rd grade			
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_____ Middle School to High School	_____ High School to Careers/College			
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Goal: Prepare students for the academic, social, and behavioral expectations of middle school through intentional preparation, connection, and confidence-building.				
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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	May 2026		
Student Panel & Q&A – Current middle school students share what to expect and offer tips for success.	CJH Counselors	May 2026		
Organization Boot Camp – Teach note-taking, locker organization, and schedule management during advisory or SEL time.	Latonya Brown-SEL	January-May SEL		
Middle School Mindset Lessons – Use SEL activities to practice self-advocacy, respect for authority, and handling peer conflict.	Latonya Brown-SEL	January-May SEL		
Family Transition Night – Provide families with information on schedules, extracurriculars, and academic expectations.	CJH Counselors	May 2026		
3rd Grade Classroom Tour – 2nd graders visit 3rd-grade rooms to see new materials and learn about routines. (Changing Classes)	Taylor Anderson-White	May 2026		
“Ready for 3rd” Lessons – Practice skills like following multi-step directions, writing in complete sentences, and using planners.	Teachers	March-May 2026		
Buddy Reading & Reflection – Pair with 3rd graders for a reading activity and discussion about what changes next year.- Read across America	Deionne Honeycutt/Taylor Anderson-White	March 2026		
Growth Goal Celebration – Reflect on academic and behavior goals to build motivation and ownership.- PM , Zearn, LEXIA	Taylor Anderson-White	Aug.-May		
Parent Transition Guide – Share a one-page overview of 3rd-grade expectations and tips to support learning at home.	Deionne Honeycutt/Taylor Anderson-White	May 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: Shandra N. Smith		
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:		