	2939 Renwick Street					
Carroll High School	9th-12th					
	School Mission: To provide a safe and secure learning environment wh					
Title I Schoolwide Plan	School Goal: Increase student achievement, academic growth, attenda					
2026-2027						
School Improvement Team						
Name	Role	Name				
	Principal	Dr. Cassandra Shellling				
	Administrator	Mr. Robert Johnson				
	Administrator	Katrina Roberson				
	Administrator	Danzie Pierce				
	Behavior Coach	Adrian Perkins				
	Librarian	Nicole Thomas				
	Parent	Kasandra Douglas				
	Parent	Jesse Smith				
	Parent	Tabia Kelly				
SIP REVIEW MEETING DATES						
#1 Octobrt 27, 2026						
#2						
#3						
#4						

Required Components of a Title I SchoolWide Plan

District Name: Monroe City Schools **School Year: 2026-2027**

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.			
Areas of Strengths		Data to Support Claim	
1.Committment to Academic Improvement		SPS	
2.Recrutment of Qualified Teachers.		SPS	
3.Addressing Behavioral and Trunancy		SPS	
Areas of Improvement		Data to Support Claim	
1.Growth in Thrive Component		SPS	
2.ACT/WorkKeys Index		SPS	
3.Assessment Index		SPS	
4. Retention Numbers		JCAMPUS/Referrals	
5. Discipline (Expulsion, ISS)		JCAMPUS/Referrals	
Prioritized Needs: Prioritized Student Performance Needs			
Priority	Student Performance Need	Grade Level Focus for	
1. Achieve (Mastery) on LEAP 2025 Assessments (Eng I, II, Alg, Biology, Geom, US Hist, Civics)	**All Areas**	**9-12**	
2.ACT/WorkKeys Index/ASVAB		**11-12**	
3 PBIS (absenteeism)		**9-12**	

Prior Year Data

School SPS

Achieve	13%
Grow	6%
Thrive (HS Only)	54%
Overall SPS	

Retentions

Grade	2023-2024			2024-2025			2025-2026		
Grade Bands of your Campus	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
9th -12th	537			543			526		
Total	537	0		543	0		526	0	

LEAP Student Demographic Data

ELA Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)	
9th-12th		16.4	29.2		54% of our children thrived.- derived by taking the mean of the 3 thrive components.

Math Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
9th-12th		14.6	29.6	

ELA Non-Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)

Math Non-Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)

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?				
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 2026-2027 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

OBJECTIVES (Up to 3)

Objective 1: ELA I assessment index will move from 32 — 37

Objective 2: ELA II assessment index will move from 28.3 to 33.3

Objective 3: Decrease the percentage of students who are weak in written expression

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Utilize and fully implement LDOE state approved resources (GuideBooks,etc) to increase reading informational text fluency	All Teachers All Subjects	9/1-Ongoing	$3,800	Title I
Utilize Grammar for Writing Books to increase writing proficiency	All Teachers	9/1-Ongoing		Title I
Utilize the CER (claim, evidence, reasoning) method across the curriculum to answer CR and essay questions	Reading Teacher (Matthews)	9/1-Ongoing	$1000 Supplies	Title I
Utilize Vocabulary Workshop to build vocabulary	ELA Teachers	9/1-Ongoing		
Utilize TWR for written expression	ALL	Ongoing	$2,000	Title I
Utilize ACT bellringers/sample questions in ELA I/II/IV	Hughes/Darnell	Ongoing		
Utilize Lexia to increase overal reading comprehension and fluency for 9T students	ELA Teachers	Ongoing	$1,000	Title I
Utilize technology in the classroom (chrome books) when applicable	ELA Teachers	Ongoing	$4,000	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 2026-2027 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.

OBJECTIVES (Up to 3)

Objective 1: Algebra assessment index will move from 18.5 to 23.5

Objective 2: Geometry assessment index will move from 17.5 to 22.5

Objective 3: Increase the percentage of "Bottom 25" students to move one-half achievement level or more by (5%)

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Utilize instructional materials and supplies within the math classes (graphing/DEMOS calculators, graphing paper, LEAP 2025 practice materials, LDOE Eagle Questions manipulatives, lab supplies, manipulatives);*	Math Teachers	ongoing	$500	Title I
Utilize technology in the classroom (Chromebooks) when applicable.	Math Teachers	ongoing	$5,000	Title I
Family STEM Night	Math, Science, CTE, Med. Mag	January 2028	$600	Title I
Teach the foundations of the scientific method	Science Teachers	ongoing		
incorporate critical thinking questions on assessments	Science Teacher	ongoing		
Include biology concepts in physical/environmental science for 9T students	Hairston/Washington	ongoing		
Utilize TWR for written expression	all	ongoing		
Incorporate School-wide Science Fair	Science Dept	TBD		

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 2026-2027 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

OBJECTIVES (Up to 4)

Objective 1:Social Studies assessment index will move from 16.3 to 21.3

Objective 2:Decrease the percentage of students showing deficiencies in all sub-categories by 5%

Objective 3:

Objective 4:

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Implement TWR to increase analytical writing	ELA Teachers	9/1 - ongoing		
Increase the number of document based questions to improve graphic literacy	ELA Teachers			
Incorporate citizenry with historical concepts	History Teachers			
Utilize various instructional materials and supplies in Social Studies classroom (maps, globes, primary source materials, LEAP 202	History Teachers	9/1 - ongoing		
Include primary and secondary documents on weekly assessments to improve evaluation and analytical reading	ELA/History Teachers	9/1 - ongoing		
Utilize technology in the classroom (Chrome books) when applicable.	ELA/History Teachers	ongoing		

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

OBJECTIVES (Up to 2)

Objective 1:Communicate more effectively parent understanding of academic expectations and the changes that have occurred over time.

Objective 2:Increase parental voice in decision making (school improvement plan team member, title I meetings, advisory committee)

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Overall monitoring	Dr. Shelling, Robert Johnson, Kasandra Douglas, Katrina Robers	September-May 2025		
Create quarterly parent newsletter	Title I Parent Advisory Committee	(November start)		
Use multiple communication platforms (parent command, phone calls, social media, parent notices, REM	Teachers, Counselors	August-May 2025		
Workshops, parent meetings, flyers/pamphlets	Counselors, Title I Coordinator	Ongoing		
Surveys/Focus Groups	Administration, Title I coordinator	Ongoing		
Family Game Night	All Parties	TBD	$300	
Literacy Night	All Parties	TBD	$300	
STEM Night	All Parties	January	$300	

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		
Acceleration/RTI – In-school Remediation		Resource Services		
Progress Monitoring		Inclusion		
Summer Enrichment Programs		Progress Monitoring		
Acceleration/RTI – In-school Remediation		Acceleration/RTI – In-school		
Race/Ethnicity/Minority		**English Learners**		
Tier I Curriculum		Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Acceleration/RTI – In-school		
Progress Monitoring		Progress Monitoring		
Summer Enrichment Programs		Summer Enrichment Progran		
Foster and Homeless				
Tier I Curriculum				
Acceleration/RTI – In-school Remediation				
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

PBIS	Adrian Perkins (Behavior Coach/PBIS Coordinator) & PBIS Team	August 2026-May2027		
Referral to Outside Agencies/Counselors	Counselors/Psychologist/school-based mental health professionals	Ongoing		
Celebrate students regularly through shout-outs, certificates, and/or announcements	Teachers, admin, counselors, and PBIS Team)	Ongoing		
Establish clear, consistent expectations for behavior schoolwide	Teachers, admin, counselors, Dean of Students and Behavior Coach	Ongoing		
Conduct school climate surveys for students, staff, and families	All parties	September/January/May		
Track attendance, discipline data, and referrals for early warning signs	Danzie Pierce, Adrian Perkins, Anna Henderson, administration	Ongoing		

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		**156**	**199**	**117**	23	
Dual Enrollment		15	19	95	51	32
Business: Industry Based Credentials		153	154	117	**9**	115
Health Sciences: Industry Based Credentials					**6**	6
Architecture and Construction: Industry Based Credentials						
Manufacuring: Industry Based Credentials					134	

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
Number of Referrals
Number of Expulsions
Goals for 2026-2027
1.Decrease number of suspensions by 8-10 %
2.Decrease the number of referrals by 20-30%
3. Identify and provide Tier 2 supports to the top 10-15% of students generating the majority of referrals
4. Identify and provide Tier 2 supports to the top 10-15% of students generating the majority of referrals

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
___2nd Grade to 3rd Grade	___High School to Careers/College
___Elementary to Middle School	_x__Middle School to High School

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
ASO	**Shannon Siggers/Campus Supervisor**	**Ongoing**		
Workbased Learning	**Shannon Siggers**	**Ongoing**		
Middle School Career/Health Fair/Recruitment	**Counselors, Medical Magnet/Health Care Studies Program Personnel, JROTC Instructors**	**Spring Pre-Registration**		
College Visits	**Counselors**	**Ongoing**	**$1,500**	
General Tech Ed (site visits, career fairs, guest speakers)	**Danotony Square/Dorene Bell**	**Ongoing**	**$500**	
Intro to Health Occupations (guest speakers, site visits, car	**Dr. Neal**	**Ongoing**	**$500**	
Career Compass	**Counselors, Courtney White**	**Ongoing**		
TRIO	**ULM, Debbie Upshaw, Counselors**	**Ongoing**		
You Science	**Roberson**			
Bridge Program for transfers, homeless, foster students	**Counselors/Admin**	**Ongoing**		
College Exposure	**Counselors/Librarian**	**Ongoing**	**$3,000**	**Title I**

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.									
ILT Weekly Meeting (2nd Wednesday of month)									
ILT Member (Catherine Darnell, ELA Head)									
ILT Member (Shannon Carter, Math head)									
ILT Member (Brenda Grover, Science Head)									
ILT Member (Dorene Bell, Social Studies Head)									
PLCs - Add/edit charts to display all PLCs at your school.									
PLC - ELA		**PLC - Math**							
Weekly Meeting (Thursdays, 4th Period, Darnell Classroom		**Weekly Meeting (Tuesday, 6th Period, Carter Classroom)**							
PLC Member (Catherine Darnell, Dept Head)		**PLC Member (Shannon Carter, Dept Head)**							
PLC Member (Nicole Thomas, Librarian)		**PLC Member (Michael Istre, Teacher)**							
PLC Member (Quenisha Givens, Teacher)		**PLC Member (ShaTara Muhammad, Teacher)**							
PLC Member (Jennifer Hughes, Teacher)		**PLC Member (Oladapo Lapite, Teacher)**							
PLC Member (Candice Spencer, SpEd Teacher)		**PLC Member (Nitsha Johnson, SpEd Teacher)**							
PLC Member (Cynthia Matthews, Teacher)									
PLC - Science		**PLC - Social Studies**							
Weekly Meeting (Thursdays- 2nd Period)		**Weekly Meeting (Tuesday, 4th Period, Bell Classroom)**							
PLC Member (Brenda Grover, Dept Head)		**PLC Member (Dorene Bell, Dept. Head)**							
PLC Member (Kalan Washington,Teacher)		**PLC Member (Hewitt Hall, Teacher)**							
PLC Member (Quintina Hairston, Teacher)		**PLC Member (Sarah Vaught, Teacher)**							
PLC Member (Kiana Pollard, Teacher)		**PLC Member (Jennifer Caldero, Teacher)**							
PLC Member (Tameka Johnson, SpEd Teacher)		**PLC Member (Joseph Robinson, SpEd Teacher)**							
Additional Professional Development									
Title	**Date/Time**	**Presenter or Vendor Name**	**Responsible Person**	**Intended Outcomes**					
Educator Conference	**June 2026**	**LDOE Teacher Leader Summit**	**Math, English Teacher (TBD)**	**To have teachers in the school who are experts in teaching ACT skills and strategies**					
			Principal	**Improve teaching strategies in the classroom**					
			Nicole Thomas	**Reinforce knowledge/ability to teach strategies in the classroom**					
			PBIS Team	**Reinforce knowledge/ability to teach strategies in the classroom**					
			Dr. Shelling & varied teachers	**Increase teacher knowledge of restorative practice, RTI, etc.**					
			Dr. Shelling	**Expose teachers to creative ways of engaging students to improve student performance**					

Title I School Wide Plan

Part I:	
Statement of Assurances	**We assure that our Title I Schoolwide Plan complies with federal, state, and district requirements. Our plan reflects identified student needs, incorporates evidence-based strategies, promotes stateholder involvement, and ensures effective use of resources to improve academi achievement and support continuous school improvement.**
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: Cassandra R Shelling

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:		