Berg Jones Elementary

Title I Elementary Schoolwide Plan

2025-2026

School Name: Berg Jones Elementary
Address: 3000 Burg Jones Elementary
Grade Span: Pre K-6
School Mission: The mission of Berg Jones Elementary is to maintain high expectations and to promote academic excellence for all students.
School Goal:The goal for BJES is to demonstrate growth in literacy and math by engaging in daily reading, comprehension skills, writing skills, problem solving skills, reasoning through hands on learning and real world experiences.
Actionable Item Steps: BJES have 30 minutes of HDT embedded in our schedule, parental engagement through monthly meetings, weekly plcs geared to help track data(data from common assessments/benchmark tests)
Principal: LaShondra Pridgett Allen
Assistant Principal:
Curriculum Coach: Maggie Generoso
School Improvement Questionnaire

	BJES Master Schedule 2025 - 2026									
	PreK	**K**	**1st**	**2nd**						
	Morning Activities **8:00 – 8:15**	**Morning Activities** **8:00 – 8:15**	**Morning Activities** **8:00 – 8:15**	**Morning Activities** **8:00 – 8:15**						
	Frogstreet Press - ELA **8:15 – 9:00**	**CKLA Skills & Knowledge** **8:15 – 10:15**	**CKLA Skills & Knowledge** **8:15 – 10:15**	**CKLA Skills & Knowledge** **8:15 – 10:15**						
	Letters and Sound **9:00 – 9:30**	**HDT**	**HDT**	**HDT**						
	Frogstreet Press ELA 2 **9:30 – 10:00**	**Intervention** **10:15 – 10:45**	**Intervention** **10:15 – 10:45**	**Intervention** **10:15 – 10:45**						
	Recess **10:00 – 10:25**									
	Lunch **10:25 – 10:55**	**Lunch** **10:45 – 11:10**	**Recess** **10:45 – 11:05**	**Social Studies** **10:45 – 11:15**						
	Eureka Math **11:00 – 11:45**	**Recess** **11:10 – 11:30**	**Lunch** **11:05 – 11:25**	**Lunch** **11:15 – 11:35**						
	Lexia **11:45 – 12:00**									
	Small Group Interventions **12:00 – 12:30**	**Eureka Math** **11:30 – 12:30**	**Ancillary** **11:30 – 12:15**	**Recess** **11:35 – 11:55**						
	Storytime **12:30 – 1:00**	**Ancillary** **12:30 – 1:15**	**Eureka Math** **12:15 – 1:15**	**Eureka Math** **12:00 – 1:00**						

	Naptime 1:00 – 2:00	Math Interventions 1:15 – 1:45	Math Interventions 1:15 – 1:45	Math Interventions 1:00 - 1:30						
	Snack time/2nd Recess 2:00 – 2:20	Science 1:45 – 2:15	Science 1:45 – 2:15	Ancillary 1:30 – 2:15						
	Review Letter/Sounds Free Choice Centers 2:20 – 2:50	Social Studies 2:15 – 2:45	Social Studies 2:15 – 2:45	Science 2:15 – 2:45						
	BJES Master Schedule 2025 - 2026									
		3rd ELA	**3rd Math**	**4th ELA**	**4th Math**	**5th ELA**	**5th Math**	**6th ELA**	**6th Math**	
		Morning Activities 8:00 – 8:15	Morning Activities 8:00 – 8:15	Morning Activities 8:00 – 8:15	Morning Activities 8:00 – 8:15	Morning Activities 8:00 – 8:15	Morning Activities 8:00 – 8:15	Morning Activities 8:00 – 8:15	Morning Activities 8:00 – 8:15	
		ELA Block 1 8:15 – 9:45	Ancillary 8:15 – 9:00	ELA Block 1 8:15 – 9:45	Ancillary 8:15 – 9:00	ELA Block 1 8:15 – 9:45	Ancillary 8:15 – 9:00	ELA Block 1 8:15 – 9:45	Ancillary 8:15 – 9:00	
		HDT - ELA Intervention 9:45 – 10:15	ureka Math Block 1 9:00 – 10:30	HDT - ELA Intervention 9:45 – 10:15	ureka Math Block 1 9:00 – 10:30	HDT - ELA Intervention 9:45 – 10:15	ureka Math Block 1 9:00 – 10:30	HDT - ELA Intervention 9:45 – 10:15	ureka Math Block 1 9:00 – 10:30	
		Ancillary 10:15 – 11:00	HDT - Math Intervention 10:30 – 11:00	Ancillary 10:15 – 11:00	HDT - Math Intervention 10:30 – 11:00	Ancillary 10:15 – 11:00	HDT - Math Intervention 10:30 – 11:00	Ancillary 10:15 – 11:00	HDT - Math Intervention 10:30 – 11:00	
		Soc. Studies Block 1 11:00–11:45	**Science 1** **11:00–11:45**	Soc. Studies Block 1 11:00–11:45	**Science 1** **11:00–11:45**	Soc. Studies Block 1 11:00–11:45	Science 1 11:00–11:45	Soc. Studies Block 1 11:00–11:45	Science 1 11:00–11:45	
		Lunch 11:45 – 12:00	Lunch 11:45 – 12:00	ELA Block 2 11:45 – 12:30	ureka Math Block 2 11:45-12:30	HDT Intervention 11:45-12:15	HDT Intervention 11:45-12:15	HDT Intervention 11:45-12:15	HDT Intervention 11:45-12:15	
		Recess 12:00 – 12:15	Recess 12:00 – 12:15	Lunch 12:30 – 12:45	Lunch 12:30 – 12:45	Lunch 12:15-12:30	Lunch 12:15-12:30	Lunch 12:15-12:30	Lunch 12:15-12:30	

		ELA Block 2 12:15 – 1:45	Math Block 2 12:15-1:45	Recess 12:45 – 1:00	Recess 12:45 – 1:00	Recess 12:30-12:45	Recess 12:30-12:45	Recess 12:30-12:45	Recess 12:30-12:45
		HDT Interventions 1:45 – 2:15	Math Interventions 1:45 – 2:15	ELA Block 2/ Interventions 1:00 – 2:15	ureka Math Block 2 1:00-2:15	ELA Block 2 12:45 – 2:15	ureka Math Block 2 12:45 – 2:15	ELA Block 2 12:45 – 2:15	ureka Math Block 2 12:45 – 2:15
		Soc. Studies Block 2 2:15-3:00	Science 2:15 – 3:00	Soc. Studies Block 2 2:15-3:00	Science 2:15 – 3:00	Soc. Studies Block 2 2:15-3:00	Science Block 2 2:15 – 3:00	Soc. Studies Block 2 2:15-3:00	Science Block 2 2:15 – 3:00

School Improvement Team		
	NAME	**ROLE**
Administrator	**LaShondra Pridgett Allen**	**Principal**
Administrator	**Maggie Generoso**	**Curriculum Coordinator**
Teacher	**Cheronda Thomas**	**Librarian/School Leadership**
Teacher	**LaPrecious Eckford**	**Math Content Leader/5th Grade**
Teacher	**JarQuesha Washington**	**Pre K-2 Content Leader/Kindergarten**
Parent	**Reita Harris**	
Parent	**Deborah Jackson/Clarinda Elmore**	
SIP REVIEW MEETING DATES		
#1 Beginning of Year	**11/18/2025**	
#2 2nd 9 Weeks		
#3 3rd 9 Weeks		
#4 4th 9 Weeks		

Faculty and Staff Roster	
Name	**Position/Assignment**
Jayla Thompson	Pre K
Chanetrese Ellis	Kindergarten
JarQuesha Washington	Kindergarten
Jakobe Byrd	1st Grade
Comernitia Morrison	1st Grade
Amber Sheridan	1st Grade
Kirrah Harris	2nd Grade
Kelise Woods	2nd Grade
Christin Camper	3rd Grade
Karen Jackson	3rd Grade
Shanda Bordelon	4th Grade
Garzy Brisco	4th Grade
Makedria Jones	4th Grade
Treasure Briggs	5th Grade
LaPrecious Eckford	5th Grade
Mary Snell	6th Grade
Akayla Wilhite	6th Grade
Tameka Calhoun	Self Contained
Jammie Boley	Inclusion Pre K/K
Latesha Jackson	Inclusion 5th Grade
Victoria Johnson	Inclusion 4th Grade
Dorothy Page	Inclusion 3rd/6th
Jordan Thomas	Inclusion 1st/2nd
Kia Davis	Self contained
Natrena Knights	Music

Justin McCaa	**PE**
Cheronda Thomas	**Librarian**
Staff Data	
# Uncertified Teachers	**16**
# Certified Teachers	**11**
LER Evaluation Data	
# of Teachers Rated Exemplary	
# of Teachers Rated Proficient	
# of Teachers Rated Unsatisfactory	
Years of Experience	
# of Teachers with 0-3 years of experience	**9**
# of Teachers with 3-5 years of experience	18
# 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	
Comprehensive Needs Assessment	Examine multiple sources of data to identify the priority needs within the school. Must include the following areas: Student Demographic Data Student Achievement - including subgroup and sub-claim data Parent Survey Data School Organization
Strategies for Improvement	strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and '' include interventions and strategies to increase achievement of all students, but particularly the needs of underperforming subgroups and those at risk of not meeting challenging State academic standards. [ESEA section 1114(b)(7)(A)(i-iii)].
Student support services	Student support services to address academics as well as student wellbeing through activities such as counseling and mentoring programs to improve students' skills outside of academics;
Student opportunities	Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce;
Multi-tiered Systems of Support	Multi-tiered Systems of Support to prevent and address behavior, including coordinated early intervening services;
Professional Development	Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and
Student Transition	Activities to provide effective Student Transition to assist students from preschool to kindergarten, elementary to middle school, and/or middle to high school.
	***Schools must provide student assessment results and an interpretation of the results in a language that parents can understand.

List the number of students in each area.

Total Population	Economically Disadvantaged	# Students w/Disabilities	# Migrant	# EL	# Homeless	# Foster Care	Military Affiliated (Active Duty/ Retired parents)

Gender		Ethnicity					
Male	Female	White	Black	Hispanic	Asian	Native American Hawaiian/Pacific Islander	Two or more races
171	176	4	343	0	0	0	

Economically Disadvantaged Profile	
% of Economically Disadvantaged	Total Student Enrollment – Oct. 1

Student Achievement Data - Insert Cohort Chart from Mrs. Dumas

Berg Jones Two-Year Comparison LEAP 2025 (PreCert)

		2025											2024	2025			2025 Percent		
		Advanced		Mastery		Basic		App Basic		Unsat									
Grade	Subject	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total	SPS	SPS	Change	Cohort	Mastery +	Basic +	Below B
3rd	ELA	0	0.00%	6	12.00%	4	8.00%	18	36.00%	22	44.00%	50	19.04761905	18.4	-0.647619048		12.00%	20.00%	80.00%
3rd	Math	0	0.00%	0	0.00%	15	30.00%	21	42.00%	14	28.00%	50	30.47619048	24	-6.476190476		0.00%	30.00%	70.00%
3rd	Science	0	0.00%	1	2.00%	3	6.00%	23	46.00%	23	46.00%	50	13.80952381	6.8	-7.00952381		2.00%	8.00%	92.00%
3rd	Soc Studies		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	0	13.80952381	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!
3rd	All Subjects	0	0.00%	7	4.70%	22	14.70%	62	41.30%	59	39.30%	150	21.11111111	#DIV/0!	#DIV/0!		4.70%	19.30%	80.70%
4th	ELA	0	0.00%	3	8.10%	8	21.60%	17	45.90%	9	24.30%	37	35.38461538	25.40540541	-9.979209979	6.357786358	8.10%	29.70%	70.30%
4th	Math	0	0.00%	1	2.70%	3	8.10%	17	45.90%	16	43.20%	37	36.92307692	9.189189189	-27.73388773	-21.28700129	2.70%	10.80%	89.20%
4th	Science	0	0.00%	0	0.00%	5	13.50%	11	29.70%	21	56.80%	37	18.97435897	10.81081081	-8.163548164	-2.998712999	0.00%	13.50%	86.50%
4th	Soc Studies		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	0	18.97435897	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
4th	All Subjects	0	0.00%	4	3.60%	16	14.40%	45	40.50%	46	41.40%	111	30.42735043	#DIV/0!	#DIV/0!		3.60%	18.00%	82.00%
5th	ELA	0	0.00%	5	13.50%	13	35.10%	13	35.10%	6	16.20%	37	43.07692308	41.62162162	-1.455301455	6.237006237	13.50%	48.60%	51.40%
5th	Math	0	0.00%	2	5.40%	9	24.30%	17	45.90%	9	24.30%	37	26.15384615	24.86486486	-1.288981289	-12.05821206	5.40%	29.70%	70.30%
5th	Science	0	0.00%	3	8.10%	6	16.20%	12	32.40%	16	43.20%	37	25.12820513	21.08108108	-4.047124047	2.106722107	8.10%	24.30%	75.70%
5th	Soc Studies		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	0	25.12820513	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
5th	All Subjects	0	0.00%	10	9.00%	28	25.20%	42	37.80%	31	27.90%	111	31.45299145	#DIV/0!	#DIV/0!		9.00%	34.20%	65.80%
6th	ELA	0	0.00%	4	11.10%	12	33.30%	15	41.70%	5	13.90%	36	35.67567568	37.77777778	2.102102102	-5.299145299	11.10%	44.40%	55.60%
6th	Math	0	0.00%	3	8.30%	8	22.20%	15	41.70%	10	27.80%	36	19.72972973	26.11111111	6.381381381	-0.042735043	8.30%	30.60%	69.40%
6th	Science	0	0.00%	1	2.80%	4	11.10%	19	52.80%	12	33.30%	36	13.51351351	11.66666667	-1.846846847	-13.46153846	2.80%	13.90%	86.10%
6th	Soc Studies		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	0	13.51351351	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
6th	All Subjects	0	0.00%	8	7.40%	24	22.20%	49	45.40%	27	25.00%	108	22.97297297	#DIV/0!	#DIV/0!		7.40%	29.60%	70.40%
All	ELA	0	0.00%	18	11.30%	37	23.10%	63	39.40%	42	26.30%	160	32.99363057	29.75	-3.243630573		11.30%	34.40%	65.60%
All	Math	0	0.00%	6	3.80%	35	21.90%	70	43.80%	49	30.60%	160	28.47133758	21.25	-7.22133758		3.80%	25.60%	74.40%
All	Science	0	0.00%	5	3.10%	18	11.30%	65	40.60%	72	45.00%	160	17.8343949	12.125	-5.709394904		3.10%	14.40%	85.60%
All	Soc Studies	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	17.8343949	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!

School Goal(s) (SPS):
1
2

Subgroup Data: District will upload once data is available.		

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		

English Language Arts 2024-2025 LEAP Data

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																						
4th																						
5th																						
6th																						

STAR Reading Summative Data

FALL 2025

		Student Placement Distribution (% and #)										
Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Approaching Basic	# Approaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	Number of Students Assessed
K												*0*
1st												*0*
2nd												*0*
3rd												*0*
4th												*0*
5th												*0*
6th												*0*
Totals		*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*

WINTER 2025

		Student Placement Distribution (% and #)											
Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Approaching Basic	# Approaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	Number of Students Assessed	Difference in previous assessment score (+/-)
K												*0*	
1st												*0*	
2nd												*0*	
3rd												*0*	
4th												*0*	
5th												*0*	
6th												*0*	
Totals		*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	

SPRING 2026

		Student Placement Distribution (% and #)											
Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Approaching Basic	# Approaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	Number of Students Assessed	Difference in previous assessment score (+/-)
K												*0*	
1st												*0*	
2nd												*0*	
3rd												*0*	
4th												*0*	
5th												*0*	
6th												*0*	
Totals		*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	

DIBELS 8th Literacy Screening Data

BOY

Student Placement Distribution (%)

Grade	Number of Total Students	Well Below	Below	At Benchmark	Above Benchmark	Number of Students Assessed
K		***21***	***8***	***3***	***12***	***44***
1st		***16***	***6***	***12***	***13***	***47***
2nd		***13***	***5***	***13***	***8***	***39***
3rd		***12***	***8***	***10***	***17***	***47***
Totals		***62***	***27***	***38***	***50***	***177***

MOY

Student Placement Distribution (%)

Grade	Number of Total Students	Well Below	Below	At Benchmark	Above Benchmark	Number of Students Assessed	Difference in previous assessment score (+/-)
K							
1st							
2nd							
3rd							
Totals							

EOY

Student Placement Distribution (%)

Grade	Number of Total Students	Well Below	Below	At Benchmark	Above Benchmark	Number of Students Assessed	Difference in previous assessment score (+/-)
K							
1st							
2nd							
3rd							
Totals							

4th & 5th High Dosage Tutoring Progress Monitoring Data

Cycle 1 PM 1

Student Placement Distribution (%)

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

Cycle 1 PM 2

Student Placement Distribution (%)

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

Cycle 2 PM 1

Student Placement Distribution (%)

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

Cycle 3 PM 1

Student Placement Distribution (%)

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

3rd Grade District Assessment 2025-2026

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

4th Grade District Assessment 2025-2026

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

5th Grade District Assessment 2025-2026

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

6th Grade District Assessment 2025-2026

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

Mathematics 2024-2025 LEAP Data

S = Strong M = Moderate W = Weak

Grade	# of Students	Math Performance											
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
		S	M	W	S	M	W	S	M	W	S	M	W
3rd													
4th													
5th													
6th													

STAR Math Summative Data

1st - 6th

FALL 2025

Student Placement Distribution (% and #)

Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Apporaching Basic	# Apporaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	Number of Students Assessed
1st												*0*
2nd												*0*
3rd												*0*
4th												*0*
5th												*0*
6th												*0*
Totals		*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*

WINTER 2025

Student Placement Distribution (% and #)

Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Apporaching Basic	# Apporaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	Number of Students Assessed
1st												*0*
2nd												*0*
3rd												*0*
4th												*0*
5th												*0*
6th												*0*
Totals		*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*

SPRING 2026

Student Placement Distribution (% and #)

Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Apporaching Basic	# Apporaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	Number of Students Assessed
1st												*0*
2nd												*0*
3rd												*0*
4th												*0*
5th												*0*
6th												*0*
Totals		*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*

K-3 Forefront Numeracy Screener

Fall

		Student Placement Distribution (%)					
Grade	Number of Total Students	Well Below Basic	Below Basic	Basic	Proficient	Number of Students Assessed	
K							
1st							
2nd							
3rd							
Totals							

Mid-Year

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

Spring

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

MCS End of Module Tests

Enter the percent proficient (Mastery and above)

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
K						
1st						
2nd						

		Module 2		Module 4		Module 6
3rd						
4th						
5th						
6th						

Science 2024-2025 LEAP Data

S = Strong M = Moderate W = Weak

Grade	# of Students	Science Performance								
		Investigate			Evaluate			Reasoning Scientifically		
		S	M	W	S	M	W	S	M	W
3rd										
4th										
5th										
6th										

MCS Science Progress Monitoring

	DCA Benchmark 1 (September)					DCA Benchmark 2 (November 3rd - 5th; December 6th)					Benchmark 3 - Practice Test (February)				
Grade	% Advanced	% Mastery	% Basic	% App Basic	% Unsat	% Advanced	% Mastery	% Basic	% App Basic	% Unsat	% Advanced	% Mastery	% Basic	% App Basic	% Unsat
3rd															
4th															
5th															
6th															

Social Studies 2024-2025 LEAP Data

S = Strong M = Moderate W = Weak

Grade	# of Students	Social Studies Performance											
		History			Geography			Civics			Economics		
		S	M	W	S	M	W	S	M	W	S	M	W
3rd													
4th													
5th													
6th													

MCS Social Studies Progress Monitoring

	1st 9weeks (Oct-Nov)					2nd 9 Weeks (Jan)					3rd 9 weeks (Mar-Apr) - Practice Test				
Grade	**% Advanced**	**% Mastery**	**% Basic**	**% App Basic**	**% Unsat**	**% Advanced**	**% Mastery**	**% Basic**	**% App Basic**	**% Unsat**	**% Advanced**	**% Mastery**	**% Basic**	**% App Basic**	**% Unsat**
3rd															
4th															
5th															
6th															

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												
1st												
2nd												
3rd												
4th												
5th												
6th												
Total												

Summary of Data Collection

*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.		
Areas of Strengths		
1		
2		
3		
4		
5		
Areas of Improvement		
1		
2		
3		
4		
5		

Prioritized Needs

Prioritized Student Performance Needs

Priority	Student Performance Need	Grade Level Focus for
1		
2		
3		
4		

5		

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.

Evidence of Effectiveness:
___Category I: Strong Evidence ___Category II: Moderate Evidence ___ Category III: Promising Evidence ___Category IV: Theory of Action (Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

OBJECTIVES (Up to 4)

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

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

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)

OBJECTIVES (Up to 4)

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

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

Goal 3 Parental Engagement Strategy

Evidence of Effectiveness:
___Category I: Strong Evidence ___Category II: Moderate Evidence ___ Category III: Promising Evidence ___Category IV: Theory of Action (Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

OBJECTIVES (Up to 4)

1 3

2 * Currently an assessment index score of 60 is proficiency.

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

Part C: Student Support Services

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

Economically Disadvantaged		Students with Disabilities		
Race/Ethnicity/Minority		**English Learners**		
Foster and Homeless				

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

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment.

Activity/Strategy	Responsible Person	Start/Completion Date		

Part E: Multi-Tiered Systems of Support (MTSS) Behavior of support to prevent and address problem behavior

MTSS: Screening and progress monitoring; Evidence-based Instruction and Intervention; Data-based Decision Making; Tiered Interventions; Teaming

Link your School Behavior-Mental Health Mapping Tool

Goal for Behavior:

Behavior Goal (needed/urgent intervention)
Desired Outcomes from EOY 2023 to EOY 2025
2024-2025 Data:
Number of Suspension ISS/OSS
Referral Data
Expulsion Data
Goals for 2025-2026
1
2

Part F: Professional Development

ILT - Instructional Leadership Team

Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned to the vision and needs. Stakeholders should include, at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.

Weekly Meeting (day, time, place)

ILT Member (name, role)

ILT Member (name, role)

ILT Member (name, role)

ILT Member (name, role)

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

PLC - ELA	PLC - Math
Weekly Meeting (day, time, place)	Weekly Meeting (day, time, place)
PLC Member (name, role)	PLC Member (name, role)
PLC Member (name, role)	PLC Member (name, role)
PLC Member (name, role)	PLC Member (name, role)
PLC Member (name, role)	PLC Member (name, role)

PLC - Science	PLC - Social Studies
Weekly Meeting (day, time, place)	Weekly Meeting (day, time, place)
PLC Member (name, role)	PLC Member (name, role)
PLC Member (name, role)	PLC Member (name, role)
PLC Member (name, role)	PLC Member (name, role)
PLC Member (name, role)	PLC Member (name, role)

Additional Professional Development

Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes

Part G: Student Transition				
Transition Activities: Select all that apply:				
__ Elementary to Middle School ____ 2nd grade to 3rd grade				
_____Middle School to High School _____High School to Careers/College				
ACTIVITY/STRATEGY	**Responsible Person**	**Start/Completion Date**	**Estimated Cost**	**Funding Source**

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:	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:		