



**J. S. Clark Magnet School**

**Title I Elementary Schoolwide Plan**

**2025-2026**

School Name:	J. S. Clark Magnet Elementary School
Address:	1207 Washington Street
Grade Span:	Pre-K-6
School Mission:	J. S. Clark Magnet School seeks to provide our students with a challenging curriculum that emphasizes excellence in fine arts, literature, math, science and technology skills. Students will utilize their education to pursue advanced educational opportunities that prepare them for both professional and skilled jobs.
School Goal:	J. S. Clark Magnet School emphasizes the education of the whole child—physically, socially, emotionally, and intellectually. We take pride in highlighting the best of the past, present, and future educational values. Traditional American values in education are emphasized: patriotism, responsibility, pride, and respect for self and others
Actionable Item Steps:	To improve overall school SPS and community and parental involvement.
Principal:	Wendy LaSuzzo
Assistant Principal:	Kereshala Martin
Curriculum Coach:	Elizabeth Laffoon
<a href="#">School Improvement Questionnaire</a>	

# Master Schedule

<https://docs.google.com/document/d/1ZFOhe1DWtM0nHMxXcBf5jZCUIBEN1-lu/edit?usp=sharing&ouid=111190360187062737974&rtpof=true&sd=true>

<b>School Improvement Team</b>		
	<b>NAME</b>	<b>ROLE</b>
<b>Administrator</b>	<b>Wendy LaSuzzo</b>	<b>Principal</b>
<b>Administrator</b>	<b>Keneshala Martin</b>	<b>Assistant Principal</b>
<b>Program Coordinator</b>	<b>Elizabeth Laffoon</b>	<b>Program Coordinator</b>
<b>Teacher</b>	<b>Julie Kicey</b>	<b>Computer Specialist</b>
<b>Teacher</b>	<b>Lara Sanford</b>	<b>Librarian</b>
<b>Parent</b>	<b>LaQuinda Zeigler</b>	<b>parent</b>
<b>Parent</b>	<b>Tiffany Govan</b>	<b>parent</b>
<b>SIP REVIEW MEETING DATES</b>		
<b>#1 Beginning of Year</b>	<b>11/10/25</b>	
<b>#2 2nd 9 Weeks</b>		
<b>#3 3rd 9 Weeks</b>		
<b>#4 4th 9 Weeks</b>		

<b>Faculty and Staff Roster</b>	
<b>Name</b>	<b>Position/Assignment</b>
Shana Alexander	Gifted ELA
Asia Brown	Science Lab Specialist
Darlene Brown	Math Lab Specialist
Lisa Cole	Special Education teacher
Julie White	First Grade
Laura Malone	Third Grade Sci/SS
Nikki Edens	Physical Therapist
Angela Rychart	Talented Art
Latina Gayden	Fifth Grade ELA/Science
Antionette Turner	Second Grade
Candice Williams	Sixth Grade Math/Science
Valente Hollis	Art Lab Specialist
Kate Hudson	Occupational Therapist
Mya Keaton	Kindergarten
Yasmeen Dickerson	Pre-Kindergarten
Julie Kicey	Technology Specialist
Kimberly Landry	Pre-Kindergarten
Renisha Bosworth	Kindergarten
Amy Martin	Fourth Grade Math
Natalie Stevenson	Second Grade
Jenifer Parker	Gifted Math
Jacquelyn Murphy	Fourth Grade SS/Science
Anitra Pleas	Education Diagnostician
Faith Simmons	Music Lab Specialist
Suzanne Ponti	Physical Education

Chrioni Price	<b>Kindergarten</b>
Geri Rankin	<b>School Psychologist</b>
Alyssa Andrade	<b>Second Grade</b>
Cassidy Varnell	<b>First Grade</b>
Kya Rogers	<b>First Grade</b>
Lara Sanford	<b>Librarian</b>
Allison Sherman	<b>Speech Teacher</b>
Christy Stidham	<b>Fourth Grade ELA</b>
Shevlyn Strickland	<b>Pre-Kindergarten</b>
Valerie Taylor	<b>Fifth Grade Math/SS</b>
Ronna Williamson	<b>Third Grade Math</b>
Marion Willson	<b>Special Education</b>
Rachel Turnbough	<b>Sixth Grade ELA</b>
Emma Barr	<b>Third Grade ELA</b>
Cynthia Douglas	<b>Kindergarten/First Para</b>
Jennifer Fox	<b>Kindergarten/First Para</b>
Antoinette Holland	<b>Kindergarten/First Para</b>
Kim DeBruhl	<b>Pre-Kindergarten para</b>
Miranda Ross	<b>Science Lab Assistant</b>
Renauda Wade-Smith	<b>Pre-Kindergarten Para</b>
Laquinda Zeigler	<b>Literacy Coach</b>
C. Washington	<b>Pre-Kindergarten Para</b>
L. Wilson	<b>Special Education Assistant</b>
Linda Flowers	<b>Special Education Assistant</b>

<b># Uncertified Teachers</b>	<b>2</b>
<b># Certified Teachers</b>	<b>32</b>
<b>LER Evaluation Data</b>	
<b># of Teachers Rated Exemplary</b>	<b>17</b>
<b># of Teachers Rated Proficient</b>	<b>16</b>
<b># of Teachers Rated Unsatisfactory</b>	<b>0</b>
<b>Years of Experience</b>	
<b># of Teachers with 0-3 years of experience</b>	
<b># of Teachers with 3-5 years of experience</b>	
<b># of Teachers with 6-10 years of experience</b>	
<b># of Teachers with more than 10 years of experience</b>	

# 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>	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
<b>Strategies for Improvement</b>	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)].
<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)
467	310	24	0	0	0		13

**Student Achievement Data - Insert Cohort Chart from Mrs. Dumas**

JS Clark Two-Year Comparison LEAP 2025 (PreCert)

Grade	Subject	2025								2024			2025			2025 Percent				
		Advanced		Mastery		Basic		App Basic		Unsat		Total	SPS	SPS	Change	Cohort	Mastery +	Basic +	Below B	
3rd	ELA	14	21.20%	37	56.10%	11	16.70%	4	6.10%	0	0.00%	66	105.098	101.2121	-3.88592		77.30%	93.90%	6.10%	
3rd	Math	8	12.10%	34	51.50%	20	30.30%	4	6.10%	0	0.00%	66	87.45098	93.93939	6.488414		63.60%	93.90%	6.10%	
3rd	Science	5	7.60%	13	19.70%	32	48.50%	12	18.20%	4	6.10%	66	73.52941	69.84848	-3.68093		27.30%	75.80%	24.20%	
3rd	Soc Studies	9	13.60%	23	34.80%	19	28.80%	10	15.20%	5	7.60%	66	73.52941	78.33333	4.803922		48.50%	77.30%	22.70%	
3rd	All Subjects	36	13.60%	107	40.50%	82	31.10%	30	11.40%	9	3.40%	264	88.69281	89.74747	1.054664		54.20%	85.20%	14.80%	
4th	ELA	11	23.40%	30	63.80%	6	12.80%	0	0.00%	0	0.00%	47	91.73077	109.1489	17.41817	4.0509	87.20%	100.00%	0.00%	
4th	Math	2	4.30%	25	53.20%	18	38.30%	2	4.30%	0	0.00%	47	78.07692	90.21277	12.13584	2.7618	57.40%	95.70%	4.30%	
4th	Science	8	17.00%	14	29.80%	21	44.70%	4	8.50%	0	0.00%	47	64.03846	91.06383	27.02537	17.534	46.80%	91.50%	8.50%	
4th	Soc Studies	2	4.30%	19	40.40%	13	27.70%	11	23.40%	2	4.30%	47	64.03846	68.93617	4.897709	-4.5932	44.70%	72.30%	27.70%	
4th	All Subjects	23	12.20%	88	46.80%	58	30.90%	17	9.00%	2	1.10%	188	77.94872	93.12057	15.17185		59.00%	89.90%	10.10%	
5th	ELA	0	0.00%	28	56.00%	21	42.00%	1	2.00%	0	0.00%	50	85.45455	89.6	4.145455	-2.1308	56.00%	98.00%	2.00%	
5th	Math	1	2.00%	23	46.00%	21	42.00%	5	10.00%	0	0.00%	50	97.04545	82.6	-14.4455	4.5231	48.00%	90.00%	10.00%	
5th	Science	5	10.00%	18	36.00%	19	38.00%	6	12.00%	2	4.00%	50	95.45455	81.4	-14.0545	17.362	46.00%	84.00%	16.00%	
5th	Soc Studies	3	6.00%	17	34.00%	15	30.00%	15	30.00%	0	0.00%	50	95.45455	67	-28.4545	2.9615	40.00%	70.00%	30.00%	
5th	All Subjects	9	4.50%	86	43.00%	76	38.00%	27	13.50%	2	1.00%	200	92.65152	82.13333	-10.5182		47.50%	85.50%	14.50%	
6th	ELA	1	2.20%	26	57.80%	14	31.10%	4	8.90%	0	0.00%	45	80.90909	86	5.090909	0.5455	60.00%	91.10%	8.90%	
6th	Math	1	2.20%	27	60.00%	13	28.90%	4	8.90%	0	0.00%	45	85.63636	86.44444	0.808081	-10.601	62.20%	91.10%	8.90%	
6th	Science	0	0.00%	11	24.40%	20	44.40%	11	24.40%	3	6.70%	45	74	60	-14	-35.455	24.40%	68.90%	31.10%	
6th	Soc Studies	1	2.20%	5	11.10%	19	42.20%	15	33.30%	5	11.10%	45	74	48.22222	-25.7778	-47.232	13.30%	55.60%	44.40%	
6th	All Subjects	3	1.70%	69	38.30%	66	36.70%	34	18.90%	8	4.40%	180	80.18182	75.51852	-4.6633		40.00%	76.70%	23.30%	
All	ELA	26	12.50%	121	58.20%	52	25.00%	9	4.30%	0	0.00%	208	90.79208	96.92308	6.13098		70.70%	95.70%	4.30%	
All	Math	12	5.80%	109	52.40%	72	34.60%	15	7.20%	0	0.00%	208	86.63366	88.75	2.116337		58.20%	92.80%	7.20%	
All	Science	18	8.70%	56	26.90%	92	44.20%	33	15.90%	9	4.30%	208	75.9901	75.28846	-0.70164		35.60%	79.80%	20.20%	
All	Soc Studies	15	7.20%	64	30.80%	66	31.70%	51	24.50%	12	5.80%	208	75.9901	66.97115	-9.01895		38.00%	69.70%	30.30%	
All	All Subjects	71	8.50%	350	42.10%	282	33.90%	108	13.00%	21	2.50%	832	84.47195	85.60096	1.129014		50.60%	84.50%	15.50%	

**School Goal(s) (SPS):**

- |   |
|---|
| 1. We will grow our overall school SPS to a 90.             |
| 2. We will grow our overall social studies from 66.9 to 75. |

- 1. We will grow our overall school SPS to a 90.
- 2. We will grow our overall social studies from 66.9 to 75.

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

### Summary of Parent Survey Data

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

Here is a sample of the 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
1	Parental Engagement
2	Communication
3	Student Enrichment Activities
Improvements	
	Parent Survey
1	Google Classroom Assistance
2	Curriculum Assistance
3	Parental Engagement After Hours

English Language Arts 2024-2025 LEAP Data																						
S = Strong M = Moderate W = Weak																						
Grade	# of Students	Reading Performance												Writing Performance								
		Reading Performance			Reading Literary Text			Informational 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	66	71	23	6	70	23	8	70	15	15	61	23	17	77	0	23						
4th	47	89	9	2	79	19	2	74	23	2	81	15	4	72	19	9						
5th	50	54	44	2	56	36	8	46	40	14	56	38	6	76	2	22						
6th	45	60	31	9	67	22	11	60	27	13	47	24	29	42	29	29						

STAR Reading Summative Data

**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	63	4.76%	17.46%	20.60%	57.10%	63
1st	65	0%	7.69%	26.15%	66.15%	65
2nd	66	3.03%	12.12%	36.36%	48.48%	66
3rd	59	6.77%	20.00%	40.67%	30.50%	59
Totals	253	3.55%	14.62%	30.83%	50.98%	253

  

MOY						
Student Placement Distribution (%)						
Grade	Number of Total Students	Well Below	Below	At Benchmark	Above Benchmark	Number of Students Assessed
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
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	12	0	3	8	1	0	12
5th	5	0	2	2	1	0	5
Totals	17	0	5	10	2	0	17

**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							

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							

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

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

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			Mathematical Reasoning and Modeling					
		S	M	W	S	M	W	S	M	W	S	M	W
3rd	66	61	32	8	65	24	11	65	30	5			
4th	47	57	34	9	49	38	13	66	30	4			
5th	50	42	46	12	42	42	16	48	40	12			
6th	45	51	42	7	78	16	7	51	29	20			

## STAR Math Summative Data

1st - 6th

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
1st	<b>65</b>	<b>54%</b>	<b>35</b>	<b>26%</b>	<b>17</b>	<b>14%</b>	<b>9</b>	<b>6%</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>65</b>
2nd	<b>66</b>	<b>50%</b>	<b>33</b>	<b>35%</b>	<b>23</b>	<b>12%</b>	<b>8</b>	<b>3%</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>66</b>
3rd	<b>59</b>	<b>34%</b>	<b>20</b>	<b>44%</b>	<b>26</b>	<b>15%</b>	<b>9</b>	<b>7%</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>59</b>
4th	<b>64</b>	<b>8%</b>	<b>5</b>	<b>44%</b>	<b>28</b>	<b>38%</b>	<b>24</b>	<b>11%</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>64</b>
5th	<b>42</b>	<b>2%</b>	<b>1</b>	<b>19%</b>	<b>8</b>	<b>67%</b>	<b>28</b>	<b>12%</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>42</b>
6th	<b>50</b>	<b>6%</b>	<b>3</b>	<b>50%</b>	<b>25</b>	<b>28%</b>	<b>14</b>	<b>16%</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>50</b>
Totals		<b>154%</b>	<b>97</b>	<b>218%</b>	<b>127</b>	<b>174%</b>	<b>92</b>	<b>55%</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>346</b>

WINTER 2025

**Student Placement Distribution (% and #)**

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					
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		0	3	24	35	62
1st		1	1	12	51	65
2nd		0	4	13	49	66
3rd		0	6	25	28	59
Totals		1	14	74	163	252

#### 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		Science Performance									
S = Strong M = Moderate W = Weak											
Grade	# of Students	Investigate			Evaluate			Reasoning Scientifically			
		S	M	W	S	M	W	S	M	W	
3rd	66	35	32	33	30	45	24	24	45	30	
4th	47	36	57	6	43	43	15	49	43	9	
5th	50	52	16	32	38	40	22	52	30	18	
6th	45	40	36	24	40	11	49	27	38	36	

MCS Science Progress Monitoring

Social Studies 2024-2025 LEAP Data

S = Strong M = Moderate W = Weak

Grade	# of Students	Social Studies Performance												Mathematics Performance									
		#1			#2			#3			Establishing Content			Examining Sources and Expressing Claims			Reasoning and Problem Solving			Data Analysis and Probability			
		S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	
3rd	66	56	17	27	53	20	27	50	26	24	53	20	27	48	29	23							
4th	47	53	30	17	36	40	23	45	23	32	47	26	28	38	40	21							
5th	50	46	20	34	38	36	26	36	36	28	42	26	32	38	44	18							
6th	45	31	29	40	11	36	53	18	33	49	20	33	47	18	49	33							

## MCS Social Studies Progress Monitoring

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	68	4	5	65	2		65	3		61	2	
1st	56	6	10	71	2		71	6		64	2	
2nd	56	3	5	54	4		54	9		62	3	
3rd	52	14	26	54	5		54	5		65	3	
4th	58	1	1	45	1		45	2		47	0	0
5th	50	1	2	59	0	0	59	0	0	50	0	0
6th	50	0	0	45	0	0	45	0	0	45	0	0
Total	458	29	6	14			25			394	10	

## 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	Kindergarten DIBELS scores	K-3 Literacy Screener
2	4th Grade ELA/Math	LEAP data
3	4th Grade Science	LEAP data
4	Parental Engagement	STREAM Night, LSUAg, Orientation Nights, Luncheons, etc.
5		

### Areas of Improvement

1	Social Studies LEAP performance scores	LEAP data
2	2nd Grade DIBELS performance scores	K-3 Literacy Screener
3	6th Grade Math	LEAP data
4	6th Grade ELA	LEAP data
5	6th Grade S/SS	LEAP data

<b>Prioritized Needs</b>		
Prioritized Student Performance Needs		
Priority	Student Performance Need	Grade Level Focus for
1	Social Studies LEAP performance scores	3-6 grades
2	DIBELS performance scores	K-3
3	Overall LEAP performance scores	6th grade
4	Science LEAP Overall performance scores	3-6 grades
5	Social Studies LEAP performance scores	3-6 grades

## 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, and time-bound. All activities and funding should align with the goals set in the school-wide plan.

### Goal 1: To improve the overall SPS.

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-3 Dibels data will demonstrate an increase in students scoring at benchmarks from \_\_\_\_\_% (BOY) to \_\_\_\_\_% (EOY).  
 2. By June 2026, our school will raise STAAR math and reading proficiency in grades 3-8 from \_\_\_\_\_% to \_\_\_\_\_% through consistent instructional strategies, targeted support, and ongoing progress monitoring.

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Performance Coach ELA	Wendy LaSuzzo	8/25/25/26	4000	T1 S
ABC workbooks (SS)	LaSuzzo	8/25/25/26	2000	T1
Vocabulary Workshop	Shana Alexander	8/25/25/26		print shop
Grammar Workshop	Shana Alexander	8/25/25/26		
Latin	district	8/25/25/26		
After school tutoring	Elizabeth Laffoon	8/25/25/26	4,000	
STREAM Night	STREAM Night Committee- Williamson	8/25/25/26	2000	T1 parental
Generation Genius	LaSuzzo	8/25/25/26	2000	T1
Tutoring	Paraprofessionals	8/25/25/26	47000	T1
Zoom	Math teachers	8/25/25/26		district
Robotics Club	A.Brown	8/25/25/26		TIV
PD for staff	Admin.	8/25/25/26	3000	T10
Teacher Leader Summit	K. Martin	June, 2025	6000	T1
Field trips	LaSuzzo	8/25/25/26	4000	T1

### Goal 2: To improve parental and family involvement.

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. To have frequent communication with parents and stakeholders.  
 2. To increase student performance due to parental support.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
STREAM Night	Williamson	Spring '26	2000	T1
School orientation night	Admin team	Aug '25		
Grade level parent meetings	Classroom teachers	Aug '25		
Postage/paper/ink/supplies	LaSuzzo	8/25/25/26	7000	
Technology supplies (chrombooks, PLAUD, etc)	LaSuzzo	8/25/25/26	100000	T1
Title I Parent Advisory Council Meeting	LaSuzzo	11/2025	1000	T1
Field trips	LaSuzzo	8/25/25/26	4000	T1

## 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	
		Progress Monitoring	
		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	
Foster and Homeless			
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	

PBIS	Keneshala Martin	August, 2025-May, 2026		
Character classes	Angela Casson and Faith Simmons	August, 2025-May, 2026		
Social Worker	Angela Casson	August, 2025-May, 2026		

**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 In 2024-2025 we had 14 ISS/ and 7 OSS.

Referral Data: In 2024-2025 we had 49 office visits.

Expulsion Data: In 2024-2025 we had 1 expulsion.

Goals for 2025-2026

1. Decrease the number of office referrals. 49 office referrals for the '24-'25 school year, so we want to reduce that number to below 49.

## 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.

**Monday, 9:00-9:45 pm**  
**School Conference Room**

Wendy LaSuzzo	Principal
Keneshala Martin	Assistant Principal
Elizabeth Laffoon	Program Coordinator
Julie Kicey	Computer Specialist
Lara Sanford	Librarian
LaQuinda Zeigler	parent
Tiffany Govan	parent

### PLC - ELA

**Wednesday, 2:15-2:45 pm**  
**school conference room**

Barr	Williamson
Stidham	Martin
Gayden	Taylor
Turnbough	Williamma

### PLC - Math

**Thursday, 2:15-2:45 pm**  
**school conference room**

Malone	Malone
Murphy	Murphy
Gayden	Gayden
Williams	Williams

### PLC - Social Studies

**Monday, 10:15-10:45 pm**  
**school conference room**

Dickerson	Bosworth
Landry	Keaton
Strickland	Price

### PLC - Grade Level Pk

**Wednesday, 12:45-1:15**  
**school conference room**

Landry	Keaton
Strickland	Price

### PLC - Grade Level K

**Wednesday, 1:15-1:45**  
**school conference room**

<b>PLC - Grade Level 1st</b> Thursday, 1:30-2:00 school conference room	<b>PLC - Grade Level 2nd</b> Tuesday, 12:30-1:00 school conference room
White	Andrade
Varnell	Stevenson
Rogers	Turner
<b>PLC - Grade Level 3rd</b> Tuesday, 10:15-11:00/Friday, 8:30-9:15 school conference room	<b>PLC - Grade Level 4th</b> Wednesday, 8:30-9:15 school conference room
Barr	Martin
Williamson	Murphy
Malone	Stidham
<b>PLC - Grade Level 5th</b> Tuesday, 8:30-9:15 school conference room	<b>PLC - Grade Level 6th</b> Thursday, 8:30-9:15 school conference room
Taylor	Turnbough
Gayden	Williams
<b>PLC - Specialist</b>	
Friday, 2:00-2:45 school conference room	
Alexander, GT ELA	Simmons, Music
Parker, GT Math	Hollis, Art
Willson, Special Education	D. Brown, Math
A.Brown, Science	Sanford, Librarian
Ponti, Physical Education	Kicey, Technology
<b>SBLC</b>	<b>PBIS</b>
Monday, 12:30-1:30 pm School Conference Room	Monday, 12:30-1:30 pm School Conference Room
Wendy LaSuzzo, Principal	Keneshala Martin, Assistant Principal
Elizabeth Laffoon, Program Coordinator/Chair	Elizabeth Laffoon, Program Coordinator/Chair
Anitra Pleas, Pupil Appraisal	Anitra Pleas, Pupil Appraisal
Marion Willson, SPED	Kya Rogers, Teacher
Allison Sherman, SPCH	Julie White, Teacher
Shana Alexander, 504 Coordinator	Faith Simmons, Teacher
Lisa Cole, SPED	Milani Govan Student

Additional Professional Development				
Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
Teacher Leader Summit	June, 2026	Louisiana Dept. of Ed.	LaSuzzo	Increase student achievement

## 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
Kindergarten teachers will introduce themselves and teach a lesson to the PK students.	Martin	Spring 2026	0	n/a
Sixth graders will go to their zoned junior high school for a tour and to complete registration packet.	Laffoon	Spring 2026	buses	district
Second grade will go to third grade for half a day to meet the teachers and to rotate classes.	LaSuzzo	Spring 2026	0	n/a

<b>Title I School Wide Plan</b>			
<b>Part I:</b>			
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:		
	<ul style="list-style-type: none"> <li>- Evidence of the use of a comprehensive needs assessment</li> <li>- Goals and measurable objectives</li> <li>- Evidence based research methods, strategies, and activities that guide curriculum content, instruction, and assessment</li> <li>- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers</li> <li>- Plans for transitioning pre-school children to local elementary school programs (if applicable)</li> <li>- Family and community engagement activities aligned with assessed needs</li> <li>- Evaluation strategies that include methods to measure progress of implementation</li> <li>- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)</li> <li>- An action plan with timelines and specific activities for implementing the above criteria</li> </ul>		
	I further certify that the information contained in this assurance is true and correct to the best of my knowledge.		
	Principal Name:		
<b>State Assessment Data:</b>			
Latest School Profile for Principals			
Latest Principal's Report Card			
<b>Perception Data:</b>			
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:		