



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:	Keneshala Martin
Curriculum Coach:	Elizabeth Laffoon
School Improvement Questionnaire	

Master Schedule

<https://docs.google.com/document/d/1ZF0he1DWtM0nHMxXcBf5jZCUIBEN1-lu/edit?usp=sharing&oid=111190360187062737974&rtpof=true&sd=true>

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

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

# Uncertified Teachers	2
# Certified Teachers	32
LER Evaluation Data	
# of Teachers Rated Exemplary	17
# of Teachers Rated Proficient	16
# of Teachers Rated Unsatisfactory	0
Years of Experience	
# 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

Comprehensive Needs Assessment	<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>
Strategies for Improvement	<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>
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)
467	310	24	0	0	0		13
Gender		Ethnicity					
Male	Female	White	Black	Hispanic	Asian	Native American Hawaiian/Pacific Islander	Two or more races
218	249	3	459	2	3	0	0
Economically Disadvantaged Profile							
% of Economically Disadvantaged		Total Student Enrollment – Oct. 1					
66%		467					

Student Achievement Data - Insert Cohort Chart from Mrs. Dumas										JS Clark 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	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%											
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%											
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	6.130998		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.

Subgroup Data: District will upload once data is available.

[Title I Parent Survey Data](#)

Distribute Survey Oct. 1, Jan. 6th, & May 1

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 a school-based program? 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)

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

What ways can parental engagement be strengthened at your child's school?		
Strengths		
	Parent Survey	Data Sources
1	Parental Engagement	Coffee and Conversation with principal, Parent Orientation night with classroom orientation, PTO meetings, STREAM Night, Dad's Day BBQ, Grandparent's Day, Thanksgiving Lunch
2	Communication	Social Media, REMIND (classrooms and school-wide), Class Dots, Week at a Glance (lower grades), Google Classroom (upper grades), marquee at car riders
3	Student Enrichment Activities	Fall Festival, Science Day, Field trips, Beach Day, LSU Ag, Jaguar Club, NEHS, Student Council, Horticulture Club, Academic Heritage Quiz Bowl Team
Improvements		
	Parent Survey	Data Sources
1	Google Classroom Assistance	Do not understand how to use Google classroom to help students with homework/assignments
2	Curriculum Assistance	Eureka 2, social studies study help
3	Parental Engagement After Hours	Want more activities for parental participation after hours such as literacy night, parent ed classes and STEM

STAR Reading Summative Data									
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[illegible]

[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	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

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Student Placement Distribution (%)																			
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[illegible][illegible]

Student Placement Distribution (%)												
1	2	3	4	5	6	7	8	9	10	11	12	13

[illegible]

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							
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							

[illegible]

1st - 6th

[illegible]

Student Placement Distribution (% and #)																
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Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Approaching Basic	# Approaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	Number of Students Assessed								
1st	65	34%	35	26%	17	14%	9	6%	4	0	0	65								
2nd	66	50%	33	35%	23	12%	8	3%	2	0	0	66								
3rd	59	34%	20	44%	26	15%	9	7%	4	0	0	59								
4th	64	8%	5	44%	28	38%	24	11%	7	0	0	64								
5th	42	2%	1	19%	8	67%	28	12%	5	0	0	42								
6th	50	6%	3	50%	25	28%	14	16%	8	0	0	50								
Totals		154%	97	218%	127	174%	92	55%	30	0	0	346								

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

[illegible]

Spring

[illegible]

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	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

[illegible]

[illegible]

S = Strong M = Moderate W = Weak

Grade	# of Students	Social Studies Performance															
		S	#1	W	S	#2	W	S	#3	W	S	Establishing Content		W	Examining Sources and Expressing Claims		
			M			M			M			M		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	

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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	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, LSUA, 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

Prioritized Needs		
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

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.

Evidence of Effectiveness:

Category I: Strong Evidence Category II: Moderate Evidence Category III: Promising Evidence

† EOY K-3 Dibels data will demonstrate an increase in students scoring at benchmark from

strategies, targeted support, and ongoing progress monitoring.

Activity/Strategy	
1.6	1.6.1

Vocabulary Workshop

After school tutoring

Generation Genius

Robotics Club

FEELING LEISURE JOINTLY	

Goal 2: To improve parental and family involvement.

Category I: Strong Evidence Category II: Moderate Evidence Category III: Promising Evidence
(Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

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

ACTIVITY/STRATEGY

School orientation night

Technology Supplies (chromebooks, FLAUD, etc)

Field trips	
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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			PLC - Math		
Wednesday, 2:15-2:45 pm school conference room			Thursday, 2:15-2:45 pm school conference room		
Barr		Williamson			
Stidham		Martin			
Gayden		Taylor			
Turnbough		Williama			
PLC - Science			PLC - Social Studies		
Monday, 10:15-10:45 pm school conference room			Monday, 10:15-10:45 pm school conference room		
Malone		Malone			
Murphy		Murphy			
Gayden		Gayden			
Williams		Williams			
PLC - Grade Level Pk			PLC - Grade Level K		
Wednesday, 12:45-1:15 school conference room			Wednesday, 1:15-1:45 school conference room		
Dickerson		Bosworth			
Landry		Keaton			
Strickland		Price			

PLC - Grade Level 1st			PLC - Grade Level 2nd		
Thursday, 1:30-2:00 school conference room			Tuesday, 12:30-1:00 school conference room		
White			Andrade		
Varnell			Stevenson		
Rogers			Turner		
PLC - Grade Level 3rd			PLC - Grade Level 4th		
Tuesday, 10:15-11:00/Friday, 8:30-9:15 school conference room			Wednesday, 8:30-9:15 school conference room		
Barr			Martin		
Williamson			Murphy		
Malone			Stidham		
PLC - Grade Level 5th			PLC - Grade Level 6th		
Tuesday, 8:30-9:15 school conference room			Thursday, 8:30-9:15 school conference room		
Taylor			Turnbough		
Gayden			Williams		
PLC - Specialist					
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		
SBLC			PBIS		
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:				
<input checked="" type="checkbox"/> Elementary to Middle School <input type="checkbox"/> 2nd grade to 3rd grade				
<input type="checkbox"/> Middle School to High School <input type="checkbox"/> 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

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:		