

School Address: 1001 Pecan Street

Thomas Jefferson Upper Elementary

Grade Span: Grades 3 - 6

School Mission: The administrators, faculty, and staff of Thomas Jefferson Upper Elementary School are dedicated to providing high-quality learning opportunities in a safe, supportive environment where excellence is the standard and every student is empowered to achieve their highest potential.

School Goal: TJUE will increase its School Performance Score (SPS) by at least 6.0 points, from the current SPS of 27.6 to 33.6, seeking a transition for "D" range to "C" range.

Title I Schoolwide Plan

2026-2027

School Improvement Team

Name	Role		
Shirley A. Neal	**Principal**	Shirley A. Neal	
Constance Wilson	**Assistant Principal**	Constance Wilson	
Lawanda Elliott	**Teacher**	Tamla South	
Tamla South	**Teacher**	Diamond Coleman	

Amecia Hamilton	**Teacher**	Dawn Cutler	
Tiffany Whitfield	**Parent**	Brittanee Smith	
Miranda Hall	**Parent**	LaTrice Smith	
SIP REVIEW MEETING DATES			
#1			
#2			
#3			
#4			

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: 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. Overall 3rd Grade is the strongest Grade Level	
2. Parental Communication	
3. Student Involment in PBIS	
4	
5	

Areas of Improvement	Data to Support Claim
1. Parental Engagment/Involvement	
2. Teacher pacing of lessons	
3. Ensuring high quality instruction is taking place in every classroom.	
4	
5	

Prioritized Needs: Prioritized Student Performance Needs			
Priority	Student Performance Need	Grade Level Focus for	
1. ELA - Writing Performance	Students need to improve their ability to produce clear, organized, and well-developed written responses that address the given prompts, support the topic, give supporting details, state evidence from the text, and demonstrate proper use of language conventions.	**3rd - 6th Grade**	
2 . Math - Mathematical Reasoning & Modeling	Students need to improve their abilility to solve multi-step problems, analyze real-world situations mathematically, and explain and justify their reasoning using models, evidence, and appropriate strategies.	**3rd - 6th Grade**	

3. Science - Reasoning Scientifically	Students need to improve their ability to analyze scientific data, identify pattern and relationships, and construct explanations that show a claim, evidence, and reasoning.	**3rd - 6th Grade**	
4. Social Studies - Examining Sources & Expressing Claims	Students need to improve their ability to examine and interpret histrocial and contemporary sources, develope clear claims supported by accurate soure content and evidence, and evaluate relevant evidence.	**3rd - 6th Grade**	
5			

Prior Year Data

School SPS

Achieve	13.9
Grow	41.3
Thrive (HS Only)	
Overall SPS	27.6

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	%
3rd	66	0	0%	72	0	0%	78	3	0.04
4th	71	0	0%	68	0	0%	66	1	0.02
5th	56	0	0%	63	0	0%	79	1	0.01
6th	44	0	0%	59	0	0%	64	1	0.02
Total	237	0		262	0		287	6	

LEAP Student Demographic Data

ELA Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3rd	73			
4th	65	32		
5th	79	25		
6th	64	20		

Math Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3rd	73			
4th	65	23		
5th	79	12		
6th	64	5		

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	Regular school & teacher communication	Parent Survey	
2	Prompt Responses for faculty or staff	Parent Survey	
3	Home Learning Support	Parent Survey	
Improvements			
	Parent Survey	Data Sources	
1	Parental Involvement	Parent Survey	
2	After-School Tutoring Program/Activities	Parent Calls & Visits	
3			

Part B: Plans for Improvement/ State the Goals

Increase the percentage of students demonstrating proficiency in writing performance and vocabulary, 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: Increase the student performance in Writing

Objective 2: Increase student performance in Literary Text

Objective 3: Increase student performance in Vocabulary

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Students will utilize Lexia daily, meeting daily and weekly goals of lessons per week and minutes of use.	Teachers, Paraprofessionals, Admin	August 2026	0	
Students will receive writing skill instruction via TWR at least twice a week.	Teachers	August 2026	0	
After-School Tutoring	Teachers, Paraprofessionals, Admin	October 2026	$17,000	Title I

Part B: Plans for Improvement/ State the Goals

Increase the percentage of students demonstrating proficiency in mathematical reasoning & modeling, and comparing & solving problems with fractions, 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: Increase student performance in solving time, area, measurement, and estimation problems

Objective 2: Increase student performance in comparing & solving problems with fractions

Objective 3: Increase student performance in mathematical reasoning & Modeling

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Students will utilize Zearn daily, meeting daily and weekly goals of 3 lessons per week and 90 minutes of use.	Teachers, Paraprofessionals, Admin	August 2026		
Small group instruction	Teachers, paraprofessionals	August 2026		
After-School Tutoring	Teachers, Paraprofessionals, Admin	Ocotber 2026	$17,000	Title I

Part B: Plans for Improvement/ State the Goals

Increase the percentage of students demonstrating proficiency in reasoning scientifically and evaluating, as measured by district-wide benchmark assessments, by 10% for all students by the end of the 2026-2027 school year.

Goal 3: Science and Social Studies

OBJECTIVES (Up to 4)

Objective 1: Increase student performance in reasoning scientifically.

Objective 2: Increase student performance in evaluating real-world phenomena

Objective 3: Increase student performance in establishing content

Objective 4: Increase student performance in examining sources and expressing claims

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Instead of giving the answer immediately, teachers will guide students to revisit the anchor phenomenon. They must explicitly explain how their new data or learning assists them in solve the original question.	Science Teachers, Paras, Admin	October 19, 2026	0	
The CER Framework - train the students to provied a statement that answers the question, using evidence (data or observations), and reasoning to justify and link the evidence to the claim, instead of one-word repsonses,	Science Teachers, Paras, Admin	October 1, 2026	0	
HQIM	Science Teachers, Paras, Admin	August 2026	0	
After-School Tutoring	Science Teachers, Paras, Admin	October 2026	$17,000	Titel I

Part B: Plans for Improvement/ State the Goals

"By May 2027, we will increase face-to-face and digital parental involvement from 1% to 50% by hosting monthly parental involvment activities and by communication via the school's parent Remind app. 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: Increase parent communication by teacher's calls, emails, or text messages

Objective 2: Increase parental involvement by hosting monthly events/activities

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Monster Mash-Up Math Night	Parental Involement Coordinator & Admin	October 29, 2026	0	
Christmas Pages & Pajamas Literacy Night & Hot Chocolate Bar	Parental Involement Coordinator & Admin	December 10, 2026	$150.00	Title I
Donuts & Dibels	Parental Involement Coordinator & Admin	Monday, October 19, 2026	$90	Title I
Veterans & Grandparent's Breakfast	Parental Involement Coordinator & Admin	November 210, 2026	0	
Parent Volunteers	Parental Involement Coordinator & Admin	August 2026 - May 2027	0	
Painting With A Purpose - Literacy Engagement Night	Parental Involement Coordinator & Admin	November 12, 2026	$175.00	Title I
Donuts with Dad	Parental Involement Coordinator & Admin	January 12, 2027	$90.00	Title I
History Walk	Parental Involement Coordinator & Admin	February 23, 2027	$100	Title I
National Read Across America	Parental Involement Coordinator & Admin	March 1, 2026	$200	Title I
Hangining With My Peeps, Parents, & Community Partners		April 8, 2027	$100	Title I

Part C: Student Support Services

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

Economically Disadvantaged		Students with Disabilities		
Progress Monitoring		Inclusion		
After School Tutoring Programs		Progress Monitoring		
Tier I Curriculum		After School Tutoring Prograr		
Acceleration/RTI – In-school Remediation		Resource Services		
		Acceleration/RTI – In-school		
Race/Ethnicity/Minority		**English Learners**		
Tier I Curriculum		After School Tutoring Prograr		
Acceleration/RTI – In-school Remediation		Progress Monitoring		
Progress Monitoring		Acceleration/RTI – In-school		
After School Tutoring Programs		Tier I Curriculum		
Foster and Homeless				
After School Tutoring Programs				
School uniforms, school supplies, shoes, &				
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

TJUE Wildcat Gentlemen's Club	Coach Shundarrius Ballard & Coach Zemetress Randle	November 1, 2026		
Wildcat GLAM Girl's Club	Maya Jackson & Dawn Cutler	September 26, 2026		

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						
Dual Enrollment						
Business: Industry Based Credentials						
Health Sciences: Industry Based Credentials						
Architecture and Construction: Industry Based Credentials						
Manufacuring: Industry Based Credentials						

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	25
Number of Referrals	50
Number of Expulsions	0

Goals for 2026-2027

1 By May 2027, TJUE will reduce the number of suspension by 20%, from 25 the previous school year, to 20 or fewer, through consistent PBIS interventions and individualized support for students with repeated behavior concerns.

2. By May 2027, TJUE will reduce discipline referrals by 20%, from 50 to 40 or fewer through implementation of the schoolwide PBIS system.

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 Reading Room, Wednesdays at 9:00AM

Shirley Neal

Constance Wilson

LaWanda Elliott

Miranda Hall

Tamla South

Amecia Hamilton

Tiffany Whitfield

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

PLC - ELA	PLC - Math
Weekly Meeting Reading Room, Tuesdays 3:30PM - 4:30PM	Weekly Meeting Conference Room, Tuesdays 3:30PM - 4:30PM
Tiffany Whitfield	Amecia Hamilton
Sarenthia Thornton	Tanya Harrison
Linda Cole	Kendra Walker
Diamond Coleman	Tammy Green

PLC - Science	PLC - Social Studies
Weekly Meeting Mrs. Hall's Classroom, Tuesdays 3:30PM - 4:30PM	Weekly Meeting Mrs. Hall's Classroom, Tuesdays 3:30PM - 4:30PM
Miranda Hall	Miranda Hall
Jared McCarty	Jared McCarty
Cheryl Pruitte	Cheryl Pruitte
Zemetress Randle	Zemetress Randle

Additional Professional Development

Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
ELA Curriculum & Lesson Stucture PLC	09/29/2026	Rochelle Williams	Shirley Neal & Constance Wilson	Teachers will gain a better understanding of utilizing the curriculum, scope and sequence, and annotations to maximize student learning opporutnities
Math Curriculum & Lesson Stucture PLC	09/29/2026	Lissa Dumas	Shirley Neal & Constance Wilson	
ELA Content Area PLC	10/06/2026	Tiffany Whitfield	Tiffany Whitfield	TW discuss and work on data trackers, weekly assessments, lesson plans, and classroom management strategies.

Math Content Area PLC	10/06/2026	Amecial Hamilton	Amecial Hamilton	TW discuss and work on data trackers, weekly assessments, lesson plans, and classroom management strategies.
Science/SS Content Area PLC	10/06/2026	Miranda Hall	Miranda Hall	TW discuss and work on data trackers, weekly assessments, lesson plans, and classroom management strategies.
ELA Content Area PLC	10/20/2026	Tiffany Whitfield	Tiffany Whitfield	TW discuss and work on data trackers, weekly assessments, lesson plans, and classroom management strategies.
Math Content Area PLC	10/20/2026	Amecial Hamilton	Amecial Hamilton	TW discuss and work on data trackers, weekly assessments, lesson plans, and classroom management strategies.
Science/SS Content Area PLC	10/20/2026	Miranda Hall	Miranda Hall	TW discuss and work on data trackers, weekly assessments, lesson plans, and classroom management strategies.

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			
_X_2nd Grade to 3rd Grade	___High School to Careers/College			
_X_ Elementary to Middle School	___Middle School to High School			

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
TJUE Wildcat Strong Start - Invite Clara Hall 2nd Grade students to tour TJUE, meet the 3rd Grade Teachers & Aministrators, and visit the 3rd Grade classrooms.	Shirley Neal & Constance Wilson	January 2027 - May 2027	0	N/A
TJUE Wildcat Next Step - Coordinate a visit for 6th Gragers who will transition to MLK MIddle school for 7th Grade with Principal Michael Price and staff	Shirley Neal & Constance Wilson	January 2027 - May 2027	$70.00	Title I

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: Shirley A. Neal

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: September 10, 2026		
Title I Budget Revision	Date:		