Thomas Jefferson Upper Elementary

Title I Elementary Schoolwide Plan

2025-2026

School Name: **Thomas Jefferson Upper Elementary**										
Address: **1001 Pecan St. Monroe, La 71202**										
Grade Span: **3rd- 6th**										
School Mission: **The faculty and staff of Thomas Jefferson Upper Elementary pledge to provide learning opportunities and commit to the expectation, "EXCELLENCE IS STANDARD!"**										
School Goal:										
Actionable Item Steps:										
Principal: Dexter Houston										
Assistant Principal: Becky Zeno										
Curriculum Coach: Dawn Cutler										
School Improvement Questionnaire										

Master Schedule	
[2025-2026 TJUE Bell Schedule](#)	

School Improvement Team

	NAME	ROLE
Administrator	Dexter Houston	Principal
Administrator	Becky Zeno	Assistant Principal
Administrator	Dawn Cutler	Curriculum Coordinator
Teacher	Tiffany Whitfield	3rd Grade ELA Teacher
Teacher	Yolanda Smith	4th Grade Math Teacher
Teacher	Te'Lexus Washington	6th Grade Science/SS Teacher
Teacher	Tamla South	4th/5th Grade SPED
Parent	Someka Bias	5th Grade Parent
SIP REVIEW MEETING DATES		
#1 Beginning of Year		
#2 2nd 9 Weeks		
#3 3rd 9 Weeks		
#4 4th 9 Weeks		

Faculty and Staff Roster

Name	Position/Assignment
Dexter Houston	Principal
Becky Zeno	Assistant Principal
Dawn Cutler	Curriculum Coordinator
Raven Moore	Secretary
Tanqueray Powell	Computer Operator
Lawanda Elliott	Librarian
Amanda Goforth	Music Teacher
Andrew Finley	P.E. Teacher
Miranda Hall	3rd Grade Science/ SS Teacher
Tiffany Whitfield	3rd Grade ELA Teacher
Amecia Hamilton	3rd Grade Math Teacher
Ja'Dazeja Lewis	4th Grade Science/ SS Teacher
Yolanda Kennon-Smith	4th Grade Math Teacher
Sarenthia Thornton	4th Grade ELA Teacher
Kendra Walker	5th Grade Math Teacher
Cheryl Pruitte	5th Grade ELA Teacher
Jacqueline Watson	5th Grade Science/SS Teacher
Te'Lexius Washington	6th Grade Science/SS Teacher
Tierny Brooks	6th Grade ELA Teacher
Arleshia McDowell	6th Grade Math Teacher
Destiny Tyson	3rd Grade Inclusion Teacher
Tamla South	4th/5th Grade Inclusion Teacher
Desiree McCray	6th Grade Inclusion Teacher
Sarah Neal	3rd-6th Grade Self-Contained Teacher
Chelsea Thaxton	3rd Grade Para

Jerissa Harris	4th/5th Grade Para
Lakeisha Mason	6th Grade Para
Michael Dorsey	Self-Contained Para
Destiny Hardwell	Self-Contained Para
Ta'Nya Godfrey	Self-Contained Para
Nancy Chatman	Self-Contained Para
Maddie Miller	Speech Teacher
Chlese Henderson	Talented Art Teacher
Willie Graham	Adaptive P.E Teacher
Robert Johnson	Building Supervisor
Donna Tolliver	Custodian
Ella Brown	Custodian
Ann Leak	Custodian
Clara Johnson	Custodian
Savannah Miles	Cafeteria Manager
Angela Monson	Cafeteria Worker

Staff Data	
# Uncertified Teachers	9
# Certified Teachers	13

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	3
# of Teachers with 6-10 years of experience	1
# of Teachers with more than 10 years of experience	9

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)
263			0	0			

Gender		Ethnicity					
Male	Female	White	Black	Hispanic	Asian	Native American Hawaiian/Pacific Islander	Two or more races
136	127	5	257	1	0	0	0

Economically Disadvantaged Profile	
% of Economically Disadvantaged	Total Student Enrollment – Oct. 1
	263

Student Achievement Data - Insert Cohort Chart from Mrs. Dumas

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			Reading Informational Text			Reading Literary Text			Reading Vocabulary			Writing Performance			Writing Performance		
		S	M	W	S	M	W	S	M	W	S	M	W	S	M	W			
3rd	72	44	29	26	29	31	40	42	29	29	43	25	32	53	0	47			
4th	68	18	37	46	18	37	46	22	26	51	29	29	41	37	18	46			
5th	63	19	35	46	16	27	57	24	33	43	32	16	52	41	3	56			
6th	59	13	36	53	14	31	56	19	27	54	29	25	46	8	19	73			

STAR Reading Summative Data

FALL 2025

			Student Placement Distribution (% and #)										Number of Students Assessed
Grade	Number of Total Students	Students Not Tested	% Unsatisfactory	# Unsatisfactory	% Apporaching Basic	# Apporaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	Number of Students Assessed
K													0
1st													0
2nd													0
3rd	58	4	43%	23	31%	17	19%	10	6%	3	2%	1	54
4th	65	4	23%	14	28%	17	36%	22	13%	8	0%	0	61
5th	56	1	24%	13	36%	20	31%	17	9%	5	0%	0	55
6th	60	1	37%	22	32%	19	17%	10	12%	7	2%	1	59
Totals	239	10	1.27	72	1.27	73	1.03	59	0.4	23	0.04	2	229

WINTER 2025

		Student Placement Distribution (% and #)										Number of Students Assessed	Difference in previous assessment score (+/-)
Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Apporaching Basic	# Apporaching 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 #)										Number of Students Assessed	Difference in previous assessment score (+/-)
Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Apporaching Basic	# Apporaching 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							
1st							
2nd							
3rd	60	10	17	22	6	55	
Totals							

MOY

		Student Placement Distribution (%)					Difference in previous assessment score (+/-)
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 (%)					Difference in previous assessment score (+/-)
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 - September

		Student Placement Distribution (%)					
Grade	Number of Total Students	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	Number of Students Assessed
4th		13	14	15	10	2	63
5th		7	12	15	7	6	57
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			Mathematical Reasoning & Modeling		
		S	M	W	S	M	W	S	M	W
3rd	72	36	32	32	28	38	35	26	43	31
4th	68	15	31	54	19	34	47	19	26	54
5th	63	11	25	63	19	14	67	8	19	73
6th	59	12	29	59	15	34	51	12	25	63

STAR Math Summative Data

1st - 6th

FALL 2025

			Student Placement Distribution (% and #)									
Grade	Number of Total Students	Students Not Tested	% Unsatisfactory	# Unsatisfactory	% Apporaching Basic	# Apporaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	Number of Students Assessed
1st													0
2nd													0
3rd	58	4	63%	34	26%	14	7%	4	4%	2	0%	0	54
4th	65	4	30%	18	44%	27	20%	12	7%	4	0%	0	61
5th	56	1	33%	18	38%	21	20%	11	4%	2	5%	3	55
6th	61	1	35%	21	32%	19	17%	10	12%	7	5%	3	60
Totals	240	10	1.61	91	1.4	81	0.64	37	0.27	15	0.1	6	230

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

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

		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							

		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	72	14	36	50	6	40	54	10	36	54
4th	68	6	25	69	9	26	65	7	19	74
5th	63	27	13	60	14	22	63	16	17	67
6th	59	10	19	71	7	19	75	3	19	78

MCS Science Progress Monitoring

Grade	DCA Benchmark 1 (September)					DCA Benchmark 2 (November 3rd - 5th; December 6th)					Benchmark 3 - Practice Test (February)				
	% 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	72												
4th	68												
5th	63												
6th	59												

MCS Social Studies Progress Monitoring

Grade	1st 9weeks (Oct-Nov)					2nd 9 Weeks (Jan)					3rd 9 weeks (Mar-Apr) - Practice Test				
	% 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	52	0	0%	61	1	2%	66	0	0%	72	0	0
4th	72	2	3%	60	2	3%	71	0	0%	68	0	0
5th	50	1	2%	50	0	0%	56	0	0%	63	0	0
6th	56	0	0%	61	0	0%	44	0	0%	59	0	0
Total	230	3	5%	232	3	5%	237	0	0%	262	0	0%

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 strudents scoring at benchmark from _____% (BOY) to _____%(EOY).	3
2. By June 2026, our school will raise ELA proficient 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

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: Thursday @ 1:00 in Room 100

ILT Member: Dexter Houston- Principal

ILT Member: Becky Zeno- Assistant Principal

ILT Member: Dawn Cutler- Curriculum Coordinator

ILT Member: Tiffany Whitfield- 3rd Grade ELA Teacher

ILT Member: Yolanda Smith- 4th Grade Math Teacher

ILT Member: Te'Lexus Washington- 6th Grade Science/ SS Teacher

ILT Member: Tamla South- 4th & 5th Grade Sped Teacher

PLC SCHEDULES	PLC SCHEDULES
PLC - ELA	**PLC - Math**
Weekly Meeting: Tuesday @ 9:00 in Room 212	**Weekly Meeting: Wednesday @ 9:00 in Room 212**
PLC Member: Dexter Houston - Principal	PLC Member: Dexter Houston - Principal
PLC Member: Becky Zeno- Assistant Principal	PLC Member: Becky Zeno- Assistant Principal
PLC Member: Dawn Cutler- Curriculum Coordinator	PLC Member: Dawn Cutler- Curriculum Coordinator
PLC Member: Tiffany Whitfield- 3rd Grade ELA Teacher	PLC Member: Amecia Hamilton- 3rd Grade Math Teacher
PLC Member: Sarenthia Thornton- 4th Grade ELA Teacher	PLC Member: Yolanda Smith- 4th Grade Math Teacher
PLC Member: Cheryl Pruitte- 5th Grade ELA Teacher	PLC Member: Kendra Walker- 5th Grade Math Teacher
PLC Member: Tierny Brooks- 6th Grade ELA Teacher	PLC Member: Arleshia McDowell- 6th Grade Math Teacher
PLC - Science	**PLC - Social Studies**
Weekly Meeting: Monday @ 9:00 in Room 212	**Weekly Meeting: Monday @ 9:00 in Room 212**
PLC Member: Dexter Houston - Principal	PLC Member: Dexter Houston - Principal
PLC Member: Becky Zeno- Assistant Principal	PLC Member: Becky Zeno- Assistant Principal
PLC Member: Dawn Cutler- Curriculum Coordinator	PLC Member: Dawn Cutler- Curriculum Coordinator
PLC Member: Miranda Hall- 3rd Grade Science Teacher	PLC Member: Miranda Hall- 3rd Grade Science Teacher
PLC Member: Ja'Dazeja Lewis- 4th Grade ScienceTeacher	PLC Member: Ja'Dazeja Lewis- 4th Grade ScienceTeacher
PLC Member: Jacqueline Watson- 5th Grade ScienceTeacher	PLC Member: Jacqueline Watson- 5th Grade ScienceTeacher
PLC Member: Te'Lexus Washington- 6th Grade Science Teacher	PLC Member: Te'Lexus Washington- 6th Grade Science Teacher
PLC - SPED	**PLC - Paraprofessionals**
Weekly Meeting: Thursday@ 9:00 in Room 212	**Weekly Meeting: Thursday @ 10:00 in Room 212**
PLC Member: Dexter Houston - Principal	PLC Member: Dexter Houston - Principal
PLC Member: Becky Zeno- Assistant Principal	PLC Member: Becky Zeno- Assistant Principal
PLC Member: Dawn Cutler- Curriculum Coordinator	PLC Member: Dawn Cutler- Curriculum Coordinator

PLC Member: Destiny Tyson- 3rd Grade Inclusion Teacher		PLC Member: Chelsea Thaxton- 3rd Grade Para		
PLC Member: Tamla South- 4th/5th Grade Inclusion Teacher		PLC Member: Jerissa Harris- 4th/5th Grade Para		
PLC Member: Desiree McCray- 6th Grade Inclusion Teacher		PLC Member: Lakeisha Mason- 6th Grade Para		
PLC Member: Sarah Neal- Self Contained Teacher		PLC Member: Michael Dorsey- Self Contained Para		
		PLC Member: Destiny Hardwell- Self Contained Para		
		PLC Member: Taniya Godfrey- Self Contained Para		
		PLC Member: Nancy Chatman- Self Contained Para		
Additional Professional Development				
Title	**Date/Time**	**Presenter or Vendor Name**	**Responsible Person**	**Intended Outcomes**

Part G: Student Transition

Transition Activities: Select all that apply:

_X_ 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
Transition Meeting (MLK)	Mr. Houston & Ms. Zeno	March 2026	$0	
Transition Meeting (Clara Hall)	Mr. Houston & Ms. Zeno	March 2026	$0	

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:		