



Wossman High School
Title I High School Schoolwide Plan
2025-2026

School Name:	Wosaman High School
Address:	1600 Arizona Avenue Monroe, LA 71202
Grade Span:	9-12
School Mission:	We are W.I.L.D.C.A.T.S Proud: Working to Improve Learning and Discipline with Curricula, Assessments, and Teaching Strategies that are evidence-based.
School Goal:	To improve student performance in all components of the School Performance Score by 5 points or more and to provide post-secondary opportunities to students.
Actionable Item Steps:	Data Analysis of all SPS assessments; Tracking students for Cohort Graduation and growth; PLCs that focus on LEAP 2025 and ACT/Workkeys Preparation and Performance; Increase post-secondary opportunities for students; Track Student Grade-Level Progression/LEAP 2025 and ACT Growth Progression; Academic-Based Parental Invol
Principal:	DENA SAMPSON
Assistant Principal:	ADRIAN WILSON
Accountability Specialist:	DR. BEVERLY LAPITE
School Improvement Questionnaire	

Bell Schedule

First Period/Homeroom		7:30 AM -8:38 AM		
Second Period		8:42 AM -9:35 AM		
Third Period		9:39 AM -10:32 AM		
Fourth Period		10:36 AM -11:29 AM		
First Lunch Shift		11:29 AM -11:59 AM		
Fifth Period		12:03 PM -12:56 PM	(1st Lunch Shift Students)	
Fifth Period		11:33 AM -12:26 PM	(2nd Lunch Shift Students)	
Second Lunch Shift		12:26 PM -12:56 PM		
Sixth Period		1:00 PM -1:53 PM		
Seventh Period		1:57 PM -2:25 PM		

School Improvement Team		
	NAME	ROLE
Administrator	Dena Sampson	Principal
Administrator	Adrian Wilson	Assistant Principal
Administrator	Dr. Beverly Lapite	Accountability Specialist
Special Education Coordinator	Dr. Yvette Griffin	Special Education
Teacher	Michelle Manuel	English
Parent	Kim Roberson	
Parent	Marlo Humphrey	
SIP REVIEW MEETING DATES		
#1 Beginning of Year	09/11/2025	
#2 2nd 9 Weeks		
#3 3rd 9 Weeks		
#4 4th 9 Weeks		

Faculty and Staff		
Name	Position/Assignment	(Teachers & Paraprofessionals)
Ali, Charri dius	CTE	Teacher
Amadou, Haoua	Math	Teacher
Armstrong, Orlando	Music	Teacher
Bass, Angela	Librarian	
Brass, Ortadius	Social Studies	Teacher
Brown, Xochitl	Science	Teacher
Burnette, Stephanie	Special Education	Teacher
Burton, Avonta	Special Education Inclusion	Teacher
Butler, Tony	Science	Teacher
Carter, Dilcy	Guidance Counselor	
Comanche, Darrell	Behavior Interventionist	
Crosser, Mysia	Special Education	Teacher
Curry, Loretta	CTE	Teacher
Diarse, John	Physical Education	Teacher
Dill, Zaire	Math	Teacher
Ford, Centerio	Social Studies	Teacher
Foy, Hayward	Science	Teacher
Gibson, Russell	JROTC	Teacher
Glover, Beverly James	Special Education	Paraprofessional
Greely, Demonk	Special Education	Paraprofessional
Guillaume, Gerline	CTE	Teacher
Hamilton, Jackie	Credit Recovery	Teacher
Hampton, Betty	Special Education	Paraprofessional
Hawkins, Eric	Social Studies	Teacher
Hines, Karen	Speech Pathologist	

Hixon, Joseph	Adapted PE	Teacher
Hopkins, Kayla	Special Education	Paraprofessional
Hutchinson, Dalvin	Special Education	Teacher
Jackson, Mosi	English	Teacher
Johnson, Jabari	CTE	Teacher
Johnson, Martina	Special Education	Paraprofessional
Jones, Parron (CJ)	CTE	Teacher
Jones, Parron (Casey) (Sr.)	Athletic Director	
Keaton, Shun	Special Education	Paraprofessional
Key, Bobby	Music	Teacher
King, Tamela	ELA	Teacher
Knopps, Matthew	Talented Arts	Teacher
Kwentoh, Lynda	Special Education	Teacher
Madison, Raslin	Special Education	Paraprofessional
Maloney, Tramaine	Social Studies	Teacher
Manuel, Michelle	English	Teacher
Martindale, Beverly	Physical Education	Teacher
Massey, Detrick	Special Education	Paraprofessional
May, Lydia	CTE	Teacher
Minifield, Katrina	English	Teacher
Morehead, Chamberlyn	Talented Theater	Teacher
Overacker, Justin	English	Teacher
Payne, Eugenia	Special Education	Paraprofessional
Powell, Jody	CTE/Athletic Trainer	Teacher
Reddic, Vanerra	Guidance Counselor	
Reed, Tongia	Social Studies	Teacher
Riley, Devaques	Special Education	Paraprofessional
Robinson, Otis	Assistant Dean of Students	

Smith, Felicia	Special Education	Paraprofessional
Smith-Killen, Morgan	Spanish	Teacher
Stapleton, Curtis	JROTC	Teacher
Sullivan, Dezsiray	Music/CTE	Teacher
Thomas, Alexis	Special Education Inclusion	Teacher
Timber-Johnson, Kellie	Special Education Inclusion	Paraprofessional
Wiley, Cassandra	Math	Teacher
Wilhite, Derrick	Physical Education	Teacher
Williams, Clarence	Social Worker	
Williams, Jameeka	Special Education	Teacher
Williams, Paula	Social Worker	
Wooten, Ramon	Special Education	Paraprofessional
Yao, Zhengda	Special Education Inclusion	Teacher
# Uncertified Staff	Avg. Staff Evaluation Rating	

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.

Total Population	Economically Disadvantaged	# Students w/Disabilities	# Migrant	# EL	# Homeless	# Foster Care	Military Affiliated (Active Duty/ Retired parents)
646	582	112	0	3	2	6	1
Gender		Ethnicity					
Male	Female	White	Black	Hispanic	Asian	Native American Hawaiian/Pacific Islander	Two or more races
306	340	6	631	7	0	2	2
Economically Disadvantaged Profile							
% of Economically Disadvantaged		Total Student Enrollment – October 1					
90%		644					

Student Achievement Data - Insert Cohort Chart from Mrs. Dumas

Wossman High School Two-Year Comparison LEAP 2025 (PreCert)																				
	2025											2024		2025				2025 Percent		
	Advanced		Mastery		Basic		App Basic		Unsat											
Subject	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total	SPS	SPS	Change	Cohort	Mastery +	Basic +	Below B		
English I	8	4.9%	46	28.4%	55	34.0%	36	22.2%	17	10.5%	162	51.4966	62.96296	11.46636		33.3%	67.3%	32.7%		
English II	7	4.4%	51	32.3%	31	19.6%	28	17.7%	41	25.9%	158	48.60606	54.62025	6.014193	3.123653	36.7%	56.3%	43.7%		
Algebra I	1	0.9%	40	35.4%	25	22.1%	34	30.1%	13	11.5%	113	37.57009	54.42478	16.85469		36.3%	58.4%	41.6%		
Geometry	2	2.2%	23	25.8%	31	34.8%	26	29.2%	7	7.9%	89	34.61538	57.07865	22.46327	19.50856	28.1%	62.9%	37.1%		
Biology I	2	2.0%	8	8.2%	29	29.6%	31	31.6%	28	28.6%	98	33.3333	34.89796	1.564659		10.2%	39.8%	60.2%		
US History	1	0.8%	17	13.8%	37	30.1%	32	26.0%	36	29.3%	123	33.56061	39.10569	5.545081		14.6%	44.7%	55.3%		
All Subjects	21	2.8%	185	24.9%	208	28.0%	187	25.2%	142	19.1%	743	41.97304	51.53432	9.561281		27.7%	55.7%	44.3%		

School Goal(s) (SPS):		
1 To increase the percentage of students scoring proficient (Mastery or higher) from 28% to 33% on LEAP Exams.		
2 To increase the percentage of students scoring 20 or higher or Gold or higher on the ACT/Workkeys.		

Subgroup Data: District will upload once data is available.

[illegible]

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	%
9th	150	2	1%	161	3	2%	179	55	31%	190	48	25%
10th	163	0	0%	134	1	0.70%	141	23	16%	145	10	7%
11th	121	0	0%	143	7	5%	138	27	20%	117	5	4%
12th	114	7	6%	138	6	4%	147	1	0.01%	148	5	3%
Total	545	9	2%	576	17	3%	605	106	18%	600	68	11%

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 Strength			
Strengths			
1 Cohort Graduation Rate Index	Score Performance Score 2023-2024		
2 Strength of Diploma Index	Score Performance Score 2023-2024		
3 Progress Index	Score Performance Score 2023-2024		
4			
5			
Areas for Improvement			
Improvements			
1 LEAP/EOC Index			
2 ACT Index			
3 Attendance/Tuancy			
4 Out of School Suspension			
5			
Prioritized Needs			
Prioritized Student Performance Needs			
Priority	Student Performance Need	Grade Level Focus for	

1 US History Index	Increase percent of students scoring Mastery	11
2 Geometry Index	Increase percent of students scoring Mastery	9-10
3 Biology Index	Increase percent of students scoring Mastery	10
4 Algebra Index	Increase percent of students scoring Mastery	9-10
5 ACT Index	Increase percent of students scoring 20/Gold or higher	

[illegible][illegible][illegible][illegible]

Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
ELA Teachers	8/11/2025 - 5/21/2026	\$3,989	Title I
Manuel/Doverack/ Minfield/Jackson/Burter/ Brown/Pearland/ Maloney/Ford/Bryce/Reed Minfield/Jackson/ Doverack/Manuel/King/Niles	8/11/2025-5/21/2026	\$1,650	Title I
Manuel/Doverack/ Minfield/Jackson/King	8/2025-5/2026	\$5,610	Title I
	8/11/2025-5/21/2026	\$3,000	Title I
Corniche	8/11/2025-5/24/2026	\$24,409	Title I
D. Sampson/B. Lapite/ Y. Griffin/R. Eden	8/1/2026	\$2,140	Title I
B. Lapite/D. Sampson		\$0	
B. Lapite/D. Sampson	09/2025-04/2026	\$0	
Lapite/D. Sampson	9/3-9/23/2024	\$0	
All teachers	9/1/2024-5/24/2025	\$0	
Wilson/H. Foy	9/1/2024-5/24/2025		PBS
Lapite/Sampson/Manuel/ Jackson/DH Willy/Brown	9/2025	\$0	
Manuel/Doverack/MollEled/ M. Jackson/King	10/25-04/2026	\$3,000	Title I
D. Sampson/Y. Griffin/Lapite	9/2025-4/2026	\$0	
Manuel/Willy/Hawkins /Brown/Guilbaum/Knapp	09/2025-05/2026	\$0	
Carter/V. Haddix	10/2025-4/2026	\$1,250	Title I
Manuel/Doverack/DH/ Brown/Reed	10/2025-5/2026	\$1,250	Title I
Manuel/DH Willy/Jackson/ Brown/King	10/2025	\$500	Title I
Thomas/PBS	8/2025-5/2026	\$1,500	Title I
Team/Administration			
Brown	8/2025-5/2025	\$6,000	Title
	10/2025-05/14/2026		Title
Sherman	08/2025-05/2026	\$1,500	Title I
Minfield/Sampson	08/2025-05/2026	\$800	Title I
Sampson	02/07/2025	3500	Title I
Brown/Reed		1,000.00	

To improve the School Performance Score in Math.

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Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Contractor	8/11/2025-5/24/2026	\$24,400	Title I
D. Sampson/B. Lapite/Y. Griffin	09/2024-04/09/2025	\$4,282	Title I
B. Lapite/D. Sampson		\$0	
B. Lapite/D. Sampson		\$0	
B. Lapite/D. Sampson		\$0	
Thomas/PBS	9/3-9/25/2024	\$0	
Team/Administration	8/2025-5/2026	\$1,500	Title I
Math teachers	8/11/2024-5/24/2025	\$0	
Wilson/H. Fry	8/1/2024-1/24/2025		PBS
B. Lapite/D. Sampson/Manual/Jackson/D&Wiley/Brown	8/1/2024	\$0	
Manual/Overacker/Conner/M. Jackson/Gordon	10/25-04/2026	\$1,000	Title I
D. Sampson/Y. Griffin/Lapite	9/2025-4/2026	\$0	
Manual/Strickland/Brown/Brown/Griffin/Krueger/Krueger	8/2025-5/2026	\$0	
Wiley/D&W/Harris/Strickland/Krueger	8/2025-5/2026	\$5,610	Title I
Augspurger/Harris/Wiley/Amadio/D&W	8/11/2025-5/21/2026		Title I
Curtis/V. Reddie	10/2025-4/2026	\$1,000	Title I
Manual/Overacker/D&W/Brown/Reed	10/2025-4/2026	\$1,000	Title I
Manual/D&W/Wiley/Jackson/Brown/King	10/2025	\$500	Title I
Y. Griffin/A. Bass		\$50,000	Title I
Sherman	08/2025-05/2026	\$1,500	Title I

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Category IV: Theory of Action

* Currently an assessment index score of 60 is proficiency.

Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Sampson	September 11, 2025	0	
Sampson	October 23, 2025		
Reddy-Carter	November 18, 2025	500	

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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		
Progress Monitoring		Progress Monitoring		
After School Tutoring Programs		After School Tutoring Programs		
Acceleration/RTI – In-school Remediation		Acceleration/RTI – In-school Remediation		
		Inclusion		
Race/Ethnicity/Minority		English Learners		
Tier I Curriculum		Tier I Curriculum		
Progress Monitoring		Progress Monitoring		
		After School Tutoring Programs		
Foster and Homeless				
Tier I Curriculum				
Progress Monitoring				
After School Tutoring Programs				
Excused absences for court				
Clothes, shoes, school supplies				
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	Thomas	8/2025-5/2026		
Counseling Services/ Interventions	C. Williams	8/2025-5/2026		

Restorative Practices/Tier 2 and 3 Interventions	Y, Griffin/D. Comanche/J. Hamilton/A. Thomas	8/12/2025-5/24/2026		
Teach 1 to LEAD 1 Mentoring Program	Brass/Sampson/Cherry	8/2025-5/2026		
Individualized Instructional Support for Struggling Students	Inclusion Personnel	8/2025-5/2026		
SEL Interventions	Faculty/Staff	8/2025-5/2026		
School-Based Mental Health Program	Primary Health OnCampus Clinic	8/2025-5/2026		

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		70	220	342	126	89
Dual Enrollment		32	71	62 (as of Fall)	84	88
Business: Industry Based Credentials		721	399	590	294	*will calculate at end of year
Health Sciences: Industry Based Credentials						
Architecture and Construction: Industry Based Credentials						
Manufacturing: Industry Based Credentials						

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:

Suspension Data

Referral Data

Expulsion Data

Goals for 2025-2026

- 1. To decrease the percentage of truant students from __38%__ to __25%__.
- 2. To decrease the percentage of suspension from __18%__ to __14%__.

Part F: Professional Development					
ILT - Instructional Leadership Team					
Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned to the vision and needs. Stakeholders should include, at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.					
Weekly Meeting (day, time, place) Monday, Conference Room, 8 AM					
ILT Member (name, role)	Dena Sampson, Principal				
ILT Member (name, role)	Adrian Wilson, Assistant Principal				
ILT Member (name, role)	Dr. Beverly Lapite, Accountability Specialist				
ILT Member (name, role)	Dr. Yvette Griffin, Special Education Coordinator				
PLCs - Add/edit charts to display all PLCs at your school.					
PLC - ELA		PLC - Math			
Weekly Meeting (day, time, place)	Tuesdays-4th Period, PD Lab	Weekly Meeting (day, time, place)	Tuesdays-3rd Period, PD Lab		
PLC Member (name, role)	Michelle Manuel, Department Head	PLC Member (name, role)	Cassandra Wiley, Department Head		
PLC Member (name, role)	Justin Overacker, Content Leader	PLC Member (name, role)	Zaire Dill, Teacher		
PLC Member (name, role)	Mosi Jacobs, Teacher	PLC Member (name, role)	Yolandra Harris, Teacher		
PLC Member (name, role)	Mosi Jacobs, Teacher	PLC Member (name, role)	Rachel Augurson , Teacher		
PLC Member (name, role)	Dr. Katrina Minifield, Teacher				
PLC - Science		PLC - Social Studies			
Weekly Meeting (day, time, place)	Tuesdays, 2nd Period, PD Lab	Weekly Meeting (day, time, place)	Tuesdays, 6th Period, PD Lab		
PLC Member (name, role)	Xochitl Brown, Department Head	PLC Member (name, role)	Eric Hawkins, Department Head		
PLC Member (name, role)	Tony Butler, Teacher	PLC Member (name, role)	Centerio Ford, Teacher		
PLC Member (name, role)	Rachel Augurson, Teacher	PLC Member (name, role)	Tongia Reed, Teacher		
PLC Member (name, role)	Hayward Foy, Teacher	PLC Member (name, role)	Tramaine Maloney, Teacher		
		PLC Member (name, role)	Dr. Ortadius Brass, Teacher		
Additional Professional Development					
Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes	
Advancing Writing Across Disciplines: Evidence, Reasoning, and Precision in Knowledge		Overacker/Manuel Jacobs /King	Griffin/Lapite/ Overacker	Improved Writing in all content areas	
Incorporating ACT into Instruction		ACT	Sampson	Improved ACT Scores	
Integrating Writing Strategies into Civics Instruction/Collaborative Planning in Civics		Overacker		Growth in Social Studies Index	

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Middle School to High School	High School to Careers/College				
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Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Dual Enrollment (ULM and LDCC)	Dr. Beverly Lapite	8/2025-5/2026		District
Moving On Up Day	Dena Sampson	4/2026	\$0	None
NELA Career Fair	Van Reddic/Dilcy Carter	9/2025		District
Manufacturing Day	Van Reddic/Dilcy Carter	10/2025		District
College Day	Van Reddic/Dilcy Carter/P. Colvin	11/2025		Title I -PI
Freshman Orientation	D. Sampson/Van Reddic/Dilcy Carter		\$0	None
Career Day (LDCC)	Van Reddic/Dilcy Carter			District
College/University Visits	Van Reddic/Dilcy Carter	10/2025-5/2026		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:		
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:		