



**Wossman High School**

**Title I High School Schoolwide Plan**

**2025-2026**



# 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			

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

<b>Faculty and Staff</b>		
Name	Position/Assignment	(Teachers & Paraprofessionals)
Ali, Charridius	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, Casssandra	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
<b># Uncertified Staff</b>	<b>Avg. Staff Evaluation Rating</b>	

# Required Components of a Title I SchoolWide Plan

**District Name: Monroe City Schools      School Year: 2025-2026**

## Schoolwide Plan ESEA/ESSA Monitoring Checklist

<b>Comprehensive Needs Assessment</b>	Examine multiple sources of data to identify the priority needs within the school. Must include the following areas: Student Demographic Data Student Achievement - including subgroup and sub-claim data Parent Survey Data School Organization
<b>Strategies for Improvement</b>	strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and " include interventions and strategies to increase achievement of all students, but particularly the needs of underperforming subgroups and those at risk of not meeting challenging State academic standards. [ESEA section 1114(b)(7)(A)(i-iii)].
<b>Student support services</b>	Student support services to address academics as well as student wellbeing through activities such as counseling and mentoring programs to improve students' skills outside of academics;
<b>Student opportunities</b>	Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce;
<b>Multi-tiered Systems of Support</b>	Multi-tiered Systems of Support to prevent and address behavior, including coordinated early intervening services;
<b>Professional Development</b>	Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and
<b>Student Transition</b>	Activities to provide effective Student Transition to assist students from preschool to kindergarten, elementary to middle school, and/or middle to high school.
	***Schools must provide student assessment results and an interpretation of the results in a language that parents can understand.



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

Wossman High School Two-Year Comparison LEAP 2025 (PreCert)																		
Subject	2025						Total	2024		2025		2025 Percent						
	Advanced		Mastery		Basic			App Basic		Unsat		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%

<b>School Goal(s) (SPS):</b>		
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.**

**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**

		Data Sources
1	Providing Title I Information	Parent Survey
2	Academic Standards/Expectations	Parent Survey
3	Providing additional academic assistance	Parent Survey

**Improvements**

		Data Sources
1	Communication from teachers to parents	Parent Survey
2	Family Night Events	Parent Survey
3	Parent Education Events	Parent Survey

English Language Arts 2024-2025 LEAP Data																								
S = Strong M = Moderate W = Weak																								
Grade	# of Students	Reading Performance										Writing Performance										Knowledge & Use of Language Conventions		
		Reading Performance			Reading Informational Text			Reading Literary Text			Reading Vocabulary			Writing Performance			Written Expression			Knowledge & Use of Language Conventions				
		S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W		
ENG I	164	35	34	31	34	30	36	32	34	35	35	24	41	40	23	37	40	23	37	40	22	38		
ENG II	159	33	23	43	32	24	44	35	16	50	33	13	53	42	18	41	42	18	41	39	20	41		
Prior Year LEAP 2025 Scores																								
Grade	# of Students	Reading Sub-Claims			Writing Sub-Claims																			
		Reading Literary Text	Reading Informational Text	Reading Vocabulary	Written Expression (W)	Knowledge and Use of Language Conventions (L)																		
ENG I		21	21	44	28																			
ENG II																								
District Assessment - Winter 2025-26																								
Grade	# of Students	Reading Sub-Claims			Writing Sub-Claims																			
		Reading Literary Text	Reading Informational Text	Reading Vocabulary	Written Expression (W)	Knowledge and Use of Language Conventions(L)																		
ENG I																								
ENG II																								
												</td												

Mathematics 2024-2025 LEAP Data

S = Strong M = Moderate W = Weak

Grade	# of Students	Math Performance												Science Performance			Social Studies Performance			ELA Performance		
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application			Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning		
		S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W
ALG	122	34	26	40	27	25	48	27	32	41	29	11	61	10	12	15	11	13	16	10	12	15
GEO	88	32	32	36	25	28	47	27	33	40	23	34	43	10	12	15	11	13	16	10	12	15

District Common Assessment Math Benchmark Test

Science										
S = Strong M = Moderate W = Weak										
Grade	# of Students	Science Performance								
		Investigate	Evaluate	Reasoning Scientifically						
		S	M	W	S	M	W	S	M	W
BIO	112	26	17	57	8	32	60	7	21	72

## MCS Science Progress Monitoring

## Social Studies

S = Strong M = Moderate W = Weak

## MCS Social Studies Progress Monitoring

Retentions												
Grade	2021-2022			2022-2023			2023-2024			2024-2025		
	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
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.

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/Truancy	
4 Out of School Suspension	
5	

## Prioritized Needs

## Prioritized Student Performance Needs

Priority	Student Performance Need	Grade Level Focus for
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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	

<b>Part 8: Plans for Improvement/ State the Goals</b>																																																																																																																													
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 <b>specific, measurable, achievable, relevant, and time-bound</b> . All activities and funding should align with the goals set in the school-wide plan.																																																																																																																													
<b>Goal 1 To Improve the School Performance Score in ELA, Social Studies, Science LEAP 2025, ACT, and the Graduation Rate.</b>																																																																																																																													
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Evidence of Effectiveness: <input checked="" type="checkbox"/> Category I: Strong Evidence <input type="checkbox"/> Category II: Moderate Evidence <input checked="" type="checkbox"/> Category III: Promising Evidence <input checked="" type="checkbox"/> Category IV: Theory of Action (Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)																																																																																																																													
OBJECTIVES (Up to 4)																																																																																																																													
1. ELA assessment proficiency (mastery or higher) for English I will move from <u>_33%</u> to <u>_35%</u> . ELA assessment proficiency (mastery or higher) for English II will move from 36% to 41%.																																																																																																																													
2. US History proficiency (mastery or higher) will move from 14% to 19%.																																																																																																																													
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LEAP/ACT Testing Night for Parents	D. Sampson/B. Lapite/Y. Griffin/P. Brown	9/9/2026	\$2,240	Title I																																																																																																																									
Analysis of SPS Data-PLCs	B. Lapite/D. Sampson	09/2025-04/2026	\$0																																																																																																																										
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Progress Monitoring Exam/Analysis of Results/Plans for Improvement-PLCs	All teachers	9/11/2024-5/24/2025																																																																																																																											
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ACT/Workkeys Data, Benchmark and Standards Analysis and Incorporation in Instruction-PLCs	Manuel/Overacker/Minfield/J. Jackson/King	9/2/2025	\$0																																																																																																																										
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Departmental Meetings for Instructional Support (Monthly)	Manuel/Wilson/Brown/Hawkins/Brown/Gilmore/King	09/2025-05/2026	\$0																																																																																																																										
Field Trips to Enhance Students' Academic Performance, travel and admissions-(Literacy Rally/Ed Rising Conference/Science Fair/Social Studies Fair/Literacy Trips)	Carter/Y. Neddle	10/2025-4/2026	\$1,250	Title																																																																																																																									
ACT Conference for Teachers-Travel	Manuel/Dill/Wiley/Jackson/Brown/Reed	10/2025-5/2026	\$1,250	Title I																																																																																																																									
PBS Reward System to Improve Behavior, Decrease Suspension, and Truancy	Thomas/P. Brown	10/2/2025	\$500	Title I																																																																																																																									
Use of Science equipment to assist in the investigation component of the Biology LEAP (microscope/slides/dissection kit)	Team/Administration	8/2025-5/2026	\$1,500	Title I																																																																																																																									
Extended Day Instruction for LEAP/General Tutoring/Cram Session/ACT Workshop Transportation, and teacher salaries	Brown	8/2025-5/2025	\$6,000	Title																																																																																																																									
Postage for Report Cards and other important parental notifications	Sherman	10/2025-05/14/2026		Title																																																																																																																									
Intervention contracts into English Classes for struggling students	Minfield/Sampson	08/2025-05/2026	\$1,500	Title I																																																																																																																									
Books on the Ground Conference-Innovative Solutions	Sampson	02/07/2025	\$800	Title I																																																																																																																									
Science and Social Studies Fair to Enhance students' strategies in research/investigation  School/Regional/State	Brown/Reed		1,000.00																																																																																																																										
<b>Goal</b>																																																																																																																													
To improve the School Performance Score in Math.																																																																																																																													
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1. Math assessment proficiency (mastery or higher) for Algebra I will move from <u>_33%</u> to <u>_35%</u> . 3 Math component ACT average score from a 16 to a 20.																																																																																																																													
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Sampson	9/3-9/25/2024	\$0		LA Educator Evaluation Training-PLCs	B. Lapite/D. Sampson	9/11/2024-5/24/2025	\$0		PBS Reward System to Improve Behavior, Decrease Suspension, and Truancy	Thomas/P. Brown	8/2025-5/2026	\$1,500	Title I	Progress Monitoring Exam/Analysis of Results/Plans for Improvement-PLCs	Math teachers	8/2025-5/2026	\$0		After School Detention to Decrease Suspensions	Wilson/P. Brown	9/3/2024-5/24/2025		PBS	ACT/Workkeys Data, Benchmark and Standards Analysis and Incorporation in Instruction-PLCs	Manuel/Overacker/Minfield/J. Jackson/King	8/1/2024	\$0		Use of Effective Questioning Prompts and Discussion to Generate Constructive Responses (TWR Initiative)	D. Sampson/B. Lapite/Y. Griffin	10/25-04/2026	\$1,000	Title	Analysis of Subgroup Data/Lowest 25% of students	D. Sampson/B. Lapite/Y. 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To improve parental involvement/attendance at Parental Involvement activities/events.																																																																																																																													
* Currently an assessment index score of 60 is proficiency.																																																																																																																													
To provide parental involvement activities geared towards the needs of parents and students.																																																																																																																													
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## Part C: Student Support Services

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

<b>Economically Disadvantaged</b>		<b>Students with Disabilities</b>	
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	
<b>Race/Ethnicity/Minority</b>		<b>English Learners</b>	
Tier I Curriculum		Tier I Curriculum	
Progress Monitoring		Progress Monitoring	
		After School Tutoring Programs	
<b>Foster and Homeless</b>			
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.

<b>ACTIVITY/STRATEGY</b>	<b>Responsible Person</b>	<b>Start/Completion Date</b>	
<b>PBIS</b>	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		
<b>Teach 1 to LEAD 1 Mentoring Program</b>	Brass/Sampson/Cherry	8/2025-5/2026		
<b>Individualized Instructional Support for Struggling Students</b>	Inclusion Personnel	8/2025-5/2026		
<b>SEL Interventions</b>	Faculty/Staff	8/2025-5/2026		
<b>School-Based Mental Health Program</b>	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

**Weekly Meeting (day, time, place)** Tuesdays-4th Period, PD Lab

**PLC Member (name, role)** Michelle Manuel, Department Head

**PLC Member (name, role)** Justin Overacker, Content Leader

**PLC Member (name, role)** Mosi Jacobs, Teacher

**PLC Member (name, role)** Mosi Jacobs, Teacher

**PLC Member (name, role)** Dr. Katrina Minfield, Teacher

#### PLC - Math

**Weekly Meeting (day, time, place)** Tuesdays-3rd Period, PD Lab

**PLC Member (name, role)** Cassandra Wiley, Department Head

**PLC Member (name, role)** Zaire Dill, Teacher

**PLC Member (name, role)** Yolandra Harris, Teacher

**PLC Member (name, role)** Rachel Augurson , Teacher

#### PLC - Science

**Weekly Meeting (day, time, place)** Tuesdays, 2nd Period, PD Lab

**PLC Member (name, role)** Xochitl Brown, Department Head

**PLC Member (name, role)** Tony Butler, Teacher

**PLC Member (name, role)** Rachel Augurson, Teacher

**PLC Member (name, role)** Hayward Foy, Teacher

#### PLC - Social Studies

**Weekly Meeting (day, time, place)** Tuesdays, 6th Period, PD Lab

**PLC Member (name, role)** Eric Hawkins, Department Head

**PLC Member (name, role)** Centerio Ford, Teacher

**PLC Member (name, role)** Tongia Reed, 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

## Part G: Student Transition

Transition Activities: Select all that apply:

Elementary to Middle School  2nd grade to 3rd grade

Middle School to High School  High School to Careers/College

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
<b>Dual Enrollment (ULM and LDCC)</b>	Dr. Beverly Lapite	8/2025-5/2026		District
Moving On Up Day	Dena Sampson	4/2026	\$0	None
<b>NELA Career Fair</b>	Van Reddic/Dilicy Carter	9/2025		District
<b>Manufacturing Day</b>	Van Reddic/Dilicy Carter	10/2025		District
<b>College Day</b>	Van Reddic/Dilicy Carter/P. Colvin	11/2025		Title I -PI
<b>Freshman Orientation</b>	D. Sampson/Van Reddic/Dilicy Carter		\$0	None
<b>Career Day (LDCC)</b>	Van Reddic/Dilicy Carter			District
<b>College/University Visits</b>	Van Reddic/Dilicy Carter	10/2025-5/2026		Title I

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

Action	Approximate time period:	Actual date:	District Leadership in attendance
School-wide Plan Due Date	August	Date:	
School-wide Plan Review with District Leadership	August-September	Date:	
School-wide Plan Review with District Leadership after 1st 9 weeks	End of October - November	Date:	
School-wide Plan Review with District Leadership after 2nd 9 weeks	January	Date:	
School-wide Plan Review with District Leadership after 3rd 9 weeks	March-April	Date:	
Title I Budget Revision	Date:		
Title I Budget Revision	Date:		