



**Carroll Junior High**  
**Title I School Wide Plan**

**2025-2026**

## **School Information**

**School Name:** Carroll Jr. High School

**Address:** 2945 Renwick St. Monroe, La 71201

**Grade Span:** 7-8

**School Mission:** Carroll Jr. High School is a community of learners dedicated to motivating, inspiring, and equipping leaders to be impactful scholars who positively change the world.

**School Goal:** Increase overall SPS by 5 points.

**Actionable Item Steps:**

**Principal:** Montrell D. Marshall

**Assistant Principal:** Kimberly Wells

**Curriculum Coach/Literacy Coach/Master Teacher:** Tamara Ross



## School Improvement Team

## Faculty and Staff

Name	Position/Assignment	(Teachers & Paraprofessionals)
	Inclusion-ELA	Teacher
Billups, Brittany	Inclusion- ELA	Teacher
Broom, Courtenay	Inclusion-Math	Teacher
Player, Timothy	Dean of Students	Admin
Brown, Ariell	Math- 7th grade	Teacher

## Faculty and Staff (continued)

Name	Position/Assignment	(Teachers & Paraprofessionals)
Smith, Gregg	Keyboarding/Speech	Teacher
Jones, Kirstyn	ELA- 7th grade	Teacher
Fraction, Deshaundrya	Social Studies- 7th grade	Teacher
Galbert, Passion	ELA- 7th grade	Teacher
Garb, Dina	Math-8th grade/STEM	Teacher
Gordon, Darryl	Math-7th grade	Teacher
Hanson, Cynthia	Inclusion- Math	Teacher
Hartmann, Wanda	Spanish	Teacher
Cain, Tyler	P.E./Health Ed. (Boys)	Teacher
James, Detrick	Social Studies- & 8th	Teacher
Keys, Jaaric	Math- 8th grade	Teacher
Lewis, Peggy	P.E./Health Ed. (Girls)	Teacher
Liu, Xuan	Orchestra	Teacher
Hill, Paula	ELA- 8th grade	Teacher
Neal, Kyandria	Science-7th grade	Teacher
Norsworthy, Sandra	Self-contained	Teacher
Jordan, Whitney	Science-8th grade	Teacher
Hatfield, DeRondre	Band	Teacher
Givens, Quenisha	ELA-8th grade	Teacher
Jackson-Solmone, A'kai	ELA (Gifted & Honors)	Teacher
Washington, Darius	Math-7th/Algebra I/STEM/Coding	Teacher
	Itinerant	
Cloman, Anthony	Choir	Teacher
Coats, Lyneta	Virtual	Teacher
Goins, Barbara	Art/Talented Art	Teacher
Hunter, Nikki	Adapted P.E.	Teacher
STAFF	Introduction to Health	Teacher

## Faculty and Staff (continued)

Meador, Russell	Math (Gifted)	Teacher
Williams, Reginald	JR ROTC	Teacher

# Required Components of a Title I SchoolWide Plan

District Name: Monroe City Schools

School Year: 2024-2025

### Schoolwide Plan ESEA/ESSA Monitoring Checklist

<b>A. A Comprehensive Needs Assessment</b>	Examine multiple sources of data to identify the priority needs within the school. Must include the following areas: <ul style="list-style-type: none"><li>○ Student Demographic Data</li><li>○ Student Achievement - including subgroup and sub-claim data</li><li>○ Parent Survey Data</li><li>○ School Organization</li></ul>
<b>B. Strategies for Improvement</b>	<ul style="list-style-type: none"><li>○ strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and "</li><li>○ 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)].</li></ul>
<b>C. 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>D. Student opportunities</b>	Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce;
<b>E. Multi-tiered Systems of Support</b>	Multi-tiered Systems of Support to prevent and address behavior, including coordinated early intervening services;
<b>F. Professional Development</b>	Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and

<b>G. 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.

## Bell Schedule

### BELL SCHEDULE

<b>ARRIVAL(1ST BELL)</b>	<b>7:20 A.M.</b>
1st Period	7:25-8:13
2nd Period	8:18-9:06
3rd Period*	9:11-9:59
4th Period	10:04-10:52
Building A Lunch	10:52-11:22
5th Period (Building A)	11:27-12:15
5th Period (Building B)	10:57-12:15
Building B Lunch	11:45-12:15
6th Period	12:20-1:08
7th Period**	1:13-2:01
8th Period	2:06-2:54
<b>DISMISSAL (LAST BELL)</b>	<b>2:54</b>

# Part A: Comprehensive Needs Assessment

## Student Demographic Data

List the number of students in each area.

Total at School	Economically Disadvantaged	# Students w/Disabilities	# Migrant	# EL	# Homeless	# Foster Care	Military Affiliated
270	250	70					

Gender		Ethnicity						
Male	Female	White	Black	Hispanic	Asian	Native American Hawaiian/Pacific Islander	Two or more races	
125	168	0	265	4				

Economically Disadvantaged Profile	
% of Economically Disadvantaged	Total Student Enrollment – October 1
94%	270

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

## School Goal(s) (SPS):

1. Overall School performance score will increase by 5 points.
2. Schoolwide percentage of growth in word study, grammar, and comprehension will grow by 15% moving from foundational to intermediate/advanced as determined by Lexia.

## Progress Monitoring Calculators

[Multiple Class Calculator](#)

[Progress Monitoring ELA Calculator](#)

[Progress Monitoring Math Calculator](#)

[Progress Monitoring Science Calculator](#)

[Progress Monitoring Social Studies Calculator](#)

## Subgroup Data

**I will insert data when it is sent from DOE.**

\*Subgroups with less than 10 students were not reported on in the LDOE subgroup reports and were deleted from the following charts.

## Achievement All Schools

# Progression Monitoring

## English Language Arts

S = Strong M = Moderate W = Weak



## STAR Reading Summative Data

Fall 2024			Student Placement Distribution (%)						Overall Report	
Grade	Number of Total Students	% of Students On or Above State Level	Unsat.	Approaching	Basic	Mastery	Advanced	Average Scale Score	Number of Students Assessed	
7th	129	25	35	23	16	25	25	116		
8th	142	22	33	29	16	22	22	129		
Totals										

## Progress Monitoring

### Fall 2024

Grade	# of Students	Assessment Performance					
		Knowledge		Application		Synthesis	
		Meets Expectations	Working Toward Expectations	Meets Expectations	Working Toward Expectations	Meets Expectations	Working Toward Expectations
<b>7th</b>							
<b>8th</b>							

### Winter 2024

Grade	# of Students	Assessment Performance					
		Knowledge		Application		Synthesis	
		Meets Expectations	Working Toward Expectations	Meets Expectations	Working Toward Expectations	Meets Expectations	Working Toward Expectations
<b>7th</b>							
<b>8th</b>							

# Mathematics

S = Strong M = Moderate W = Weak

Grade	# of Students	Math Performance											
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
		S	M	W	S	M	W	S	M	W	S	M	W
7 <sup>th</sup>		8	21	71	12	35	53	11	24	65	7	23	70
8 <sup>th</sup>		2	13	86	6	7	87	4	16	80	4	16	80

## STAR Math Summative Data

FALL 2024			Student Placement Distribution (%)							
Grade	Number of Total Students	% of Students On or Above State Level	Unsat.	Approaching	Basic	Mastery	Advanced	Average Scale Score	Number of Students Assessed	
7th	129	30	28	21	21	30			121	
8th	142	27	31	26	17	27			133	
Totals										

WINTER 2024			Student Placement Distribution (%)							
Grade	Number of Total Students	% of Students On or Above State Level	Unsat.	Approaching	Basic	Mastery	Advanced	Average Scale Score	Number of Students Assessed	
7th										
8th										
Totals										

SPRING 2025			Student Placement Distribution (%)							
Grade	Number of Total Students	% of Students On or Above State Level	Unsat.	Approaching	Basic	Mastery	Advanced	Average Scale Score	Number of Students Assessed	
7th										
8th										
Totals										

## MCS Math Benchmark Test

Grade	Fall Benchmark #1					Winter - Benchmark #2					Spring - Practice Test				
	% Advanced	% Mastery	% Basic	% App Basic	% Unsat	% Advanced	% Mastery	% Basic	% App Basic	% Unsat	% Advanced	% Mastery	% Basic	% App Basic	% Unsat
7th															
8th															

## Eureka Math<sup>2</sup> End of Module Tests

Enter the percent Basic and above

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
7 <sup>th</sup>						
8 <sup>th</sup>						

# 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
<b>7th</b>		4	15	81	9	27	64	5	26	69
<b>8th</b>		5	23	72	8	23	69	10	11	79

## MCS Science Progress Monitoring

# Social Studies

S = Strong M = Moderate W = Weak

## MCS Social Studies Progress Monitoring

# LEAP 2025 Data Analysis Worksheets

## English Language Arts

Enter the strengths and weaknesses for each grade.

	Strengths Sub-Claim/Standard	% Strong	Weaknesses Sub-Claim/Standard	% Weak	Priority Rank for Improvement
7th	Literary & informational	20	Writing Subcategory	59	1
8th	Reading & Writing Performance/ Knowledge & Use of Language Conventions	19	Written Expression	59	

## Mathematics

Enter the strengths and weaknesses for each grade.

	Strengths Sub-Claim/Standard	% Strong	Weaknesses Sub-Claim/Standard	% Weak	Priority Rank for Improvement
7th	Modeling & Application	19	Expressing Mathematical Reasoning	65	
8th	Addition & Supporting Content & Modeling & Application	6	Major Content	86	1

## Science

Enter the strengths and weaknesses for each grade.

	Strengths Sub-Claim/Standard	% Strong	Weaknesses Sub-Claim/Standard	% Weak	Priority Rank for Improvement
7th	Evaluate	9	Investigate	81	
8th	Evaluate	10	Reason Scientifically	79	

## Social Studies

Enter the strengths and weaknesses for each grade.

	Strengths Sub-Claim/Standard	% Strong	Weaknesses Sub-Claim/Standard	% Weak	Priority Rank for Improvement

7th	The First Presidents	14	Regional changes	76	
8th	Late 19th	14	Examining Sources	74	

## 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	%
7 <sup>th</sup>	153	0		166	0		193	0		141	0	
8 <sup>th</sup>	135	0		148	0		161	1		191	1	
Total	288	0		314	0		354	1		332	1	

# Summary of Parent Survey Data

**Title I Parent Survey Questions - Survey link: <https://forms.gle/mQUydRm35d3qtR7eA>**

1. Name of student(s).
2. Which school does your child attend?
3. How often do you receive communication from the teachers at your child's school?
4. Do you feel informed when it comes to making decisions about your child's schooling?
5. Are you satisfied with the services provided by the school to help you support your child academically?
6. Does your child's school give you the opportunity to be involved in your child's learning?
7. Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?
8. Select how you would like to see parental involvement funds used. (dropdown options)
9. Select the topics you would like to receive more information about. (dropdown options)
10. What ways can parental engagement be strengthened at your child's school?

STRENGTHS		
	Parent Survey	Data Sources
1		
2		
3		

WEAKNESSES		
	Parent Survey	Data Sources
1		
2		
3		

# 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	Modeling & Applications (Math)
2	Reading & Writing Performance; Knowledge & Use of Language
3	Vocabulary & Informational Text
4	Evaluate
5	Additional & Supporting Content; Modeling & Application

Areas of WEAKNESSES	
	Weaknesses
1	Application*Writing Subcategory area (Written Expression)
2	Major Content & Expressing Math Reasoning
3	Reason Scientifically
4	
5	

## Prioritized Needs

Prioritized Student Performance Needs		
Priority	Student Performance Need	Grade Level Focus for
#1	Reading Performance	7th & 8th
#2	Writing Performance	7th & 8th
#3	Major Content (Math)	7th & 8th
#4	Reasoning Scientifically	7th & 8th
#5		

## Part B: Plans for Improvement

## Action Plan – Goals (measurable), Objectives (measurable), Activity/Strategy & Evaluation

(Funding Sources: **TI(S) (Title I School)**, **TI (D) (Title I District)**, **R (Redesign)**, **TII (Title II)**, **TIV (Title IV)**)

<b>Goal 1</b>	To improve the School Performance Score in ELA, Social Studies and Science		
<b>Evidence of Effectiveness:</b>			
<input type="checkbox"/> <b>Category I:</b> Strong Evidence (Experimental Study)	<input type="checkbox"/> <b>Category II:</b> Moderate Evidence (Quasi-Experimental Study)	<input type="checkbox"/> <b>Category III:</b> Promising Evidence (Promising Evidence)	<input type="checkbox"/> <b>Category IV:</b> Theory of Action (Demonstrates Rationale)
<b>OBJECTIVES (Up to 4)</b>			
1. ELA assessment index will move from ____ to ____.	3.		
2.	* Currently an assessment index score of 60 is proficiency.		

*\*Activities MUST include items that address: (1) Instructional Support, (2) Professional Development, & (3) Parent & Family Engagement*


## Part B: Plans for Improvement

## Action Plan – Goals (measurable), Objectives (measurable), Activities & Evaluation

**(Funding Sources: TI(S) (Title I School), TI (D)(Title I District), R (Redesign), TII (Title II), TIV (Title IV)**

\*Activities **MUST** include items that address: (1) Instructional Support, (2) Professional Development, & (3) Parent & Family Engagement

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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>
<ul style="list-style-type: none"> <li>Tier I Curriculum</li> <li>Acceleration/RTI – In-school Remediation</li> <li>Progress Monitoring</li> <li>After School Tutoring Programs</li> <li>Summer Enrichment Programs</li> </ul>	<ul style="list-style-type: none"> <li>Tier I Curriculum</li> <li>Resource Services</li> <li>Inclusion</li> <li>Progress Monitoring</li> <li>Acceleration/RTI – In-school Remediation</li> <li>After School Tutoring Programs</li> <li>Summer Enrichment Programs</li> </ul>
<b>Race/Ethnicity/Minority</b>	<b>English Learners</b>
<ul style="list-style-type: none"> <li>Tier I Curriculum</li> <li>Acceleration/RTI – In-school Remediation</li> <li>Progress Monitoring</li> <li>After School Tutoring Programs</li> <li>Summer Enrichment Programs</li> </ul>	<ul style="list-style-type: none"> <li>Tier I Curriculum</li> <li>ELL Services</li> <li>Acceleration/RTI – In-school Remediation</li> <li>Progress Monitoring</li> <li>After School Tutoring Programs</li> <li>Summer Enrichment Programs</li> </ul>
<b>Foster and Homeless</b>	
<ul style="list-style-type: none"> <li>Tier I Curriculum</li> <li>Acceleration/RTI – In-school Remediation</li> <li>Progress Monitoring</li> <li>After School Tutoring Programs</li> </ul>	

Summer Enrichment Programs Excused absences for court/family visits School uniforms, school supplies, shoes, & haircuts	
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### **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
<b>PBIS</b>	Ross	Aug.25'
<b>SEL Curriculum</b>	Ward	Oct. 25'
<b>Restorative Practices</b>	Player	Aug.25'

# 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

- [MCS Behavior-Mental Health Mapping Tool](#)
- Link your School Behavior-Mental Health Mapping Tool

## Goal for Behavior:

Behavior Goal (needed/urgent intervention) Desired Outcomes from EOY 2025 to EOY 2026
<b>2023-24 Data:</b>
<b>Goals for 2025-26:</b>
1. Decrease OSS to less than 15%
2. Decrease Expulsion for students with exceptionalities by 5%

## Part F: Professional Development

<b>ILT - Instructional Leadership Team</b>	
<b>Weekly Meeting (day, time, place)</b>	<b>1st &amp; 3rd Thursdays; 3:15; Conference Room</b>
<b>ILT Member (name, role)</b>	<b>Montrell Marshall (Principal)</b>
<b>ILT Member (name, role)</b>	<b>Kim Wells (Assistant Principal)</b>
<b>ILT Member (name, role)</b>	<b>Frances Hester (Consultant)</b>
<b>ILT Member (name, role)</b>	<b>Kim Haley (Librarian/504 Chair)</b>
<b>ILT Member (name, role)</b>	<b>Tamara Ross (Instructional coach)</b>
<b>ILT Member (name, role)</b>	<b>Akai Solmone-Jackson (Teacher)</b>
<b>ILT Member (name, role)</b>	<b>Darius Washington (Teacher)</b>

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

PLC - ELA		PLC - Math	
Weekly Meeting (day, time, place)	Each Wed.; 9:15-9:50; Conference	Weekly Meeting (day, time, place)	Each Thurs.; 1:15- 2:01, Rm:
PLC Member (name, role)	Montrell Marshall, Principal	PLC Member (name, role)	Kim Wells, Assistant Principal
PLC Member (name, role)	Tamara Ross, Literacy Coach	PLC Member (name, role)	Darius Washington, Math Chair
PLC Member (name, role)	Akai Solmone-Jackson, Teacher	PLC Member (name, role)	Jaaric Keys, Teacher
PLC Member (name, role)	Quenisha Givens, Teacher	PLC Member (name, role)	Dr. Dina Garb, Teacher
PLC Member (name, role)	Kirstyn Jones, Teacher	PLC Member (name, role)	Darryl Gordon, Teacher
PLC Member (name, role)	Paula Hill, Teacher	PLC Member (name, role)	Phantesia VanBuren, Teacher
PLC Member (name, role)	Passion Galbert, Teacher	PLC Member (name, role)	Cynthia Hanson, Inclusion
PLC Member (name, role)	Brittany Billups, Inclusion	PLC Member (name, role)	Courtenay Broom, Inclusion
PLC Member (name, role)	Isaac Douget, Inclusion		

PLC - Science		PLC - Social Studies	
Weekly Meeting (day, time, place)	Each Tues.; 8:20-9:06, Rm: 214A	Weekly Meeting (day, time, place)	Each Tues.; 2:06- 2:54; Rm: 117B
PLC Member (name, role)	Kim Wells, Assistant Principal	PLC Member (name, role)	Montrell Marshall, Principal
PLC Member (name, role)	Whitney , Teacher	PLC Member (name, role)	Dr. Detrick James, Teacher

PLC Member (name, role)	Kyandria Neal, Teacher	PLC Member (name, role)	, Teacher
PLC Member (name, role)		PLC Member (name, role)	Dashaundrya Fraction, Teacher

### Additional Professional Development

Title	Presenter or Vendor Name	Dates/Time	Responsible Person
Teacher Leader Summit	LDOE	06/26	ILT
LEADS/SSI	LDOE/NIET	07/25-9/25	Admin
Extraordinary Teaching Practices	Marshall	TBA	Marshall
Power Words	Wells	TBA	Wells
Lesson Planning	Marshall	TBA	
Classroom Management	Marshall	TBA	
LER	Wells	TBA	
MTSS	Hester Consulting	8/25-3/26	

## Part G: Student Transition

**Transition Activities: Select all that apply:**

## Pre-School to Kindergarten

## Elementary to Middle School

## 2nd grade to 3rd grade

## Middle School to High School

## High School to Careers/College

# 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
- Evidence 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.

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Principal's Signature

**Attach:**

**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:	N/A
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: