	School Address:		
Minnie Ruffin Elementary	Grade Span:		
	School Mission:		
Title I Schoolwide Plan	School Goal:		
2026-2027			
School Improvement Team			
Name	Role		
	Principal	Jennett J.Hunter	
	Administrator	Lartorre Davis	
	Teacher	Angela Elzy	
	Teacher	Chrissy Williams	
	Teacher	Nydia Walker-Sims	
	Parent	Kirsten Boley	
	Parent	Kiara Johnson	
SIP REVIEW MEETING DATES			
#1	August or September 2026		
#2	November 2026		
#3	February 2027		
#4	May 2027		

1801 Parkview Drive		
PreK-6th		
The mission of Minnie Ruffin Elementary School is to educate each child to his/her maximum academic and social levels.		

Required Components of a Title I SchoolWide Plan

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

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

Summary of Comprenehsive Needs Assessment

*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.

Needs Assessment Summary: Schoolwide Instructional Focus: Minnie Ruffin Elementary School will implement a schoolwide PreK-6 instructional approach focused on strengthening foundational skil

Areas of Strengths	Data to Support Claim
1. Schoolwide Academic Growth	School reported 2026 subject growth points (ELA-+5 mathematics- +3, science +3, and social studies +5) ELA and Social Studies recorded the strongest growth point results
2. Schoolwide Social Studies Proficiency Improvement	Spring 2025-2026 LEAP comparison identifies social studies as the core subject with the largest school wide increase in Mastery/ Advanced proficiency.
3. Fourth Grade Achievement Across All Core Subjects	2025-2026 LEAP grade level comparison
4. Sixth Grade ELA Achievement	2025-2026 LEAP grade level comparison
5. Grade Mathematics Achievement	2025-2026 LEAP grade level comparison

Areas of Improvement	Data to Support Claim
1. Foundational Literacy Grades K-3	2025-2026 EOY DIBELS Results
2. Mathematical Achievement Grades 3-6	Spring 2026 LEAP results
3. Science Achievement Grades 3-6	Spring 2026 LEAP results
4. Social Studies Achievement Grades 3-6	Spring 2026 LEAP results
5. English Language Arts (ELA)	2025-2026 leap grade level comparison

Prioritized Needs: Prioritized Student Performance Needs		
Priority	Student Performance Need	Grade Level Focus for
1. Science Achievement: Strengthen students' understanding, application, and reasoning in grade-level science content.	**Understanding, application, and reasoning in grade-level science content**	**Grades K-6**
2. Mathematical Achievement: Improve mathematical reasoning, problem solving. And mastery of grade level standards, with particular attention to fifth grade.	**Improve mathematical reasoning, problem solving. And mastery of grade level standards, with particular attention to fifth grade.**	**Grades K-6**
3. Foundational Literacy: Strengthen early reading skills and increase the number of students performing at or above DIBELS benchmark.	**Strengthen early reading skills and increase the number of students performing at or above DIBELS benchmark.**	**Grades K-6**

lls, grade level content knowledge, academic achievement, and student growth. Although LEAP performance data identify achievement needs in Grades 3-6, instructional improvement efforts will begin in th

e early years to ensure students develop the knowledge and skills necessary for su

4. Social Studies Achievement: Improve content knowledge, critical thinking, and application of grade level social studies standards.	**Improve content knowledge, critical thinking, and application of grade level social studies standards.**	**Grades K-6**		
5. ELA (English Language Arts) Achievement: Strengthen reading comprehension, vocabulary, and written responses, with particular attention to third and fifth grades.	**Strengthen reading comprehension, vocabulary, and written responses, with particular attention to third and fifth grades.**	**Grades K-6**		

Prior Year Data

School SPS

Achieve	30.6
Grow	50.94/22.31
Thrive (HS Only)	
Overall SPS	30.6

Retentions

Grade	2023-2024			2024-2025			2025-2026		
Grade Bands of your Campus	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
K	53	3	6%	34	2	6%	27	2	7%
1st	48	13	27%	60	9	15%	33	9	27%
2nd	45	5	11%	40	4	10%	46	3	7%
3rd	47	1	2%	38	3	8%	31	3	10%
4th	54	4	7%	52	3	6%	36	2	6%
5th	52	7	13%	44	0	0%	22	4	18%
6th	50	0	0%	46	0	0%	35	0	0%
Total	349	33		314	21		230	23	

LEAP Student Demographic Data

ELA Economically Disadvantaged				
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3rd				
4th				
5th				
6th				

Math Economically Disadvantaged				
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3rd				
4th				
5th				
6th				

ELA Non-Economically Disadvantaged				
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3rd				
4th				
5th				
6th				

Math Non-Economically Disadvantaged				
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3rd				

4th												
5th												
6th												

Summary of Parent Survey Data

Title I Parent Survey	**Distribute Survey Oct. 2nd, Jan. 6th, & May 3rd**			
Here is a sample of questions that are asked on the survey:				
Which school does your child attend?				
How often do you receive communication from the teachers at your child's school?				
Do you feel informed when it comes to making decisions about your child's schooling?				
Are you satisfied with the services provided by the school to help you support your child academically?				
Does your child's school give you the opportunity to be involved in your child's learning?				
Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?				
Select how you would like to see parental involvement funds used. (dropdown options)				
Select the topics you would like to receive more information about. (dropdown options)				
What ways can parental engagement be strengthened at your child's school?				
Strengths				
	Parent Survey	Data Sources		
1				
2				
3				
Improvements				
	Parent Survey	Data Sources		
1				
2				
3				

Part B: Plans for Improvement/ State the Goals

Improve achievement in English Language Arts (ELA) by 70% through rigorous Tier 1 instruction, foundational skill development, and rigorous intervention.

Goal 1: To improve the SPS in ELA for Economically Disadvantaged Students

OBJECTIVES (Up to 3)

Objective 1: By May 2027, 80% of students in the Prek-3 DIBELS cohort will perform at or above benchmark.

Objective 2: By May 2027, students in Grades 3-6 who began the year performing at Mastery/ Advanced in ELA will demonstrate measurable academic growt

Objective 3: By May 2027, increase K-6 mastery of priority grade level standards across core subjects from BOY to EOY.

Activity/Strategy	Responsible Person	Start/Completion Date
Activity/ Strategy: Provide targeted foundation literacy instruction and daily differentiated small group instruction using core resources.	Principal, Instructional Facilitator, Literacy Coach, PreK-6 teachers	August 2026 Completion Date: May 2027
Activity/ Strategy: Implement Lexia, Core 5/ Power Up where assigned and skill progress to adjust support.	Principal, Instructional Facilitator, Literacy Coach, PreK-6 teachers	August 2026 Completion Date: May 2027
Activity/ Strategy: Monitor DIBELS at district required intervals; adjust intervention groups based on results.	Principal, Instructional Facilitator, Literacy Coach, PreK-3 teachers	August 2026 Completion Date: May 2027
Activity / Strategy: Review DIBELS screening and progress monitoring results in grade level PLCs and revise groupings.	Principal, Instructional Facilitator, Literacy Coach, PreK-3 teachers	August 2026 Completion Date: May 2027
Activity/ Strategy: Implement adopted ELA curricula with fidelity, including grade level tasks, standards, and content reading and writing.	Principal, Instructional Facilitator, Literacy Coach, PreK-6 teachers	August 2026 Completion Date: May 2027
Activity/ Strategy: Analyze common assessments and student work in content PLCs; plan targeted reteaching, extensions, and LEAP aligned tasks and questions.	Principal, Instructional Facilitator, Literacy Coach,3-6 teachers	August 2026 Completion Date: May 2027

Estimated Cost	**Funding Source**									
Existing resources/$0 additional existing district/Title I resources										
Existing resources/$0 additional existing district/Title I resources										
Existing resources/$0 additional existing district/Title I resources										
Existing resources/$0 additional existing district/Title I resources										
Existing resources/$0 additional existing district/Title I resources										
Existing resources/$0 additional existing district/Title I resources										

Part B: Plans for Improvement/ State the Goals

Improve achievement in Mathematics by 70% through rigorous Tier 1 instruction, foundational skill development, and rigorous intervention.		
Goal 2: To improve the SPS in Math for Economically Disadvantaged Students.		
OBJECTIVES (Up to 3)		
Objective 1: By May 2027, 80% of students in the Prek-3 Numeracy cohort will perform at or above benchmark.		
Objective 2: By May 2027, students in Grades 3-6 who began the year performing at Mastery/ Advanced in Math will demonstrate measurable academic growth		
Objective 3: By May 2027, increase K-6 mastery of priority grade level standards across core subjects from BOY to EOY.		
ACTIVITY/STRATEGY	**Responsible Person**	**Start/Completion Date**
Activity/ Strategy: Provide targeted foundation numeracy instruction and daily differentiated small group instruction using core resources.	Principal, Instructional Facilitator, Literacy Coach, PreK-6 teachers	August 2026 Completion Date: May 2027
Activity/ Strategy: Implement Zearn where assigned and skill progress to adjust support.	Principal, Instructional Facilitator, Literacy Coach, PreK-6 teachers	August 2026 Completion Date: May 2027
Activity/ Strategy: Monitor Numeracy at district required intervals; adjust intervention groups based on results.	Principal, Instructional Facilitator, Literacy Coach, PreK-3 teachers	August 2026 Completion Date: May 2027
Activity / Strategy: Review Numeracy screening and progress monitoring results in grade level PLCs and revise groupings.	Principal, Instructional Facilitator, Literacy Coach, PreK-3 teachers	August 2026 Completion Date: May 2027
Activity/ Strategy: Implement adopted Math curricula with fidelity, including grade level tasks, standards, and content reading and writing.	Principal, Instructional Facilitator, Literacy Coach, PreK-6 teachers	August 2026 Completion Date: May 2027
Activity/ Strategy: Analyze common assessments and student work in content PLCs; plan targeted reteaching, extensions, and LEAP aligned tasks and questions.	Principal, Instructional Facilitator, Literacy Coach,3-6 teachers	August 2026 Completion Date: May 2027

Estimated Cost	**Funding Source**			
Existing resources/$0 additional existing district/Title I resources				
Existing resources/$0 additional existing district/Title I resources				
Existing resources/$0 additional existing district/Title I resources				
Existing resources/$0 additional existing district/Title I resources				
Existing resources/$0 additional existing district/Title I resources				
Existing resources/$0 additional existing district/Title I resources				

Part B: Plans for Improvement/ State the Goals

Improve achievement in Science/Social Studies by 60% through rigorous Tier 1 instruction, foundational skill development, and rigorous intervention.

Goal 3: Science and Social Studies

OBJECTIVES (Up to 4)

Objective 1: By May 2027, 70% of students in the K-6 Science cohort will perform at or above Mastery.

Objective 2: By May 2027, students in Grades 3-6 who began the year performing at Mastery/ Advanced in Science will demonstrate measural

Objective 3: By May 2027, increase K-6 mastery of priority grade level standards across core subjects from BOY to EOY.

Objective 4: By May 2027, 70% of students in the K-6 Social Studies cohort will perform at or above Mastery.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost
Activity/ Strategy: Provide targeted foundation numeracy instruction and daily differentiated small group instruction using core resources.	Principal, Instructional Facilitator, Literacy Coach, Prek	August 2026 Completion Date: May 2027	Existing resou
Activity/ Strategy: Implement RTi where assigned and skill progress to adjust support.	Principal, Instructional Facilitator, Literacy Coach, Prek	August 2026 Completion Date: May 2027	Existing resourc
Activity/ Strategy: Monitor proficiency exams at district required intervals; adjust intervention groups based on results.	Principal, Instructional Facilitator, Literacy Coach, Prek	August 2026 Completion Date: May 2027	Existing resourc
Activity / Strategy: Review Proficiency Exams and progress monitoring results in grade level PLCs and revise groupings.	Principal, Instructional Facilitator, Literacy Coach, Prek	August 2026 Completion Date: May 2027	Existing resourc
Activity/ Strategy: Implement adopted Science/Social Studies curricula with fidelity, including grade level tasks, standards, and content reading and writing.	Principal, Instructional Facilitator, Literacy Coach, Prek	August 2026 Completion Date: May 2027	Existing resourc
Activity/ Strategy: Analyze common assessments and student work in content PLCs; plan targeted reteaching, extensions, and LEAP aligned tasks and questions.	Principal, Instructional Facilitator, Literacy Coach,3-6 te	August 2026 Completion Date: May 2027	Existing resourc

Funding Source			

rces/$0 additional existing district/Title I resources

ces/$0 additional existing district/Title I resources

ces/$0 additional existing district/Title I resources

ces/$0 additional existing district/Title I resources

ces/$0 additional existing district/Title I resources

ces/$0 additional existing district/Title I resources

Part B: Plans for Improvement/ State the Goals

Strengthen school-family partnerships by increasing parental involvement, supporting student academic achievement, and creating meaningful opportunities for parents to participate in their child's educational success.

Goal 3: Parental Engagement Strategy

OBJECTIVES (Up to 2)

Objective 1: Empower parents with practical instructional strategies and resources to support student learning at home.

Objective 2: Build positive relationships between families and school personnel by increasing communication, collaboration, and participation in school activities.

ACTIVITY/STRATEGY	Responsible Person
Host quarterly family learning sessions focused on literacy, mathematics, and academic success.	Principal, Instructional Facilitator, Literacy Coach, PreK
Provide parents with hands-on demonstrations of instructional strategies used in classrooms.	Principal, Instructional Facilitator, Literacy Coach, PreK
Share take-home learning activities aligned with CKLA, Guidebooks, Eureka Math², and grade-level expectations.	Principal, Instructional Facilitator, Literacy Coach, PreK
Offer guidance on understanding student assessment results, including DIBELS, STAR, and Numeracy Screener data.	Principal, Instructional Facilitator, Literacy Coach, PreK
Provide opportunities for parents to collaborate with teachers to establish academic goals for their children.	Principal, Instructional Facilitator, Literacy Coach, PreK
Implement a consistent communication system through newsletters, phone calls, digital platforms, and parent conferences.	Principal, Instructional Facilitator, Literacy Coach, PreK
Encourage parents to participate in schoolwide PBIS celebrations, volunteer opportunities, and student recognition events.	Principal, Instructional Facilitator, Literacy Coach, PreK
Create a parent feedback process through surveys and informal discussions to identify family needs and improve school practices.	Principal, Instructional Facilitator, Literacy Coach, PreK

Start/Completion Date	**Estimated Cost**	**Funding Source**			
August 2026 Completion Date: May 2027	Existing resources/$0 additional existing district/Title I resources				
August 2026 Completion Date: May 2027	Existing resources/$0 additional existing district/Title I resources				
August 2026 Completion Date: May 2027	Existing resources/$0 additional existing district/Title I resources				
August 2026 Completion Date: May 2027	Existing resources/$0 additional existing district/Title I resources				
August 2026 Completion Date: May 2027	Existing resources/$0 additional existing district/Title I resources				
August 2026 Completion Date: May 2027	Existing resources/$0 additional existing district/Title I resources				
August 2026 Completion Date: May 2027	Existing resources/$0 additional existing district/Title I resources				
August 2026 Completion Date: May 2027	Existing resources/$0 additional existing district/Title I resources				

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
Acceleration/RTI – In-school Remediation		Resource Services
Progress Monitoring		Inclusion
After School Tutoring Programs		Progress Monitoring
		Acceleration/RTI – In-school
Race/Ethnicity/Minority		**English Learners**
Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Tier I Curriculum
Progress Monitoring		Acceleration/RTI – In-school
		Progress Monitoring
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
PBIS	Administration PBIS Team Faculty/Staff Schoolwide- Students	August 2026-May 2027
SEL Curriculum	District SEL Designee- Marquette Marshall School Based Social Worker School Psychologist Child Welfare and Attendance Mental Health Providers Administration Faculty/Staff Schoolwide- Students	August 2026-May 2027

Part D: Student Opportunities *(High School Only)*

Provide a description of school-wide improvement strategies the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school.

Post-Secondary Education Credit

	# of students	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Advanced Placement						
Dual Enrollment						
Business: Industry Based Credentials						
Health Sciences: Industry Based Credentials						
Architecture and Construction: Industry Based Credentials						
Manufacuring: Industry Based Credentials						

Multi-Tiered Systems of Support (MTSS)

g and progress monitoring; Evidence-based Instruction and Intervention; Data-based Decision Making; Tiered Interventions; Teaming

Behavior-Mental Health Mapping Tool

ehavior:

eeded/urgent intervention)

ension ISS/OSS- 7

rals- 95

sions- 1

027

f the 2026–2027 school year, Minnie Ruffin Elementary will strengthen a positive, safe, and supportive school culture by consistently implementing Positive Behavioral Interventions and Supports (PBIS).

icit teaching of behavioral expectations, positive reinforcement, restorative practices, and targeted interventions, the school will reduce office discipline referrals by 15% compared to the 2025–2026 school year and increase students' dem

sitive behaviors across all school settings.

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)

Tuesday- 4:30-5:30 PM

Jennett Hunter, Principal

Lartorre Davis, Instructional Facilitator

Angela Elzy, 3rd Grade Math Teacher/Content Teacher Leader

Chrissy Williams, 1st Grade Math Teacher/Content Teacher Leader

Kirsten Boley- Literacy Coach

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

PLC - ELA	PLC - Math
Wednesday – 1:00 PM	Wednesday- 10:00 AM
Kenyatta Johnson/ Chasidy Moy, K ELA	Kenyatta Johnson/ Chasidy Moy, K Math
Laterrica Jackson/Chrissy Willliams, 1st Grade ELA	Laterrica JacksonChrissy Williams, 1st Grade Math
Kimberly Lee, 2nd Grade ELA	Julis Jason, 2nd Grade Math
Charmayne Wiley, 3rd Grade ELA	Angela Elzy, 3rd Grade Math
Gabriella Wiley, 4th Grade ELA	Ieshia Meadors, 4th Grade Math
Brittany Garrison-Price, 5th Grade ELA	William Allen, 5th Grade Math
Toni Navarro-Price, 6th Grade ELA	Caleb Sampson, 6th Grade Math
PLC - Science	**PLC - Social Studies**
Wednesday – 11:15 AM	Wednesday – 2:00 PM
Kenyatta Johnson/ Chasidy Moy, K Science	Kenyatta Johnson/ Chasidy Moy, K Social Studies
Laterrica Jackson/Chrissy Willliams, 1st Grade Science	Laterrica JacksonChrissy Williams, 1st Grade Social Studies
Jukia Jason, 2nd Grade Science	Kimberly Lee, 2nd Grade Social Studies
Angela Elzy, 3rd Grade Science	Charmayne Wiley, 3rd Social Studies
Ieshia Meadors, 4th Grade Science	Gabriella Wiley, 4th Grade Social Studies
Latrina Hubbard, 5th Grade Science	Latrina Hubbard, 5th Grade Social Studies
Kasha McCarty, 6th Grade Science	Kasha McCarty, 6th Grade Social Studies

Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
504 Training	Lartorre Davis	August 2026		
PBIS In-Service	Lashonda Williams	August 2026		
Content Level PD (ELA, Math, Science, Social Studies, Literacy)	Jennett Hunter Lartorre Davis Angela Elzy Chrissy Williams Kirsten Boley	August 2026- May 2027		
TWR Introduction/Refresher	Lartorre Davis	August 2026- May 2027		

Part G: Student Transition

This should include your plan to successfully transition students from the grade bands indicated below

Transition Activities: Select all that apply:

_X__Pre-K	_X__ Kindergarten
_X__2nd Grade to 3rd Grade	___High School to Careers/College
_X__Elementary to Middle School	___Middle School to High School

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Joint PLCs for Prekindergarten and Kindergarten Teachers (Expectations from one grade to the other)	ILT Grade Level Teachers Literacy Coach	August 2026- May 2027		
Joint PLCs for 2nd and 3rd Grade Teachers (Expectations from one grade to the other)	ILT Grade Level Teachers Literacy Coach	August 2026- May 2027		
District Sponsored Transistion Activities (Science of Reading -K-3rd Teachers)	ILT Grade Level Teachers Literacy Coach Science of Reading Staff District Personnel Elementary Supervisors	August 2026- May 2027		
MLK Jr. High Collaboartion with MRE Team Pre-registration and Overview of Middle School Expectations and School Organizations for students	MLK Principal MLK Assistant Principal MRE Principal MRE ILT MLK Counselor MRE Teachers	August 2026- May 2027		
MRE OnSite tour of MLK Jr. High School	MLK Principal MLK Assistant Principal MRE Principal MRE ILT MLK Counselor MRE Teachers	August 2026- May 2027		
Wossman High School Feeder School Night	Wossman Principal and Staff MRE Principal and Staff	August 2026- May 2027		

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:		