



**Minnie Ruffin Elementary**

**Title I Elementary Schoolwide Plan**

**2025-2026**

<b>School Name:</b>	Minnie Ruffin Elementary							
<b>Address:</b>	1801 Parkview Drive							
<b>Grade Span:</b>	PreK-6th							
<b>School Mission:</b>	The Mission of Minnie Ruffin Elementary School is to educate each child to his/her ever increasing maximum academic and social levels.							
<b>School Goal:</b>								
<b>Actionable Item Steps:</b>								
<b>Principal:</b>	Jennett J. Hunter							
<b>Instructional Facilitator:</b>	Lartorre M. Davis							

# **Master Schedule**

<b>School Improvement Team</b>		
	<b>NAME</b>	<b>ROLE</b>
Administrator	<b>Jennett J.Hunter</b>	<b>Principal</b>
Administrator	<b>Lartorre Davis</b>	<b>Instructional Facilitator</b>
Teacher	<b>Angela Elzy</b>	<b>Instructional Leadership Team</b>
Teacher	<b>Chrissy Williams</b>	<b>Instructional Leadership Team</b>
Teacher	<b>Nydia Walker-Sims</b>	<b>Mentor Teacher</b>
Parent	<b>Precious Amphy</b>	<b>Parent</b>
Parent	<b>Laneka B. Hattisburg</b>	<b>Parent</b>
<b>SIP REVIEW MEETING DATES</b>		
#1 Beginning of Year	<b>August or September 2025</b>	
#2 2nd 9 Weeks	<b>November 2025</b>	
#3 3rd 9 Weeks	<b>February 2026</b>	
#4 4th 9 Weeks	<b>May 2026</b>	

Faculty and Staff Roster		
Name	Position/Assignment	
Barker, Leah	Speech Pathologist	
Blanson, Lanaysia	Special Services	Paraprofessional
Boley, Kirsten	Kindergarten	Teacher
Bradford, Leatha	Prekindergarten	Paraprofessional
Davis, Lartorre	Instructional Facilitator	
Dixon, Briajani	Kindergarten	Paraprofessional
Elzy, Angela	3rd Grade Math	Teacher
Fontana, Julie	Diagnostician	
Garrison-Price, Brittany	5th & 6th Grade- ELA	Teacher
Gayden, Katie	Special Services	Paraprofessional
Glover, Gregory	Special Services	Paraprofessional
Hubbard, LaTrina	5th & 6th Grade Science	Teacher
Jackson, Dexter	Special Services	Paraprofessional
Jackson, Laterrica	1st Grade -ELA (CKLA)	Teacher
Jason, Julia	Kindergarten	Teacher
Johnson, Kiara	4th Grade-ELA	Teacher
Jones, Veronica	Prekindergarten	Paraprofessional
Knous, Heather	Special Services-Inclusion	Teacher
Massey, Annie	Prekindergarten	Teacher
McCarty, Kasha	4th Grade Science/Social Studies	Teacher
McFee, Clarissa	Special Services	Teacher
Mendoza, Kimberly	Prekindergarten	Teacher
Miller, April	5th & 6th Grade- Math/Science	Teacher
Moy, Chasidy	Kindergarten	Paraprofessional
Owens, Jacinda	Kindergarten	Paraprofessional
Raven, Rakeira	Special Services	Teacher
Smith, Crary	2nd Grade-ELA(CKLA)	Teacher
Smith, Jill	1st Grade-Social Studies	Teacher

Walker-Sims, Nydia	5th & 6th Grade-Social Studies	Teacher
Washington, Briana	Kindergarten	Teacher
Webb, LaShonda	Librarian	
Wiley, Charmayne	3rd Grade-Science/Social Studies	Teacher
Wiley, Gabriella	2nd Grade-Science/Social Studies	Teacher
Wiley, Ginger	Prekindergarten	Teacher
Williams, Chrissy	1st Grade-Math	Teacher

### Staff Data

# Uncertified Teachers

# Certified Teachers

### LER Evaluation Data

# of Teachers Rated Exemplary

# of Teachers Rated Proficient

# of Teachers Rated Unsatisfactory

### Years of Experience

# of Teachers with 0-3 years of experience

# of Teachers with 3-5 years of experience

# of Teachers with 6-10 years of experience

# of Teachers with more than 10 years of experience

# 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.

List the number of students in each area.							
Total Population	Economically Disadvantaged	# Students w/Disabilities	# Migrant	# EL	# Homeless	# Foster Care	Military Affiliated (Active Duty/ Retired parents)
328	300	40	0	0	0	4	0
Gender							
Male	Female	White	Black	Hispanic	Asian	Native American Hawaiian/Pacific Islander	Two or more races
169	159	5	322	1	0	0	0
Economically Disadvantaged Profile							
% of Economically Disadvantaged		Total Student Enrollment – Oct. 1 328					

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

**School Goal(s) (SPS):**

1

2

## **Subgroup Data: District will upload once data is available.**

**Summary of Parent Survey Data**[View Parent Survey Data](#)   **Distribute Survey Oct. 1, Jan. 6th, & May 1**

Here is a sample of the questions that are asked on the survey:

Which school does your child attend?

How often do you receive communication from the teachers at your child's school?

Do you feel informed when it comes to making decisions about your child's schooling?

Are you satisfied with the services provided by the school to help you support your child academically?

Does your child's school give you the opportunity to be involved in your child's learning?

Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?

Select how you would like to see parental involvement funds used. (dropdown options)

Select the topics you would like to receive more information about. (dropdown options)

What ways can parental engagement be strengthened at your child's school?

**Strengths**

Parent Survey      Data Sources

1

2

3

**Improvements**

Parent Survey      Data Sources

1

2

3

**English Language Arts 2024-2025 LEAP Data**

S = Strong M = Moderate W = Weak

Grade	# of Students	Reading Performance												Writing Performance						Knowledge & Use of Language Conventions		
		Reading Performance			Reading Informational Text			Reading Literary Text			Reading Vocabulary			Writing Performance			Written Expression					
		S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W
3rd	38	39	21	39	24	29	47	37	16	47	42	24	34	34	0	66	34	0	66			
4th	38	16	36	48	14	38	48	18	40	42	24	28	48	18	26	56	18	26	56			
5th	50	30	39	32	25	41	34	30	32	39	43	20	36	50	2	48	50	2	48			
6th	44	11	51	38	16	40	44	16	36	49	29	33	38	13	24	62	13	24	62			

## STAR Reading Summative Data

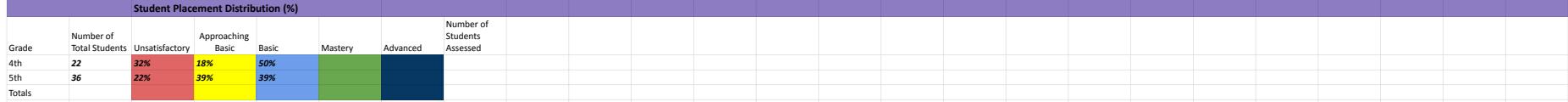
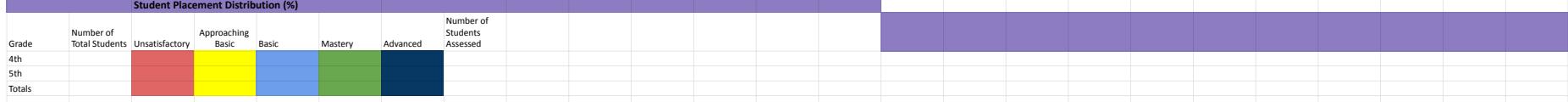
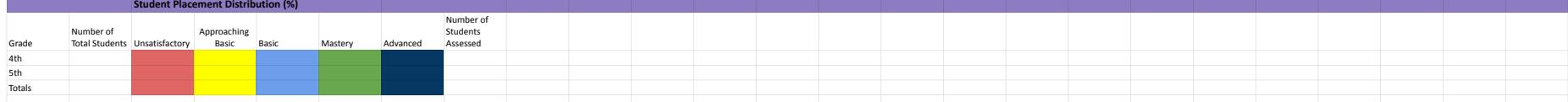
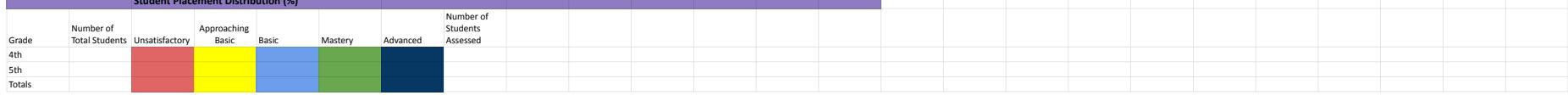
DIBELS 8th Literacy Screening Data						
BOY						
Grade	Number of Total Students	Student Placement Distribution (%)				Number of Students Assessed
		Well Below	Below	At Benchmark	Above Benchmark	
K	29	21%	17%	14%	48%	
1st	38	18%	11%	32%	39%	
2nd	52	23%	8%	31%	38%	
3rd	34	24%	15%	35%	36%	
Totals	153	22%	12%	29%	37%	

MOY						
Student Placement Distribution (%)						
Grade	Number of Total Students					Number of Students Assessed
		Well Below	Below	At Benchmark	Above Benchmark	
K						
1st						
2nd						
3rd						
Totals						

EOY						
Student Placement Distribution (%)						
Grade	Number of Total Students					Number of Students Assessed
		Well Below	Below	At Benchmark	Above Benchmark	
K						
1st						
2nd						
3rd						
Totals						

**4th & 5th High Dosage Tutoring Progress Monitoring Data**
**Cycle 1 PM 1**

**Cycle 1 PM 2**

**Cycle 2 PM 1**

**Cycle 3 PM 1**


**3rd Grade District Assessment 2025-2026**

Common Assessment	# of Students	Proficient Levels				
		Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
#1						
#2						
#3						
#4						
#5						
#6						
#7						
#8						
#9						
#10						

**4th Grade District Assessment 2025-2026**

Common Assessment	# of Students	Proficient Levels				
		Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
#1						
#2						
#3						
#4						
#5						
#6						
#7						
#8						
#9						
#10						

**5th Grade District Assessment 2025-2026**

Common Assessment	# of Students	Proficient Levels				
		Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
#1						
#2						
#3						
#4						
#5						
#6						
#7						
#8						
#9						
#10						

**6th Grade District Assessment 2025-2026**

Common Assessment	# of Students	Proficient Levels				
		Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
#1						
#2						
#3						
#4						
#5						
#6						
#7						
#8						
#9						
#10						

**Mathematics 2024-2025 LEAP Data**

S = Strong M = Moderate W = Weak

Grade	# of Students	Math Performance											
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
		S	M	W	S	M	W	S	M	W	S	M	W
3rd	38	32	32	37	18	34	47	39	29	32			
4th	38	12	18	70	12	32	56	16	22	62			
5th	50	5	18	77	9	18	73	9	16	75			
6th	44	4	36	60	16	40	44	7	38	56			

## STAR Math Summative Data

1st - 6th

FALL 2025

### Student Placement Distribution (% and #)

WINTER 2025

### Student Placement Distribution (% and #)

Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Approaching Basic	# Approaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	Number of Students Assessed					
1st												0					
2nd												0					
3rd												0					
4th												0					
5th												0					
6th												0					
Totals		0	0	0	0	0	0	0	0	0	0	0					

SPRING 2026

**Student Placement Distribution (% and #)**

### K-3 Forefront Numeracy Screener

#### Fall

Student Placement Distribution (%)						
Grade	Number of Total Students	Well Below Basic	Below Basic	Basic	Proficient	Number of Students Assessed
K	27	8%	11%	44%	37%	
1st	38	3%	24%	45%	22%	
2nd	41	7%	10%	32%	51%	
3rd	29	21%	31%	28%	21%	
Totals						

#### Mid-Year

Student Placement Distribution (%)							
Grade	Number of Total Students	Well Below Basic	Below Basic	Basic	Proficient	Number of Students Assessed	Difference in previous assessment score (+/-)
K							
1st							
2nd							
3rd							
Totals							

#### Spring

Student Placement Distribution (%)							
Grade	Number of Total Students	Well Below Basic	Below Basic	Basic	Proficient	Number of Students Assessed	Difference in previous assessment score (+/-)
K							
1st							
2nd							
3rd							
Totals							

MCS End of Module Tests

Enter the percent proficient (Mastery and above)

Science 2024-2025 LEAP Data										
S = Strong M = Moderate W = Weak										
Grade	# of Students	Science Performance								
		Investigate			Evaluate			Reasoning Scientifically		
		S	M	W	S	M	W	S	M	W
3rd	8	34	58	8	21	71	8	26	66	
4th	6	34	60	4	46	50	0	36	64	
5th	18	14	68	27	25	48	23	18	59	
6th	2	16	82	2	9	89	4	20	75	

MCS Science Progress Monitoring

Social Studies 2024-2025 LEAP Data

S = Strong M = Moderate W = Weak

## MCS Social Studies Progress Monitoring



<b>Summary of Data Collection</b>			
*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.			
<b>Areas of Strengths</b>			
1. K-3rd - 50% at or above benchmark		DIBELS	
2. Math- Solve Multiplication and Division Problems/ Place Value/Multiply and Divide Fractions		2025 LEAP 2025	
3. ELA- Informational Text/Vocabulary		2025 LEAP 2025	
4. Science- Investigate/Evaluate		2025 LEAP 2025	
5. Lexia		Lexia	
6. Zearn		Zearn	
<b>Areas of Improvement</b>			
1. STAR Reading - K-6th		STAR Reading Assessment	
2. STAR Math - K-6th		STAR Math Assessment	
3. ELA-Literary Text		2025 LEAP 2025	
4. Math - Fractions, Decimals, Ratios/Solve Multi-Step Problems		2025 LEAP 2025	
5. Science- Reason Scientifically		2025 LEAP 2025	
<b>Prioritized Needs</b>			
Prioritized Student Performance Needs			
	Priority	Student Performance Need	Grade Level Focus for
1		Handwriting/Writing Skills	Prek-6th

2	Reading Comprehension (All Core Subjects) & Written Expression (All Core Subjects)	Prek-6th
3	Solving Problems in all Operations & Modeling and Application	Prek-6th
4	Investigate/Evaluate/Reason Scientifically	Prek-6th
5	Literacy	Prek-6th

**Part B: Plans for Improvement/ State the Goals**

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound**. All activities and funding should align with the goals set in the school-wide plan.

### **Goal 1: To improve the SPS in ELA.**

**Evidence of Effectiveness:**  Category I: Strong Evidence  Category II: Moderate Evidence  Category III: Promising Evidence  Category IV: Theory of Action  
(Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrated Potential)

### OBJECTIVES (Up to 10)

1. EOY K-2 Dibels data will demonstrate an increase in students scoring at benchmark from 67% (BOY) to 70 % (EOY).

2. By June 2026, our school will raise ELA proficiency in grades 3-8 from \_\_\_\_\_% to \_\_\_\_\_% through consistent instructional strategies, targeted support, and ongoing progress monitoring.

## Goal 2: To improve the SPS in Math

Evidence of Effectiveness:  
\_\_\_\_Category I: Strong Evidence \_\_\_\_Category II: Moderate Evidence \_\_\_\_Category III: Promising Evidence \_\_\_\_Category IV: Theory of Action  
\_\_\_\_Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

### OBJECTIVES (Up to .

1. EOY K-2 Dibels data will demonstrate an increase in students scoring at benchmark from 67% (BOY) to 70% (EOY).
2. By June 2026, our school will raise ELA proficient in grades 3-8 from \_\_\_\_\_ % to \_\_\_\_\_ % through consistent instructional strategies, targeted support, and ongoing progress monitoring.

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Accurate Curriculum Implementation (Accurately address the school's weakness and strengths as identified in the SPS indicators, percent proficient data, and other standardized assessments)				
Guaranteed curriculum checked through lesson plans and walk through observations				
PLCs (Address what and how the curriculum will be taught)	Administration			
Tier I Curriculum Math- Eureka Math <sup>1</sup>	Instructional Leadership Team			
Analyze academic data review process to promote growth among students ( Utilize data when meeting with teachers to determine student progress)	Literacy Coach			
Determine interventions and/or strategies to provide support or enrichment for students and teachers	Teachers			
	Paraprofessionals	August 2025- May 2026	Title I	
Administration				
Zearn(improve math instruction and math achievement)	Instructional Leadership Team			
Utilize core math resources for whole group and small group instruction	Literacy Coach			
Monitor student progress in order to review and improve lessons and interventions	Teachers			
District and School-based Professional Development (Zearn PD)	Paraprofessionals	August 2025- May 2026	Title I	

### Goal 3

**Evidence of Effectiveness:**  Category I: Strong Evidence  Category II: Moderate Evidence  Category III: Promising Evidence  Category IV: Theory of Action (Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

### OBJECTIVES (Up to . . .)

Activity/Strategic	Responsible Person	Start/Completion Date	Estimated Length	Funding
2. proficiency.				

## Part C: Student Support Services

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

## 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	
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<b>PBIS</b>	Administration PBIS Team Faculty/Staff Schoolwide- Students	August 2025-May 2026		
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 2025-May 2026		

**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:

Number of Suspension ISS/OSS

Referral Data

Expulsion Data

Goals for 2025-2026

1 Full implementation of PBIS

2 Reduction in referrals

## 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)**

Wednesday- 9:00 AM

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

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

PLC - ELA

Wednesday – 1:00 PM

Kirsten Boley, K ELA

Laterrica Jackson, 1st Grade ELA

Crary Smith, 2nd Grade ELA

Lashondra Weathersby, 3rd Grade ELA

Kiara Johnson, 4th Grade ELA

Brittany Garrison-Price, 5th & 6th Grade ELA

PLC - Math

Wednesday- 10:00 AM

Briana Washington, K Math

Chrissy Williams, 1st Grade Math

Julis Jason, 2nd Grade Math

Angela Elzy, 3rd Grade Math

Ieshai Meadors, 4th Grade Math

April Miller, 5th & 6th Grade Math

PLC - Science

Wednesday – 11:15 AM

Briana Washington, K Science

Jill Smith, 1st Grade Science

Gabriella Wiley, 2nd Grade Science

Charmayne Wiley, 3rd Grade Science

Kasha McCarty, 4th Grade Science

Mikell Banks, 5th Grade Science

April Miller, 6th Grade Science

PLC - Social Studies

Wednesday – 2:00 PM

Kirsten Boley, K Social Studies

Jill Smith, 1st Grade Social Studies

Gabriella Wiley, 2nd Grade Social Studies

Charmayne Wiley, 3rd Social Studies

Kasha McCarty, 4th Grade Social Studies

Felecia Rogers, 5th Grade Social Studies

Nydia Walker-Sims, 6th Grade Social Studies

### Additional Professional Development

Title

Date/Time

Responsible Person

Intended Outcomes

504 Training	Lartorre Davis	August 2025		
PBIS In-Service	Lartorre Davis/Lashonda Williams	August 2025		
TWR Introduction/Refresher	Lartorre Davis	August 2025- May 2026		
Content Level PD (ELA, Math, Science, Social Studies, Literacy)	Jennett Hunter Lartorre Davis Angela Elzy Shanette Armstrong Chrissy Williams	August 2025- May 2026		
Content Level PD (ELA, Math, Science, Social Studies, Literacy)	Jennett Hunter Lartorre Davis Angela Elzy Shanette Armstrong Chrissy Williams	August 2025- May 2026		
Content Level PD (ELA, Math, Science, Social Studies, Literacy)	Jennett Hunter Lartorre Davis Angela Elzy Shanette Armstrong Chrissy Williams	August 2025- May 2026		
Content Level PD (ELA, Math, Science, Social Studies, Literacy)	Jennett Hunter Lartorre Davis Angela Elzy Shanette Armstrong Chrissy Williams	August 2025- May 2026		

## 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

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 2025- May 2026		
Joint PLCs for 2nd and 3rd Grade Teachers (Expectations from one grade to the other)	ILT Grade Level Teachers Literacy Coach	August 2025- May 2026		
District Sponsored Transition Activities (Science of Reading -K-3rd Teachers)	ILT Grade Level Teachers Literacy Coach Science of Reading Staff District Personnel Elementary Supervisors	August 2025- May 2026		
MLK Jr. High Collaboration 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 2025- May 2026		
MRE OnSite tour of MLK Jr. High School	MLK Principal MLK Assistant Principal MRE Principal MRE ILT MLK Counselor MRE Teachers	August 2025- May 2026		
Wossman High School Feeder School Night	Wossman Principal and Staff MRE Principal and Staff	August 2025- May 2026		

<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:		