



Minnie Ruffin Elementary
Title I Elementary Schoolwide Plan
2025-2026

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

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

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

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

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		Ethnicity					
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

[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

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														
		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						
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									

[illegible][illegible]

[illegible][illegible]

Student Placement Distribution (%)																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Grade	Number of Total Students	Well Below	Below	At Benchmark	Above Benchmark	Number of Students Assessed
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%	

[illegible]

Student Placement Distribution (%)																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

[illegible][illegible]

Student Placement Distribution (%)												
1	2	3	4	5	6	7	8	9	10	11	12	13

[illegible]

4th & 5th High Dosage Tutoring Progress Monitoring Data

Cycle 1 PM 1							
Student Placement Distribution (%)							
Grade	Number of Total Students	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	Number of Students Assessed
4th	22	32%	18%	50%			
5th	36	22%	39%	39%			
Totals							
Cycle 1 PM 2							
Student Placement Distribution (%)							
Grade	Number of Total Students	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	Number of Students Assessed
4th							
5th							
Totals							
Cycle 2 PM 1							
Student Placement Distribution (%)							
Grade	Number of Total Students	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	Number of Students Assessed
4th							
5th							
Totals							
Cycle 3 PM 1							
Student Placement Distribution (%)							
Grade	Number of Total Students	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced	Number of Students Assessed
4th							
5th							
Totals							

1st - 6th

[illegible][illegible][illegible]

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)					

[illegible]

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

[illegible]

Social Studies 2024-2025 LEAP Data

S = Strong M = Moderate W = Weak

[illegible]

[illegible]

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 Strengths		
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	
Areas of Improvement		
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	
Prioritized Needs		
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

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Literate Core 5/Power Up (improve literacy instruction and reading achievement)	Administration			
Utilize core literacy resources for whole group and small group instruction	Instructional Leadership Team			
Monitor student progress in order to review and improve lessons and interventions	Literacy Coach			
District and School-based Professional Development (Science of Reading)	Teachers	August 2025- May 2026		Title I
Accurate Curriculum Implementation (Accurately address the school's weakness and strengths as identified in the SPI 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)				
Tier I Curriculum ELA- Guidebooks, The Writing Revolution, Accelerate Learning				
Tier I Curriculum Science- PhD Science, Great Minds	Administration			
Tier I Curriculum Social Studies- LA Guidebooks, District Resources	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

[illegible]

Parental Engagement Strategy

[illegible][illegible]

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		
		Progress Monitoring		
		Acceleration/RTI – In-school		
Race/Ethnicity/Minority		English Learners		
Tier I Curriculum		Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Acceleration/RTI – In-school		
Progress Monitoring		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 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		PLC - Math		
Wednesday – 1:00 PM		Wednesday- 10:00 AM		
Kirsten Boley, K ELA		Briana Washington, K Math		
Laterrica Jackson, 1st Grade ELA		Chrissy Williams, 1st Grade Math		
Crary Smith, 2nd Grade ELA		Julis Jason, 2nd Grade Math		
Lashondra Weathersby, 3rd Grade ELA		Angela Elzy, 3rd Grade Math		
Kiara Johnson, 4th Grade ELA		Ieshai Meadors, 4th Grade Math		
Brittany Garrison-Price, 5th & 6th Grade ELA		April Miller, 5th & 6th Grade Math		
PLC - Science		PLC - Social Studies		
Wednesday – 11:15 AM		Wednesday – 2:00 PM		
Briana Washington, K Science		Kirsten Boley, K Social Studies		
Jill Smith, 1st Grade Science		Jill Smith, 1st Grade Social Studies		
Gabriella Wiley, 2nd Grade Science		Gabriella Wiley, 2nd Grade Social Studies		
Charmayne Wiley, 3rd Grade Science		Charmayne Wiley, 3rd Social Studies		
Kasha McCarty, 4th Grade Science		Kasha McCarty, 4th Grade Social Studies		
Mikell Banks, 5th Grade Science		Felecia Rogers, 5th Grade Social Studies		
April Miller, 6th Grade Science		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				
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Transition Activities: Select all that apply:				

<input checked="" type="checkbox"/> Pre-School to Kindergarten	<input checked="" type="checkbox"/> Elementary to Middle School	<input checked="" type="checkbox"/> 2nd grade to 3rd grade		
<input type="checkbox"/> Middle School to High School	<input type="checkbox"/> 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 Transistion 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 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 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		

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:		