



2025-2026

Rapides Parish School System
Title I Schoolwide Program Plan

Ruby Wise Elementary School

PK-6
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Louisiana Department of Education: Believe to Achieve – Educational Priorities

State of Louisiana Critical Goals – Louisiana students will:

1. All students will perform on grade level in literacy and numeracy by the end of **3rd grade**. (PK–3rd).
2. Students in **grades 4–8** will be proficient on LEAP in all core content areas, will meet individual growth targets in ELA and Math, and make connections with high school and career opportunities.
3. Students in **grades 8–12** will maximize growth, achieve proficiency, and thrive with effective support on their chosen path to on-time graduation.

Focus on LEAP exams and national/state identified assessments to accelerate towards college, career, and/or service readiness.

District Vision and Mission Statement

Vision: RPS are relentlessly committed to providing a supportive and innovative educational system that engages our community, empowers individuals, and elevates our people to their maximum potential.

Mission: Rapides parish Schools will increase the number of students meeting proficiency in all reportable categories by 10%

School Vision and Mission Statement

Vision: *The vision of RWE is to create a nurturing culture of inquiry that will prepare and motivate our students to be lifelong learners by empowering them through real-world learning and leadership opportunities while instilling core values of honesty, respect, compassion, and perseverance so they can elevate their path to meet their full potential.*

Mission: *Ruby Wise Elementary will provide instruction and support to meet the needs of diverse learners in our school community. To educate every student with respect - maximizing their strengths and talents, honoring their beliefs, and working collaboratively to overcome their challenges.*

District Assurance

- I hereby certify that this plan is 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 this plan.
- I certify that this plan contains the ten required components as mandated by No Child Left Behind Act of 2001, Title I, Improving the Academic Achievement of the Disadvantaged, Public Law 107-110, Section 1114, Schoolwide Programs, (b)(1):
 - (Component 1): Evidence of the use of a comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described in Section 1111(b)(1),
 - (Component 2): Schoolwide reform strategies that (a) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement as described in Section 1111(b)(1)(D), and (b) use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, and include strategies for meeting the educational needs of historically underserved populations,
 - (Component 3): Evidence of certification/highly qualified,
 - (Component 4): Evidence of high quality and ongoing professional development for teachers, principals, and paraprofessionals (and, if appropriate, other stakeholders) which is aligned with assessed needs.
 - (Component 5): Strategies to attract high-quality certified teachers to high-needs schools,
 - (Component 6): Strategies to increase parental involvement,
 - (Component 7): Plans for assisting preschool children in the transition from early childhood programs to elementary school programs,
 - (Component 8): Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program,
 - (Component 9): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance which shall include measures to ensure those students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance, and
 - (Component 10): Coordination and integration of Federal, State, and local services and programs.
- I further certify that the information in this assurance is true and correct to the best of my knowledge.

School Name: _Ruby Wise Elementary _____

Principal	Date
Title I Chairperson	Date
District Title I Coordinator	Date
Deputy Assistant Superintendent of School Improvement	Date
Superintendent or Designee	Date

SWP Committee Members/Leadership Team

Name	Position	Email Address
Tera LaPrarie	Principal	tera.laprarie@rpsb.us
Elizabeth Wiggins	Assistant Principal	elizabeth.wiggins@rpsb.us
Tina Simmons	Title I Chairperson/504/SPED Teacher	tina.simmons@rpbs.us
Sarah Adams	Teacher	sarah.adams@rpsb.us
Gabrielle Kendrew	Teacher	gabrielle.kendrew@rpsb.us
Renee Peart	Specials Teacher/RTI and DIBELS Coordinator	renee.peart@rpsb.us
Jenise Mertens	District Title I Coordinator	jenise.mertens@rpsb.us
Soontharee Deepprapan	Parent	Soninter@hotmail.com
Marie Klein	Parent	mariechristine218@yahoo.com
A.K.	Student	
Meeting Schedule: SWP Committee Meeting Schedule: Initial Planning and Development of SWP: 8.27.2025 at 2:00 PM Mid Year Review and Update: 1.7.2026 at 2:00 PM End of Year Review and Reflection: 5.20.2026 at 2:00 PM		

School: Ruby Wise Elementary

SPS 98.8

Letter Grade A

Check all that apply (verify with principal):

CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools

Schools that have a graduation rate less than 67%

UIR - Academic - Urgent Intervention Required for Academics:

Schools earned a score for one or more student groups that is equivalent to an “f” for at least two years

Economically Disadvantaged

Hispanic/Latino

Black

White

Students with Disabilities

English Learners

Two or more Races

UIR - Discipline - Urgent Intervention Required for Discipline:

Process of key performance and instructional data.

Table A: For elementary/middle school, identify the indexes for ELA, math, science, social studies, and all subjects assessment index for each testing grade.

Table B: For high school, identify performance proficiencies, composites, rates, and indexes for each component area.

Discuss successes/challenges.

Set goals and create SWP.

Table A: Elementary/Middle School Data

Grade	ELA Index		Math Index		Science Index		Social Studies Index		All Subjects Assessment Index	
	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024
3	95.8	83.9	86.4	66.7	78.1	73.4	69.8	—	86.8	74.6
4	92.1	95.3	87.1	80.6	87.1	98.3	81.5	—	88.8	91.4
5	89.1	83.5	76.1	64.9	101.3	88.0	93.0	—	88.8	78.8
6	103.6	78.1	80.2	67.5	78.4	60.2	81.3	—	87.4	68.6
Grades 3 to 8	94.8	85.4	82.4	69.9	86.7	80.1	81.6	—	88.2	78.5

Link QDR Here:

1.1. Family and Stakeholder Engagement

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Response:

Our parent representatives attended an afternoon meeting in May to discuss EOY data and needs they feel needed to be addressed for the upcoming year. They discussed raising money for various projects at school, having work days, using the VIPs more throughout the year and in what capacity they feel the group would be able to assist. We also discussed a different structure for Open House that will be more informational and beneficial for all parties instead of a meet and greet. We are moving forward with this Open House plan and will do a survey following the new structure to get parent/community input.

LEAP data has been analyzed and disaggregated amongst faculty. LEAP data will be provided to students and parents during open house.

ELPT scores resulted in 1 of our 2 students scoring in the proficient range, while the other student was progressing. Both of these students were new to Ruby and to the ESL program. We communicate with these parents through informational letters pertaining to testing as well as, practice materials provided by our EL teacher.

DIBELS scores were shared with parents after the BOY, MOY, and EOY assessment. Along with these scores we provided a “How to” letter explaining how to read the results and what the results meant. Those students below and well below received a IAIP plan which was discussed with the parents. Due to parent requests, we provided after school tutoring in literacy. 3rd grade parents were informed after each testing session about their child’s status as it pertained to Act 422. We provided after school tutoring and conferences with these parents and students to ensure their success. No student will be retained due to Act 422!

Restructuring of our Open House process is being worked on to be more informational and less a meet and greet. This structure came about from parent feedback and the need to communicate changes coming from the District level that affects them and their children - Act 422 (DIBELS), Act 324 (Behavior Tracking), Act 400 (Disruptive Behaviors), Truancy, etc.

Parents have expressed wanting to be involved; however due to work schedules within our community, it is difficult for them to attend. Zoom meetings are being considered as a possible solution to include more parent involvement and feedback. Parent advisors were chosen based on our demographics and ethnicity of our student population and community. These parents were contacted by administration to be a part of our team to help excel Ruby Wise and bridge the gap between our school and community. Parental input from last year expressed a need for better understanding of school procedures overall. As a result, the open house process was reevaluated and improved to provide an all-inclusive experience. Procedural details from the school office, individual teachers, transportation services, and exceptional student services were provided in an organized, rotational format. Increased Family Engagement Opportunities were also a reflecting point from parents who expressed a desire for more opportunities to be involved in their child’s learning. In response, we added a “VIP” component to our school. Flyers were distributed at open house to encourage parents to sign up for the new club to become more engaged with activities throughout the school year.

Data Comprehensive Needs Assessment- Data Collection

1.2. Comprehensive Needs Assessment

- Strengths and Weaknesses are derived from cognitive student data: the “**what**.” Strengths and weaknesses determine areas of focus that lead to goals objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the “**why**.” Contributing Factors determine selected strategies that lead to specific implementation activities (the Action Plan)

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in [Believe to Achieve: Educational Priorities](#), e.g. *percentage of students on or above grade level in literacy by subgroup*.

Based on the results of the needs assessment, list the school’s priorities.

Response:

- We will develop a more indepth CNA to address stakeholders concerns following our BOY survey.
- Focus areas will be targeting the bottom 25% of the student population in each reportable category on the LEAP test, along with the weaknesses in each content area's sub-categories.
- A weakness in DIBELS performance was in the subcategory of Oral Reading Fluency. We believe this occurred due this sub-test being a timed test of one minute. Our accuracy is up in correlation to ORF, which tells us our students can read efficiently just not to the speed required to be considered a proficient reader in each grade level..

DIBELS			
	2023-2024 EOY	2024-2025 EOY	Growth
Kindergarten	64%	78%	14%
1st grade	66%	82%	16%
2nd grade	74%	90%	16%
3rd grade	37%	70%	33%
Average Proficiency	60%	80%	20%

iReady Math							
Grade	23-24 EOY Proficiency	24-25 EOY Proficiency	Growth iReady	Met 24-25 iReady Goal of 10%	iReady Projected Proficiency	LEAP Proficiency	Goals for iReady 25-26 (10%)

	on or above grade level on 5-Level Proficiency						
Kindergarten	71%	79%	8%	Exceeded	—	—	87%
1st grade	45%	54%	9%	Exceeded	—	—	60%
2nd grade	56%	62%	6%	Met	—	—	68%
3rd grade	60%	70%	10%	Exceeded	62%	63%	77%
4th grade	74%	77%	3%	Did not meet	65%	67%	85%
5th grade	61%	79%	18%	Exceeded	61%	50%	87%
6th grade	50%	62%	12%	Exceeded	42%	56%	68%

iReady ELA							
Grade	23-24 EOY Proficiency	24-25 EOY Proficiency	Growth iReady	Met 24-25 iReady Goal of 10%	Projected iReady Proficiency	LEAP Proficiency	Goals for iReady 25-26 (10%)
	on or above grade level on iReady 5-Level Placement						
Kindergarten	50%	81%	31%	Exceeded	—	—	90%
1st grade	57%	77%	20%	Exceeded	—	—	85%
2nd grade	77%	81%	4%	Did not meet	—	—	90%
3rd grade	75%	81%	6%	Did not meet	65%	69%	90%
4th grade	68%	54%	-14%	Did not meet	58%	65%	60%
5th grade	49%	61%	12%	Exceeded	64%	70%	68%

6th grade	42%	62%	20%	Exceeded	73%	80%	69%
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Grade Level	Ave. Daily Attendance
Prek	95.7%
K	95.8%
1st	94.2%
2nd	96.2%
Average	95.5%

Grade Level	Ave. Daily Attendance
3rd	95.3%
4th	95.6%
5th	95.7%
6th	95.4%
Average	95.5%

Data Comprehensive Needs Assessment: Goal

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. K-3 DIBELS proficiency and growth	District Data Reports and DIBELS Results
2. iReady Math all grade levels had at least a 3% growth on the end of the year diagnostic proficiency.	iReady Reports and Portal
3. iReady Reading all grade levels grew except 4th grade on the end of the year diagnostic proficiency.	iReady Reports and Portal
4. Math LEAP proficiency grew in all grade levels. 18 pt growth	LEAP

Strengths Contributing Factors- (Narrative) -

DIBELS, iReady Math, iReady Reading, and Math LEAP

K-2 had a very strategic RTI program to fit each child's skill level which contributed to the high percentage of proficiency and growth those grade levels saw. Teachers and paras were trained in the IL materials and how to use these materials for the various skills. Students were broken into small groups for individual needs to be met according to their IL benchmark skills assessments and DIBELS progress monitoring. Those students who met Tier III intervention status, were pulled by either our specials teachers and/or our high dosage tutor Ms. Val.

3rd, 5th, and 6th grades iReady data shows the most proficiency and growth, however, all grade levels did see at least a 3% growth in math proficiency. The contributing factor to this is the experience and consistency amongst the teachers in that grade level. These grade levels consistently utilized the various aspects of their curriculums such as, iReady myPath, standards mastery assessments, curriculum ppts, etc. They analyzed data weekly to make adjustments to instructional purposes and then knew what skills were needed for interventions.

5th grade math showed the highest growth with iReady amongst the testing grade levels. This growth was established through our coaching cycles with this teacher, as well as the implementation of standard level descriptors and our school-wide writing strategy to increase the rigor within the understanding of the content. This grade level utilized and maintained consistent use of iReady myPath for all students. The use of the myPath to help close the learning gap for students by allowing them to work on skills they had not yet mastered as well as, pushing the proficient students to work above grade level.

The writing component is now extremely important since 1-4 questions on the LEAP assessment is writing. We also used a very structured RTI program to close the gaps instructionally for our students in all core areas. Through these two programs on campus, we were able to focus on students' needs.

Kindergarten, 1st, and 6th grade exhibited the most growth in proficiency in iReady Reading. All grade levels showed proficiency growth except 4th grade. The growth exhibited in these grades and subject areas were established through the use of AR, RTI, and writing block. AR was tracked and mandatory for our students. Goals were set and monitored regularly to ensure students were reading on grade level by the time the EOY came around. This growth was established through the use of a writing block in all core areas that focused on skills needed to be successful and reach mastery level in the writing component.

Math LEAP proficiency grew in all grade levels. There was an 18pt growth across 3rd-6th math proficiency. This was due to the attention to standards and specific RTI that took place around students' needs.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Oral Reading Fluency (DIBELS)	District Data Reports and DIBELS Results

2. 4th grade EOY iReady Diagnostics	iReady Reports and Portal
3. ELA in grades 4th and 5th Science 6th grade	LEAP Reports

Part IIb: Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

Weaknesses Contributing Factors- (Narrative) -
Oral Reading Fluency of the DIBELS assessment was our weakest subcomponent. This shows our students have all the foundational skills needed leading up to ORF on Scarborough's Reading Rope for literacy skills. Now our focus needs to be becoming more fluent in our reading skills and comprehending what we are reading. This will lead to a deeper understanding of the content in each passage which is critical as students move into 3rd grade. Our students have the foundational skills to be good readers, however with the test being a time test of only 1 minute, we have to become more fluent in our sight words to increase our readability to surpass our goal for one minute reading. 4th grade was our lowest “achieving” grade in proficiency for EOY math and ELA iReady Diagnostic assessments. These students entered at an extremely low reading and math level as third graders. We have had to really focus on growth and development with this grade level. These students' average reading level starting third grade in 2023-2024 was a kindergarten level. At this point our focus with this group was phonics and RTI to fill the necessary gaps. This process continued for the 2024-2025 school year. We know their foundational skills are weaker than the other grade levels on our campus. Some of our instructional time is used to fill gaps and teach those foundational skills so hopefully over time, we will see their proficiency increase and their growth targets being met. We also targeted these groups for necessary accommodations and interventions for them to have academic success. ELA in grades 4th and 5th grade both saw growth in proficiency, but it was minimal. The teacher in 4th grade was a veteran teacher; however it was her first year in 4th grade ELA. The transition to this grade level from 6th grade content may have contributed to the minimal growth along with the students reading ability. These students entered at an extremely low reading and math level as third graders. We have had to really focus on growth and development with this grade level. These students' average reading level starting third grade in 2023-2024 was a kindergarten level. At this point our focus with this group was phonics and RTI to fill the necessary gaps. This process continued for the 2024-2025 school year. We know their foundational skills are weaker than the other grade levels on our campus. Some of our instructional time is used to fill gaps and teach those foundational skills so hopefully over time we will see their proficiency increase and their growth targets being met. We also targeted these groups for necessary accommodations and interventions for them to have academic success.

5th grade ELA also saw minimal growth. However, this teacher went on extended medical leave for more than half the year so to see any growth is a testament to our long term sub and the team that continued to pour into this classroom and instruction so the students did not miss out on viable learning. We have hired a new teacher for this position to hopefully fill the gaps that have been created with the inconsistency of this classroom employment.

Action Plan - Activities indicated should address all subgroups and both objectives. Must have 2 objectives. (Rows may be added.)

School GOAL:	As a school, we will increase student proficiency by 10% in each of the reportable categories.						
State Goal:	Ruby Wise will increase student proficiency by 10% in each of the reportable categories to improve our SPS.						
OBJECTIVES:			DESIRED OUTCOMES:				
1.1	Ruby Wise will implement Tier I instruction with fidelity while teaching to the proficiency level of each standard to increase student proficiency.		Ruby Wise will increase student proficiency by 10% in all reportable categories.				
1.2	Ruby Wise will implement daily interventions and additional Tier II and Tier III instruction to fill necessary learning gaps and increase student growth and proficiency.		Ruby Wise will meet individual student needs to close the learning gaps that have occurred to ensure the lowest achieving students (lowest 25%), have access to instructional needs to show at least one year's growth according to data or one level growth according to reportable assessment results, and/or reach proficiency. 80% of the targeted student population will meet one, if not more of the data assessment growth measurement targets.				
Activities of Action Plan		Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness	Documentation in Google Classroom
A thoughtful, student driven master schedule is developed and implemented so that teachers have a common planning period for TCMs, certified teachers are in their content area, and to maximize instructional time.		LaPrarie/Wiggins	District and School Funds	June-May	Master Schedule Agendas School-based PLCs	Improving LEAP results in all core classes.	TCM agenda Schedules
All grade levels and content areas will use CFA, interim(s), and/or benchmark		Wiggins	District and	August-May	Agendas Lesson Plans	Meeting growth targets throughout the year.	Data reports

assessments to monitor student progress.		School Funds		Assessment Reports		
Teachers will use Tier I curriculum, along with high quality assessments to collect and analyze data to make informed decisions.	LaPrarie/Wiggins	District Funds	August-May	Lesson Plans Data Reports	Analyzing data to identify student needs as the year goes.	Lesson Plans TCM Agendas
Students with disabilities will have on grade level instruction from certified teachers with their peers through the use of embedded supports. Students will receive individualized support based on their IEPs.	Wiggins/Simmons	District Funds	August-May	Master Schedule IEPs	Analyzing data to identify student needs as the year goes.	IEP Plans SBLC Agendas Data Reports
Teachers will use a school-wide writing strategy in all grade levels and content areas to increase understanding and application of the standards to the mastery and above level descriptors.	LaPrarie/Wiggins	School Funds	August-May	Lesson Plans Agendas Student Samples	student writing samples showing student growth. These results develop our targeted rti calendar.	Writing Progression Data
Students will have embedded daily RTI based on individual needs/skills aligned to standards and analyzed data. Tier II and Tier III RTI will be provided throughout each week to those who fall into this category through the use of Ruby personnel and/or HDT.	ILT	School District Funds	August-May	RTI grouping schedule Data Reports for Growth	student writing samples showing student growth. These results develop our targeted rti calendar.	Tier III Data Tier III Schedule HDT Spreadsheet

2025-2026 ELEMENTARY/MIDDLE SCHOOL GOALS

DOMAIN	GOAL(S)		ACTION	PERSON RESPONSIBLE	Documentation in Google Classroom
ELA	K 1st 2nd	Grades K-2 ELA EOY '25 proficiency will increase from 80% to 88%.	TCM: Weekly PLC meetings will be held to analyze student work samples and assessment data to drive intentional instructional practices ensuring student and teacher growth.	ILT Team Wiggins/Yancey Grade Level ELA Teachers	TCM agenda RTI schedule Data reports
	3rd 4th 5th 6th	Grades 3-6 ELA will increase from 71% to 78%.	RTI: Students will have daily RTI embedded into their daily schedules to target learning gaps within content and skill needed for individualized growth. RTI groups will continuously update based on analyzed data and student performance on content/skill assessments.		
			Instruction and Assessment: Teachers will use Tier I instructional curriculum to guide daily classroom instruction. Students will receive grade level instruction aligned to proficiency and/or condition of the standard(s) within their grade level. Assessments administered will be aligned to level/rigor of standards and expectations to reach the students maximum potential. Student-Teacher goal setting conferences will be conducted quarterly to obtain student buy-in for their learning and performance.		
Math	K 1st 2nd	Grades K-2 Math EOY '24 will increase from 65% to 72%.	TCM: Weekly PLC meetings will be held to analyze student work samples and assessment data to drive intentional instructional practices ensuring student and teacher growth.	ILT Team LaPrarie/Simmons Grade Level Math Teachers	TCM agenda RTI schedule Data reports

	3rd 4th 5th 6th	Grades 3-6 Math 2021r3 will increase from 59% to 65%.	RTI: Students will have daily RTI/small group instruction embedded into their daily schedules to target learning gaps within content and skill needed for individualized growth. RTI groups will continuously update based on analyzed data and student performance on content/skill assessments.		
			Instruction and Assessment: Teachers will use Tier I instructional curriculum to guide daily classroom instruction. Students will receive grade level instruction aligned to proficiency of the standards within their grade level. Assessments administered will be aligned to level/rigor of standards and expectations to reach the students maximum potential. Student-Teacher goal setting conferences will be conducted quarterly to obtain student buy-in for their learning and performance.		
Science	3rd 4th 5th 6th	Grades 3-6 will increase from 56% to 62%.	TCM: Weekly PLC meetings will be held to analyze student work samples and assessment data to drive intentional instructional practices ensuring student and teacher growth.	ILT Team LaPrarie/Adams Grade Level Science Teachers	TCM agenda RTI schedule Data reports
			RTI: Students will have daily RTI embedded into their daily schedules to target learning gaps within content and skill needed for individualized growth. RTI groups will continuously update based on analyzed data and student performance on content/skill assessments.		
			Instruction and Assessment: Teachers will use Tier I instructional curriculum to guide daily classroom instruction. Students will receive grade level instruction aligned to proficiency of the standards within their grade level. Assessments administered will be aligned to level/rigor of standards and expectations to reach the students maximum potential. Student-Teacher goal setting conferences will be conducted quarterly to obtain student buy-in for their learning and performance. Supplementary materials will be provided with IXL.		
Social Studies	3rd 4th	Grades 3-6 will increase 40% (86	PLC:	ILT Team	TCM agenda RTI schedule

	5th 6th	students) to 50% (108 students.)	Weekly PLC meetings will be held to analyze student work samples and assessment data to drive intentional instructional practices ensuring student and teacher growth. RTI: Students will have daily RTI embedded into their daily schedules to target learning gaps within content and skill needed for individualized growth. RTI groups will continuously update based on analyzed data and student performance on content/skill assessments. Instruction and Assessment: Teachers will use Tier I instructional curriculum to guide daily classroom instruction. Students will receive grade level instruction aligned to proficiency of the standards within their grade level. Assessments administered will be aligned to level/rigor of standards and expectations to reach the students maximum potential. Student-Teacher goal setting conferences will be conducted quarterly to obtain student buy-in for their learning and performance. Supplementary materials will be provided with IXL.	Wiggins/Bass Grade Level SS Teachers	Data reports
Accelerated Reader	100% student participation in the AR program and quarterly goals met.		All students will be administered the STAR test BOY and MOY to determine eligibility to participate in the accelerated reading program. Library will be open daily before and after school to ensure students have access to literacy materials aligned to their ZPD/goals. Library literacy instruction will occur once a week during the specials rotation. Rewards will be given to students who meet their quarterly AR goals. Conferences will be held to encourage and monitor student growth within the AR program.	ILT Team Peart Grade Level ELA Teachers	AR Reports
Student Attendance	Lower daily student absenteeism by 10% through our truancy tracking and meeting system.		Student attendance will be tracked using the district-wide truancy policy. Parent contact will be made once students reach the truancy threshold (3 days) to ensure students attend regularly.	ILT Team LaPrarie/Sanders	OnCourse reports
Teacher Attendance	95% teacher attendance rating		Teacher attendance will be monitored monthly using the district attendance tracking system. Monthly rewards will be given to teachers who have perfect attendance.	ILT Team Wiggins/Sanders	Attendance tracking system/ALIO

Behavior/PBIS	Hold quarterly house meetings and competitions to decrease daily minor behavior referrals by 10%. Which will in return decrease the overall major referrals being written.	Monthly school-wide targets of expectations will be set for students to compete within their house system. Targets will be aligned to school mission, vision, and goals to increase proficiency and growth in all reportable categories.	GRIT Committee Kendrew Adams Bass	
		Quarterly competitions and pep rallies will be held to create student buy-in and excitement to increase school culture.		
Parental/Community Involvement	Increase stakeholder involvement at PTO meetings by increasing participation by 20%.	Change the format of parent meetings by giving a virtual option to participate due to our population being working parents.	VIP Committee Kendrew/Adams	
		Create a stakeholder "club" to increase stakeholder buy-in. VIP VIP = Very Important Parents Committee		

1.3. Strategies for Improvement

Provide a description of schoolwide strategies that the school is implementing to: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 4) include interventions and strategies to increase student achievement underperforming subgroups. Be sure to address all four strategies and identify the **Believe to Achieve: Educational Priorities** the school will target in the narrative.

Content Area(s): Math	
Objective(s):	- Ruby Wise will increase student proficiency by 10% in reportable categories. - Kinder will increase student proficiency from 79% to 83%. 1st grade will increase student proficiency from 54% to 59%. 2nd grade will increase student proficiency from 62% to 68%. 3rd grade will increase student proficiency from 69% to 76%. 4th grade will increase student proficiency from 69% to 76%. 5th grade will increase student proficiency from 65% to 72%. 6th grade will increase student proficiency from 70% to 77%. - Ruby Wise will meet individual student needs to close the learning gaps that have occurred to ensure the lowest achieving students (lowest 25%), have access to instructional needs to show at least one year's growth according to data or one level growth according to reportable assessment

	results, and/or reach proficiency. 80% of the targeted student population will meet one, if not more of the data assessment growth measurement targets. (See charts below for grade specific data and goals)		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Guaranteed and viable curriculum (what will be taught): iReady Curriculum	Walk-throughs CFA, interim, and LEAP assessment results	iReady Curriculum Computers for iReady instructional resources such as MyPath, Fluency Flight, Diagnostic assessments, etc. Funding: District and Title I Funding Source Cost: computers	
Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs): Teachers will use level descriptors along with grade level standards to ensure instruction is being taught to the mastery and advance level. All students will be taught to grade level expectations. Teachers will use the iReady resources such as ppts, assessments, workbooks, etc for instructional and RTI purposes. MyPath will be used by students for individualized instruction.	Lesson Plans PLCs agendas Data analysis Coaching Cycles iReady Reports LEAP data QDR tracker	iReady Curriculum Computers for program and instructional purposes. LDOE standards and level descriptors PD if needed for teachers who are not mastering the content and strategies needed for student growth and proficiency. Tutoring Funding: District and School Funding Source Cost: Teacher Tutoring Stipend	

This part of the program will ensure students are being exposed to content to close learning gaps and/or content to deepen their understanding. iReady reports will be used to determine students weaknesses to formulate an RTI program to meet the students needs and provide growth and increase proficiency.			
Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration): All students will participate in daily RTI based on needed skill, standard, and/or weakness. RTI will be data driven from assessments and progress monitoring programs provided by the state and district. Tier III instruction will be provided for the lowest 25% of students in each grade level and content area through the use of innovative scheduling. SPED teachers will be pushed into the classrooms to ensure all students are receiving grade level content. SPED teachers will provide small group instruction and accommodations based on individual IEPs. Enrichment activities will be provided through specials time, after school clubs/organizations, outside partnerships, and during instructional time through our scheduling methods.	PLC Agendas iReady Data Reports Progress Monitoring Reports LEAP data QDR Tracker Attendance Records	iReady Curriculum Computers for curriculum resources and student resources/programs Robotics Program/STEM Classroom Funding: District and School Funding Sources, StarBase STEM 2.0 Program Funding Cost: STEM Room - unit materials/activities, Promethean Board, tables and chairs	

Content Area(s): ELA

Objective(s):	3. Ruby Wise will increase student proficiency by 10% in reportable categories. • Kinder will increase student proficiency from 78% to 86%. • 1st grade will increase student proficiency from 78% to 86%. • 2nd grade will increase student proficiency from 82% to 90%. • 3rd grade will increase student proficiency from 63% to 69%. • 4th grade will increase student proficiency from 63% to 69%. • 5th grade will increase student proficiency from 67% to 77%. • 6th grade will increase student proficiency from 50% to 55%. 4. Ruby Wise will meet individual student needs to close the learning gaps that have occurred to ensure the lowest achieving students (lowest 25%), have access to instructional needs to show at least one year's growth according to data or one level growth according to reportable assessment results, and/or reach proficiency. 80% of the targeted student population will meet one, if not more of the data assessment growth measurement targets. (See charts below for grade specific data and goals)		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Guaranteed and viable curriculum (what will be taught): Imagine Learning K-2, Guidebooks 3-6th	Walk-throughs CFA, interim, and LEAP assessment results	iReady Curriculum,IL, Guidebook Computers for iReady instructional resources such as MyPath, No Red Ink, booster path, and Diagnostic assessments, etc. Teacher Tutoring Stipend Funding: District and Title I Funding Source Cost: i-Ready Reading Curriculum \$7350	
Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs): Teachers will use level descriptors along with grade level standards to ensure instruction is being taught to the mastery and advance level. All students	Lesson Plans PLCs agendas Data analysis Coaching Cycles Reports LEAP data QDR tracker	iReady Curriculum, IL, Guidebook Computers for program and instructional purposes. LDOE standards and level descriptors PD if needed for teachers who are not mastering the content and strategies needed for student growth and proficiency. Funding: District, Title I and School Funding	

will be taught to grade level expectations. Teachers will use the Guidebook/IL resources such as ppts, assessments, workbooks, etc for instructional and RTI purposes. MyPath/Booster will be used by students for individualized instruction. This part of the program will ensure students are being exposed to content to close learning gaps and/or content to deepen their understanding. Reports will be used to determine students weaknesses to formulate an RTI program to meet the students needs and provide growth and increase proficiency.		Source Cost: Teacher Tutoring Stipend	
Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration): All students will participate in daily RTI based on needed skill, standard, and/or weakness. RTI will be data driven from assessments and progress monitoring programs provided by the state and district. Tier III instruction will be provided for the lowest 25% of students in each grade level and content area through the use of innovative scheduling. SPED teachers will be pushed into the classrooms to ensure all students are receiving grade level content. SPED teachers will provide small group instruction and accommodations based on individual IEPs. Enrichment activities will be provided through specials time, after school clubs/organizations, outside partnerships, and during instructional time through our scheduling methods.	PLC Agendas Reports Progress Monitoring Reports LEAP data QDR Tracker Attendance Records	iReady Curriculum, Guidebooks, IL Computers for curriculum resources and student resources/programs Renaissance Program Funding: District, Title I, and School Funding Sources Cost: Library - additional books, furniture	

Content Area(s): Science

Objective(s):	5. Ruby Wise will increase student proficiency by 10% in reportable categories. • 3rd grade will increase student proficiency from 46% to 51%. • 4th grade will increase student proficiency from 46% to 51%. • 5th grade will increase student proficiency from 54% to 60%. • 6th grade will increase student proficiency from 73% to 80%. 6. Ruby Wise will meet individual student needs to close the learning gaps that have occurred to ensure the lowest achieving students (lowest 25%), have access to instructional needs to show at least one year's growth according to data or one level growth according to reportable assessment results, and/or reach proficiency. 80% of the targeted student population will meet one, if not more of the data assessment growth measurement targets. (See charts below for grade specific data and goals)		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Guaranteed and viable curriculum (what will be taught): Amplify Curriculum	Walk-throughs CFA, interim, and LEAP assessment results	Amplify Curriculum Computers, IXL, Diagnostic assessments, etc. Funding: Title I and District Funding Source Cost: IXL - Computers -	
Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs): Teachers will use level descriptors along with grade level standards to ensure instruction is being taught to the mastery and advance level. All students will be taught to grade level expectations. Teachers will use the Amplify resources such as ppts, assessments, workbooks, etc for instructional and RTI purposes. District assessment reports will be used to determine students weaknesses to formulate an RTI program to meet the students needs and provide growth and increase proficiency.	Lesson Plans PLCs agendas Data analysis Coaching Cycles Reports LEAP data QDR tracker	Amplify Curriculum Computers for program and instructional purposes. LDOE standards and level descriptors PD if needed for teachers who are not mastering the content and strategies needed for student growth and proficiency. IXL ABC books aligned to Amplify Curriculum Tutoring Funding: District, Title I and School Funding Source Cost: IXL Teacher Tutoring Stipend	

Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration): All students will participate in daily RTI based on needed skill, standard, and/or weakness. RTI will be data driven from assessments and progress monitoring programs provided by the state and district. Tier III instruction will be provided for the lowest 25% of students in each grade level and content area through the use of innovative scheduling. SPED teachers will be pushed into the classrooms to ensure all students are receiving grade level content. SPED teachers will provide small group instruction and accommodations based on individual IEPs. Enrichment activities will be provided through specials time, after school clubs/organizations, outside partnerships, and during instructional time through our scheduling methods.	PLC Agendas Reports LEAP data QDR Tracker Attendance Records	Computers for curriculum resources and student resources/programs Robotics Program/STEM Classroom Funding: District, Title I and School Funding Sources, StarBase STEM 2.0 Program Funding Cost: STEM Room - unit materials/activities, Promethean Board, tables and chairs	
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Content Area(s): Social Studies	
Objective(s):	7. Ruby Wise will increase student proficiency by 10% in reportable categories. ● 3rd grade will increase student proficiency from 37% to 47%. ● 4th grade will increase student proficiency from 52% to 62%. ● 5th grade will increase student proficiency from 68% to 78%. ● 6th grade will increase student proficiency from 51% to 61%. ● Overall growth will increase student proficiency from 52% to 62%. 8. Ruby Wise will meet individual student needs to close the learning gaps that have occurred to ensure the lowest achieving students (lowest 25%), have access to instructional needs to show at least one year's growth according to data or one level growth according to reportable assessment results, and/or reach proficiency. 80% of the targeted student population will meet one, if not more of the data assessment growth measurement targets. (See charts below for grade specific data and goals)

	<table><tr><th>Grade</th><th>Lowest 25% Student Count</th><th>80% of Lowest 25% to meet growth target (Goal)</th></tr><tr><td>3rd</td><td>14 Students</td><td>12 Students</td></tr><tr><td>4th</td><td>14 Students</td><td>12 Students</td></tr><tr><td>5th</td><td>14 Students</td><td>12 Students</td></tr><tr><td>6th</td><td>14 Students</td><td>12 Students</td></tr></table>			Grade	Lowest 25% Student Count	80% of Lowest 25% to meet growth target (Goal)	3rd	14 Students	12 Students	4th	14 Students	12 Students	5th	14 Students	12 Students	6th	14 Students	12 Students
	Grade	Lowest 25% Student Count	80% of Lowest 25% to meet growth target (Goal)															
	3rd	14 Students	12 Students															
	4th	14 Students	12 Students															
	5th	14 Students	12 Students															
	6th	14 Students	12 Students															
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom															
Guaranteed and viable curriculum (what will be taught): Bayou Bridges	Walk-throughs CFA, interim, and LEAP assessment results	Bayou Bridges Curriculum Funding: District Funding Source Cost:																
Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs): Teachers will use level descriptors along with grade level standards to ensure instruction is being taught to the mastery and advance level. All students will be taught to grade level expectations. Teachers will use the Bayou Bridges resources such as slide decks, assessments, worksheets, student readers, etc for instructional and RTI purposes. District assessments will be used to determine students weaknesses to formulate an RTI program to meet the students needs and provide growth and increase proficiency.	Lesson Plans PLCs agendas Data analysis Coaching Cycles Reports LEAP data QDR tracker	Computers for program and instructional purposes. LDOE standards and level descriptors PD if needed for teachers who are not mastering the content and strategies needed for student growth and proficiency. ABC books aligned to Bayou Bridges curriculum Tutoring Funding: District, Title I and School Funding Source Cost: Teacher Tutoring Stipends																
Interventions and strategies to increase student	PLC Agendas	Computers for curriculum resources and student																

achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration): All students will participate in daily RTI based on needed skill, standard, and/or weakness. RTI will be data driven from assessments and progress monitoring programs provided by the state and district. Tier III instruction will be provided for the lowest 25% of students in each grade level and content area through the use of innovative scheduling. SPED teachers will be pushed into the classrooms to ensure all students are receiving grade level content. SPED teachers will provide small group instruction and accommodations based on individual IEPs. Enrichment activities will be provided through specials time, after school clubs/organizations, outside partnerships, and during instructional time through our scheduling methods.	Reports LEAP data QDR Tracker Attendance Records	resources/programs Funding: District and School Funding Sources Cost:	
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1.4. Student Support Services

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 and address applicable **Believe to Achieve: Educational Priorities**.

Student Support Services			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Through the use of our behavioral strategists, a Tier III behavioral group has been set up. These students meet weekly for competitive activities to	Goal Sheets Meeting Agendas/Attendance Sheets Behavior and Attendance Reports	Activity Materials Activity and Goal Rewards Field Trip	

build relationships and work on individual behaviors. From these groups the students set goals and obtain their goal sheets for the next week. Truancy will be tracked to identify those at risk students. Strategies will be placed to increase attendance and students will be placed in interventions to help fill the instructional gaps from their poor attendance. Students in the 5th grade will participate in a DARE program to increase student awareness about the dangers of peer pressure, substance abuse, and cyberbullying.		Funding: District, JBL Funding and School Funding Cost:	
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1.5. Student Opportunities

Provide a description of schoolwide improvement strategies that 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 (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable [Believe to Achieve: Educational Priorities](#).

Student Opportunities			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Students will have the opportunity to participate in various classes, clubs, and organizations. Some being STEM 2.0, 4H, BETA, Science Club, Art Club, athletic teams, etc. We will provide opportunities for our students	Student Participation	Materials for activities Field Trips Screeners Funding Source: District, Title I, School Funding Cost:	

through partnerships with our local companies and businesses. Gifted and Talented screeners will be provided to determine eligibility for these opportunities.			
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1.6. Multi-Tiered Systems of Support (MTSS) for Behavior

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in **Believe to Achieve: Educational Priorities**, including **coordinated early intervening services** (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.

Multi-Tiered Systems of Support for Behavior			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Students will be divided into a four house system that represent the attributes of a successful student and community leader. This system is focused on addressing the whole child by reinforcing positive behavior, performance expectations, and attendance. We utilize the house system in grades K through 6 to foster the sense of belonging, together, inclusion, and unity. All successes are celebrated.	House Point Calculator Discipline Data	Celebration/Competition Materials Funding Source: School Funding	

1.7. Professional Development

Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support

Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

Professional Development			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom

Teachers will participate in content specific PD that is hosted through our District. Other PD opportunities will be provided on a need/want basis aligned to our school and district goals. Teachers will participate in weekly TCM meetings to increase their effectiveness with best practices for their content area.	Lesson Plans Walk-throughs Agendas	Conference and travel fees Funding: Title I and II	
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1.8. Student Transition

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Student Transition			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Early childhood teachers will conduct meetings and testing conferences with parents to prepare students for the upcoming transition into school or to kindergarten. Parent communication such as letters and phone calls are made to inform parents of schedules, acceptance, results, etc. Our 6th grade students participate in activities with our junior high feeder system schools to prepare them for the transition to junior high. Ruby Wise will host an Open House before the start of school to meet and explore school based student opportunities.	Student/Parent Participation Parent Communication	PreK - K Early Childhood Conferences Field Trips Funding: Early Childhood, District, and School Funding Cost:	

Additional Parental/Family Involvement and Community Activities (other than those included in Academic Goals)

Federal Program's Family Involvement and Community Goal(s):	The district will work to: 1. Ensure that caregivers have the necessary knowledge and skills to be proactive advocates for their children and provide meaningful and varied opportunities to become involved in supporting their children's academic achievement at Back to School Open House experience.
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	2. Provide caregivers with continuous feedback on the progress of their child so that they may fully participate as educational partners, and ensure that their child will attain the district goal of achieving a high school diploma and the skills and dispositions to be college and career ready. 3. Provide caregivers with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of families through the VIP club.
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	Action Steps	Persons Responsible	Target Date(s)/ Timeline	Funding Source(s) and Cost	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)	Documentation in Google Classroom (List docs)
Weakness(es): Consistent involvement across various activities. Ex. Sporting Events vs. Academic Events Objective(s): To have consistent stakeholder engagement across all activities and opportunities.	Provide multiple opportunities for stakeholders to be involved in and attend on campus. Provide a digital meeting format for various stakeholder nights. Host an Open House Host Parent Teacher Conferences twice a year Host Parent Testing Nights/Family Nights Host Awards Programs to celebrate student successes. Send home data reports with student assessment results. Ex. DIBELS, Leap, iReady A monthly activity calendar will be provided with all campus activities. Various digital media platforms will be used to communicate school wide information and activities; including printer that	ITL Kendrew Admin Admin Teachers Classroom Teachers	Open House: August 5th Parent teacher conferences Oct 16 Feb 10-13 Awards Programs: May	Office Type Materials for communication Family night activities materials Awards Communication Folders Announcements Funding: District, Title I, and School Funding Cost:	Attendance Assessment Data Reports Discipline, Truancy, etc. Reports	

	will allow clear communication with parents on our campus.					
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