



RAPIDES PARISH SCHOOL SYSTEM

TITLE I SCHOOL WIDE PROGRAM PLAN

2025-2026

BALL ELEMENTARY

PK-6
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Table of Contents

Louisiana Department of Education: Believe to Achieve – Educational Priorities	2
District Vision and Mission Statement	3
School Vision and Mission Statement	3
Schoolwide Plan Assurances	4
Schoolwide Plan Committee Members	5
School Labels	6
Data	7
1.1 Family and Stakeholder Involvement	8
1.2 Comprehensive Needs Assessment Summary Report	10
Action Plan	13
Goals	14
1.3 Strategies for Improvement	16
1.3 Strategies for Improvement	17
1.5 Student Opportunities	17
1.6 Multi-Tiered Systems of Support for Behavior	18
1.7 Professional Development	19
1.8 Student Transition	19

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: Rapides Parish Schools 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 Public Schools will increase the number of students meeting proficiency in all reportable categories by 10%*

School Vision and Mission Statement

Vision: *To offer academic excellence to all students through the avenues of high quality and engaging teaching and learning, the purpose of creating lifetime learners who are college and career ready.*

Mission: *At Ball Elementary we...
BUILD ourselves and others up to
ACHIEVE our greatest potential.
We LEARN from our mistakes and make*

LASTING changes to better ourselves, our school, our community, and our world.

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: _____

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
Christy Roberts	Principal
Lauren Lloyd	Assistant Principal/Title I Chairperson
Beth Bruce	LEAD
Courtney Brown	Prek Representative
Sarah St. Romain	K-2 Representative
Sarah Valenzuela	ELA Representative
Nicole Campbell	Math Representative
Jessica Nichols	Science Representative
Justin Knowlton	Social Studies
Jaymee Hayes	Sped teacher representative
Jenise Mertens	District Title I Coordinator
Lindsay Nugent	Community Member
Jennifer Spillers	Parent
Tiffany Williams	Parent
Meeting Schedule: September 15, 2025 December 4, 2025 February 9, 2026 May 8, 2026	

School: Ball Elementary

SPS 83

Letter Grade B

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	2022-2023	2024-2025	2023-2024
3	64.9	76.4	68.9	70.4	59.1	70.6	64.6	51.4	64.4	67.2
4	89.4	74.8	77.6	63.7	78	77.5	84.7	78.4	82.4	73.6
5	78.9	79.6	54.6	66.4	72	81.6	96.1	57.2	75.4	71.2
6	93.8	86.2	75.7	71.6	73.8	64.2	90.0	60.2	83.3	70.6
Grades 3 to 8	81.8	79.3	69.2	68.0	70.7	73.5	83.9	61.8	76.9	70.65

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 SWP committee meets three times a year to review our SWP. At our committee meetings, we inform our committee members of what our data, goals, and plans are for the current school year. We seek out input from all committee members on ways to make our SWP as helpful and concise as

it can be in growing our students to meet their full potential. Our committee is staff members, parents, community members, and students. We have intentionally curated a committee that best represents our student population. We have parents who represent our students with disabilities and varied economic household ranges.

From previous committee feedback, one of the actionable items was that after-school tutoring was difficult for students/parents to attend. Last school year, we began implementing in-school tutoring during our school day to give a targeted approach to helping our struggling students. We will monitor the student success of this program and offer feedback/updates at our mid-year SWP committee meeting, as we are continuing this program in the current school year.

Our community feedback also is involved with the community connection. Our representatives want to be very active this year to get more families involved to support home learning and home school connections (they discussed having a sign up at open house to get more contacts for involvement).

So far this year, we had parents run a table at Open House to ask for more parent involvement. We had many sign up and want to get more involved. That list is now being contacted for more ways for our families to be involved.

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:

DIBELS-

K 86% proficiency

1st 62% proficiency

2nd 70% proficiency

3rd 61% proficiency

1st grade had 62% proficiency with only 6% growth for the year. For growth targets 1st grade only had 66% who met their growth targets with the lowest class being Dardar's with 50% meeting their targets. 9 did not meet their targets- 3 are students with identified special needs, 3 were students who were higher performing- they scored above level, but did not meet their growth targets.

3rd grade had 61% proficiency with only 5% growth for the year. Of the 10 students who did not meet the state requirements- 7 of those students are in special education/504/retained. That averages out to 13% of the 3rd grade ELA students who are in need of additional support in ELA.

Iready Reading- 2nd and 6th had high growth/high performance

Iready Math- 1st, 2nd, 3rd, 4th, and 6th grade had high growth- high performance. Kindergarten and 5th grade had low performance-high growth.

ELA: 3rd Grade assessment went from 75 to 64.9= -10.1 (brand new teacher that needed lots of help and mentoring.0

5th Grade assessment went from 81 to 78.9= -2.1 (experienced teachers, lots of new kids and behavior issues)

Math: 3rd grade math went from 69 to 68= -1 (very weak students and performed better than we expected.)

5th grade went from 68 to 54= -13. Poor relationship with students and extreme behavior issues. WE used Mrs. Mertens and Mrs. Crystal as a mentor and help in the class as much as possible. Overall cohorts in 4-5 dropped 9.1

Data Comprehensive Needs Assessment: Goal

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
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1. Kindergarten (3 out of 3 teachers) highest DIBELS EOY proficiency.	Amplify, Teacher Observations, Imagine Language and Literacy Assessment
2. 1st, 2nd, 3rd, 4th, and 6th grade had high growth- high performance	Iready Math Diagnostic, Iready growth analysis
3. 1st-6th in Reading have high growth performance	
4. 6th grade ELA had the highest Assessment Index with	
5. Kindergarten had the most growth from BOY to EOY on Iready Math diagnostic	
6. 5th grade Science had the highest Assessment Index with 82.8	

Strengths Contributing Factors- (Narrative) -

Domain: Kindergarten (3 out of 3 teachers) highest DIBELS EOY proficiency.

Narrative: The three kindergarten teachers are highly qualified. They also provided their own high dosage tutoring and had a strategic RTI established. The teachers used skills block and rotations to reinforce the literacy skills specific for their students. The progress monitoring piece was consistent and used for adjustment of teaching and learning. TCMs were used to track student data growth and needs.

Strengths Contributing Factors- (Narrative) -

Domain: 1st, 2nd, 3rd, 4th, and 6th grade had high growth- high performance on EOY Math Diagnostic Assessment.

Narrative: Strategic weekly TCMs were used to analyze student work and compare outcome to mastery level expectations. Students also consistently completed their learning path expectations on a weekly basis to close gaps or enrich learning. Teachers utilized specific tier 1 strategies and students used specific dialog pieces to enrich the math thinking in the daily lessons.

Strengths Contributing Factors- (Narrative) -

Domain: 4th Grade ELA assessment went from 74.8 to 89.4= plus 14

6th Grade ELA assessment went from 86.1 to 93.2 = plus 7

Overall Cohorts: Each cohort of students grew from the year past 3-4= plus 14

4-5= plus 4

5-6= plus 12

Narrative: 4th and 6th grade growth can be attributed to very experienced teachers that did goal setting, intentional writing methods, and very specific feedback from proficiency exams with goal setting used for the teacher and the students.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1.1st grade had 62% proficiency on EOY Dibels which was 12% below the district average proficiency.	Amplify, Imagine Language and Literacy Assessment, Teacher Observations, school behavioral tracker
2.5th grade had low performance-high growth on Math EOY assessments	IReady EOY diagnostic assessment, school behavioral tracker, QDR
3.3rd grade math went from 69 to 68= -1 (very weak students and performed better than we expected.) 5th grade went from 68 to 54= -13. Poor relationship with students and extreme behavior issues. WE used Mrs. Mertens and Mrs. Crystal as a mentor and help in the class as much as possible.	LEAP

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) -
Domain: 1st grade had 62% proficiency on EOY Dibels, which was 12% below the district average proficiency.
Narrative: There were a variety of needs in this grade level, with some higher academic performing students who also had higher behavioral incidents that took them out of the room more often. Teachers used the teacher's table to reinforce the skill for the week instead of differentiated support until October-November. This was a change cycle that we put in place, and the teachers implemented throughout the remainder of the year. The teachers modeled and used specific decoding strategies with students. The transfer of students independently using the strategies was slower to develop.

Weaknesses Contributing Factors- (Narrative) -
Domain: 5th grade had low performance-high growth on Math EOY assessments
Narrative: There were a variety of needs in this grade level, with some higher academic performing students who also had higher behavioral incidents that took them out of the room more often. The math teacher was also learning standards and implementation for 2 grade levels. This was manageable, but was not as effective as teachers who were able to focus on 1 grade level only. District support was given to the teacher, and she did make gains in pacing, but this was a struggle, and students were not as proficient with independent work and the complete standards for the year.

Weaknesses Contributing Factors- (Narrative) -

Domain: 3rd grade math went from 69 to 68= -1 5th grade went from 68 to 54= -13. Poor relationship with students and extreme behavior issues. WE used Mrs. Mertens and Mrs. Crystal as a mentor and help in the class as much as possible.

Narrative: In 3rd grade we had many challenges experienced with exceptional learning- RTI and identification was made throughout the year to give accommodations and develop learning strategies. In 5th grade math, there was a trend of disruptions of learning from behavioral and also emotional support challenges. This affected multiple students throughout the year.

The identified weaknesses will lead to the overall goals, objectives and activities.

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

School GOAL 1:	Increase K-3 Reading proficiency on DIBELS from 68.5% to 74.8%						
State Goal:	All students will read on grade level by the end of 3rd Grade .						
OBJECTIVES:			DESIRED OUTCOMES:				
1.1	1st grade EOY DIBELS proficiency will increase from 62% to 68%						
1.2	3rd grade EOY DIBELS proficiency will increase from 61% to 67%						
Activities of Action Plan		Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness	Documentation in Google Classroom

RTI/Acceleration Groups created fluidly among 1st grade and sped teachers to allow teachers to have groups with specific focuses. RTI groups will use strategies and resources embedded in the science of reading.	Dardar Basco Richard	Title 1 School Funds	Groups will begin in the 1st 9 weeks	Lesson plans- schedules Walk throughs Work Samples	1st grade EOY DIBELS proficiency will increase from 62% to 68% and 3rd grade EOY DIBELS proficiency will increase from 61% to 67%. Progress monitoring in Amplify will be used to identify areas of need.	These will be added as soon as BOY Dibels is complete.
In class small groups and rotations will be highly focused on reading. These will happen daily, Resources used will support K-3 reading standards. Audio books and listening centers will be used to model reading fluency in the classrooms.	Walker Tackett Dardar Basco St. Romain LaCaze	Title 1 School	Begin the 1st 9 weeks	Lesson plans- schedules Walk throughs Work Samples	K-2 students will move in their microphases to show growth. K-3 students will show grow in PM on Amplify	Examples will be added once rotations begin.
At home support will be given to support reading proficiency. This will involve classes for parents and resources for reading fluency practice at home using take home reading kits. Myon will be used for an additional fluency practice.	Lloyd	Title 1	By the end of the 1st 9 weeks	Myon Reports on Renaissance Learning	Students will grow in their fluency level with the additional practice at home. Logs will be used to show fluency.	Myon requisition was sent in 7/31/25- we will add a usage report when the school year starts
Goal setting will be done to help all involved (students, teachers, tutors, families, admin) know where each student is expected to grow to in the next benchmark.	Bruce	Title 1 School	By the end of the 1st 9 weeks	QDR for goal setting	Students will grow toward their goal set during each PM and benchmark assessment.	By the end of the 1st 9 weeks- these will be added

School GOAL 2:	Students in grade 4-6 will increase the assessment index from 73 to 76.
State Goal:	Students in grades 4-8 will meet maximum growth targets, effectively engage in interests

and opportunities, and make connections with high school and career opportunities.

OBJECTIVES:			DESIRED OUTCOMES:			
1.1	4-6 students will meet their growth targets on each benchmark assessment for the 25-26 school year Math Iready Benchmark Data (Target Growth achieved on EOY Iready: ELA: 4th: 74% 5th: 47% 6th: 53% Math: 4th: 33% 5th: 39% 6th: 53%		4-6 students will meet their growth target for each benchmark assessment which will lead to an increase in mastery on LEAP and also meeting growth targets on LEAP.			
1.2	4-6 students will increase in mastery level or above on the LEAP in all subject areas by 5 students. 23-24 data: ELA- 70 students Math- 77 students Science- 59 students		4-6 students will increase in mastery level or above proficiency in each grade level to ensure our students are on track to be junior high school ready when leaving 6th grade.			
Activities of Action Plan	Responsible Person/Gro ups	Fundi ng Sourc e	Target Date	Evidence of Implementati on	Target Goal: Evidence of Effectiveness	Support / PDF Links
Each student will set goals for mastery level and growth and track data throughout the year. This will also be shared with families.	K Teachers 1st Teachers Admin	Title 1 School Funds	Groups will begin in the 1st 9 weeks	Lesson plans- schedules Walk throughs Work Samples	More students will meet their growth target goals and mastery level on LEAP for the 24-25 school year.	Templates for goal setting that will be used
Additional in school tutoring will be provided for students who are below proficiency and/or not	Outside source tutoring Admin	Title 1	Groups will begin in the 1st 9 weeks	Schedules Tutoring reports	More students will meet their growth target goals and mastery level on LEAP for the 24-25 school year.	HDT schedule will be added here

reaching their target growth. The tutoring resources will include AIR resources .					Also students will show growth on benchmark assessments.	
Teachers will participate in TCM analyzing student work for growth, deficiencies, patterns. Teachers will also collaborate weekly with subject level teachers.	teachers Admin	Title 1 School Funds	Begin the 1st 9 weeks	Lesson plans- schedules Walk throughs Work Samples	Work done in the classroom will mirror mastery level expectations and students will show growth on this work.	Examples of TCMs
At home support will be given to support goal proficiency. This will involve classes for parents and resources for practice at home.	Teachers Admin	Title 1 School Funds	Each 9 weeks additional support will be given.	Calendar Sign in Sheets	Students will grow in their assessments with the additional practice at home.	Calendar example
Students will engage in a book club to promote engagement in reading and fluency.	Edwards	Title 4	Q2	Surveys and Walk throughs	Students will read the engagement text and develop a deeper understanding text.	

2025-2026 ELEMENTARY/MIDDLE SCHOOL GOALS

DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	EVIDENCE / PDF LINKS
ELA	Students in grades 3-6 will meet maximum growth targets (using goal assessment index on QDR tracker) 23-24 data:	Each student will set goals for mastery level and growth and track data throughout the year. This will also be shared with families.	Teachers Admin	To come
		RTI groups will be used to support in the targeted areas from benchmark assessments.		
		Tutoring will be given to students who are not showing significant growth after the 1st 9 weeks.		

	3rd 54.4 goal assessment 4th 88.8 goal assessment 5th 100.2 goal assessment 6th 87 goal assessment	Teachers will participate in TCM analyzing student work for growth, deficiencies, patterns. Teachers will also collaborate weekly with subject level teachers. TC: Use Progress Monitoring from Amplify		
Math	Students in grades 3-6 will meet maximum growth targets (using goal assessment index on QDR tracker) 23-24 data: 3rd- 83.7 goal assessment 4th- 95.8 goal assessment 5th- 94.6 goal assessment 6th- 82.3 goal assessment	Each student will set goals for mastery level and growth and track data throughout the year. This will also be shared with families. RTI groups will be used to support in the targeted areas from benchmark assessments. Tutoring will be given to students who are not showing significant growth after the 1st 9 weeks. Teachers will participate in TCM analyzing student work for growth, deficiencies, patterns. Teachers will also collaborate weekly with subject level teachers. TCM: Monitoring through PE exams and weekly assessments.	Teachers Admin	To come
Science	Students in grades 3-6 will meet maximum growth targets (using goal assessment index on QDR tracker) 23-24 data: 3rd- 54.4 goal assessment 4th- 84.3 goal assessment 5th- 114 goal assessment 6th- 87.4 goal assessment	Each student will set goals for mastery level and growth and track data throughout the year. This will also be shared with families. RTI groups will be used to support in the targeted areas from benchmark assessments. Teachers will participate in TCM analyzing student work for growth, deficiencies, patterns. Teachers will also collaborate weekly with subject level teachers. TCM: Monitoring through PE exams and weekly assessments.	Teachers Admin	To come

Social Studies	Students in grades 3-6 will meet maximum growth targets (using goal assessment index on QDR tracker) 23-24 data: 4th- 74.3 goal assessment 5th- 100.1 goal assessment 6th- 77.9 goal assessment	Each student will set goals for mastery level and growth and track data throughout the year. This will also be shared with families.	Teachers Admin	To come
		RTI groups will be used to support in the targeted areas from benchmark assessments.		
		Teachers will participate in TCM analyzing student work for growth, deficiencies, patterns. Teachers will also collaborate weekly with subject level teachers. TCM: Monitoring through PE exams and weekly assessments.		
Accelerated Reader	2nd-6th grade students will show at least 1 year of growth on the STAR assessment. 23-24 data: 2nd grade- 0.8 growth (ended the year with 2.7 GE) 3rd grade- 0.6 growth (ended the year with 3.3 GE) 4th grade- 0.7 growth (ended the year with 4.2 GE) 5th grade- 0.7 growth (ended mid year at 4.9 GE- EOY was not done in the default window to show EOY data) 6th grade- 0.6 growth (ended mid year at 5.4 GE- EOY was not done in the default window to show EOY data)	Goal setting and tracking will be done with Accelerated Reading as well. This will be tracked and supported through Mrs. Rhoades as well.	Teachers Admin	To come
		Resources will be used each 9 weeks to encourage students to meet their goals.		
		TCM: Monitor weekly through Renaissance reports and accessing where each student is in their progress to their goal and how to help them to achieve their goal. (meet with specials team.)		

	2nd-6th grade students will grow in completion of their 9 weeks reading goals. We only had 16 students complete their goals each 9 weeks last year. Our goal is 50 students will complete their goals each 9 weeks for the entire year.			
Student Attendance	Decrease high risk attendance students. 2nd and 6th grade had the highest average attendance % with 93.1 Kindergarten had the lowest % average attendance with 90.9%	ILT meetings will have a focus time for high risk students to ensure these students are receiving assistance and being monitored.	Teachers Admin	
		An attendance spreadsheet will be created for teachers and admin to share correspondence about concerned students. ILT: monitor through Navigation expert.		
Teacher Attendance	Decrease the amount of total days missed by teachers. We had an average of 15 absences per month.	Encourage teachers to use duty time to schedule appointments (using admin and specials teachers to cover).	Admin	
		Create absences spreadsheet to share substitute information and upcoming absences for planning. ILT: Monitor through OnCourse		
Behavior/PBIS	The House system's 5 essential characteristics- Respect, Responsibility, Grit, Compassion, and Unity will have monthly focuses to encourage positive behavior.	House system monthly meetings, focused behaviors, and resources will be used to encourage positive behavior.	Teachers Admin	
		6th grade student leaders will be used to encourage positive behavior for underclassmen. ILT: Monitor through Specials team and the PBIS leader (Perkins)		
Parental/Community Involvement	Fluid communication will be given between School and Home/community. Goal Setting involvement for parents will be done each 9 weeks.	2 way communication (Remind) will be set up for the whole school and also for each class.	Teachers Admin	
		A monthly calendar will be shared to families and on social media for our community. This will also be shared to the Town of Ball. Goal setting meetings will be shared that support each content level for each 9 weeks.		

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):			
Objective(s):	1. All teachers will use tier 1 approved curriculum to help teach to each standard to its fullest extent. 2. All students will receive tier 1 educational resources and support to achieve maximum growth in each content area.		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
Guaranteed and viable curriculum (what will be taught): Tier 1 curriculum from Prek-6th grade: (Frog Street- Prek, Imagine Learning, Guidebooks, Ready Math, Amplify, Bayou Bridges)	Students will show academic growth on unit assessments from the curriculum to show the students are mastering the standards.	District School Title 1	
Instructional and assessment strategies that strengthen the academic program: High-quality early childhood education in Prek will be provided through small group instruction, rotations, social and emotional regulation through conscious discipline, and students will be assessed through observations, interviews, 1 on 1 interaction with the teacher and other students. K-6 grade will also use aligned instructional materials and resources such as specific and strategic teaching of phonics, phonemic awareness,	Students will show growth in small cycles of learning (units, cycles). This will be done through observations, assessments, projects.	District School Title 1	

vocabulary, fluency, and comprehension to ensure students are reading on grade level. In Math standard specific manipulatives and graphic organizers will be used to understand the concept of the standard and how it builds to the next level. In Science, students will research phenomena and use inquiry based learning strategies to learn the standards. Social Studies will use research strategies as well as reinforce content writing strategies to ensure understanding of the standards. Students will use 1 to 1 technology in K-6 to allow exposure to all learning resources available Students will use AIR Reading in adaptive ELA lessons to be used along with small groups and RTI. Students will have library books on their level and interest to promote reading fluency and grade level reading.			
Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration). Hands on Math supplies to promote lessons for small groups and interventions	Students will show growth in areas of recovery on progress monitoring, mastery checks, and unit assessments. Also this will be checked through teacher observations during lessons.	District School Title 1	

K-3 students will receive accelerated learning recovery in Reading skills based off needs indicated in the BOY reading screener. The classroom teachers, special education teachers, paras, and specials teachers will provide learning recovery based off reading indicators from the screener. Each staff member will have certain students and certain skills to facilitate. The intervention time will be built into the classroom rotation schedule. An additional learning recovery will be given to students who require additional support in reading beyond the classroom support. This will be given by an outside source for in school tutoring. K-6 students will be provided additional learning recovery through small group rotations. This will be done by classroom teachers, special education teachers, and paras. The recovery will happen at various rates depending on the students' needs based off diagnostic/benchmark assessments, unit assessments, and teacher observations.			
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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	PDF LINKS
Ball Elementary utilizes our Behavioral Specialist assigned to us to meet with mental/behavioral/social high risk students to provide strategies for the specific students. She also conducts classroom observations and works with our teachers to provide strategies to use in the classrooms. Our school-based mental health programs provide screeners for students and then based on the screener results, provides counseling services for students with needs. Teachers and administration work with the SBMHP to identify students with potential needs. We also work with families to identify needs. Our 6th grade leadership team provides mentoring services inside of specific classrooms to help our younger students academically and socially. Leadership for students books will be bought for the library for student leaders to use to promote leadership.	The students' check-in and check-out folders will indicate growth in struggling areas. They will also indicate any additional needs. The counseling records are kept in the school based program. The counseling records are available to families for next steps. The counselors also reach out to the school if needed outside of counseling steps are needed. The 6th grade leadership team works during a weekly time period to develop leadership skills in a structured platform. The leadership sponsor (Roberts and admin) will meet quarterly with the team about next steps for their specific students they are working with as a mentor.	District District School Title 1	

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	PDF LINKS
Ball Elementary provides a variety of clubs and groups that will expose our students to opportunities available in junior high and high school. This will encourage our students to stay involved in school and progress through higher education. These include: - Basketball - Archery - Cheer - Running Clubs - 4H - Beta - FCA - Edrising Families and students will also engage in art and creative activities that will help to further the cohesiveness between the school and family units.	Practice attendance records Performance attendance records Membership Records Group meeting records	School Title 1 Title 4 funds for art and creative projects for engagement	

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	PDF LINKS
Ball Elementary has begun training in Capturing Kids' Hearts (early intervening strategies). The teachers and staff will continue training in these strategies to input behavioral and social intervention strategies in the classrooms. These strategies are also used with administration to help students regulate and return to the classrooms. Students' behaviors are also discussed with families daily through written communication. This allows families to be involved in their students' ongoing social, emotional, and behavioral growth. If Tier 2 or Tier 3 support is needed the flowchart created by the school is followed. Our PE coach meets with tier 2 students daily to discuss next steps. Our tier 3 students meet with the behavior strategist (who also works with their teachers) and also a check-in and out designated staff member. A plan will also be created for tier 3 students. The school also uses the house system schoolwide to give positive reinforcement and allow for positive collaboration across the school levels. Sensory regulation area will be used to aid in students regulating so students can return to the classroom and continue tier	Family behavioral calendars Family conversation logs Tier 2 interaction spreadsheet Tier 3 folders and reports from the behavior specialist House reports (weekly and monthly)	District School Title 1-sensory materials	

1 learning and instruction. Sensory materials will be provided to help students cope and destress in situations.			
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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	PDF LINKS
Ball Elementary has created a long range plan of support for our staff that focuses on analysis of student data to help drive feedback, strategies, RTI, and enrichment. The long range plan also supports reflective lesson planning to prepare for possible strengths and weaknesses in the lessons. Ball Elementary also provides TCM weekly this will provide explicit support in a timely manner for teachers. Each teacher will be provided a weekly TCM to address needs and next steps. Unit assessments and high quality district assessments data will be used during TCMs to address refinements and reinforcements of teaching and learning. We will use resources to support and teach students about going deeper into inferencing and evidence support (based off our collaboration and instructional needs. Each grade level said that inferencing support is needed. Examples- Notice & Note (Kylene Beers	Long range plan report Weekly sign in and agendas Walkthrough reports Coaching logs	District School Title I Title IV funds for art and creative projects for engagement	

& Robert Probst)- close reading signposts for inferring character motivation, theme, and author craft., Junior Great Books (Shared Inquiry)- Socratic discussion method requiring evidence-based inferences, The teachers and paraprofessionals will also participate in all district provided professional learning to build ownership and competency in content standards and curriculum. All of the district provided resources will be provided to the teachers and paraprofessionals as well. This intentional support provided by our administration, lead, and mentor teachers is essential in the retention of our staff. Our typical staff turnover is 2 staff members per year. (Example- for the 23-24 school year we had to replace a Kindergarten teacher who left the profession , 5th-6th math teacher who moved to another state, and a TAT teacher with a more qualified teacher). As a school, we take feedback from our staff to make improvements. We complete an end of the year needs survey to provide the needed physical resources as well. Families and students will also engage in art and creative activities that will help to further the cohesiveness between the school and family units.			
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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	PDF LINKS
Our Pre-kindergarten classes begin the transition to Kindergarten by the following steps: - DIBELS preparation and monitoring - In Quarter 4- students begin eating breakfast the way the rest of the school eats (morning before school). - Prek and K teachers collaborate together for holidays and family events to help families be exposed to kindergarten teachers and classes. Our 6th grade classes begin the transition to junior high by the following steps: - Ward 10 band collaboration- each elementary school in Ward 10 shares a band director to create one large Ward 10 Band. Many of our band students then feed into the junior high band. The band practices and performs at Tioga High school to also connect with the feeder system. - Junior High transition meeting with the junior high admin - Together Tuesdays allow junior high and high school students and staff to interact with our 6th	DIBELS progress monitoring reports Ward 10 band participation Collaboration summary for our junior high and elementary teacher meetings.	District School Title 1-\$297.26	

grade students. - Junior High in school orientation for all 6th grade students. - Junior high and 6th grade teacher collaboration to help with student placements and supports.			
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Additional Parental/Family Involvement and Community Activities (other than those included in Academic Goals)

Federal Program's Family Involvement and Community Goal(s): Ball Elementary family members will be actively involved in their student's academic goals.	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. 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.
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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)	PDF LINKS
Weakness(es): Our students have used goal setting, but the involvement of families in the goals has been limited to reports and possible discussion at yearly PTC. Objective(s):	1. Students and teachers will create interactive goal setting documents (paper or online depending on the grade level). 2. Meetings will be created to share the goal information with families and to give support on how the families can be involved in completing the goals. 3. Quarterly support meetings will be provided to give at home resources for our families.	Teachers Admin	September 15, 2025 December 4, 2025 February 9, 2026 May 8, 2026	Title 1 School	Meeting records- goals are met, kept by teachers and admin- this will be after each quarterly meeting Meeting sign in sheets- checked for how many are attending and who to contact, kept by teachers and admin- this will be after each quarterly meeting	

Parents will be involved quarterly in their student's academic goals. This may increase for students who need tier 2 or 3 support.	4. The Feeder System coordinator and school are also organizing monthly connection activities. As these are provided, they will be added to the action steps as well. 5. The district has organized a multiplication bee and a spelling bee for this year. These will be done at the school level, feeder system level, and then at the district level.	Doyle					
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