

WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - BEAT FOUR ELEMENTARY SCHOOL (7700004) Public School - School Plan - Rev 0

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children	
2017-18																			
2018-19																			
2019-20																			

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2017-18		
2018-19		
2019-20		

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Beat Four School serves a total of 453 students from prekindergarten through 8th grade with 65 of those students receiving Special Education services. Beat Four School is located in a census-designated place (CDP), so Wayne County data is used for characteristic purposes. According to 2010 U.S. Census data, 28.8% of individuals in Wayne County live below the poverty level. Ninety (90%) percent of Beat Four School's students are economically disadvantaged and qualify for free lunch with 100% of our students residing in a rural area. Local business and industry consists of timber, oil, agriculture, retail, education, and health care.

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

According to 2010 U.S. Census data, the population of Wayne County is 15,096 with 28.8% of those individuals living below the poverty level. There are 5,904 total households in Wayne County with only 17.4% of those consisting of a husband, wife, and their children. 19.3% of the total households consist of a female householder, no husband present, and 29.8% consists of a non-family household. Wayne County is considered a rural county with 810.75 square miles and a population per square mile of 25.6 persons.

The racial demographics of the county are as follows: White - 57%, Black - 42%, American Indian or Alaskan Native - 0.5%, Asian - .04%, Native American or Pacific Islander - 0.1%, Some Other Race - 1.0%. The median household income is \$29,887. For residents 25 years and older, 75% are high school graduates or higher, but only 12% possess a Bachelor's degree or higher. Wayne County's industry and business consists of timber, oil, agriculture, retail, education, and health care. There are 497 businesses that generated \$225,243,004 in gross sales during fiscal year 2013 according to the Mississippi Department of Revenue.

Beat Four School's community is mostly rural with most of the industries being located in the City of Waynesboro. The primary occupations in the county are farming - chicken farms and cattle farms - and a limited amount of oil field related occupations. With the recent down turn in the oil industry, many oil related occupations have seen a reduction, leaving many families within the community struggling financially.

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year	Priority	Focus	CSI	TSI
2017-18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2018-19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2019-20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Proficiency	31.70	32.80		27.80	33.60		56.70	50.00				
Growth All Students	53.20	51.70		53.30	57.40					99.00	98.50	
Growth Low 25%	59.40	60.80		46.10	54.90							
Accountability Grade	2017-18			2018-19			2019-20			2019-20		
Total Points	337.00			356.00			356.00			356.00		

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness			
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	
Proficiency																									
Growth All Students																									
Growth Low 25%																									
Accountability Grade	2017-18			2018-19			2018-19			2018-19			2018-19			2018-19			2018-19			2018-19			
Total Points	Select...			Select...			Select...			Select...			Select...			Select...			Select...			Select...			

School Plan - Student Achievement (School's Performance)

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Reading/Language Arts/Literacy (Progress Monitoring Instrument)

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used:

STAR

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2017-178	45.00	18.00	62.00	32.00	50.00	28.00
2018-19	55.00	13.00	68.00	35.00	59.00	52.00
2019-20	44.00		70.00		59.00	

* BOY means Beginning of the Year and EOY means End of the Year

English/Language Arts (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II

2017-18	46.00	75.00	66.00	71.50	69.40	77.80
2018-19	62.00	53.00	85.00	76.00	78.00	66.00
2019-20						

Mathematics (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I
2017-18	90.00	78.30	90.24	80.95	60.42	72.22	
2018-19	79.00	46.00	90.00	73.00	48.00	70.00	
2019-20							

Special Subject Areas (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2017-18	65.00	62.10		
2018-19	46.30	47.70		

After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children. Include all local data analyzed as part of the comprehensive needs assessment.

Beat Four School raised the accountability score a letter grade from a D (323) to a C (337) during the 2017-2018 school year then increased the C score to 356 in the 18-19 school year. We accomplished this goal with a greater focus on proficiency and growth. During weekly PLCs, teachers received training on strategies to close the achievement gap in all subject areas including a stronger focus on the writing process. Progress was made in ELA Proficiency, Math Proficiency, ELA Growth Low 25%, and Math Growth All Students. The two areas that presented a challenge were the ELA Growth All Students and Math Growth Low 25%. Many of our Low 25% students are special education students. Due to the Covid 19 pandemic, we did not state test in the 19-20 school year, so our accountability rating from 18-19 remains.

We have addressed our challenges as follows:

Our primary goal is to grow all students at least one level. And, we are focusing on moving level 3 students to level 4 or level 5. One way we will accomplish this goal is by modifying schedules to allow more time for math in the classroom. Then we looked at our special education and gifted student schedules. All special education students are inclusion students, and all gifted students in grades 2-6 attend class during the daily activity period. Therefore all students are in the classroom during Math and ELA instructional time.

To promote ELA Growth All Students, we have increased our focus on "Power" standards in reading and increased our writing instruction to include explicit teaching of the writing process in

addition to writing strategies. Language skills are also being explicitly taught with supplemental materials. For SY20-21, we combined the reading class and the English class in grades 5-8 into an ELA class. For the past several years, reading was a class and English and writing was a separate class. We have also implemented the use of testing software that mirrors the rigor of the state assessment. We've also implemented software that works to close achievement gaps by allowing each student to work on his or her own individual path.

A greater focus has been placed on Accelerated Reader to improve reading stamina and comprehension skills in literature and informational text. Students have weekly goals monitored by teachers, students, and administration.

Progress monitoring occurs monthly via the iReady growth checks. Tier II and Tier III adjustments are made as necessary.

Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)

The evidence based strategies that will be implemented so that all students can meet the state academic standards are as follows:

- Continued math intervention for all students, including Low 25% (effect size 0.77) (provided by assistants in grade K-4)
- Technology for all students: more devices and software (effect size 0.57)
- Continued After School Tutoring Program for reading and math (effect size 0.48) (provided by the

teachers on an as needed basis.
-Continued Professional Development (effect size 0.41)
(Effect Size Hattie, 2017)

School Plan - College and Career Readiness

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Not Applicable

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

Not Applicable

Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2017-18					
2018-19					
2019-20					

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware 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 high schools). Section 1114(b)(7)(A)(iii)(II)

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Out-of-School Suspensions

	2017-18		2018-19		2019-20	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All						
IEP						
EL						
Asian						
BLK/AA						
His/Lat						
NAM						
NH/PI						
White						

1. What specific discipline issues, if any, impact student achievement/growth?

2. Identify specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

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1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

The Wayne County School District's curriculum plan encompasses the Mississippi College and Career Readiness Standards. Beat Four School's instructional model is based on the Multi-Tiered System of Supports, also known as Response to Intervention (RTI) (Effect size 1.29 per Hattie). The plan is based on this model as recommended by the Mississippi Department of Education accreditation standard 20. It is designed with levels of support to enhance and maximize student academic and social emotional outcomes through the application of collaborative data-based decision making utilized by effective teachers and leadership.

Teachers provide after school tutoring 2-3 days per week on an as needed basis. High quality classroom instruction is reflected in the implementation of effective an research-based instructional strategies such as, but not limited to, integrating with prior knowledge (Effect size 0.93) feedback (Effect size 0.7) , classroom discussion (Effect size 0.82), questioning (Effect size 0.48), learning goals (Effect size 0.68) and direct instruction (Effect size 0.6) of the core curricula to all students. Instruction is differentiated using multiple teaching strategies when presenting a new skill after formative assessment and analysis of students' prerequisite skills. Our plan strengthens the core academic program of the schools by ensuring students have effective teachers (Effect size 0.9).

Grades PreK-3 have a designated 90-minute reading block at the beginning of each day. This time

is protected from intercom announcements, classroom visits other than administration, and extra-curricular activities. No students are pulled for resources during the reading block. Interventionists (Effect size 0.77), Dyslexia therapist (Effect size 0.77), and speech therapist (Effect size 0.77) all schedule students after the reading block has ended, but not during the math block. Inclusion teachers assist IEP students during the reading block. Gifted students attend gifted class (Effect size 0.68) each day during activity block.

BFS utilizes two phonics (Effect size 0.7) programs in PreK-2 daily. Teachers and assistants have received extensive training to ensure fidelity (Effect size 0.9) in teaching the programs.

Teachers provide differentiated instruction in all grades. Teachers use MAAP data along with STAR Early Literacy, STAR Reading, STAR Math, iReady, and Case21 data to group students and set up Tier 2 and Tier 3 interventions. Classroom grades along with progress monitoring data guides the teacher with direct and differentiated instruction decisions.

To complete a well-rounded education all K - 8th students participate in physical education, music, art, daily computer/device practice and library class. 7th and 8th participate in ICTI and ICTII.

Also, students in grades 4-8 may become eligible for Jr. BETA while students in grades 6-8 may become eligible for Student Council. Girls in grades 1-4 may participate in little cheer. Girls in 7-8 may participate in MHSAA cheer/dance. 7-8 girls and boys may participate in basketball, softball and track. 7-8 boys may participate in football and track. Boys and girls in grades 5-8 may participate in band. 6-8 Dance Team.

Grade level teachers and sponsors are required to take students on one out-of-district field trip during the school year for educational purposes. Teachers may also take one or more in-district field trips for educational purposes. Teachers are also encouraged to pull community members in

for demonstrations, talks, and reading to students.

K-8 Students are also given the opportunity to participate in the reading fair, science fair, and spelling bee with winners advancing to the district, regional or state level.

7-8 students may qualify to participate in the district History Quiz Bowl and Math Competition Team.

7th grade students may participate in the annual Hunter's education class conducted on campus.

In addition, all K-8 students are encouraged to participate in local, regional, state, and national poster or essay contests.

All Effect sizes Hattie, Dec. 2017.

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

Beat Four School has implemented whole group direct instruction (Effect size 0.6) on Monday, center activities (Effect size 0.47) Tuesday through Thursday, and assessments on Friday. The centers in K-3rd incorporate literacy components including phonics instruction (Effect size 0.7), vocabulary (Effect size 0.62, and comprehension (Effect size 0.47). The centers in 4th - 8th grades are more specific to the subject matter and includes differentiation. During center times, at risk students have "face time" with the teacher at the teacher table. The centers also promote mastery learning (Effect size 0.57)

In addition to special education services including Section 504, BFS has a part time Dyslexia therapist that sees qualified students daily.

BFS teacher assistants in grades K-4 who help provide interventions to our Tier 2 and Tier 3 students for reading and math. The TAs target phonics instruction (Effect size 0.7), vocabulary (Effect size 0.62), reading comprehension (Effect size 0.47) for reading and deliberate practice (Effect size 0.79) for math.

Regular classroom teachers in grades 5-8 provide Tier 2 and Tier 3 interventions during planning.

After school counseling and after school tutoring is available for at risk students on an as needed basis.

All Effect sizes Hattie, Dec. 2017.

3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

BFS also partners with the local Head Start. Every spring the upcoming kindergarten students visit the campus for a tour of the classrooms and playground. They eat lunch in the cafeteria. The kindergarten teachers also participate in a planning session at Head Start to offer advice on kindergarten preparedness.

Every April, BFS hosts a kindergarten registration day on campus. In addition to required paperwork, students are screened for preparedness and parents are given a brief training on the

Mississippi College and Career Readiness Standards and other pertinent information for kindergarten success, specifically early Literacy skills (Effect size 0.44+0.43).

School Plan - Professional Development

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School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2017-18	27	27	0	0	9	0.00	5.00	22.00	
2018-19	30	30	0	0	8	0.00			
2019-20	31	31	0	0	11	0.00			

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

The WCSD provides professional development for teachers at the beginning of school and again in October, January, and February.

To ensure student reading success beginning in K-2, Beat Four School professional development for K-2 focuses on early literacy skills - primarily phonics instruction. Campus professional development revolves around scientifically based research by providing training on structured, systematic, multi-sensory supplemental phonics programs. The MDE Literacy Coach provides

ongoing professional development weekly to address weaknesses identified in classroom visits and STAR data.

While professional development is ongoing on campus, teachers 3-8 in all subject areas including technology are encouraged to attend workshops and training sponsored by MDE and S-RESA.

More specifically, teachers and assistants will receive the following:

For SY20-21, the following professional development activities will be provided to various groups and grade levels of teachers:

- * Rigor and Depth in Reading- 3rd through 8th-grade teachers attended a professional development session by grade level the week before school started (follow up with quarter district level meetings)
- * Effective Math Instruction- Professional development/coaching is being provided to individual teachers (follow up with coach as stated in contract)
- * Science Pacing Guides- 5th and 8th-grade science teachers each attended a professional development session to develop pacing guides before school started
- * STEM-- 5th and 8th science teachers received one day of STEM training on how to implement the new STEM program
- * Teacher coaching- multiple days of teacher coaching
- * Phonics Training- the new teachers and assistants attended training on the supplemental phonics program (follow up on PD days as set by the district)
- * Classroom management professional development provided by master teachers (follow up as deemed necessary by administrators)
- * Writing to a prompt professional development for all 2-8 writing teachers
- * New Teacher Academy for 1st year teachers (monthly)

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

For SY20-21 the following activities will be implemented:

- * Vocabulary Mapping
- * Effective Math Instruction
- * STEM SCOPES
- * Think, Pair, Share
- * Technology based activities/games
- * Benchmark Testing
- * iReady monthly growth checks

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Teacher retention at Beat Four School is good. Very few teachers leave the school unless they are retiring or moving to another district or state. Beat Four School, as part of the Wayne County School District, actively recruits teachers by establishing close relationships with local universities and colleges with teacher education programs including the University of Southern Mississippi, Mississippi State University, William Carey University, and Jackson State University. In addition, The Wayne County Career and Technical Center offers a "Teacher Academy" for high school students interested in pursuing a career in education. We advertise available teacher positions by posting the vacancies online with colleges, the Mississippi Department of Education's teacher vacancy website, and on our district website. Wayne County School District offers a competitive salary and benefits package.

We retain teachers by providing comprehensive orientation and mentoring through the "New Teacher Academy", which facilitates a successful transition into the teaching profession for newly hired teachers and for those who are new to our district. We provide opportunities for teachers to

grow and improve their instructional skills through our professional development programs. We include teachers in the continuous improvement planning process at both the school and district levels. Teachers are also in the planning and implementation of school initiatives and activities.

Wayne County provides a "family first" work environment and uses positive reinforcement via awards programs to recognize excellence in its teachers. Teachers are evaluated using the Professional Growth System, and Wayne County uses this instrument as a means of teacher growth. The evaluation is a relatively positive experience that enables teachers to assess their strengths and areas for growth.

Beat Four School sends their teachers to different training so they can come back and train the other Beat Four School teachers. Once every nine weeks, the principal and assistant principal have a lunch catered for the teachers at Beat Four School. On this day, the teachers do not have to go to the cafeteria with their students. Monthly teacher birthdays are recognized with a potluck lunch. Teachers vote for the quarterly Golden Apple Teacher Award. These perks let the teachers know how valued they are by the administrators. When a teacher does something exceptional, he/she receives a hand-written note giving praise. Teachers at Beat Four School want to know they do make a difference. The retention rate of teachers at Beat Four School is high because they are treated like family.

School Plan - Parent and Family Engagement

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1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)

*School Wide Planning Team

*Parent Feedback/Survey

*Needs Assessments

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

SY20-21

The data used primarily to develop and implement parent and family engagement activities is gleaned from the 2018-19 needs assessment and teacher/student/parent verbal feedback.

Parental participation will be tracked by an agenda and/or sign-in sheets to gauge parent engagement. Some events will also utilize a feedback form.

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

SY20-21

*Open House/Orientation for Parents before school starts

*Third Grade Literacy Based Promotion Act Parent Meeting

*Parent conferences for IRPs

*Parent conferences for IEP/504

*Parent conferences to address academics and behavior

- *Weekly signed papers
- *Social media alerts and messaging features
- *Opportunities for parents to participate with children in reading fair and science fair (Family Projects)
- *Opportunities for parents to help students with Accelerated Reader assignments
- *Book Fair Family Nights
- *Sporting Events
- *Band Concerts
- *Parent Volunteers in classroom
- *Parent Chaperones on field trips and conventions
- *Meals with students - Grandparents' Day, Thanksgiving, Christmas
- *Jr. BETA Annual Blood Drive
- *Spots Pep Rallies
- *Relay for Life projects
- *Read Across America
- *Christmas Program
- *Summer Reading Books
- *Tiger Pride Day
- *School One Calls
- *District and School Webpage
- *Parent Portal

4. Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

- *Parent participation with user-friendly format and language of plan
- *Open door policy to explain plan if needed
- *Plan will be available in alternate languages if needed
- *Posted on school's website

School Plan - Prioritized List of Needs

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1. Summarize what is working in your school and why.

*Rigorous Curriculum for Reading

*Interventions

*Quality Teachers

*Safe Environment

*Positive Climate

*PBIS

*Rewards/Incentives

2. Summarize what is not working in your school and why.

*Time in math class - 53 minutes for math each day is not sufficient for students to properly master the rigorous MCCR Standards.

*We need additional funding for TAs to assist teachers in providing interventions in K-4, especially in math. Our primary focus is preparing students to pass the 3rd grade reading test. Therefore, we need additional personnel to address ELA and math instruction.

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):

a. Student Achievement Data

- supplies for students as 50% of our student population live in poverty
- Increase growth of bottom 25% in ELA and Math on MAAP Assessment

- Increase growth of all in ELA and Math on MAAP assessment
- Increase proficiency in ELA and Math on MAAP assessment
- equipment for students and teachers
- software programs to supplement curriculum
- Increase teacher effectiveness

b. College and Career Readiness

- Mastery of MCCR standards at each grade level in each subject
- Social skills
- Opportunities to develop talents and abilities in extracurricular activities

c. School Climate and Culture

- High expectations from parents and faculty/staff for students
- Provide safe learning environment
- Provide a bullying free environment
- Create a more positive culture
- Improve classroom behavior
- Motivation.
- social emotional training
- flexible seating

d. Curriculum and Instruction

- Technology devices
- Math
- Reading
- Writing

- additional assistants in K-4 who will help provide interventions

e. Professional Development

- Reading for At Risk Students
- Classroom Management
- Differentiated Instruction
- Writing Strategies
- Teacher Specific Content Areas

f. Parent and Family Engagement

- Effective communication of parent and family engagement opportunities
- Effective communication of Beat Four's school policies
- Effective communication between teachers and parents
- Develop a more welcoming atmosphere for parents

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs, such as programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. (If not applicable, enter "n/a".) Section 1114(b)(5) and Section 1115(b)(2)(F).

Title I funds are coordinated and integrated with Title IV funds to provide books for summer reading for all students preK-8. These two funding sources also provide after school tutoring and after school counseling to our student most at risk.

To provide the support for our needs based upon current data and the SY19-20 needs assessment, we plan to use our Title 1 funding as follows:

Supplies - \$8,500.00
Equipment - \$15,000.00
Nurse Salary and Benefits - \$25,348.26
TA Salary and Benefits - \$75,361.30
Parent Money Books - \$2082.39