

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA PRIMARY SCHOOL (4620012) Public School - School Plan - Rev 0

Please identify all school planning team members, including titles. Section 1114(b)(2)

Dr. Jay Rayborn - Principal
Mrs. Julia Foxworth - Asst. Principal
Mrs. Jenny Maul- Counselor
Mrs. Angela Hahn - Interventionist
Mrs. Jennifer Warren - Pre-K Instructional Chair
Mrs. Mary Smith - K Instructional Chair
Mrs. Lacey McElroy - 1st Instructional Chair
Mrs. Amy Johnson - 1st Instructional Chair
Mrs. Haley Green - 2nd Instructional Chair
Mrs. Delesa Newsom - 2nd Grade / After school Director
Mrs. Marlo McNair - Parent
Mr. Benjamin Ball - Community Member

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Briefly describe the process the planning team used to develop the Schoolwide Plan or Targeted Assistance Plan based upon a comprehensive needs assessment. Include the process that the school will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. For a Targeted Assistance Plan, please include the process for selecting students. Section 1114(b)(1, 3 and 6) and Section 1115(b)(1)

The development of the CPS school wide plan was a collaborative process of administrators, teachers, parents, and community members to ensure school wide improvement efforts based on data results from various surveys, test results, faculty/grade level meetings, and research based practices. The school wide program is aligned with the district and state essential learning requirements. This program is in place to show a commitment by the district of the belief that the development of the students is a shared responsibility by the family, school, and community.

The SW Planning Team met twice a year to develop, monitor, and revise the plan, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. These academic needs were determined by classroom grades, student and parent surveys, and benchmark assessments.

School Plan - Demographics

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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
2020-21																		
2021-22																		
2022-23																		

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2020-21		
2021-22		
2022-23		

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

Columbia Primary School has an enrollment of 439 students. The free and reduced lunch rate is 82.74% The staff at CPS consists of three speech pathologists, five special education teachers, one gifted teacher, one interventionist, twenty three general education teachers, twenty assistants, one guidance counselor, one principal, one assistant principal, and three activity teachers (library, music, and PE). The students at CPS come from many different backgrounds. As the city of Columbia has a 34.9% poverty rate, many of our students also come from low socioeconomic backgrounds and are being raised by someone other than their parents. The school demographics are 43% African American, 55% white, with the remaining 2 percent Asian, Hispanic, or of mixed origin.

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

Columbia is a small, rural town in South Mississippi. The population consists of 48% African-American, 48% Caucasian, and the remaining population Asian, Hispanic, and mixed race. The majority of the population does not have college degrees and approximately 78% of the population completed high school. Columbia has a 3.1% unemployment rate and a poverty rate of 34.9%.

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year	CSI	TSI	ATSI
2020-21	☐	☐	☐
2021-22	☐	☐	☐
2022-23	☐	☐	☐

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency	45.60	59.30	54.80	59.50	60.50	60.00						
Growth All Students		76.40	69.40		74.80	87.50				100.00	100.00	100.00
Growth Low 25%		82.10	56.30		67.80	67.90						
Accountability Grade	2020-21 Select... ▼			2021-22 A ▼			2022-23 A ▼					
Total Points				511.00			462.00					

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency																								
Growth All Students																								
Growth Low 25%																								
Accountability Grade	2020-21 Select... ▼			2021-22 Select... ▼			2022-23 Select... ▼																	
Total Points																								

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA PRIMARY SCHOOL (4620012) Public School - School Plan - Rev 0**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:

MKAS(K)/NWEA(1st&2nd,BOY19-EOY21),iReady (1st&2nd)

	Kindergarten		1st Grade		2nd Grade	
Year	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21	60.00	26.00	20.00	22.00	12.00	18.00
2021-22	64.00	36.00	27.65	14.40	74.67	25.80
2022-23						

* 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
2020-21							
2021-22							
2022-23							

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

2020-21							
2021-22							
2022-23							

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
2020-21				
2021-22				
2022-23				

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.

Incoming kindergarten students perform under the state, beginning of the year benchmark of 530, but have consistently tested above the state, end of year benchmark (681) in the spring. This strong Kindergarten growth is partly attributed to a strong Pre-K program at CPS. Students in first and second grade show moderate progress with scores remaining fairly consistent among the various ethnicities. Transfer students, students in foster care, and students in Child Protective Services custody tend to score lower on school screeners. This can be attributed to the students being displaced, stopping and starting different curriculums at different schools and emotional trauma. The Covid impact over the past few school years has negatively impacted student achievement and attendance across all ethnicities. However, CPS remained diligent through all of the struggles and was again rewarded with an "A" rating for the past school year. This is partly attributed to the renewed focus on the social - emotional needs of the students, as well as a continued focus on reducing student's specific achievement gaps at every level.

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)

Effective instructional strategies are implemented school-wide with all teachers via PLC's. According to Hattie's meta-analysis research, such strategies have a 0.47 effect size for all students. Digital math curricula and strategies will be implemented for all students since these strategies and curricula yield a 0.59 effect size for lower performing students. Interventions are provided as needed. Research from WWC practice guides indicates strong evidence that interventions have a statistically significant positive effect on student achievement. WWC considers a positive, statistically significant effect or large effect size (greater than 0.25) as an indicator of positive effects. Specific research based curricula / programs provided to students at CPS include: Saxon Phonics, Heggerty, Ready Reading, Wordly Wise, Reading Eggs, Ready Classroom Math, and iReady. These curricula / programs and additional certified teachers to reduce classroom sizes, along with the 1 to 1 technology component have helped teachers meet the challenging State academic requirements, in spite of the challenges brought upon by Covid. EL students are also helped in various ways via pocket translators and technology programs that will translate. Nine extra

intervention / enrichment full - days (4 in the fall and 5 in the spring semesters) have been added to the district calendar to help address academic gaps in impacted student's learning. Students are identified for these I/E days via grades, benchmarks, and other academic and attendance data points.

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA PRIMARY SCHOOL (4620012) Public School - School Plan - Rev 0☐ ☒ Not Applicable**College and Career Readiness 11th Grade ACT Scores**

Year	Composite	English	Math	Reading	Science
2020-21					
2021-22					
2022-23					

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
2020-21					
2021-22					
2022-23					

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. This may include career and technical education programs and programs that 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)

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA PRIMARY SCHOOL (4620012) Public School - School Plan - Rev 0**Out-of-School Suspensions**

	2020-21		2021-22		2022-23	
	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?

There are very few discipline issues that interrupt instruction at Columbia Primary School.

2. Name 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)

Students who disrupt instruction can be removed from the general education setting for a designated time by administration. School safety is a major priority at CPS. Making sure our campus is secure from unidentified outside entry as well as making sure children can't exit the building is a top priority. Attendance incentives are also in place to encourage students coming to school every day.

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)

Any student that displays continuous discipline problems is referred to the TST team. The classroom teacher, parents, and TST team work together to design and implement behavior intervention for the student. A certified behavior specialist, along with a certified counselor helps tremendously with student behavior issues as well. The school wide PBIS system is in place to help deter negative behavior by rewarding positive behavior.

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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).

Teachers attend weekly Professional Learning Community (PLC) meetings during which they plan their lessons and share strategies. Columbia Primary School administrators observe classes, assists with creating interventions, and models lessons. Teachers continuously receive access to and attend professional development sessions to keep them abreast of the most current research and strategies. Teachers also have access to many resources to make sure that the States challenging academic standards are met.

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. Please provide the activities to be implemented 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).

Students at Columbia Primary School attend weekly character education classes. These classes are designed to teach the students the correct way to interact with others and be good citizens. CPS also provides counseling to students whether by our school guidance counselor or Pine Belt Mental Health Services. CPS also provides a behavioral specialist to assist with challenging student situations. Students with academic deficits or behavior problems are provided interventions through the school interventionist, their teacher, and paraprofessionals. CPS also provides two part-time certified tutors that work strictly with Tier III students. All certified teachers will provided interventions as needed. Research from WWC (What Works Clearinghouse) practice guides indicates strong evidence that interventions have a statistically significant positive effect of large effect size (greater than 0.25) as an indicator of positive effects. <http://ies.ed.gov/ncee/wwc/PracticeGuide/8>

All students will have access to Art and Music classes. The American Institutes for Research (AIR) undertook a research review, examining hundreds of reports to identify arts education interventions that meet the ESSA evidence-based standards. According to the meta-analysis conducted as part of thesis evidence review, the average effect found in the 20 well-designed studies examined was moderate and statistically significant (effect size=0.38), indicating that an average child would gain 15 percentile points in a relevant student outcome examined in this review. The 15 percentile points in a relevant student outcome examined in this review. The 15-percentile-point increase would put the average effect of arts education interventions at the 75th percentile among the 70 interventions in mathematics, reading, and science reviewed by the WWC. <http://www.wallacefoundation.org/knowledge-center/Documents/Arts-Education-Evidence-Report.pdf>

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).

Columbia Primary School has a Pre-K program. There are four school classes and one Head Start class. Four of the five Pre-K classes are part of the Marion County Columbia Early Learning Collaborative, which provides administrative and educational support to the teachers and students. All five classes work together, have the same schedule, and teach the same thing. The teachers have attended professional development that pertains only to Pre-K age students and are teaching the Our World of Learning curriculum, which includes a resource bank for teachers to follow. The teachers have also been trained on the CLASS Observation system. Housing the Pre-K students on the Columbia Primary School campus will ease the transition to kindergarten. The students follow the same routines as the rest of the school and even wear the same school uniform. CPS also hosts a Kindergarten Round Up event each year in April. The purpose of the event is to educate the public on the Pre-K and Kindergarten Programs available at CPS.

Additionally, the above mentioned research study through ESSA offers arts teaching and learning interventions that address the needs of specific student subgroups, such as economically disadvantaged students and English learners.

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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
2020-21	28	28	0	0	1				
2021-22	32	32	0	0	4	0.00	2.00	30.00	0.00
2022-23	32	32	0	0	4	0.00	2.00	30.00	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)

All Professional Development (PD) activities are aligned to MS College- and Career-Readiness Standards and Curriculum Frameworks state academic standards and are designed to minimize achievement gaps. The following PD activity topics will address identified needs: academic teaching strategies, identifying and overcoming biases and barriers to equity, classroom management of instruction, using technology as an instructional tool, meeting needs for special needs students and struggling subgroups, parent/family engagement, differentiated instruction, reading skills, manipulative-based math instruction, behavior interventions, training on unit-writing, and/or the writing process. CPS also partners with The University of Southern Mississippi for various student research topics and specific Autism consultants for continuing training regarding students with disabilities. Specific CPS instructors completed phase 1 of the Yale Ruler - Social / Emotional Intelligence course in 2021 and all instructors completed Phase 2 during the 22-23 school year. This model has continued into this school year with all students.

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)

The staff will have quarterly data meetings following each screening and analyze both screener data and weekly progress monitoring data. Student information such as attendance, discipline, and grades will also be analyzed. We also have specific data meetings that include the superintendent, the curriculum director, and the director of accountability to monitor student growth/achievement and to determine next steps toward students meeting standards. PLC's improve teaching practices and increase students achievement by analyzing student data to address specific academic instructional gaps. School schedules provide sufficient time for all teachers to plan, to observe one another, and to collaborate on noted improvements. Based on information received from the comprehensive needs survey, additional training was scheduled regarding special education topics, including autism, and the special education growth rubric. In-person PD is held on campus on specified teachers professional development days and other times, as needed. Staff are also encouraged to seek out other PD on their own.

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)

School administrators regularly attend college recruitment events, along with publicizing any open positions. Teachers and the administration work together to plan effective instruction and address any problems that may arise. Teachers are supported by administration on their professional goals, with the administrator serving

as a mentor. New teachers are assigned a mentor and are given ample assistance when getting acclimated to the profession. The most effective teachers are engaged in the school's instructional decision-making concerning instructional strategies, assessment and resource allocation. High performing teachers are looked to as PLC leaders and continue their own growth by serving as mentors to new teachers. CPS also partners with local Universities for undergraduate and graduate student internships as well as student teaching. All teachers are encourage to grow in their craft by periodic school wide book studies and by observing other teachers on campus.

Students schedules are reviewed to ensure low-income and minority students are not being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students. This is in effort to match the strongest teachers with the students who need them the most.

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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)

Columbia Primary School will hold a minimum of two parent meetings each year to assist in the planning of the School Wide Plan. The team will work together to develop and amend the plan as needed. The SWP Committee will analyze student attendance and academic data to evaluate the effectiveness of the plan.

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)

The team will analyze the results of the CNA surveys and use this information to develop appropriate programs and events that meet the needs of all stakeholders. The CNA survey will be posted on the school website, for parents, teachers, and students to fill out. The results of the survey will be analyzed by the SWP Committee.

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)

The school provides every student with communication folders and uses Canvas, SAM, School Status, and Facebook to disseminate information to parents. Links to curriculum, homework assignments, study guides, and announcements can be found on these website / student management systems. CPS also holds two one-on- one parent meetings each year, (One per semester). During these meetings the students' grades, test data, attendance, and behavior are discussed. Also, family events are planned throughout the year.

CPS works with stakeholders which may include but is not limited to Columbia-Marion County Public Library, Excel By Five initiative, school staff, parent teacher organizations, district parent committee, Marion County Development Partnership, Junior Auxiliary, and/or the Marion County - Columbia Collaborative by providing ongoing two-way communication toward planning and implementing effective Parent / Family Engagement activities. CPS provides parenting tips via school newsletters and/or websites, will provide parental engagement templates for use by parents (examples: School-Parent Compacts, Annual Meeting PowerPoint, etc.), will assist parents in utilizing effective ways to access communication (such as online calendars of events posted on web sites, online parent communication services, etc.). CPS will also provide volunteer opportunities for parents. CPS has installed a video monitor in the school lobby for announcements as well as a parent resource cart for parental engagement / educational materials.

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)

The SWP team reviews the plan to ensure that it is clear, understandable, and current. For EL parents, the SWP can be translated into another language through the Transact program.

CPS ensures the information provided to parents (state assessment data, parent's right to know, parent programs, meetings, relative professional development, handbooks, and/or other parent-related activities) is in an understandable and user-friendly format, and to the extent practicable, in a language the parents can understand (translated to languages spoken in the home). TransAct, online resources, and/or translators are used to ensure accurate translations are understandable and have uniform format. Parent information may be posted to school websites, copies may be mailed, newspaper or other media may be used, online parent communication services, and social media may be used which may include but is not limited to school Facebook pages.

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1. Summarize successes your school has experienced and why.

- "A" Rating by MDE for the 21-22 and 22-23 School Years
- Grade level teachers have the same planning time each day. This time has enabled them to collaborate and share strategies. This time has assisted with writing better lesson plans and the implementation of specific teaching strategies.
- The character education classes and PBIS system have continually resulted in a lower number of office referrals.
- The iReady adaptive computer curriculum and ELS has allowed teachers to track students academic progress in reading and math and plan accordingly. This has aided greatly in the implementation of differentiation.
- The entire school community has rallied around the CPS mission statement "Developing Readers on the Road to Success".
- All instructors have completed the Yale Ruler Social / Emotional Training.
- 9 full Intervention / Enrichment days have been added to the school calendar

Across the district, according to the latest MAAP scores, reading trends are up slightly. Contributing factors include a commitment of strong instruction taking place daily. Also, the ongoing diagnostic and benchmark assessments along with additional data points work well to identify learning gaps. Ongoing Professional Learning Communities (PLCs) use this data to plan for and take action to fill the learning gaps. These plans and action steps include proactive as well as reactive Tier I, II, and III interventions. All staff work together in the intervention process including administrators, classroom teachers, interventionists, and assistants. Another contributing factor is that the students have more opportunities for success with the availability of individual technology devices and many other technological resources.

The A-ratings from MDE are, in part, thanks to teacher and school leaders using data to drive instruction in the classroom and instructional pathways for individual students. The Yale Ruler Training has been a welcome addition to the staff's toolbox to help address their own needs, as well as the needs of their students. The Intervention and Enrichment days have been instrumental in helping struggling students, as well as pushing advanced student.

2. Summarize challenges your school has experienced and why.

Our CSD schools are continually challenged to meet the academic and social/emotional needs of students. The social and emotional impacts, as well as the negative impact of virtual learning are still evident in our classrooms.

Additional challenges include the number of students living in poverty (according to the data point that all schools are 75% or greater free/reduced lunch). Generational poverty persists for many in our community and causes challenges for children and those who care for them. Time is a challenge because we know that our students can and will learn with the right opportunities. Many students need more time with teachers and other interventions to reach their potential. With these factors in mind, this year we have implemented "Lego Time", a 30 minute specific intervention time for all 1st and 2nd grade students, 4 days per week. We are also in year 3 of the Yale Ruler implementation in an attempt to address the social and emotional impacts of Covid.

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

3 Student Data will continue to be closely monitored at every level / subject. Interventions, Tutorials, Intervention / Enrichment Days, and differentiated instruction will be used to remediate deficiencies.

b. College and Career Readiness

N/A

c. School Climate and Culture

#5 CPS will continue to follow the PBIS system currently in place.

d. Curriculum and Instruction

#1 The ELA curriculum(s) were modified at CPS last school year. Teachers are spending time assessing this and making adjustments for future use in an effort to help drive solid instruction in reading. Comprehensive phonics instruction is tied into this and is now being taught K -2 . Continued Professional Development is needed onthe "Science of Reading" for academic continuity.

e. Professional Development

#2 Continued Professional Development is needed on understanding / teaching the "Science of Reading" and to help with curriculum unit building.

f. Parent and Family Engagement

#4 CPS will continue to implement the Family Engagement Plan.

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any 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. Section 1114(b)(5) and Section 1115(b)(2)(F).

CSD works with several agencies and community programs to provide needed services for our families.

The local Boy Scout and Girl Scout organizations meet with our students and families to encourage Scout activities.

The County Parks and Recreation organization sends communications to parents about available student sporting activities through the school.

At this time, 100% of CSD students are eligible to participate in the federal free breakfast and lunch program on a daily basis.

Community occupational and physical therapists visit our campus to serve our qualifying special services students.

CPS has several community volunteers that are available to assist with school activities and classroom needs.

CPS 2nd Graders take part in a session on financial literacy, taught by local banks.

The local police department provides part of the school resource officers for the school. The resource officer provides school safety measures but also does presentations for students on school and home safety, bullying, stranger danger, and fire and weather safety.

The crisis management plan for our school is coordinated by the County Emergency Management Coordinator who also works closely with us on weather safety and school safety plans and drills.

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - COLUMBIA PRIMARY SCHOOL (4620012) Public School - School Plan - Rev 0**Plan Items ()****1) District-Level: Reading/Language Arts, Math, Science, and U.S. History - School-Level: Reading/Language Arts, Math, Science, and U.S. History**

Description:

District-Level: All students will increase proficiency in Reading/Language Arts, Math, Science, and U.S. History as indicated on state assessments.

Performance Measure:

District-Level: All students will show growth and/or obtain/maintain proficient or better (or level 3 or above) on state assessments and/or pass and score above the state average on the MKAS.

1.1) District-Level: Address teaching and learning needs related to academic problems - School-Level: Address teaching and learning needs related to academic problems

Description:

District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process.

AS 1.1.1) Quality Instructional Staff

Description:

Employ certified/licensed/qualified instructional staff to provide support for all students. Hire staff to provide instruction, interventions, and/or any activities/instructional strategies to improve student achievement, behavior, and/or attendance.

Benchmark Indicator:

School Board minutes indicating staff hired, lesson plans and/or teaching schedule indicating additional support provided to students, and student state assessment data will show 1% increase in proficient and advanced for each tested area.

Person Responsible:

Jay Rayborn

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$195,588.14

1.2) District-Level: High quality professional development of instructional staff - School-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

AS 1.2.1) Professional Development Coordinator

Description:

The District Professional Development Coordinator will observe classroom instruction and offer feedback to the teachers and the principals on strategies for implementation of the state frameworks/CCRS and differentiated instruction. The District Professional Development Coordinator will be paid for with District funds.

Benchmark Indicator:

Staff surveys on professional development needs

Person Responsible:

Jay Rayborn

Estimated Completion Date:

9/30/2025

S 1.3) District-Level: Instructional & Educational Materials/Services - School-Level: Instructional & Educational Materials/Services

Description:

District-Level: Purchase supplemental instructional and educational materials and/or services that support the scientifically research based curriculum of the district.

AS 1.3.1) Instructional & Educational Materials

Description:

Purchase supplemental instructional and educational materials that support student learning.

Benchmark Indicator:

1% annual increase in student proficiency on state assessments.

Person Responsible:

Jay Rayborn

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Ed. materials, consumables, books etc	\$4,495.16

S 1.4) District-Level: Parent Education Engagement/Involvement (Reading, Mathematics, & Science) - School-Level: Parent Education Engagement/Involvement (Reading, Mathematics, & Science)

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading, mathematics, and science.

AS 1.4.1) Resources Parental

Description:

Purchase materials, services, and supplies to educate parents and to provide two-way communication. Purchase may include but is not limited to flyers, paper for flyers/announcements, folders, texts, multi-media, software, technology equipment, and/or training services.

Benchmark Indicator:

Records of purchases, event sign in sheets, parent survey participation will increase 10%, and student state assessment data will show 1% increase in proficient and advanced for each tested area.

Person Responsible:

Jay Rayborn

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	communication / engagement with parents	\$2,457.18

S 1.5) District-Level: Address district or school achievement issues

Description:

District-Level: Remove barriers that keep high school students from participating in AP classes/exams, ACT, and dual college/dual enrollment.

S 2) District-Level: Provide a safe, healthy, and positive K-12 school climate (culture)

Description:

District-Level: Each school year, policies and procedures will be followed to ensure the safety and well-being of all students. Students will receive opportunities to learn about alcohol and drug abuse, bullying, proper social media use, domestic violence or other topics. As a result, the number of discipline referrals will be reduced.

Performance Measure:

District-Level: The number of student suspensions reported via MSIS will decrease 1% annually.

S 2.1) District-Level: Prevention/Education (Violence, Alcohol, Tobacco, and Other Drugs)

Description:

District-Level: A planned process of approaches and activities designed to preclude the onset of violence, alcohol, tobacco, and other drug problems as a means of insuring a safe, drug-free environment for the student population.

S 3) District-Level: Ensure Federal, State, and Local Compliance - School-Level: Ensure Federal, State, and Local Compliance

Description:

District-Level: Meet federal and state requirements for spending federal funds to include but not limited to parental engagement funds, indirect costs, administration costs, and homeless set aside

Performance Measure:

District-Level: Meet 100% of Federal and State guidelines as stated in the assurances, EDGAR and/or Circulars, and/or monitoring instruments. Annual individual school district audits and MDE monitoring visits will have zero findings.

§ 3.1) District-Level: Expend funds - School-Level: Expend funds

Description:

District-Level: Following EDGAR, circulars, and/or State/local policies/procedures, all funds will be allocated/spent throughout the year according to the approved plan

AS 3.1.1) Allocate other funds

Description:

Allocate funds to meet federal and state requirements for spending federal funds to include but not limited to parental involvement funds, indirect costs, administration costs, and homeless set aside.

Benchmark Indicator:

Fiscal accountability and responsibility

Person Responsible:

Nicole Bass

Estimated Completion Date:

9/30/2025