RANKIN CO SCHOOL DIST (6100) Public District - FY 2025-2026 - PELAHATCHIE ELEMENTARY SCHOOL (6100046) Public School - School Plan - Rev 0

☐

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

Robin Sanders, principal & community member
Mijia Ward, assistant principal
Dana Lee, counselor
Sarah Beard, instructional coach
Rebecca Nelson, STEM teacher
Tedra Sirmon, PreK teacher, & community member
Juleah Jones, teacher, community member & parent
Brittany Coleman, teacher & parent
Lynn Hill, teacher & community member
Karen Griffin, teacher
Kimberly Phillips, teacher & community member
Arlanda Scott, district representative
Rico Buckhaulter, district representative

☐

Briefly describe the process the planning team used to develop the School-wide 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)

Pelahatchie Elementary has a school-wide Title One program; therefore, parents are surveyed annually as part of Pelahatchie Elementary School's needs assessment. Parents are questioned on various topics such as effectiveness of curriculum and staff instruction, high expectations, school climate, safe and orderly schools, facilities, special education, ancillaries, parental involvement and communication. The results from the survey in conjunction with testing data and other types of academic measurement are analyzed by the planning committee to identify strengths and weaknesses of the school. There are periodic meetings held to monitor progress of the plan. These meetings are flexibly scheduled so that all members have the opportunity to attend.

This committee consists of parents, students, community members, and certified and non-certified personnel.

Parents and community members are also given the opportunity to share their thoughts and ideas. Our School-Wide Plan is available on our school website with a contact email for any comments, feedback, or input. They can also give input each spring on the Comprehensive Needs Assessment.

☐

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

Pelahatchie Elementary School is centrally located in the town of Pelahatchie. We are a feeder school for Pelahatchie High School. Our school is made up of a population that is broken down into the following percentages: 73% white, 18% black, 4% Hispanic, .5% Asian, 4% Two or More Races and .5% American Indian. Our demographics are affected by a nearby private school. We have both a breakfast and lunch program at our school. 69.52% of our students eat free and 6.36% eat reduced. We have approximately 61% of our school population at poverty level. Our school has been recognized for fifteen years as a model site school for Positive Behavior Intervention System (PBIS). Our staff consists of 22 general education teachers, 6 special education teachers, 2 speech pathologists, 1 academic interventionist, 1 physical education teacher, 1 librarian, 1 STEM teacher, 1 Instructional Coach, 1 School Counselor, part-time EL instructor, a part-time venture teacher, a part-time dyslexia therapist, 8 ARIs, a Region 8 Nurse and a Region 8 LPC.

☐

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

Our town of Pelahatchie has approximately 1,534 residents with a median age of 38.9. The estimated household income is $27,347. The unemployment rate is 6.9%. Most parents work outside of Pelahatchie. Many of our parents have earned at least a high school diploma or higher at 71.6%. The most common industries are manufacturing, 26%, construction, 19%, wholesale trade, 9%, and public administration, 7%.

☐

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

Progress

- Proficiency and growth levels have increased when comparing MAAP data.
- Teacher turnover has significantly decreased.
- Family and community involvement is continuing to increase. We host 2 major family engagement events each semester. STEM Night and Family Instructional Night. The purpose is to teach at-home learning strategies in all subject areas. We also had a table to educate parents about the MS Literacy Based Promotion Act and a table set up for parent of students receiving special education to complete the MDE Parent Survey. Instructional materials were purchased and given to the families that attended.
- We have several student clubs. We offer 6th grade band, Jr. Beta, Jr. Tech Team, Chief Champions/Student Council, Coding Club and Robotics Club.

Challenges

- We have identified students who were chronically absent (CA) last year. We were at 22%, which was 90 students in PreK-6th. For the 2024-2025 school year, we decreased the number CA kids to 59, 16%. We have identified these students and are tracking their attendance closely and creating attendance plans with incentives for students with multiple years of chronic absenteeism. A flyer was created to educate parents on the difference between truancy and chronically absent, which we think helped to improve student attendance.
- As a district, we have shifted from balanced literacy to structured literacy teaching explicit phonics and phonemic awareness in conjunction with knowledge based instruction. We are making great strides to equip teachers with the skills needed to be successful. We have received training in the Science of Reading training and continue supporting our new teachers with the Tier I Framework. By the end of this school year, all Kg-3 teachers will complete AIMS Pathways PD.
- Our district has adopted a new knowledge building HQIM - HMH Into Reading and Into Literature. We used a HQIM last year and it has has not only helped with reading skills, writing skills have really improved. Many of our students lack background knowledge and life experiences that are a critical part of building vocabulary and developing the ability to connect to a variety of texts. Structured

literacy and knowledge-based instruction is helping to give students the tools they need to be successful readers and thinkers.

- Summative assessment rigor has shifted and now more closely mimics the rigor of MAAP. We continue to ensure the rigor of instruction and formative assessments prepares students to be successful on summatives. We have moved to building summative assessments prior to lesson planning which helps teachers have a direction and purpose.

☐

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)

- ☐ Goal Setting: Establish performance goals to track academic growth by grade level and as a whole. Have students collaborate with teachers through data conversations to establish and monitor attainable goals. Teachers will conference with students about goals frequently and consistently. Teachers and students will be educated on the impact their test scores have on overall school accountability.
- ☐ Data Meeting PD w/Staff at Back to School
- ☐ RCSD Goal Setting Sheets
- ☐ Data Analysis: Analyze data from formatives, summatives, benchmarks, and state assessments to guide instruction. Focus on standards with 50% or below mastery levels, with a sense of urgency, and list action steps for ensuring student success in all areas of the curriculum.
- ☐ Notes from Data Meetings
- ☐ Instructional Planning: Utilize the elementary data coach to help guide and maintain a focus when analyzing data and making instructional decisions.
- ☐ Create rigorous formative and summative assessments that align with MS College and Career Readiness Standards. Create assessments using the same format as Benchmarks. Allow students to take assessments on the computer. Elicit feedback from district curriculum specialists on teacher created assessments to build capacity.
- ☐ Assessments with feedback from RCSD Curriculum Dept.
- ☐ Notes from Summative Reviews with IC
- ☐ Instruct students using engaging thematic units that build upon prior knowledge and increase student background knowledge and vocabulary.

- ☐ Notes from Team Planning Sessions with IC
- ☐ Utilize observations note guides to look specifically for elements of the SOR Routine and Phonics First in classrooms
- ☐ MTSS: Conduct data and TST meetings to monitor student growth or lack of so that needs can be addressed immediately. We will identify goals for teachers during data analysis meetings.
- ☐ (Parent Notice of Meeting, Notice of T3 services, TST Meeting Summaries and Data Meeting Notes)
- ☐ Interventionist's Weekly Schedule and lesson plans
- ☐ Diagnostics from a student served in T3
- ☐ Title Tutors: Mrs. Edwards works with Mrs. Shamburger delivering interventions 4 days a week. Mrs. Parker will work with students who need support with math.
- ☐ Title Tutor Job Description & Schedule
- ☐ Diagnostics for a student they serve.

☐

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)

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

Aggression which resulted in out of school suspensions affected student achievement. African Americans and sped students are a high demographic which may indicate lack of engagement in the classroom as well as poor classroom management.

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)

- Maximize Instructional Time: Teachers participated last year in ongoing PD with that focuses on engagement and providing multiple opportunities for students to respond while learning. Increased student engagement should help to decrease off-task behaviors from students. Last year, our teachers are participating in a book study this year on Explicit Instruction by Dr. Anita Archer. It focuses on creating more opportunities for student participation for higher student engagement. We also developed an informal observation tool with

characteristics given by teachers of an engaged classroom for feedback throughout the year.

- Class Leaderboard: In an effort to reduce in school and out of school suspensions and decrease classroom behavior issues, we created a Class Leaderboard system this year to recognize attendance, discipline, and academics. The data is shared with students in the cafeteria as a presentation with graphs showing each classes' current points earned. Each quarter, the class with the most points in Kg-3 and 4-6 has a celebration of their choice. To improve behavior in enrichment classes, we recognize a class each week that receives a small reward.

☐ Class Leaderboard Powerpoint

- Attendance/Behavior Meetings: Once a month, we meet with a district behavior specialist and our assigned truancy officer to discuss attendance and behavior data to review current data, discuss student supports and make adjustments.

☐ Attendance/Behavior Meeting Documentation

- CloseGap: The Closegap program is a no-cost digital emotional wellness tool that provides students with a daily emotional check-in. The program walks students through identifying their feelings to utilize coping skills and provides them an avenue to communicate their needs to staff. It also provides teachers with real-time data and increased student insight. Closegap emphasizes early intervention, crisis intervention, creating relationships with trusted adults and emotional regulation skills.

  The students spend 4-5 minutes each morning completing a check in that includes energy level and feelings. The program then asks foundational questions. Are they eating enough? Are they sleeping well? Is everything okay with the peer group? Then they have the opportunity to ask for help if they need it or if they would like to connect with a caring adult. The student is then provided with a choice of brief self guided SEL activities. (Box-breathing, shake it out, gratitude list, power pose, journaling, Let it Go!, Safe space) Students have access to see how their emotions and energy levels change with graphs of all their check-ins. Counselors and teachers have real-time access to student's check-ins. As needed, teachers or the counselor will have a one-on-one check in with the student based on their input.

☐ CloseGap Follow-Up Log

- Restorative Circles: When appropriate, the principal and counselor will have students participate in a restorative circle activity for conflict resolution to reduce

any ISS or OSS consequences. This helps to increase awareness and helps to decrease days missed from instruction.

☐ Restorative Circle Log

3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated and 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)

Our school implements the PBIS system to encourage positive behavior. All children are on tier 1 as they earn points for positive behavior, academics and attendance. Student points go toward their homeroom class for the school's Classroom Leaderboard competition. At the end of each quarter, the class from PreK-3rd with the most points, and the class from 4th-6th with the most points earn a celebration of their choice.

We have also implemented a Chief Spotlight recognition for staff members to highlight positive student behavior observed throughout the campus. These are announced on the intercom. Students who earn a Chief Spotlight also add points to their homeroom class in the school's Classroom Leaderboard competition.

Some children are on tier 2 behavior support and require a check in/check out program with a connecting adult in the building. A few children are on tier 3 and require a behavior plan that focuses on a couple of misbehaviors. These students are rewarded if they meet a certain percentage of correct behavior daily/weekly. All children are included in this program.

RANKIN CO SCHOOL DIST (6100) Public District - FY 2023-2024 - PELAHATCHIE ELEMENTARY SCHOOL (6100046) Public School - School Plan - Rev 0

☐

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).

Our district uses evidenced-based programs that are well rounded and provide a rigorous curriculum.
CKLA, Heggerty, West Virginia Phonics, Phonics First, iReady reading & math, Writing Revolution
Eureka Math, EnVision Math (6th grade), Math in Practice
FOSS Science
Students also receive PE, Library, and STEAM classes each week.

☐

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).**

For students who are at risk, various programs are offered.
We have a full-time certified interventionist that works with T3 students for 40 minutes daily. Diagnostic Instruments are used to determine academic need and progress monitoring occurs weekly. In T3, we meet with parents every 8 weeks to discuss progress.

- ☐ Copy of Tier 3 Schedule
- ☐ A diagnostic & progress monitoring, tst meeting summary for one student

Our school is a title school and we hire specialized reading teachers to meet with students in small groups during the school day. Currently we have 2 title tutors. Mrs. Edwards works 4 days a week in intervention with Mrs. Shamburger. Mrs. Sharplin works 3 days a week with students in 4-6, focusing on those who had an IRP.

- ☐ Copy of Title Tutor's Schedule and planning documents

The counselor meets with individual students to help them develop ways to improve behaviors and social skills that will help them improve academically.

- ☐ Copy of Counselor's Schedule

☐

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).

During the Spring semester, the school coordinates a visit for students at the local Head Start program. Students and teachers from Head Start come to our school. They go to each Kg classroom to meet the teachers and to do an activity about our school. They also tour the building. Our students tell them things to expect when they come to "big school". The principal meets twice a year with Head Start and has been a guest reader. Parents are invited to schedule a tour of the school during the Spring semester or early Summer. The district also meets monthly with early childhood centers and RCSD preschool teachers.

☐

Professional Development

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 or not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)**

We are working to have all K3 teachers trained with the AIMS Pathways to Literacy program by the end of the 2024-2025 school year. Also, gen ed and sped teachers in grades Kg-6th have participated in the Science of Reading training with Dr. Staci Bain. Sped teachers, K-3 teachers, interventionist and instructional coach and sped teachers participated in Phonics First. This year, 4-6th ELA, Science and Social Studies are working with the Florida Center of Reading Research to build literacy skills. Teachers and administrators participate in training both on and off campus for the purpose of strengthening teaching instruction and practices so that all students benefit and can be successful. With our focus on the Science of Reading/Learning and strengthening students' reading skills, Pelahatchie Elementary will to continue to provide professional development through AIMS to deepen our understanding of the Science of Reading framework/routine. Administrators are expected to be instructional leaders and support teachers as they teach and learn. Pelahatchie Elementary administrators are members of ASCD and NAESP.

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)**

Pelahatchie Elem has an instructional coach that provides professional development on all curriculum used by the district. The instructional coach and admin meet with the staff to determine needs as well. Individual and small group PD is provided based on teacher needs. Our coach models lessons, team teaches, facilitates planning sessions and gives assessment feedback with teachers, helps to analyze data and plans grade specific professional development to build teacher capacity. She also works with students in small groups.

- ☐ Copy of Agenda, Notes & Sign-In from IC planning, assessment review and PD
- ☐ Pit Stop & Grows/Glows Feedback to teachers

Data meetings are held by admin and teachers after preview and benchmark assessments with grades 3-6 and universal screeners in Kg-2. Each assessment is analyzed and strengths and weaknesses are determined. Instructional strategies are discussed to determine better strategies to address the weak standards. If a teacher is very strong in an area, he/she shares what strategies were successful with other teachers. Our district has an elementary data coach. This district data coach along with admin have trained teachers on how to analyze and use data. The district data coach attends various data meetings to help if needed and to share strategies and ideas learned from other schools that have been successful.

- ☐ Copy of Agenda, Notes & Sign-In from Data Analysis Meetings

☐

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

Use the district questions to interview teacher candidates
Conduct meetings with new staff monthly to focus on First Things - strengthening implementation.
Continue to build capacity for teacher learning through whole group, small group, and individualized professional development.

☐

Retain at least 70% of current staff.
Strategies:

Foster a sense of community that contributes to a positive working environment.
Maintain morale by celebrating teacher success, positive and frequent feedback.
Ensure teachers feel valued and appreciated, and partner with community businesses to celebrate student and staff success.
Protect planning time by ensuring that enrichments are not canceled in the event of a staff absence.
Offer support and necessary resources to provide teachers the opportunity to be successful (half day plannings/PLCs/learning walks/support from curriculum specialists and instructional coach)
Utilize effective teachers by placing them in leadership/mentor positions.
Ask for feedback from current staff members on current school procedures and areas for improvement.

☐

Parent and Family Engagement

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)**

Our school has meetings with the planning team in the fall to discuss events for the school year. Each spring we have a Parent Orientation for our incoming PreK students. In late July we host a Meet the Teacher event with a come and go schedule for students to come meet the staff and bring school supplies. Title Notices are discussed with parents and these documents can be found on our school website at any time. School procedures, safety, and attendance is discussed and classroom visits to meet teachers occurred during these two events. Each year we host a family instructional strategy night for grades PreK-6th to discuss at home strategies in all subject areas and have a table with information about the Literacy Based Promotion Act and the importance of attendance. We also host an annual STEM night. This event is a chance to introduce families to our STEM program and allow them the opportunity to engage in fun and enriching activities with their student(s). Parents and stakeholders are able to get a first hand look at how title funds are used to support our STEM program.
Families are invited to be lunch guests for Thanksgiving and Christmas lunch. At these events we distribute information about services provided by Title Funding and information on how to help students at home. This year, we provided an article on the importance of conversations with young children.

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 meets and discusses various ways to increase parent and family engagement. The team researches strategies that other successful school districts use. After deciding what activities will be best for our school, the team plans the events/activities that will increase student achievement. Events include but are not limited to family literacy nights, family math nights, STEM and Bookfair, etc…
Parents and families are asked to share their thoughts on the activities.
Were they successful?
Did they meet the needs of students to improve achievement?
What could be done to make the event/activity better?

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).**

Phonics First decodable passages are sent home in grades K-2. In 3rd grade, students receiving tier services take home Phonics First decodable passages to read to and with parents to increase reading fluency. Parents are given At-Home ELA strategies at the October Parent/Teacher Conference day and are invited to attend a literacy night to learn how to help their students with reading, writing and spelling. The english and spanish versions of the MDE Family Guides for Student Success are on our website.

The community is invited to all events in hopes of reaching all persons that could help our students. For Veterans Day, we had military parents serve on a Military Career Council to speak with 2nd and 3rd graders about military related occupations. Community members and Pelahatchie High School Staff are encouraged to share a read-aloud to a class during Read Across America Week.

- ☐ Read Across America Sign up

Families are more engaged now with the use of Google Classroom, ParentSquare, and Class Dojo. Class information, activities, educational sites, etc… have been made available for students who have access to the internet at home. We also created a hub on our district website that houses all Title 1 information and MDE links for academic support.

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(3)(5), and Section 1115(b)(2)(D).**

After the school-wide plan has been revised using CNA input and receiving input from the planning committee, the plan will be typed and uploaded in a format that is easy to read and understand and will be provided to all stakeholders on our school website. We will ensure that it is uploaded in a format that is ADA compliant so that a screen reader can read aloud any information or be translated into the preferred language of the viewer. This allows the information to be read aloud in English and Spanish. The principal's email will be listed for any comments or feedback to the school-wide plan.

All notices sent though ParentSquare, the district's communication tool, or posted on social media will also be ADA compliant that will allow for the information to be read aloud in the language of your choice.

☐ Copy of notice explaining to parents where to find Title documents and the School-Wide Plan and explain how to access them in multiple languages or have it read aloud.

☐

Prioritized List of Needs

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

   Teachers and staff are consistently working together to evaluate students to determine their greatest needs (behaviorally and academically) and to find strategies to meet those needs. Many of our students have check-in buddies or multiple teachers and staff members that meet with them to do a mental health check, attendance check in, or to help with reading and academics. The teachers and staff embody teamwork and are constantly working together for the good of all students. Teachers in grades 3-6 are working with the instructional coach and district curriculum specialists to backwards plan units, beginning with the creation of a summative assessment prior to the start of a unit. The instructional coach is attending weekly planning meetings by grade level to ensure collaborative planning is occurring. The STEAM teacher is embedding science standards into her weekly lesson plans to contribute to classroom lessons and units. Teachers are focused on building units of instruction that span across weeks in order to build and deepen student content knowledge.

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

   Tier 3 numbers and scheduling is a continual struggle. We are looking at tier 2 and tier 1 instruction closer to determine why the tier 3 numbers are particularly

high. True intervention should be done for approximately 30 minutes daily, in small groups with specific documentation and progress monitoring on the targeted skill. The PD led by Staci Bain is designed to improve T1 instruction in reading and writing skills with knowledge-based curriculum, which will lead to improved comprehension. As tier 1 instruction improves, the need for tier 2 and tier 3 should decrease. We will continue to provide updated training to ensure that when a teacher refers a student to T3 they know exactly what documentation is needed before that decision is made.

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):**

Student Achievement Data

Teaching students to proficiently read, write and comprehend is our top priority. Explicit phonics instruction along with knowledge-based standards-based instruction and interventions will be used to teach reading.

College and Career Readiness

Our district follows the Mississippi College and Career Readiness standards in all grades.

Professional Development

Understanding the depth of the standard and how to teach that most effectively. Continue to build the capacity of the Science of Reading/Learning for all teachers in all content areas. Also ensure that all K-3 teachers (including sped) have participated in AIMS training. Since Into Reading and Into Literature is a newer initiative, continue to provide follow-up training with teachers as they begin to utilize this in their classrooms. We will train on two new math products from Eureka Math, Equip and Catalyst to help with intentional support for students in math. Also, continued training on increasing student engagement. Using data to guide instruction. Participate in collaborative planning opportunities with neighboring schools led by curriculum specialists because we only have one content area teacher per grade in 4-6 math and science.

School Climate and Culture

More focus on how to build community between grade levels including all enrichment teachers.

Curriculum and Instruction
Continue professional development on all the components of the Science of Reading/Learning routine and they fit into all instructional blocks. Begin to utilize HMH's Into Reading and Into Literature classrooms with integrity and fidelity.

Parent and Family Engagement
Continue to provide parent and family activities to help students and parents be more successful.
Focus on strategies that help improve students' achievement.

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 used for personnel, supplemental curriculum materials, updated technology, and supplies so that teachers have what they need to meet the needs of students.

School Plan Overview

1. District-Level: All Assessed Areas
   Description:
   District-Level: All Students proficient and showing growth in all assessed areas
   Performance Measure:
   District-Level: Increase the percentage of students who pass the 3rd grade reading assessment at the first administration in each subgroup. Increase the percentage of
   students proficient (levels 4 and 5) on statewide assessments (grades 3-6) in each subgroup. Decrease the percentage of students scoring levels 1-3 on statewide
   assessments in each subgroup. Increase the percentage of students demonstrating growth
   on statewide assessments in each subgroup.

1.1 District-Level: Early Childhood
Description:
District-Level: 1. Provide professional development to all early childhood providers on the Mississippi Early Learning Standards for 3 and 4 year olds. 2. Work collaboratively with public/private partnerships involved with early childhood education (Birth to 2 and 3-4 year olds) and transitions to the public school setting.

1.2 District-Level: Implement the Literacy-Based Promotion
Description:
District-Level: Provide intensive structured literacy professional development and literacy resources for all PreK-3 teacher and administrators related to (1) resources for a 90-minute literacy block (2) evidence-based reading interventions, (3) protocol for extended school time, and (4) the five components of reading (5) dedicated training on multi-tiered systems of supports (6) provision of coaching training for all schools

2) District-Level: Effective Teachers and Leaders
Description:
District-Level: Every School Has Effective Teachers and Leaders
Performance Measure:
District-Level: Increase the percentage of teachers rated effective through the teacher evaluation system. Increase the percentage of principals rated effective through the principal evaluation system. Reduce the proportion of inexperienced and non-certified teachers in low-performing schools.

2.1) District-Level: Professional Development - Improve Student Performance
Description:
District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

3) District-Level: Graduation
Description:
District-Level: Every Student Graduates from High School and is Ready for College and Career
Performance Measure:
District-Level: Increase the percentage of students graduating from high school in each subgroup. Increase the percentage of students ready for college as measured by ACT benchmarks in each content area (public school class data, grade 11). Increase the percentage of students participating in and passing dual credit in each subgroup.

Increase the number of students participating in and passing AP in each subgroup. Increase the percentage of students career ready.

3.1) District Level: Advanced Coursework
Description:
District-Level: 1. Provide expanded access for students to dual credit/dual enrollment opportunities and Advanced Placement courses. 2. Provide opportunities for students in the areas of STEM.
4. District-Level: Academic Outcomes
Description:
District-Level: Every School and District is Rated “C” or higher.
Performance Measure:
District-Level: 1. Increase the growth of D and F districts along the A-F spectrum, by improving the letter grade and/or increasing the number of points within a letter grade. 2. Increase the growth of D and F schools along the A-F spectrum, by improving the letter grade and/or increasing the number of points within a letter grade. 3. Increase the growth of districts under conservatorship along the A-F spectrum by improving the letter grade and/or increasing the number of points within a letter grade. 4. Increase the growth of schools under conservatorship along the A-F spectrum by improving the letter grade and/or increasing the number of points within a letter grade. 5. Increase the percentage of districts rated “C” or higher. 6. Increase the percentage of schools rated “C” or higher.

4.1) District-Level: Promote effective parental and family engagement.
Description:
District-Level: Collaborate with community and family organizations to engage parents in the education of their children.

4.2) District-Level: Technology that Impacts Teaching and Learning
Description:
District-Level: Use technology to impact the quality, content and structure of teaching and learning focused on results.

5) District-Level: Reading/Language Arts
Description:
District-Level: All students will reach High standards at a minimum attaining proficiency or better in reading/language arts
Performance Measure:
District-Level: The percentage of students in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State’s assessment

(Note: These subgroups are those for which the ESEA requires. State reporting. As identified in Section 1111 (h)(1)(C)(i).)

5.1) District-Level: Instructional & Educational Materials
Description:
District-Level: Purchase supplemental instructional and educational materials that support the evidence based curriculum of the district. Provide instructional and educational materials such as supplemental books (resources), instructional software/student incentives, etc. that have a direct impact on student achievement.
6) District-Level: System of Accountability
Description:
District-Level: Design effective measures to monitor the success of programs toward goals
Performance Measure:
District-Level: In the 2018-2019 school year, RCSD will meet 95% to 100% compliance and accountability/performance goals as determined by MDE

6.1) District-Level: Funds to provide salaries, benefits, materials and supplies, equipment, professional development, travel and per diem, dues and fees and indirect cost for administration of Title I, Title II, Title III, and Title IV.

6.2) District-Level: Data Collection and Analysis
Description:
District-Level: Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results throughout the year.