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McCardle, Felicia

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School Planning Summary

RICHTON SCHOOL DIST (5620) Public District - FY 2023 - RICHTON ELEMENTARY SCHOOL (5620006) Public School - School Plan - Rev 0

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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)

Development of the Schoolwide Plan:
To **develop** the plan, the schoolwide planning team meets in the spring to review comprehensive needs assessment (CNA) data. One of the data points in the CNA is the survey. This survey is completed by parents, teachers, and students. The survey is used to both obtain **input** on the plan and as one of the tools of **evaluation** of the plan. The **staff involved** includes at a minimum, the principal, teachers from various areas, paraprofessional, Title 1 employee, and the Federal Programs Coordinator. The strengths and weaknesses are identified, and priorities are established. After a review of the evidence-based data, goals, strategies and action steps are determined. To **review and update** the plan, the schoolwide planning team and the leadership team meet at established times to review the plan and check progress towards goals. The plan is **revised** as necessary. The CNA data and the ongoing school data are used to **evaluate** the effectiveness of the plan. Changes are made to the plan in MCAPS by the administrator. The plan and any changes are shared with all staff members at a faculty meeting as well as provided a link to the plan in MCAPS and placed on the website.

Process to Monitor and Revise Plan:
In addition to the SWP meetings, a leadership team meets at regular intervals to **review** on-going school data. These teams **review** a variety of data points (state test scores, progress monitoring data, discipline, survey results, attendance, teacher evaluation data, etc.) Progress toward goals is checked. School plans are **monitored and revised**, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards.

Planning Timeline for SWP:
Time Frame/Activity:
Aug-Sept/ SWP Team reviews data and revises SWP as needed along with Annual Title 1 Meeting.
Jan-Feb/ Annual Title1 Meeting reviews plan due to Covid circumstances of learning loss. SWP Team reviews data and revises SWP as needed.
Feb-March/ Administer surveys to parents, teachers, students.
March-April-May/ Schoolwide Planning Team reviews CNA data and revises SWP as needed.
June/ Plan shared with all stakeholders (website)

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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
2019-20	351	189	162		73		5		260	13	263	60				3		1
2020-21	264	145	119		58		4		192	10	264	46				1	5	
2021-22	279	145	134		66		3		196	14	279	44				2	5	1

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2019-20	341.33	0
2020-21	261.86	0
2021-22	272.53	0

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

The **Richton Elementary School** is located in Perry County in southeastern Mississippi.

School Characteristics:
Perry County is a **rural** community with the closest city about twenty-five miles away. **Business and industry** mainly consists of logging, teaching, and medical. The majority of the population seeks employment outside the county.

The school is located on the same campus as the high school. The elementary **enrollment** fluctuates between 275 and 300. The **demographic population** consist of: White 74%, African American 24%, Hispanic 2%. Approximately 47% of the population is males and 53% of the population is females. The school population which is based on gender, race, and ethnicity numbers has remained aligned with the same consistent percentages over the past four years. The student population decreased from 2020 to 2021 by 80 students due to Covid concerns and parents choosing to homeschool their child.

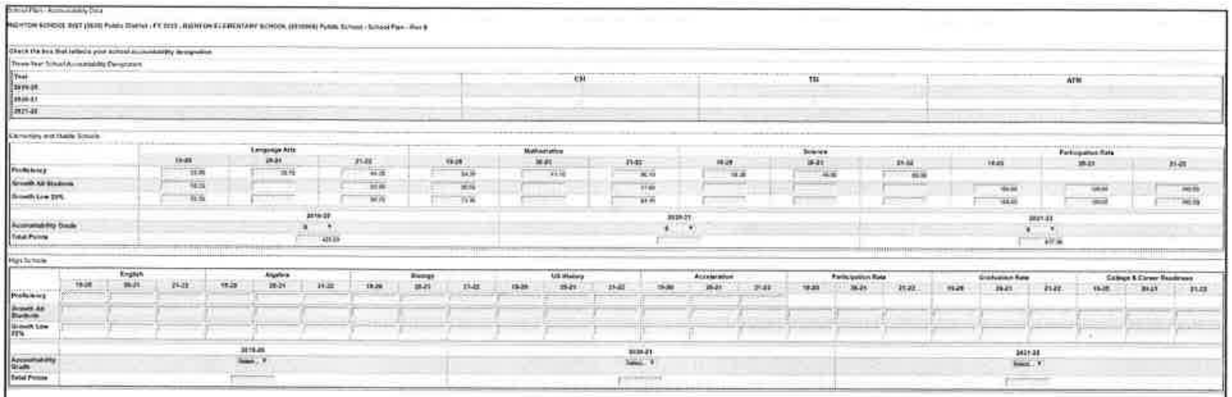
The **poverty rate** is based on the free and reduced lunch information provided by the food services department of the district. Approximately 52% of the students are eligible for free lunch and 5% are eligible for reduced lunch.
Natural disasters that affect school attendance are usually weather related, most often tornadoes.

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

Richton is a small rural community located in northeastern Perry County.

Community Characteristics:
The town is one of only three small **rural** townships within the county. There are approximately 1100 residents living in the town of Richton. 17.5% of the town's population is aged 5-17 years. The **poverty** rate for the town is 29% which is 16% higher than then current national rate of 13% as cited by the U.S. Census data.

Business and industry mainly consists of logging, teaching, and medical. The majority of the population seeks employment outside the county traveling to nearby cities of Hattiesburg and Laurel. Jobs in Richton have declined at a rate of 14%. The largest areas of employment are health care at 19% and educational services at 14%. The remaining 67% of the population work in the areas of retail and food services which account for 11%.
Natural disasters that affect school attendance are usually weather related, most often tornadoes.



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:
NWEA- MAP Growth

	Kindergarten		1st Grade		2nd Grade	
Year	**BOY***	**EOY***	**BOY**	**EOY**	**BOY**	**EOY**
2019-20						
2020-21	100.00	53.00	97.00	42.00	87.50	32.00
2021-22	44.00	51.00			54.00	66.00

* 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
2019-20							
2020-21	79.00	52.00	67.00	72.00			
2021-22	38.90	72.40	48.70	61.80			

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

2019-20							
2020-21	84.00	31.00	63.00	56.00			
2021-22	36.10	51.00	53.60	23.40			

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
2019-20				
2020-21	41.80			
2021-22	31.70			

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.

After **analyzing preliminary data** for all students, the **progress** and **challenges** of students overall and in subgroups some decreases due to learning loss.

Progress:
Overall proficiency rates for both reading and mathematics for the past two year span had decreased due to unforeseen learning loss. However, 4th grade mathematics showed a significant growth in proficiency rates.

Challenge:
Subpopulation data analysis shows the following specific example: the proficiency gap with the African- American population narrowed by approximately 5%. **Students with disabilities** showed gains in the area of 4th grade Mathematics and ELA. Data from the assessment will inform the instructional programs for the subgroups so that proficiency levels will compare to that of the peer population groups.

Reflection:
In reflection, strategies are being implemented to prove effective learning and to show progress.
Reflecting on the prior year strategies, the impact on outcomes did increase growth in the area of reading and in the area of math in 4th grade.
Interventions in attendance, teacher retention, and concentrated time for reading instruction which proved to be some of the **underlying causes.**
The subgroup data will be used to inform the instructional programs, especially EL and Special Education programs through evidence-based strategies. The district does not have any migrant or EL groups.

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)

One of the school's **evidence-based strategies** is the MTSS process which is provided to all students including subgroup students. According to What Works Clearinghouse, with demographics similar to ours, the strategy has a moderate level of effectiveness for screening and **strong evidence** for intensive systematic instruction in small groups. This strategy is expected to have positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by growth across the lowest percentages of student subgroups.

The school uses ELS, another **evidence-based strategy**, as on-line adaptive and prescriptive computer-instructional remediation program to provide individual interventions in math and reading as well as meeting the state standards in order to show student achievement. The remediation program has proven to help increase student achievement as evidenced by Tier data and continued growth and proficiency on universal screeners and MAAP state academic standards.

The school uses a computer-based **benchmark tool** (NWEA) that provides **evidence** as a diagnostic and instructional tool to assist in identifying specific skill gaps and offers instructional remediation. This product has been used for a number of years in the remediation program and historical data shows that students are consistently improving in both growth and proficiency when used with fidelity. According to EdReports, this print program meets expectations in the alignment and the usability categories for all grade levels. The computer program meets the criteria in the USDOE guidance as evidence- based interventions as they demonstrate a rationale based on high-quality research findings and include ongoing efficacy research conducted by a third party. Not only are these programs based on research, they are informed by a theory of action: 1) adaptive assessment and monitoring, 2) personalized learning and intervention, and 3) classroom instruction. When used with fidelity, this product has helped with growth and proficiency. The product has shown its effectiveness in the improving proficiency and growth on MAAP assessments.

School Plan - College and Career Readiness

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+ ☑ Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2019-20					
2020-21					
2021-22					

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
2019-20					
2020-21					
2021-22					

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)

School Plan - School Climate and Culture

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Out-of-School Suspensions

	2019-20		2020-21		2021-22	
	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	19		5			
IEP	10	0.53	5	1		
EL	0	0	0	0		
Asian	0	0	0	0		
BLK/AA	2	0.11	0	0		
His/Lat	3	0.16	0	0		
NAM	0	0	0	0		
NH/PI	0	0	0	0		
White	10	0.53	5	1		

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

Specific Discipline issues:
Richton Elementary does not have any major discipline issues on a regular basis that impact student achievement and growth. The most common discipline issues that we have encountered that affect student achievement is physical altercations among students. This affects student growth and achievement due to students being out of their classroom setting. When altercations occur, the principal and teacher have to speak with students to investigate the issue. This causes students to be pulled from class and teachers to use instructional minutes on occasion. In turn, depending on the consequences, students may miss instructional days from OSS and ISS. Other issues tend to be minor discipline reports.

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)

Specific Steps to Reduce the Loss of Instructional Time:
Our school rules are based on a discipline ladder. To reduce the loss of instructional time, we try to keep students at school and in class as much as possible. On the first few infractions involving physical altercations, students will be placed in ISI (In School Intervention). This allows them to continue with their classwork for the day in a small group setting. When students continue up the discipline ladder and receive OSS (Out of School Suspension), our teachers are gracious enough to send assignments home for the student to complete so they do not get farther behind. If a student is out for discipline purposes and they need to catch up, teachers work with them one-on-one during a designated time throughout the day with the goal of reducing learning loss.

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)

Early Intervening Services for Behaviors:

During this school year, we have implemented a new program called Core Essentials. This program is emailed to the teachers for classroom implementation and discussion, and we implement this into our Morning News, a tv-like video recording with motivational and positive behavior encouragements. We noticed a rise in discipline after COVID, so we decided to use an engaging curriculum addressing the SEL standards. Students are able to earn positive awards throughout each grade and we have a schoolwide competition for positive referrals to the office. We saw this as an opportunity to intervene early in the year to prevent and address the behavior problems throughout the school. The goal is to provide a safe, supportive, and healthy environment for all students.

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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).

Methods that strengthen Academics:

The school **strengthens the academic program** in the school through a variety of instructional strategies and methods including differentiated instruction. graphic organizers, center instruction, and direct instruction. The school follows the District's Instructional Plan composed of the MS College and Career Readiness Standards which includes the blueprints, scaffolding documents, exemplars, and other resources provided by MDE and are directly correlated with students learning, growth, and development. The recommended strategies provided to teachers are evidence-based strategies supported by assessment data and follow a scope and sequence.

The school **increases the amount and quality of learning time** through the MTSS program. This program provides struggling students with focused academic instruction in areas of weakness through small group and one-on-one tutorial time with certified teachers during the school day. In addition, the school offers **additional opportunities for increased learning time or quality of learning** through technology based intervention programs.

Enriched and accelerated curriculum is offered to students through differentiated instruction in the classroom, gifted classes, and accelerated classes.

The school offers the following **well-rounded education programs**, activities, and courses: PE, music, library, keyboarding, and health. This school promotes a **diverse set of learning experiences** across all subject areas including: English, reading/language arts, science, technology, mathematics, and PE. Specific examples of learning experiences include: STEM, band, gifted, and library. These programs provide Title 1 students with the necessary methods and instructional practices that strengthen academic programs, activities, and courses necessary for a **well-rounded education.**

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).

Evidence-based Strategies:

Evidence- based instructional programs and strategies actively engage all students by providing a variety of supports, such as counseling, mental health support, and individual specialized instructional supports. High quality practices are provided by the teachers who use the MCCRS to prepare the students for school utilizes and develops best practices in explicit vocabulary instruction, extended discussion opportunities in text meaning and interpretation, direct and explicit comprehension strategies, engagement in student motivation during literacy learning, and intensive individualized intervention for struggling readers.

According to the Center on Innovations in Learning and the research of "Effective Practices: Research Briefs and Evidence Rating," the school engages instructional teams in developing standards-based instruction, monitoring progress towards learning, and asses student learning frequently to check for understanding. This is evident through data meetings that evaluate benchmark assessments and standards-based assessments and check for growth in learning. The school demonstrates effective practices supported by this evidence for all students.

Another **evidence-based program** is the school nurse services. The school nurse addresses vision, hearing, and health-related supports and services that meet the need of all students. The school also addresses mental health through a collaboration with a university-based health program.

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).

Home to Preschool Elementary Transition:

The challenges for early childhood students are met by providing on-site guidance from the counselor, teachers, coaches, and principals to assist students from early childhood education programs to out elementary school. The evidence-based strategies that are implemented are: parental involvement meetings, open houses, on-site tours, parent conferences on data and pathways, guided registrations, athletic events, and grandparent lunches, community award nights, and club event participations. Evidence in supporting the transition of preschool children is observed in providing children quality early learning opportunities through the Head Start program and the local preschool program. The school collaborates and supports student success by providing schools with resources, training, and technology support while also providing effective staff where needed. Early learning interventions address individual student needs and increase success.

These **evidence-based strategies** are supported by the Center on Innovations in Learning.

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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
2019-20	38	22	16	0	1		1.00	2.00	19.00
2020-21	38	22	16	0	1		1.00	2.00	19.00
2021-22	36	22	14	0	2			2.00	20.00

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)

Evidence-Based Professional Development:

Richton Elementary will promote evidence-based professional development activities that will address the needs of all children in the school, especially the needs of those at risk of not meeting the challenging state academic standards.

The PD's will consist of but not be limited to:
- **developing leadership qualities** in the principal leaders of each school to build capacity. Principals will participate in PD that increases the principal's knowledge in content and recognizing best practices in the classroom.
- **developing teachers in science instruction**. New science standards are being implemented and state tested. With new science teachers in place in tested grades, best practices in instruction to achieve the growth can be included in PD.
- **developing teachers in the areas of ELA and math.** Continuing PD for these areas will grow teachers in subject area content and knowledge that creates rigorous instruction while increasing student achievement.
--**developing an understanding of data and implementing assessment resources.** PD will consist of methods to reading and interpreting data.

These evidence-based professional development activities will support the needs of all students and all at-risk students and have a likelihood of positive impact on student achievement and teacher/leader capacity.
According to the AEM Corporation, their **research** showed that evidence-based practices lead to school improvement. "The impact of teacher observations in alignment with PD on teacher efficacy" promoted a positive impact on classrooms and student learning outcomes.

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)

Activities to Implement PD:

#1:
Professional development activities will be implemented for teachers, paraprofessional, and other school personnel to improve instruction and use of date from academic assessment as identified in the needs assessment as identified in the needs assessment. Teachers will receive high-quality instructional guidance from external sources to promote rigorous learning in an effort to increase student achievement. Consultants will observe, collaborate, and critique teaching practices with science, ELA, and math teachers as well as mentor, coach, and promote reflective practices. Considerations will be shared and recommendations given to principal leaders. This professional development will positively impact student achievement and teacher

capacity as well as address an academic need.

#2:
The school will provide professional development in the area of data collection and interpretation. The data will be collected from test banks, benchmarks, and state assessments. Strengths and weaknesses are identified in data sources, such as instructional needs in reading due to low reading scores or instructional mentors in math abased on higher percentages in math scores. Data is correlated and aligned with state standards and research-based curriculum. Data also provides guidance and instructional areas for increasing student outcomes. Data helps to drive leadership focuses for leading and directing teachers. These activities demonstrate the likelihood of positive impact on student academic achievement and teacher and leader capacity while addressing the need of data development knowledge as identified in the needs assessment. This professional development will positively impact student achievement and teacher capacity as well as address an academic need.

#3:
Teachers school-wide have been trained in the use of various tools, programs, and resources to improve instruction and help collect data to assist in decision-making. All pertinent personnel have been trained in the use of an assessment program focused on state standards as well as progress monitoring tools. Teachers have received training in the use of smart-boards to assist in classroom instruction and trained in the use of new classroom-recording equipment from Audio-Enhancement. This professional development will positively impact student achievement and teacher capacity as well as address an academic need.

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)

Activities to Recruit and Retain Teachers:

#1:
Professional Development will greatly focus on teacher recruitment and retention, especially in high-need subjects. When teachers are knowledgeable in content, then teachers feel confident to teach the material. Consultants will help promote positive interactions as well as best practices in teaching.

#2:
Another strategy to support new teachers is the involvement of highly effective teachers servicing as mentors to support, guide, and model instruction, classroom management, and administrative duties for new teachers. This practice is helpful since all teachers teach all students including low-income, minority, and students in subgroups, which ensures equitable access to highly effective teachers.

#3:
For those teachers who have demonstrated high levels of performance, activities will be implemented to retain these effective teachers in the the area of teacher leaders. Teacher leaders would greatly enhance growth opportunities. Helping teachers grow is school leadership. Ensuring that teachers receive maximum opportunities for professional growth is one major key to retaining effective teachers. Highly effective teacher teams would provide needed coaching to state tested areas to all teachers in effort to share strategies that work for student success, with a specific focus on acquiring effective, experienced teachers for low-income and minority students.

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)

Parent and Family Involvement:

Parents and family members were involved and included on the Planning Team for the school wide plan during the development and the evaluation phases. The Team and the School is in near constant contact with parents and family members via technology, written communication, telephone calls, and face-to face meetings or assemblies. At the Schoolwide meeting, goals are discussed and reviewed from the previous years. Additional comments and concerns are accepted at multiple points throughout the school year.

The parent and family engagement activities are academically focused and are aligned to the academic needs of the school. These activities engage and include parents and families of English learners. During Open House events, teachers share academic information with parents and the community. Upcoming sate assessment information is share also along with academic recognition events. Report card distribution greatly influences attendance at these multiple year events. The strength in these activities lies in organizing a time that makes the events available to working parents. The challenge lies in developing ways to involved parents who do not attend to encourage them to participate.

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)

Process of Developing Parent and Family Engagement:

The parent and family engagement plan is developed and updated with parental input through the parent and family planning meetings with a focus on improving student academic achievement and school performance. This committee is composed of parents, the principal, and other school personnel. The timeline for the committee is to meet at least twice a year. Meetings are held once in the Fall and again in the Spring to review the activities, analyze the parent surveys and other data, and revise the plan as necessary. The school works with this team and the PTA to implement the programs throughout the year. Evaluation and the method for determining progress takes place after each meeting through parent surveys, tracking of parent attendance, and any parent and staff comments. The procedure for making revision is to meet in the spring and evaluate the year's activities and review the CNA data. Ineffective activities are removed, and new activities are added as necessary. The Parent and Family Engagement Plan is revised as necessary.

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)

Evaluation of Parent and Family Engagement:

Since the majority of our students are economically disadvantaged, all of the parent and family engagement activities are designed to meet the needs of those who are economically disadvantaged. Our school is handicapped accessible to accommodate the disabled and/ or those in wheel chairs. Student academic progress reports are usually provided to parents during a parent meeting. At this time, teachers explain the data individually and in small groups, as one means of making those with limited literacy feel included. Reports and other information are presented in parent-friendly language.

The school provides programs that reach parents and family members at home and in the community as well as at at school.
Activities on parent and family engagement to be implemented will include, but not limited to:
Parents and teacher communicate regularly. The parent participation is high in numbers on invitational days. Events that highlight academic accomplishments are blended with extracurricular activities. The timing of the parent- teacher events is at an appropriate time. Invitations are sent to parents electronically, in print, and by way of social media. Parents check student progress using the student management package. Teachers communicate regularly with newsletters, webpages, social media sites, parent conferences, and other school events.

In addition, the school reaches out to the community specifically to engage the parents who are economically disadvantaged, disabled, have limited literacy, or are of any racial or ethnic minority background at home, in the community, and at the school as well inclusion of families with limited English.

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)

Understandable Plan for Parent and Family Engagement:

The Planning Team worked together to ensure that the plan was written in understandable language and in a uniform format, as well as in a language that parents can understand. The team allowed a selection of parents to read drafts of the plan and offer critiques or ask questions regarding portions of it that were hard to understand or needed to be revised.

The schoolwide plan format was provided by MDE. It will be shared verbally during the annual Title I meeting and shared on the district's website. Other academic information will be disseminated to parents and families in an understandable format. Important data, results, and other information are often translated into the home language of the student.

School Plan - Prioritized List of Needs

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1. Summarize successes your school has experienced and why.

School Successes:

Based on the accountability data, the school has made progress in areas of needs and addressing things that are working.

It appears that the interventions are working to narrow the gaps among students in subgroups and lowest 25%. Interventionists are highly trained as well as teachers in best practices in the MTSS model. Student discipline is effective in decreasing classroom management issues while keeping students in academic classrooms which contributes to student success outcomes. Teacher retention is effective in decreasing the number of teachers leaving the classroom and effective in placing highly performing instructional leaders in subject areas. These accomplishments are attributed to the experienced teaching staff and longevity in classroom time in particular subject areas. Particular attention has also been given to focusing on subgroups, EL students, and IDEA student needs to be included.

2. Summarize challenges your school has experienced and why.

School Challenges:

Based on the accountability data, the school has identified the areas of needs and focusing on the things that are not working.

Professional development is much needed in the areas of subgroups and lowest 25%. Teachers need rigorous resources to increase student outcomes in these areas. Communication and collaboration are needed across teachers. Reading fluency gains were lower than expected; therefor, concentrated efforts to create smaller groups of students to better serve individual needs would increase state assessed weaknesses.
These challenges can be attributed to the lack of knowledge in developing reading fluency in newer teachers.

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

This area of need is based on state assessment data and first time proficiency rate of students.

b. College and Career Readiness

This area of need is based on falling below the state average on the ACT. With additional professional development, teachers in the ACT prep can better prepare students for achieving higher scores.

c. School Climate and Culture

This area of need is low priority based on the feeling held by faculty and staff, students, parents, and other stakeholders that the school's climate and culture is already very high.

d. Curriculum and Instruction

This area of need is based on providing additional reading fluency practice for students showing reading difficulty. Teachers currently have been training in LETRS and Orton-Gillingham.

e. Professional Development

Professional Development to meet the needs of students in subgroups and lowest 25%- this area of need is based on the state assessment data which identifies students in these groups as showing little to no growth.

f. Parent and Family Engagement

This area of need is based on increasing parent involvement related to student achievement. Parents and families need training in developing strategies to help their children succeed.

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).

Fund Braiding:

The school is braiding funding to improve the school's core academic program by allocating monies in the areas of curriculum, instructional software, professional development, CTE and other school improvement activities and technological needs such as computers and equipment.

The school also coordinates and integrates all funding sources available to meet the needs of our students. Student needs are identified and are addressed to determine all funds available that can be used to address these needs to improve the academic success.

The funding sources available to the school and which will be used to support goals, strategies, and action steps are: Title 1, Title II, Title IV, and Title V.

School Plan Overview

RICHTON SCHOOL DIST (5620) Public District - FY 2023 - RICHTON ELEMENTARY SCHOOL (5620006) Public School - School Plan - Rev 0

Plan Items ( )

G 1) District-Level: Academic Achievement - **School-Level: Academic Achievement**

Description:

District-Level: All students will reach high standards of academic achievement at a minimum attaining proficiency or better in reading/language arts, math, and other tested subject areas in order to achieve student academic success.

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, math, and other tested subject areas on the MAAP state assessment as required by ESSA will be used to measure performance and academic achievement.

S 1.1) District-Level: MTSS Intervention Services - **School-Level: MTSS Intervention Services**

Description:

District-Level: Intervention services will be provided for struggling students across the elementary grade bands K - 6 in an effort to increase academic achievement success on state assessments as well as addressing behavior needs.

AS 1.1.1) Reading and Math Interventions

Description:

The district will provide struggling students with MTSS intervention services administered with fidelity in order to improve academic success on the MAAP state assessments for grades 1-6 and including the MKAS assessments for kindergarten students as follows: Tier 1 effective classroom instruction daily; Tier 2 focused interventions twice a week for struggling students; and Tier 3 intensive interventions daily for low performing and reading deficient students in ELA and math in an effort to improve academic success. Behavior needs will also be identified and addressed. MTSS intervention services will be administered by a teacher interventionist and intervention assistants.

Benchmark Indicator:

Students in the district will show 10% growth in NWEA benchmark screeners during the three testing seasons and 10% growth in MAAP state assessments in the areas of ELA and mathematics in the upcoming state testing year.

Person Responsible:

principal

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	1280-elementary-employee salaries and benefits	$126,782.14

AS 1.1.2) Effective Technology-Based Data Collection

Description:

The school will provide computer instructional programs along with a test bank of questions from a research-based software source similar to MAAP state assessments for teachers to implement weekly assessments, nine-week comprehensive assessments, semester assessments, and yearly assessments in order to better prepare and build knowledge with students for academic achievement.

Benchmark Indicator:

Students in the school will show 10% growth in NWEA benchmark screeners and in test bank assessments during the testing seasons and 10% growth in MAAP state assessments in the areas of ELA and mathematics in the upcoming state testing year.

Person Responsible:

principal

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	1120-elementary--purchased service	$12,000.00

S 1.2) District-Level: Effective Classroom Instructional Resources - **School-Level: Effective Classroom Instructional Resources**

Description:

District-Level: Technology-enhanced classroom instruction, such as laptops, document cameras, and other resources, will deliver effective student-centered instruction to improve student achievement.

AS 1.2.1) Student-Centered Resources

Description:

The school will provide supplemental instructions tools including, but not limited to student-centered laptops, supplies, software, and other technology to integrate instruction in an effort to improve student outcomes on the MAAP state assessments and the NWEA benchmark screeners.

Benchmark Indicator:

Students in the school will show 10% growth in NWEA benchmark screeners during the three testing seasons and 10% growth in MAAP state assessments in the areas of ELA and mathematics in the upcoming state testing year.

Person Responsible:

Interventionist and Principal

Estimated Completion Date:

6/28/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	1120-Elem property, supplies, & purchased services	$25,185.86