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School Planning Summary

Mike Kent

Interim State Superintendent of Education

RICHTON SCHOOL DIST (5620) Public District - FY 2023 - RICHTON HIGH SCHOOL (5620004) Public School - School Plan - Rev 0

Mississippi Comprehensive Automated Performance-based System

Go To

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)

DESCRIPTION OF PLANNING:

To develop the plan, the school wide planning team meets in the early Spring to review comprehensive needs assessment data. One of the data points in the CNA is the survey. The 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 minimum, the principal, teachers from various areas, paraprofessional, Federal Programs Coordinator, and a student, if applicable. The strengths and weaknesses are identified, and priorities are established. Data is reviewed from each grade level also as part of the process. After a review of the evidence-based data, goals, strategies and action steps are determined. The 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 ongoing school data is 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, provided a link to the plan in MCAPS, and placed on the website.

Students are selected based on their leadership skills and involvement within the school, along with their known reliability in carrying out tasks. Ultimately, the principal selects the students based on input from teachers and the counselor.

PROCESS TO MONITOR AND REVISE PLAN:

In addition to quarterly SWP meetings, a leadership team meets each quarter to review on-going 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, asked upon student needs ensuring all students are provided opportunities to meet challenging state academic standards.

TIMELINE:

August - September: SWP Team reviews data and revises SW as needed along with Annual Title 1 meeting.

January - February: Annual Title 1 meeting reviews plan to update due to Covid loss of learning. SWP Team reviews data and revises SWP as needed.

February - March: Administer surveys (engagement activity) to parents, teachers, students, and community to gather input.

March - May: SWP team reviews CNA data and revises SWP as needed.

June: Schoolwide plan shared with stakeholders on website.

Go To

School Plan - Demographics

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Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawallan Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
2019-20	290	146	144		61		8		219	2	198	19				5		2
2020-21	267	127	140		62		5		197	3	267	24						1
2021-22	292	141	151		67		3		214	8	292	28				1	1	3

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2019-20	273.97	0
2020-21	245.6	0
2021-22	262.98	0

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

School Characteristics:

Righton High School is located in Righton, MS in Perry County, which is in Southeastern Mississippi. This is a rural part of the state although we are considered part of the Hattiesburg, MS metropolitan area. **Business and industry** mainly consist of logging, teaching, and some medical fields at our small hospital in town. The majority of the population seek employment outside of the county, mainly in the larger cities of Laurel in Jones County or Hattiesburg and Petal in Forrest County. **Natural disasters** are minimal.

Righton High School is a combined school of Junior High and High School aged students. We service grades 7-12. There are currently 290 students in these grades. Our racial breakdown of the school is 77.2 % White, 20.6% African-American, and <1% Hispanic. The racial breakdown of the school has remained relatively consistent over the years, although the student enrollment overall has decreased slightly over the years.

The **poverty** rate is based on the free and reduced lunch information provided by the food services department of the district. The high school free and reduced lunch percentage is approximately 70%; 59% are eligible for free lunch and 11% are eligible for reduced lunch.

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

Community Characteristics:

Righton is a small rural community located in northeastern Perry County. The town is one of only three small rural townships within the county. There are app. 1100 residents living in the town of Righton. 17.5% of the town's population is aged 5-17 years. The **poverty** rate for the town is 28.8% which is much higher than the current national rate of 13.4% as cited by the most recent national data. **Natural disasters** are minimal.

Business and industry mainly consists of logging, teaching, and some small medical field jobs. Jobs in Righton have declined at a rate of 13.5%. The largest areas of employment are health care and education. The other fields work in retail, food, and industry, much of which is outside of the county in nearby cities of Hattiesburg, Petal, and Laurel.

Accountability Data

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Check the box that reflects your school accountability designation

View the School Accountability Designation

Year	2019-20	2020-21	2021-22
Free	331	336	478
Reduced			
Total			

Elementary and Middle Schools

Proficiency	2019-20	2020-21	2021-22
Language Arts	21.22	19.28	21.22
Mathematics	21.22	19.28	21.22
Science	21.22	19.28	21.22
Participation Rate	25.21	19.28	21.22
Accountability Score	2019.28	2020.21	2021.22
Total Points	2019.28	2020.21	2021.22

High Schools

Proficiency	2019-20	2020-21	2021-22
English	21.22	19.28	21.22
Algebra	21.22	19.28	21.22
Biology	21.22	19.28	21.22
US History	21.22	19.28	21.22
Accountability Score	2019.28	2020.21	2021.22
Total Points	2019.28	2020.21	2021.22

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: _____

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2019-20						
2020-21						
2021-22						

* 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					70.10	70.10	70.10
2020-21					71.30	71.30	71.30
2021-22					84.20	70.60	64.40

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					55.20	55.20	55.20
2020-21					64.30	64.00	55.20
2021-22					61.90	66.66	22.20

Special Subject Areas (MAAP)

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

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2019-20		54.30	54.30	32.70
2020-21		51.90	51.90	41.20
2021-22		66.70	29.40	2.60

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.

What we have noticed as a challenge is the learning gap from COVID continues to be an issue in Reading, and to a lesser degree, Math. It has also seemed to affect the Junior High at a rate higher than in the High School grade levels. The academic achievement in the high school courses and classes seems improved. The Junior High grade levels continue to struggle. The bottom 25% saw a slight increase in growth, but could continue to improve. Root causes could be the difference in time allotted to the various grades: Junior High only has 55 minute classes while the High School is on a block schedule. The Junior High also had brand new teachers in both English and Math, so with more experience, you hope scores continue to improve. There are no EL students in attendance, so that subgroup was not factored into any determinations. We have noticed that subgroups of students of poverty and lower socioeconomic class seem to struggle at a higher rate.

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)

RHS has incorporated a full time interventionist for both JH and HS grade levels to address the challenge of our students below grade level or not meeting proficiency. This being the first year where we have had reliable data from state tests to help schedule and come up with interventions, we hope to see improved scores and increased growth in both the Bottom 25% along with added proficiency. She is also working with high school students who do not pass the state assessments and subject area tests that are needed for graduation. Benchmark assessments will be given as well as state assessments data to help; individualize the interventions and provide a level of effectiveness in an effort to impact student achievement. Progress monitoring will also provide data. Administration will meet regularly and follow up on the interventions and will look at benchmark data to determine if interventions are working.

Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2019-20	18	17	17	19	16
2020-21	21	20	20	18	18
2021-22	18.00	18.00	18.00	16.00	18.00

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.

The ACT data has been analyzed as well as the graduation rates.

Progress and Challenges:

ACT--This data shows areas of concern and hope across all subjects and content areas of the ACT to meet the state average. ACT scores seemed to increase after remaining stagnant. Graduation rate also increased to 90%. This is promising, but unsure if it is an outlier due to the fact some tested areas due COVID were not imposed. RHS wants to remain diligent in preparing students for the ACT and focusing on at-risk students who may drop out of high school.

Plans to address challenges:

The school has addressed the challenges and shortcomings by adding ACT Jumpstart, USA Test Prep, and ELS to address standards and objectives that students have struggled with when taking the ACT. The ACT continues to be a challenge and a concern for the school. The High School's ACT goal is to increase the number of students scoring 18 or above by 5 students. The school has the goal of achieving an ACT school composite score of 21 by 2021. This was not met, as our composite went back to an 18, which is still above the state average, but also not as high as we hope. One of our plans to address the concern of our ACT scores is to revamp the way we teach our ACT Prep class as well as our ACT boot camp.

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)

The school has addressed all areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce.

Students are given opportunities to participate in **Vocational classes** through our county wide Vo-Tech center. Students are also given opportunities to be placed in **dual enrollment** classes through nearby William Carey University in which students can begin receiving college credits while still at the school. The counselor takes students on college visits and also invites multiple college recruiters to campus, along with military recruiters to speak to our students.

The school is providing **equitable access to all students** to participate in postsecondary preparation classwork. There are 0 AP classes offered, 2 dual enrollment classes, 4 CTE classes offered at Richton High School as well as a number of Vo-Tech classes at Perry Central High School. All students have equitable access and are provided opportunity to participate in these classes.

The High School's graduation rate is 90%. The progress for the graduation rate is through increased remediation and parental involvement. The challenge was to raise the graduation rate to 85%. This challenge and goal was met, but is being looked at with close analysis due to the fact some high school graduation requirements in regards to state tests were waived due to the COVID-19 pandemic.

As another means of providing all students equitable access, the district uses Title IV funds to pay for dual enrollment courses. Also, the CTE courses provide students with opportunities to earn certifications making them eligible for employment upon graduation. In addition, the CTE courses provide students opportunity for work experience and exposure to a variety of career fields through classroom observations and career fair experiences.

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	25				28	
IEP	3	0.12			0	0
EL	0	0			0	0
Asian	0	0			0	0
BLK/AA	6	0.24			5	0.18
His/Lat	0	0			0	0
NAM	0	0			0	0
NH/PI	0	0			0	0
White	16	0.64			20	0.71

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

Richton High School does not have any MAJOR discipline issues except on rare occasions. The **most common discipline issue** is student tardiness to class and chronic absenteeism which obviously affects student growth and achievement if students are not in class. Another discipline issue that is common are student altercations with verbal arguments or through social media. In order to sort out the details of these issues, the principal often times has to call students and witnesses to the office. Students have to miss class time when they are called to the office to give their version of events, which in turn means they are missing opportunities to learn and complete lessons. These infractions are outlined in our student handbook.

If students have enough infractions or have any serious infractions, they may be given a sentence of either In-School Intervention (ISI) or Out of School Suspension (OSS). These forms of discipline mean that students are taken out of their regular classes and placed in an alternate setting for a set amount of time. This type of discipline is designed to be punitive as well as deterring, but a by-product is that the student is taken out of regular classes. Because of this, their learning process and possible growth in subject matter could be stunted due to being out of class. To address a reduction in instructional time, these settings provide one-on-one tutorial and instruction in an effort to address achievement.

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)

Richton High School uses multiple tools to try to deter, combat, and redirect negative behavior so as to not take students out of class for long periods of time, thus reducing learning loss and loss of instructional time. A big tool and stop to this is our MTSS intervention team and program. This program uses mentors, incentive based tools, parent/teacher conferences, and behavior plans to address chronic discipline issues.

Per Richton High School Policy, administration uses a discipline ladder that gives alternatives to sending students to ISI or OSS for non-major offenses.

Furthermore, with parent approval, corporal punishment is still allowed to take the place of a possible sentence to ISI or OSS.

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)

Richton High School uses a 3-Tier system for academic and behavior interventions. The "Tier Team" is made up of the school counselor, the SPED coordinator, the head administrator, and teachers. Students who may need behavior interventions are brought forward during meetings of the tier team and data and specific examples are given to determine if a student needs interventions. This tier model and the tier interventions that accommodate it are monitored and discussed and data is provided to whether the interventions are working or not. Grades, discipline records, and teacher accounts are all used to determine the possible success or failure of the interventions.

School Plan - Curriculum and Instruction

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

The school strengthens the academic program in the school through a variety of instructional strategies and methods including differentiated 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 the MDE and are directly correlated with student 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 of quality of learning time through our tier process, known as our MTSS program. This program provides struggling students with focused academic instruction in areas of weakness through small group and one on one instruction time with a certified teacher during the school day. In addition, the school offers additional opportunities for increased learning time and or quality of learning through technology based intervention programs. In the middle school setting, students are assigned a "Learning Strategies" class within their schedule to help with enrichment and/or remediation work.

The school will promote a diverse set of learning experiences that provide an enriched and accelerated curriculum across all subject areas including, English, Reading/Language Arts, Science, Technology, Mathematics, and P.E. Specific examples of learning experiences include: STEM, Marketing, Quiz Bowl Team, Finance, Band, Drill as well as other extracurricular activities. These programs provide Title I students with necessary methods and instructional practices that strengthen academic programs, build character, and provide opportunities for a well-rounded educational experience.

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 instructional programs and strategies actively engage and address the needs of all students by providing a variety of supports, such as counseling, mental health support, and individualized specialized instructional supports. High quality practices are provided by the teacher who use MCCRS to prepare the students for their chosen career pathway. In addition, gifted curriculum is included in the elementary. In order to provide effective high quality instruction for students, RHS 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.

Another evidence-based program in the school nurse services. The school nurse addresses vision, hearing and health related supports and services that meet the needs of all students.

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).

N/A

School Plan - Professional Development

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School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2019-20	37	37	0	2	6		2.00	35.00	
2020-21	34	34	0	0	3				
2021-22	35	35	0	1	0		3.00	32.00	

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)

Righton High School will promote evidence-based professional development activities that 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 will consist of but not be limited to:

- Developing leadership qualities in the principal leaders of each school to build capacity. Principals are still young and limited in experience. The principals will benefit from the modeling of leadership activities during classroom visits and complete strategic planning.
- Developing teachers in areas of ELA and Math

*The High School has two teachers in the Junior High Math and English that are new to middle school This past year was their second year in middle school and they have been trained and coached in detail this year about the standards, curriculum, and expectations of the middle school state assessments. We are continuing PD throughout the year to help these teachers as well as the rest of our subject-area teachers, to help them plan lessons, assessments, and grow in their instruction techniques. By implementing quality instruction and assessment creating, the goal is to have the students maximizing their potential for growth and learning.

*SPED teachers will continue with PD throughout the year, highlighting different techniques and strategies to deal with autism, behavior disorders, and reading deficiencies.

These evidence-based professional development activities will address the needs of all children in the school.

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)

Professional development activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment as identified in the needs of assessment.

The school will use data to determine which professional development activities to conduct in order to improve instruction and use of data from academic assessment. Strengths and weaknesses are identified in data sources, such as instructional needs in reading due to low-reading scores or instructional mentors in math based on higher percentages in math scores. Data is correlated and aligned with state standards and research-based curriculum. Data also provides guidance and instructional mentors in math based 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 of increasing student outcomes. Data also provides helps to drive leadership focuses for leading and the need of data development knowledge as identified in the needs assessment.

Teachers school-wide have been trained in the use of various tools and resources to improve instruction and help collect data to assist in decision-making. Teachers in Richton High School have been trained in analyzing NWEA, ELS, Progress Learning, and state test data to help create and drive instruction. They have also been trained on new technology that assists in instruction. Furthermore, the majority of teachers have received training on True Touch Smartboards and software to add instruction in the classroom and make lessons more interactive with the use of technology. Finally, RHS has implemented Google Classrooms for distance learning purposes and for added communication for when students miss multiple days of instruction.

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)

Professional development activity will greatly focus on recruitment and retention, especially in high-need subjects.

Teachers have been given seminars on classroom management and classroom instruction. The first day of the year for staff development was devoted to classroom management and the second day was devoted to analyzing and interpreting test data in order to improve instruction. Both of these forms of professional development are key to making a teacher effective, yet also comfortable in the classroom. We have specific mentors and consultants that meet with our teachers in our state-tested areas subjects so that they are updated on the most modern methods and techniques when it comes to looking at and implementing curriculum and lessons in the classroom. Understanding the standards, the curriculum that is associated with the standards, and the best ways to create lessons and assessments hopefully put the teacher more at ease when it comes to the classroom teaching.

The school allows for pier to pier observations and teacher/mentor programs to ensure that new teachers are given the opportunities to grow. In addition, the school has been able to work with S-RESA to allow for staff development to count towards CEU credits to enable teachers to build professional development credit towards renewing their licenses, thus retaining quality teachers who continue to improve themselves.

Our school reviews and analyzes student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out of field teachers. These instances are rare, as retention is usually good at the school and we have very few if any teachers out of area. In addition, equitable access is ensured to identify any disparities.

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)

The school will involve parents and family members in the development of the school wide plan. Parents and family members were included in the planning team for the RHS Schoolwide Plan and during the development and 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. With the 2nd year of School Status, our communication and messaging of parents has increased tremendously. There have been a total of 986 calls, 645 emails, and 29,967 text messages sent via our school status communication app. In addition, written communication, face to face parent/teacher conferences, and school assemblies involve parents and members of the community. One challenge lies in developing ways to involve parents who do not attend to encourage them to participate.

In put is gathered throughout the year to help develop, implement, evaluate, and update the parent and family engagement policy/plan throughout the year. Needs/revisions are determined by getting feedback from family members, community members, teachers, and students. The parents on the planning team are actively involved in visiting the school and discussing the progress of the school and ways they can be effective and useful to the overall atmosphere of the school.

The parent and family engagement activities are academically focused and are aligned to academic needs of the school. The highlight of these is the 7th grade and 9th grade orientations at the beginning of the year along with our open-house for other grades. These meetings help bring attention to the rules, expectations and overall academic goals of the school and the teachers.

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 parent and family engagement plan is developed and updated with parental input through the parent and family planning meetings in an effort to improve student and academic achievement and school performance. This committee is composed of two parents plus a teacher that has a student at the school, the principals, and other personnel. The timeline for the committee is to meet at least twice a year to review the activities, analyze the parent surveys and other data, and revise the plan as necessary. The school works with this team, which we call the parent committee, to implement the programs throughout the year. Evaluation and the method for deterring progress takes place after each meeting through tracking of parental attendance, and any parent and staff comments. The procedure for making revisions is to meet in the spring and evaluate the years activities and review the CNA data. Ineffective activities are removed and new activities are added as necessary. This again, will usually happen in the upcoming open houses with pertinent information shared. The Parent and Family Engagement Plan is revised and submitted to the District Office.

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 will provide programs that reach parents and family members at home, in the community, as well as at school. Activities on parent and family engagement to be implemented will include but not be limited to: Parents and teachers 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 parent-teacher events is at an appropriate time. Invitations are sent to parents electronically via school status, in print, and by way of social media. Parents check student progress using Active Parent, our student management package. Teachers communicate regularly through school status, phone calls, news letters social media sites, remind/messaging apps, parent conferences and other school events.

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 or sent home from school. Messages are sent out via school status on days that

students get their progress reports directly. At the in person meetings, teachers explain the data individually or in small groups as a way of making those with limited literacy feel included. Reports and other information are presented in parent-friendly language.

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 school. Our local businesses and churches will often supply the school with items to pass out or distribute to economically disadvantaged students, including tickets for hot meals and snack baggies.

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 schoolwide plan will be in a uniform format following the format provided by the MDE. It will be written in parent-friendly language and shared verbally during the annual Title I Meeting. It will also be shared on the district's website. Other academic information will be disseminated to parents and families in an understandable format. Care is taken to write the information in parent-friendly terms. In addition, this information is often dispersed during a parent meeting. At that time, teachers are available to explain and discuss the information. Important data results and other information are often translated into the home language of the student.

School Plan - Prioritized List of Needs

RICHTON SCHOOL DIST (5620) Public District - FY 2023 - RICHTON HIGH SCHOOL (5620004) Public School - School Plan - Rev 0

1. Summarize successes your school has experienced and why.

Based on standards based testing, our Math scores in Algebra continue to increase. We had the highest level of proficiency we have had in a long time this past year. Our Algebra I teachers is engaged, passionate, and continues to prepare lessons that challenge the students. U.S. History had the highest scores in the entire state last year. This is done through excellent, bell to bell instruction and constant analysis, differentiation, and reteaching of core standards.

Student discipline continues to be relatively low. Time that is missed out of the classroom due to discipline is minimal. Those that do miss time due to ISS or OSS are students that are often repeat offenders.

Technology is strong. We are 1:1 in terms of students and Chromebooks. Every classroom has an interactive smart board that keeps students engaged and is multi-functional to help with instruction.

Lastly, we are continuing meaningful and effective professional development. We have more teachers attending the Making Connections Conference this summer than any year since Mr. Bryan has been principal. We continue to contract through Millennium Education to hire out excellent consultants who are on campus and active with our subject area teachers. Particularly at the middle school level, we hope this continues to improve these teachers in the classroom and help them become better teachers and more familiar with the JH standards and atmosphere.

2. Summarize challenges your school has experienced and why.

Overview- The School is struggling or stagnant in certain areas.

Areas We Are Working to Improve:

RHS is continuing to focus and plans to revamp our approach to the ACT. We have added resources, but also plan on incorporating training and professional development to more teachers in their areas of expertise so that we have more teachers certified in ACT instruction. We have not seen much in terms of dips in scores, but also have not seen much of an increase in overall scores.

Student attendance, tardies, and chronic absenteeism is a concern that is relevant to student achievement. Parent conferences, phone calls, reporting to truancy, attendance incentives, and other interventions are in place and implemented, but are not effective with a small group of students whose home lives and parents/guardians do not stress or put an importance on school attendance.

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

Priority #1: Improving test scores and student achievement in Junior High Grades and English/Language Arts as a whole

b. College and Career Readiness

Priority #2: Improving ACT scores overall and addressing the chronic absenteeism for at-risk students. Working with Perry County Vo-Tech to offer wider options for Vo-Tech courses and increasing our Vo-Tech enrollment. This is essential to keeping students in school who may not go the traditional college route but have skills that can be important to their careers after high school.

c. School Climate and Culture

<p>Priority #3: Increasing student and staff morale and spirit.</p>
<p>d. Curriculum and Instruction</p> <p>Priority #4: Creating effective, rigorous assessments in ALL classes that will mirror state tests and be challenging and meaningful to the curriculum in the classrooms.</p>
<p>e. Professional Development</p> <p>Priority #5: Finding Professional Development that will focus with our SPED and General Ed teachers that highlight the strategies and techniques to address and improve success amongst the lowest 25% of our student body. Also, adding PD that addresses specific disabilities such as Autism, Dyslexia, and behavioral disorders so as our General Ed teachers and our SPED teachers can manage classrooms more effectively.</p>
<p>f. Parent and Family Engagement</p> <p>Priority #6: We continue to look for creative, engaging, and meaningful ways to engage with parents and keep parents informed. We want to allow parents input in school decisions and feedback is crucial. An updated website is a top priority and is one of our initiatives that we would like to see in order to get news and information out to the community in a more efficient and wide-ranging manner. The use of School Status continues to be a wonderful communication tool that we want to continue to use and have teachers use on a constant basis.</p>
<p>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).</p> <p>The school is braiding funding to improve the schools' core academic program by allocating monies in areas of curriculum, instructional software, professional development, CTE, and other school improvement activities and technological needs such as computers and equipment.</p> <p>The school 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 and improve those needs in terms of academic success.</p> <p>The funding sources available to the school and which will be used to support goals, strategies, and action steps include but are not limited to: Title I, Title II, Title IV, and Title V.</p>

Plan Items ()

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.

1.2) District-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.

School-Level: 1.2.1 - Student-Centered Resources Description: the

AS 1.2.1) Student-Centered Resources

Description:

The school will provide supplemental instruction tools including but not limited to student-centered laptops/Chromebooks, supplies, software, and document cameras. We also will provide touch boards and online testing curriculum designed to create rigorous assessments and provide standards based data. This is designed to improve and integrate instruction in an effort to improve student outcomes on MAAP assessments and other standards-based assessments that we give throughout the year to gain information on student achievement and the meeting of benchmarks.

Benchmark Indicator:

Students in school will show 10% growth in NWEA benchmark screeners and 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:

5/26/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	1140-high school-property, software, & supplies	\$24,905.00

3) District-Level: Graduation towards College and Career - School-Level: Graduation towards College and Career

Description:

District-Level: All students will achieve graduation and successful transitions from high school to college and career.

Performance Measure:

District-Level: Performance for the goal of graduation will be measured through a graduation rate higher than 85% and ACT test scores higher than 18 through a series of supports for academic objectives, interventions, and skills necessary to transition successfully from high school to college and career.

3.1) District-Level: Raising Graduation Rates and ACT Scores - School-Level: Raising Graduation Rates and ACT Scores

Description:

District-Level: The district will provide MTSS tier intervention services to struggling students with a focus on continuous improvement and by promoting caring, supportive relationships for high-risk individuals.

AS 3.1.1) Increase ACT Scores and Dual Enrollment

Description:

The district will provide and purchase ACT services and instructional materials to assist in improving ACT scores as well as providing assistance in the costs with dual-enrollment classes. Dual enrollment classes will be taught by certified teachers with Master's level degrees in the subject area. ACT instructors will have gone through ACT training and became certified in their subject area.

Benchmark Indicator:

Students in the district will improve ACT scores by 5% by raising the district average by 2 points or higher and by increasing dual enrollment by 5% for college readiness.

Person Responsible:

Principal

Estimated Completion Date:

5/26/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A	1140-Other support services--Purchased services	\$21,641.00