PEARL PUBLIC SCHOOL DISTRICT

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TEL: 601.933.2461

TO: PPSD School Board of Trustees

FROM: Janice Dukes

DATE: March 18, 2019

RE: FY19 Consolidated Federal Programs Application School Plan

I request the Pearl Public School District Board of Trustees approve the FY19 Consolidated Federal Programs Application School Plan for Pearl Lower Elementary and Pearl Northside Elementary.

Sincerely,

Janice Dukes

Janice Dukes

Board Approved

Date 3\18\19

PEARL PUBLIC SCHOOL DIST (6120) Public District - FY 2019 - PEARL LOWER ELEMENTARY SCHOOL (6120008) Public School - School Plan - Rev 0

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

Administrators- Canda Jackson, Principal and Tamekia Stewart, Assistant Principal

Curriculum Specialist- Missy Jones

Teachers-
Jolissa Conley, Kindergarten Teacher
Jennifer McInnis, 1st Grade Teacher

Paraprofessional- Brooke Lee

Parents of Students (EL Parent)- Faith Garcia

Parent- Sharon Bennett, Katie Puckett

Interventionist- Kristy Lowery

Community Partner- Niki Gilyard, Raising Cane's

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

The planning/leadership team, building administrators- inclusive of certified staff, classified staff, parents, and community members, serves a leadership role in the collection of data, analysis of data, communication with stakeholders (i.e. all parties involved in the learning process), and development of the Schoolwide plan. The leadership team will meet quarterly throughout the school year to complete the following activities as a part of the planning process:

·   Collection of relevant formative and summative achievement data throughout the school year (Fall, Winter, and Spring) to track progress and monitor the effectiveness of programming that has been purchased and implemented,

·   Collection of needs assessments data during the spring for all critical components (e.g. achievement, attendances, discipline, parent needs, professional development needs, etc.),

·   Analysis of data for trends and patterns,

·   Continual analysis of what works in school, other schools, and other organizations throughout the fall, winter, spring, and summer,

·   Communication of results to all stakeholders,

·   Selection of interventions,

·   Approval of plan by teachers, parents, and leadership team,

·   Submittal of plan to central office,

·   Implementation of plan, and

·   Monitor and respond to events as plan is implemented.

The process is ongoing and recursive in nature. The dynamics of this design allow the planning team to receive timely, relevant feedback regarding the effectiveness of the plan and informs any adjustments that need to take place. This process is vital for success, as it ensures that all students will have access and opportunities to meet the challenging State academic standards, and the school is adequately prepared with a plan to meet their needs.

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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
2015-2016	764	370	394	8	288		44	0	375	48	548	122	46	4	0	7		
2016-2017	766	359	407	4	269		48	0	396	49	524	95	65	5	0	0		
2017-2018	776	384	392	4	256	3	50	0	408	55	547	114	73	7	0	7		1

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2015-2016	648.01	476.5
2016-2017		
2017-2018		

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

Pearl Lower Elementary is located at 160 Mary Ann Drive in Pearl, Mississippi. Pearl Lower Elementary is one of three elementary school in Pearl. PLE houses kindergarten and first grade students for the city of Pearl. PLE was constructed in 2004. It is divided into four hallways, two are kindergarten hallways and two are first grade hallways. During the Summer of 2017, four additional classrooms were added to the end of E hall wich is a first grade hall. there is a circle hallway that connects to the administrative circle. The cafeteria, music room and library also connect to the administrative circle. There is a computer lab housed within the library and has computers and software that serves all the students at the Lower. PLE also has a playground and a trike track. We have a gym that is a separate facility from the main building. Out school houses 345 kindergarten students and 346 first grade students. Our school is located conveniently beside the city park and down the street from Pearl Junior High School and the Early Childhood Education Center.Our administrative staff includes one principal, one assistant principal and one curriculum specialist. Our school has seventeen kindergarten classrooms and sixteen first-grade classrooms. We have one LEP tutor, three speech teachers five special education teachers and three special education assistant teachers. We have a full time certified librarian, one full time certified music teacher, one non-certified computer interventionists, two administrative assistants, one office part-time copy person and a full-time nurse. We have a full time certified librarian, one full time certified music teacher, one non-certified computer teacher under the supervision of the librarian, one non-certified PE teacher under the supervision of the general teachers, and one non-certified art teacher under the supervision of the general teachers.

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

Pearl is a city in Rankin County, Mississippi located on the east side of the Pearl river from the state capital of Jackson. The population was 25,092 according to the 2010 census. Today, Pearl is the 13th largest city in the state and the largest city in Rankin County. The city has a total area of 22 square miles of which 21.8 miles is land and 0.2 miles is water. Neighboring towns include Flowood, Brandon, Richland and the capital Jackson.

The median household income in Pearl is $43,766.The population of Pearl is 71.1% Caucasian, 20.9% African American and 4.9% Hispanic. 5.46% of the piople in pearl speak a non-English language, 98.1 are U.S. citizens. The median property value in Pearl is $115,000 and home ownership is 61%.

The economy of Pearl, Ms employs 12,131 people. The economy of Pearl, MS is specialized in Accommodation and Food Service (1,618). Healthcare & Social Assistance (1,550), the highest paying industries are utilities, professional , tech services and finance and insurance.

Pearl is home to many retail businesses. The largest furnitrue store retailer in the Southeast, Miskelly Furniture is located in Pearl. Other retail businesses incude Outlets of Mississippi with over 76 stores, WalMart, SAMS Club and Bass Pro Shop, which are only minutes away from all Pearl Public School Campuses.

Industries within the Pearl community include S & H Steel Corporation, Steel Specialties of MS and Trilogy Communications.

The poverty rate/free and reduced lunch rate at Pearl Lower Elementary is 73.79%.

The Pearl area has historical tornado activity is slightly above the Mississippi state average. In 2001, a category F4 tornado struck an area 12.3 miles away from the city center and killed two people and injured twenty-one people. The tornado caused $12 million in damages. In September 2018, damage occurred in residential housing, businesses, and roads including bridge failure due to flash flooding.

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Three-Year School Accountability Designation

Check the box that reflects your school accountability designation

Year	Priority	Focus	CSI	TSI
2015-2016				
2016-2017				
2017-2018				

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Proficiency		73.20	52.80									
Growth All Students		73.20										
Growth Low 25%												
Total Points												

	2015-2016	2016-2017	2017-2018
Accountability Grade	B ▾	A ▾	Select... ▾

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Proficiency																								
Growth All Students																								
Growth Low 25%																								
Total Points																								

	2015-2016	2016-2017	2017-2018
Accountability Grade	B ▾	A ▾	Select... ▾

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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:

MKAS/STAR

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2015-2016	492.00	750.00	103.00	209.00		
2016-2017	506.00	746.00	97.00	192.00		
2017-2018	512.00	747.00	99.00	225.00		

* 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
2015-2016							
2016-2017							

Mathematics (MAAP)

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

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I
2017-2018							
2016-2017							
2015-2016							

Special Subject Areas (MAAP)

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

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2017-2018				
2016-2017				
2015-2016				

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.

At this time we do not break down subgroups down into gender, ethnicity, homeless, military or foster students. Our students with disabilities take the same state (MKAS) test as our students without disabilities. We do not analyze their scores any differently than our regular education population. However, beginning this year for Title purposes we will gather that information for documentation purposes.

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)
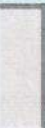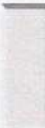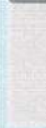
Students' scores will be broken down into ethnic/racial groups and other subgroups, including gender, EL, homeless, students with disabilities, and other qualifying categories to determine if deficits exist between the subgroups and the school average. If challenges are identified, evidence based strategies, such as reading programs, interventions, and additional classroom support will be provided to the students to support identified learning needs.

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☑ Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2015-2016					
2016-2017					
2017-2018					

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.

N/A

☑ Not Applicable

Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2015-2016					
2016-2017					

2017-2018					

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)

N/A

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Out-of-School Suspensions

	2015-2016		2016-2017		2017-2018	
	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	14		38	0	38	
IEP	0	0%	18	0	10	0.26
EL	1	7.14%	0	0	0	0
Asian	1	7.14%	0	0	0	0
BLK/AA	10	71.43%	20	0.53	20	0.53
His/Lat	0	0%	0	0	0	0
NAM	0	0%	0	0	0	0
NHI/PI	0	0%	0	0	0	0
White	3	21.43%	18	0.47	13	0.34

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

According to our discipline history, our data supports that discipline issues do not impact student growth or achievement in our building. If a student has repeated behavioral issues that interferes with the learning process in the classroom, the student is placed on a Tier 2 positive support behavior plan. If the Tier 2 behavior plan is unsuccessful, the student is referred to an alternative classroom setting in our district for elementary students where he/she will receive Tier 3 support for behavior. This system has proven effective in remediating most behavioral issues, thus eliminating its potential impact on student achievement and student growth.

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

Pearl Lower will utilize a system of behavior that encourages positive behavior and reduces the amount of instructional time that has to be directed towards discipline. . Instead of a punitive focused chart, students will have six color-change options that allow additional opportunities for positive behavior support and redirection prior to leaving the classroom or stopping instruction for a time-out or an office instruction. Proactively planning opportunities for dealing with anticipated disciplinary challenges helps to reduce the amount of office referrals and significantly stifle the number of incidences that affect classroom instruction.

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)(II) and Section 1115(b)(2)(B)

Pearl Lower will utilize a school-wide model for behavior. As needed, behavior plans will be developed and tailored to meet the individual needs of students. The model will consist of three tiers, which aligns to the academic model of instruction and intervention. Students will be screened 3 times each year- in the fall, winter, and spring to determine if there are any behavioral needs. Additionally, students may be identified by teachers, parents, or other caregivers or support staff as demonstrating a need for behavioral support.

Tier 1
All students will be allowed to "Clip Up" or "Clip Down" based on their behavior throughout the day. They will begin each day on Green, and they can earn positive clips or negative clips based on their demonstration of expectations. School and classroom rules are taught explicitly and reminders are given frequently. The behavior will be marked in the students' communication folders at the end of each day with coding to describe any misbehavior, so that parents are aware of how their student is performing behaviorally. If a student clips down once, he/she will receive a warning, twice- he/she will have a timeout with a designated staff member. During this timeout, the student will complete a "Think Sheet" and discuss his/her behavior along with more appropriate actions with the the adult before returning to his/her classroom. If the student persists in misbehaving, the teacher may bring the student to the office or call on the office for a principal, and one of the principals will come and get the student.

Tier 2
When a student is identified as needing additional behavioral support, due to classroom behaviors or as a result of the universal screener, he/she will be added to the targeted behavior groups with the school counselor. In these groups, the counselor will focus on important life skills and behaviors that students need to be successful. Additionally, after a meeting or phone call with the parent to further discuss behavioral concerns, the student will begin a behavior plan. The teacher will collect five days of baseline data. Following the five days, an individual behavior plan targeting the three to four most challenging behaviors will be developed. The plan will be based in positive rewards, and the student will be allowed to choose his/her own reward. The student will be required to earn a determined score 1-10 out of 10 positive opportunities in a day. After 4.5 weeks of implementation, the team will meet to review the student's progress on the goals. If sufficient progress has been made, the goal will be increased. If, after 12 weeks of implementation, or a serious/significant disciplinary issue, progress has not been made, the student will move into Tier 3 of the Behavior Intervention Model.

Tier 3
When referred to Tier 3 for behavior, the TST committee will meet to determine what steps should be taken to best implement interventions for the student. This team will be comprised of administrators, teachers, parents, counselors, and anyone other individual with a vested interest in the student. The student will be placed in the Behavior Classroom for a determined number of days, receiving direct, explicit behavioral instruction daily to help teach the student the appropriate, desired behaviors. A rating scale will be used to measure the student's progress, and at the midpoint of placement, a review will be conducted to determine if goals need to be adjusted or if the student is on the path to transition back to his/her regular

classroom setting.

If the Tier 3 behavioral interventions are successful, the student will be gradually transitioned back to his/her classroom with support from the Behavior Class teacher and school counselor.

If the Tier 3 behavioral Interventions are not effective, the student will be referred for comprehensive testing.

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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).

Pearl Lower Elementary is made up of self-contained classrooms for the delivery of grade level curriculum. Test data, universal screeners, student performances, teacher recommendations, and current achievement are used to assist the students within each content area. The teacher teams and administrative tea meet weekly to monitor student performance, examine student work, analyze data, and determine student success and progress. This allows the teachers to assist students who are not successful with the instructional content and to enrich students who are successful. Each grade level is divided into pods of four teachers. Each pod meets at least once per week for common planning in reading and math to develop a common assessment. This allows the teachers to share best practices to better ensure success for each student in reading and math.

PLE currently uses a reading program that provides explicit, systematic, high-quality instruction focusing on the five critical elements that have been identified by research and affirmed by evidence as critical foundational standards for success: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Authors of the current program have vase experience in reading and reading education that includes classroom teaching; school-based and district wide administration; and research specialization in areas such as comprehension assessment, motivation, literacy development, intervention, engagement, and technology. The backgrounds of the authors allow them to select the best of what research and evidence from experience prove to be effective in promoting student success in reading.

Pearl Lower adopted a new math program this year that was spearheaded by our district math coach. Evidence from schools around the state and throughout the district indicate that the program is highly effective in providing students with skills and instruction that will allow them to be successful in mastering the skills needed for success at the next level. *Ready Mississippi Mathematics* is designed to include the most recent findings in research and the most useful instructional techniques. It includes components focused on orchestrating mathematical discourse to enhance student learning; selecting and sequencing student solutions; fostering student engagement in mathematical practices; and mathematical discourse. Teachers have had opportunities to observe and interview colleagues who have experienced success with the program. Ongoing dialogue between the teachers and communication with families makes this program an essential part of the school's curriculum.

Accelerated Reader (AR) is organized around research-based benchmarks that assist teachers in steadily increasing independent reading of complex texts (particularly informational texts), setting attainable individual student goals, and raising comprehension levels as required for success with the College and Career Readiness Standards. Accelerated Reader will be used on classroom computers and in the computer labs.

STAR is a suite of computerized assessments that allows teachers to get data that helps to drive daily instruction and practice. STAR provides assessments that are aligned to state standard and linked to state tests so that teachers can individualize instruction to fill learning gaps while there is still time to do so. Teachers will assess students with STAR at least once each nine-week period.

The TIER process is used to serve students struggling academically to meet state standards. Interventionists, in collaboration with teachers, ELL tutors, and special services teachers work to create a plan that focuses on student weaknesses in the areas of reading and math.

School/classroom instructional schedules are included in the appendix of this plan. The basic curriculum of each elementary classroom consists of reading/language arts.

Lexia Core 5 is designed to provide individual learning and norm-referenced performance data without interrupting the flow of instruction to administer a test. This scalable, research-validated, technology-based system predicts students yeawr end performance and provides teachers with data-driven action plans to help differentiate evidence based instruction.

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).

All students are afforded the opportunity to receive a free and appropriate public education. This includes access to the curriculum, art, computer, music, and physical education.

Special Education Programs are available to students who qualify based on the provisions of Title 37, Chapter 23 of the Mississippi Code, and with applicable federal legislation and regulations, including the Education of All Handicapped Children Act of 1975, the Rehabilitation Act of 1973 and the State Plan for special education. Grades given will be based on the mastery of goals and/or objectives outlined in the IEP, and students are placed in their least restrictive environment based on the needs identified in their IEP.

Pearl Lower has five special education teachers and four assistant teachers. There are two self-contained classrooms, where the students stay for the majority of the day; one resource classroom, where the students may spend an extended amount of time with the special education teacher, but still spend the majority of their time in their classroom; and there is one kindergarten special education teacher, who visits four inclusion classrooms, and one first grade inclusion teacher who visits students in four inclusion classrooms. The inclusion teachers are responsible for visiting inclusion classrooms daily, co-teaching with the general education teacher, and providing support to the students by assisting them with the skills/objectives/standards outlined in their Individualized Education Plans. The general education teacher delivers most of the instruction while the special education serves as a support. They are encouraged to utilize one of the evidence-based models of co-teaching to help provide the most effective instruction for the students in their classrooms. All of the special education teachers work cooperatively and are expected to ensure that students always have their appropriate accommodations and/or modifications as outlined in their IEP.

Pearl Public School District provides a program for students identified as English Language learners. This program provides language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission. PLE has one LE/LEP tutor. She works cooperatively with teachers and students in Kindergarten and 1st grade. All eligible LE students are given the WAP-T and LAS assessments to determine English proficiency. Progress is monitored by the LE tutors, regular classroom teachers, and administration. LE students are fully included in the regular academic classrooms with the elective schedule. LE students, based on their abilities are pulled out of the regular classroom for academic tutoring and social awareness.

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. A liaison for students in homeless situations will be designated by the district to carry out duties as required by law. The Pearl School District will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to the district in the attendance area in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the students best interest. Transportation will be provided to and from student's school of origin as requested by the parent and in accordance with the students best interest.

the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the district's liaison for homeless students. PLE identifies homeless students at the time of registration or upon parent notification. They are included fully in the regular academic classrooms and with the elective schedule.

Pearl Public School District has developed standardized procedures for assisting students who perform significantly below grade level. PLE has a Teacher Support Team (TST) whose purpose is to assess student needs and design academic and/or behavioral interventions that address those needs. Parents are included as active participants in the TST process. The TST shall review the instructional program for any enrolled student who has (a) had repeated failures, (b) been suspended for more than 10 days during a school year, (c) been expelled, or (d) dropped out of school and has an apparent disability condition or is failing at least 2 subjects. Based on this review, appropriate referrals to the TST will be taken. Parents, guardians, teachers, and administrators may make referrals to the TST by contacting the school Principal. In order to ensure appropriate consideration of any child who may be in need of academic or behavioral interventions, PLE uses direct instruction techniques, computer based software, and other evidence based instructional data points to as evidence. Students will be given daily interventions in Tier II and III on Mondays - Thursdays, and then progress monitored each Friday to determine the level of academic progress.

* Region 8 on site counselor
* Region 8 Achievers Classes
* Monthly STAR Testing-Below 25% tile - Tier 2
* Tier 1, 2, 3

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 spring pre-registration, parents are invited to attend the Kindergarten Preview Day with their child(ren). Parents/guardians/daycare groups are taken to a kindergarten classroom. The classroom teacher will have activities planned for the upcoming students to participate in. Afterwards the parents and students are taken on upcoming students are taken on a building tour. The tour concludes in the cafeteria with snacks for the upcoming students. The school counselor will coordinate this day with all parents and child day care providers. Notices about this day will be placed on the school website and building newsletters. The local Headstart Agency (and other pre-K centers) and district personnel will communicate as needed to ensure consistent programming and communication from a 3-4 year old program into a public school kindergarten. PLE serves as an instructional bridge from daycare centers/headstart centers to the high school.

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School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2017-2018									
2016-2017									
2015-2016									

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)

Grade chairs will work with teachers to modify the current lesson plans, needed to ensure that all Mississippi College and Career Readiness standards are taught and mastered within the school year. These lesson plans will utilize differentiated instruction for remediation, on level and enrichment levels for each student. Interventions will be in place for students who have been identified as struggling learners.

Teachers will attend various workshops and conferences through EMCED and other professional organizations in order to enhance classroom instruction and student success such as:

- Phonics for Reading
- Writer's workshop
- Classroom Management
- Differentiated Instruction

In addition, all certified and classified teachers will attend weekly Professional Learning Communities (PLCs) during the early release day on Wednesday of each week. Best practices strategies will be shared each week with the entire grade to be utilized in all classrooms.

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)

We use STAR data to look at where our students reading levels are and to determine instruction and intervention. Teacher and assistant reading groups are guided by the reading ability levels of the students. Students move in and out of groups depending on their rate of success or failure. Those struggling readers receive interventions daily and the high achieving students receive enrichment activities. Benchmark Standards Tests are teacher made and address the skills for the week that have been covered. If skills are not mastered, students are taught and retested on those skills. We also utilize Lexia to help with reading instruction. Students take an initial placement test on the computer which places them at the level they need to begin at. Students complete numerous lessons for mastery before moving to the next skill and then on to the next level.

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)

Our school actively seeks to recruit and retain quality teachers who have a passion for educating students. Recruitment at state colleges at job fairs, as well as hosting the Pearl Public School District job fair, helps to secure qualified candidates who are excited about entering the field of education. When these teachers are hired, they are paired with a veteran teacher and are trained intensively for one year in our district's New Teacher Network. This program is designed to allow the teacher opportunities to observe and be observed by the veteran teacher and other colleagues, to be a part of a professional learning community where he/she can learn and share best practices, and to be guided through the inevitable stages of becoming an effective educator.

Additionally, the Pearl Public School District offers the a career and technical education program for all students regardless of race, color, national origin, including those with limited English proficiency, sex or disability in grades 9-12: Teacher Academy. Students of the Pearl Public School District also have the opportunity to enroll in vocational programs offered at the Pearl-Rankin Career Technical Center. Those programs include: Architecture and Drafting, Automotive Services Technology, Business Marketing and Economics, Career Pathway Experience (CPE), Collision Repair, Construction, Culinary Arts, Digital Media Technology, Early Childhood Services and Education, Health Sciences, Practical Nursing (LPN), Simulation and Animation Design, and Welding. The following career and technical education courses are also offered in grades 6-8: ICT I, ICT II, and STEM. The following career and technical education courses are offered in grades 9-12: Family and Consumer Science and Technology Foundations.

Course Descriptions:

- **Architecture and Drafting**—Architecture and Drafting is a pathway in the Architecture and Construction career cluster. Study in this program allows each student to produce workable drawings on the drawing board and with the computer. Upon successful completion of the program, the student will be qualified for an entry-level drafting or related position or may pursue postsecondary education. Skills developed through

the course of study assist students in meeting requirements for the ADDA certification. Students are provided the opportunity to participate in career and technical student organizations, including SkillsUSA.

- **Automotive Services Technology**—The Automotive Mechanics program teaches basic automotive, brake, electrical, steering, and suspension system services. Students are provided with foundation skills related to engine fuel performance, cooling systems, and air conditioning/heating systems.

- **Business Marketing and Economics**—The Business Marketing & Economics program is designed to prepare students to conduct the critical business functions associated with directing the flow of products and services from the producer to the consumer. Students will learn marketing concepts in relation to sports marketing management, entrepreneurship, fashion merchandising, and Web-based marketing.

- **Career Pathway Experience (CPE)**—CPE incorporates work-readiness preparation and classroom instruction related to a student's occupational interest. Topics of interest include: career personal assessment, business etiquette, job acquisition (e.g., resume, interviews), work ethics, taxes, communication skills, independent living (e.g., personal budget, housing, insurance, automobile purchase, consumer credit). In addition, CPE provides work-site learning for high school students who have a clearly defined career objective. This flexible program allows the student to earn varying credits, from .5 – 2.0 Carnegie Units, based on documented hours as a student intern, school-based intern, apprenticeship, or paid work-based learning. This program is designed as a third year option after a student has completed a CTE program, based on teacher recommendation. (One year program)

- **Collision Repair**—Automotive Collision Repair is an instructional program in which students will learn spot painting, major body repair, paint damage estimating, shop management, body alignment, pin striping and trim, and gas and mig welding.

- **Construction**—In the Construction program, students will learn basic frame carpentry, electrical wiring, plumbing, masonry e.g., (bricklaying and concrete), woodworking power tools, and machinery operation.

- **Culinary Arts**—The Culinary Arts program includes classroom and hands-on lab experiences in a commercial kitchen that will prepare students for employment or continuing education in the food service industry. The culinary arts program incorporates the National Restaurant Associations ProStart learning objectives. Students will learn about many of the aspects of the culinary, restaurant, and hospitality industry to include front-of-the house and back-of-the house skills.

- **Digital Media Technology**—This program is designed for students who wish to develop, design, and implement projects in the fast growing field of digital media. Emphasis is on the techniques and tools used in digital media and the creative design or content of such media. Both theoretical and activity-based learning are provided for students who wish to develop and enhance their competencies and skills. The course focuses on the basic areas of computer graphics, multimedia, and animation. Exposure to state-of-the-art equipment is given through advice by experts from within the industry. The comprehensive project component provides practical experience towards developing a portfolio of work.

- **Early Childhood Services and Education**—This program is designed to provide training in the area of childcare and development. The first year begins with an introduction to the childcare profession focusing on child development, guidance and behavior, and age appropriate activities. Second year students continue classroom instruction on program planning and childcare management while participating in an internship at selected childcare facilities.

- **Family and Consumer Science**—This program exposes students to a wide variety of coursework in multiple disciplines. This includes consumer science, nutrition, food preparation, parenting, early childhood education, family economics, human development, interior design, textiles, apparel design, as well as other related subjects.

- **Health Sciences**—The Health Sciences program includes classroom and hands-on experiences that will provide students with an overview of the health-care field. The clinical experience will begin to prepare students for careers in occupations predicted to have a high number of available jobs in the next 10 years including registered nurses, nurse aides, practical nurses, and home health aides.

- **Information and Communication Technology I (ICT I)** is an innovative instructional program that prepares students to effectively use technology in learning, communication, and life. Students in Information and Communication Technology I complete study in interpersonal

- and self-directional skills, basic technology operation and technology concepts, ethical issues in technology, keyboarding, technology communication tools, technology resource tools, multimedia presentation applications, word processing applications, and social media. Taken from http://rcu.msstate.edu/Curriculum/CurriculumDownload.aspx.

- **Information and Communication Technology II (ICT II)** is an innovative instructional program that prepares students to effectively use technology in learning, communication, and life. Students in Information and Communication Technology II complete study in interpersonal and self-directional skills, basic technology operation and technology concepts, ethical issues in technology, technology communication tools, lab management and networking, financial literacy, spreadsheet applications, database applications, design applications, graphic design applications, web design applications, and career preparation. Taken from http://rcu.msstate.edu/Curriculum/CurriculumDownload.aspx.

- **Practical Nursing (LPN)**—Dual enrollment in a community college practical nursing program provides an opportunity for a high school senior to complete the first semester of a college's practical nursing program during their senior year. Students may receive both high school and college credit for those Practical Nursing courses. Upon successful completion of the dual enrollment component in the senior year of high school, students enter directly into the second semester of the regular college program in the summer following their high school graduation. Students who continue will be eligible for graduation and LPN licensure by December of that same year. (One year program)

- **Science, Technology, Engineering, and Mathematics (STEM) Applications** is an innovative instructional program that prepares students to engage in future academic and vocational courses of study in high school, community college, and institutions of higher learning. Students in STEM Applications complete study in technology literacy, the design process, emerging technologies, computer-aided design, sustainable design and technology, power and energy, robotics simulation, financial and economic literacy, and workplace skills for the 21st century. The STEM Applications curriculum framework is built upon 21st Century Skills Standards, ACT College Readiness Standards, and the National Educational Technology Standards for Stude Taken from http://rcu.msstate.edu/Curriculum/CurriculumDownload.aspx.

- **Simulation and Animation Design**—The Simulation and Animation Design (SAD) program is designed for students who wish to develop, design, and implement projects in the ever-expanding field of game design and development. The program emphasizes the techniques and tools used in game design and the creative design or content of such media. Both theoretical learning and activity-based learning are provided for students who wish to develop and enhance their competencies and skills. The program focuses on the basic areas of ethics, character development, audio and video production, and design using visualization software. The program finishes with a performance-based unit that requires students to develop their own gaming environment.

- **Teacher Academy**—In year 1, this program provides students with the opportunity to gain foundational competencies related to students as learners, planning and assessing teaching, teaching strategies, and communication skills. In year 2, students are provided with the opportunity to gain advanced skills needed to enhance them as learners, teachers, and communicators. Students also receive hands-on field experience each year. Taken from http://rcu.msstate.edu/Curriculum/CurriculumDownload.aspx.

- **Technology Foundations** is a technology-rich curriculum that prepares students to function in the 21st Century environment. This course is designed to provide foundational skills in all relevant areas of technology, including keyboarding, operating systems, word processing, spreadsheets, desktop publishing, multimedia presentations, and social networking. The course also focuses on self and career development by encouraging students to create a program of study that maps out their high school and postsecondary education. Taken from http://rcu.msstate.edu/Curriculum/CurriculumDownload.aspx.

- **Welding**—The Welding program prepares students for employment or continued education in the occupations of the welding field. This program includes welding symbols and reading welding detail drawings, as well as the various types of arc welding and cutting. Students in the program will learn safety measures, setup procedures, and participate in active learning exercises with hands on experience.

Students, their families, employees, and potential employees of the Pearl Public School District are hereby notified that Pearl Public School District is an equal opportunity employer and educator who fully and actively supports equal access for all people, regardless of race, color, religion, gender, age, national origin, marital status, veteran status, disability, or genetic information or testing in employment, vocational programs, or activities as set

forth in compliance with federal and state statutes and regulations. We prohibit retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination.

PEARL PUBLIC SCHOOL DIST (6120) Public District - FY 2019 - PEARL LOWER ELEMENTARY SCHOOL (6120008) Public School - School Plan - Rev 0

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)

We will involve parents and family members in the development and evaluation of this plan in the following ways:

*Family Compact-
This compact will detail how Pearl Lower will engage parents and community members with the school. We will utilize the resources available to us to best serve our students and enhance our school.

*Meetings that will gather input for the plan-
These meetings will give voice to the stakeholders of the school, allowing them to take ownership in the daily operations and practices of Pearl Lower. With input from all stakeholders, activities, programs, events, policies, and procedures will be more reflective of the populations that comprise our school community.

*Survey for parents-
Parents will be able to enlighten us on how we can best serve their needs when the students are not within our physical reach. Surveys allow us to develop and implement support(s) in response to areas and needs identified by parents.

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)

We develop, implement and evaluate family engagement activities with the following methods:

* Needs Assessment- The Needs Assessment is the primary tool to inform us of how to best communicate with parents. We learn what tools will need to be in place and what programs need to be developed to best serve the needs of the individuals in our school community.

* Parents As Partners Nights by determining the number of parent requests for help needed with curriculum standards/instruction Parents as Partners Nights allow parents an opportunity to learn first-hand from the teacher what the students will be doing in class. It gives them an opportunity to ask the teacher questions about homework or skills that they may find confusing or overwhelming. Additionally, it provides excellent feedback to the school regarding how we may more effectively and efficiently teach the children and share information with the parents.

*PTSO Meetings
PTSO meetings allow parents to be involved in the extra-curricular activities of the school. It allows parents an opportunity to connect with other families. Additionally, parents are allowed to see the needs of the school and to find ways to serve and meet the needs of the students and teachers.

*Open House
Open House is an opportunity for parents to visit their children's classrooms and to get a feel of the school environment. Walking through the school allows families to feel more connected to the school and to feel like they are a part of what is happening in the school. During Open House, a video is shared with families to discuss the practices, policies, and procedures that govern Pearl Lower Elementary, and parents are allowed to ask

PEARL PUBLIC SCHOOL DIST (6120) Public District - FY 2019 - PEARL LOWER ELEMENTARY SCHOOL (6120008) Public School - School Plan - Rev 0

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

Academic success of our students is due to the following things that we have utilized:

Reading Universe systematic approach to reading

Michael Hagerty's Phonemic Awareness that are a bridge from ECEC that is a precursor to 95% Group Phonics which is a research based curriculum

Lexia-Ensuring that all students are engaged on Lexia for 40 minutes per week

STAR testing monthly for measurement of growth

Accelerated Reader for all first grade and for kindergarten students who have mastered the Pre-Primer and Primer sight word list.

Sight word Mastery for kindergarten and first grade

TIER intervention system

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

The challenge that our school faces is securing parental engagement from a wide range of parents. Our school is the foundation for students' educational career, so fostering a belief in parental engagement at this age can translate into parents who are actively engaged in their students' academic lives and pursuits for years to come. Successfully implementing a program that elicits parental engagement can have a significant impact on student achievement, student behavior, student performance, and eventually even graduation rate.

The greatest numbers of parental engagement have come when we have served food to families. Unfortunately, we cannot always provide a full meal to families when we host events. Finding other ways to draw the interest of parents and secure the participation of families will be critical in improving parental engagement.

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

MKAS is the assessment taken by Kindergarten students in our building. Providing effective instruction to build foundational skills in the area of Reading will prepare students to be successful when they take the assessment and as they prepare to move into higher levels of learning.

Kindergarten and 1st Grade teachers focus on mastering the 5 components of Literacy, which are: phonemic awareness, phonics, fluency, vocabulary, and comprehension. As students grasp these concepts, they become more confident and competent readers, giving them a solid foundation in literacy. This foundation in literacy is critical as students must prepare to take the 3rd Grade GATE assessment two years after leaving Pearl Lower Elementary.

As we examine student scores and routinely monitor progress, we are better prepared to make decisions regarding their academic needs and what intervention or enrichment exercises need to be in place to ensure that our students will be successful and prepared to succeed.

b. College and Career Readiness

Pearl Lower Elementary provides foundational skills in literacy and mathematics that prepare students for success in academic pursuits that will lead to their college and career pursuits.

c. School Climate and Culture

Pearl Lower seeks to create a school culture that promotes positivity and that focuses on the character traits of being: Prepared, Respectful, Involved, Dependable, and Excellent. Our district's mission is "Excellence every day, in every way." Teaching students rules and procedures that align with these characteristics, along with encouraging faculty and staff to demonstrate these qualities, helps to create an environment that fosters a culture of respect, appreciation, and academic excellence.

d. Curriculum and Instruction

PLE currently uses a reading program that provides explicit, systematic, high-quality instruction focusing on the five critical elements that have been identified by research and affirmed by evidence as critical foundational standards for success: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Authors of the current program have vase experience in reading and reading education that includes classroom teaching; school-based and district wide administration; and research specialization in areas such as comprehension assessment, motivation, literacy development, intervention, engagement, and technology. The backgrounds of the authors allow them to select the best of what research and evidence from experience prove to be effective in promoting student success in reading.

Pearl Lower adopted a new math program this year that was spearheaded by our district math coach. Evidence from schools around the state and throughout the district indicate that the program is highly effective in providing students with skills and instruction that will allow them to be successful in mastering the skills needed for success at the next level. *Ready Mississippi Mathematics* is designed to include the most recent findings in research and the most useful instructional techniques. It includes components focused on orchestrating mathematical discourse to enhance student learning; selecting and sequencing student solutions; fostering student engagement in mathematical practices; and mathematical discourse. Teachers have had opportunities to observe and interview colleagues who have experienced success with the program. Ongoing dialogue between the teachers and communication with families makes this program an essential part of the school's curriculum.

Accelerated Reader (AR) is organized around research-based benchmarks that assist teachers in steadily increasing independent reading of complex texts (particularly informational texts), setting attainable individual student goals, and raising comprehension levels as required for success with the College and Career Readiness Standards. Accelerated Reader will be used on classroom computers and in the computer labs.

STAR is a suite of computerized assessments that allows teachers to get data that helps to drive daily instruction and practice. STAR provides assessments that are aligned to state standard and linked to state tests so that teachers can individualize instruction to fill learning gaps while there is still time to do so. Teachers will assess students with STAR at least once each nine-week period.

e. Professional Development

Pearl Lower Elementary Grade chairs will work with teachers to modify the current lesson plans, needed to ensure that all Mississippi College and Career Readiness standards are taught and mastered within the school year. These lesson plans will utilize differentiated instruction for remediation, on level and enrichment levels for each student. Interventions will be in place for students who have been identified as struggling learners.

Teachers will attend various workshops and conferences through EMCED and other professional organizations in order to enhance classroom instruction and student success such as:

- Phonics for Reading
- Writer's workshop
- Classroom Management
- Differentiated Instruction
- Ready Math

In addition, all certified and classified teachers will attend weekly Professional Learning Communities (PLCs) during the early release day on Wednesday of each week. Best practices strategies will be shared each week with the entire grade to be utilized in all classrooms.

f. Parent and Family Engagement

We develop, implement and evaluate family engagement activities with the following methods:

* **Needs Assessment**- The Needs Assessment is the primary tool to inform us of how to best communicate with parents. We learn what tools will need to be in place and what programs need to be developed to best serve the needs of the individuals in our school community.

* **Parents As Partners Nights by determining the number of parent requests for help needed with curriculum standards/instruction** Parents as Partners Nights allow parents an opportunity to learn first-hand from the teacher what the students will be doing in class. It gives them an opportunity to ask the teacher questions about homework or skills that they may find confusing or overwhelming. Additionally, it provides excellent feedback to the school regarding how we may more effectively and efficiently teach the children and share information with the parents.

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*Open House
Open House is an opportunity for parents to visit their children's classrooms and to get a feel of the school environment. Walking through the school allows families to feel more connected to the school and to feel like they are a part of what is happening in the school. During Open House, a video is shared with families to discuss the practices, policies, and procedures that govern Pearl Lower Elementary, and parents are allowed to ask questions regarding anything that they do not understand. Contact information for the school and teacher are shared once again, and families are encouraged to keep their eyes and ears open for opportunities to be involved in the school and all of the activities that are taking place.

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

Title I funds are coordinated and integrated through a collaborative effort between federal, state, and local programs that support students and provides funding to supply an Interventionist, Assistant Interventionist, and an EL tutor. We also coordinate with IDEA Preschool services to provide early intervention services. Through a nutrition program, we are able to provide free and reduced lunch to students. Additionally, Special Education provides speech services to local Headstart Programs. We also partner with the Center for Violence Prevention to provide available services to families who are temporarily housed there.

PEARL PUBLIC SCHOOL DIST (6120) Public District - FY 2019 - PEARL LOWER ELEMENTARY SCHOOL (6120008) Public School - School Plan - Rev 0

Plan Items ( )

G 1) District-Level: Reading/Language Arts/Mathematics - School-Level: Reading/Language Arts/Mathematics

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Measure:

District-Level: Increase the percentage of students who pass the 3rd grade reading assessment at the first administration in each subgroup by at least 2%. Increase the percentage of students proficient (levels 4 and 5) on statewide assessments (grade 3) in each subgroup by at least 2%. Decrease the percentage of student scoring levels 1-3 on statewide assessments in each subgroup by at least 2%. Increase the percentage of students demonstrating growth on statewide assessments in each subgroup by at least 2%.

S 1.1) District-Level: Provide Prekindergarten Program for eligible 4 year old students

Description:

District-Level: Increase Kindergarten readiness by funding a Prekindergarten Program (5 classes). 100 Prekindergarten slots will be offered to students showing the greatest need during screening in the Spring of the preceding school year.

S 1.2) District-Level: Prevention/Intervention

Description:

District-Level: Provide employees (Interventionists, Assistant Interventionists, EL Tutors, Teacher assistants) who meet the legal requirement for by state and local policy for instructional supports to increase student academic achievement.

AS 1.2.1) Hire Interventionists and Assistant Interventionists

Description:

Employ an Interventionist, Assistant Interventionist, and an EL Tutor who meet the legal requirement by state and local policy for instructional supports to increase academic achievement of Kindergarten and 1st grade students.

Benchmark Indicator:

Increase the percentage of EL students who achieve overall proficiency within 5 years of enrolling in a Mississippi school by 5%

Person Responsible:
Brenda Myers
Estimated Completion Date:
5/29/2020

§ 1.3) District-Level: Provide Professional Development

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation, assessment surveys, and State assessment results. Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices and other identified needs that result in improved student performance. Funds will support professional development activities, conferences, consultants, instructional coaching, etc.

§ 1.4) District-Level: Provide supplemental instructional supports - **School-Level: Provide supplemental instructional supports**

Description:

District-Level: Purchase supplemental instructional and educational materials, professional services, and purchased services to enhance student achievement and increase student growth.

As 1.4.1) Purchase instructional and educational materials

Description:

Allocated funds will be utilized to purchase supplemental instructional and educational materials and supplies and services to enhance student achievement and increase overall student growth.

Benchmark Indicator:

Increase the number of students meeting proficiency on the challenging state and district assessments by at least 2%

Person Responsible:
Brenda Myers
Estimated Completion Date:
5/29/2020

As 1.4.2) Fund technology materials, equipment to impact teaching & learning

Description:

Allocated funds will be utilized to purchase supplemental technology material, equipment, software, etc. to impact instruction and student learning

Benchmark Indicator:

Increase student academic achievement results on academic assessments by at least 2%

Person Responsible:

Brenda Myers

Estimated Completion Date:

5/29/2020

S 1.5) District-Level: Provide supplemental technology materials, equipment, etc.

Description:

District-Level: Funds allocated will be used to purchase supplemental technology materials, equipment, etc. to impact the quality, content and structure of teaching and learning focused on results.

S 1.6) District-Level: Promote Parent and Family Engagement - **School-Level: Promote Parent and Family Engagement**

Description:

District-Level: Provide workshops, material and other opportunities to support and engage parents in helping their children improve in reading and mathematics. Each school receiving Title I funds is required to have a committee made up of various stakeholders (parents, school administration, teachers, teacher assistants, community members) representing all students {Regular Education and At-risk students(Special Education, English Learners, etc.}. Committee input and parental surveys are used to make decisions on how the funds are utilized. Each Title I school designs its parent and family engagement program around their needs to provide workshops, materials, training opportunities, etc. to support parents in helping their children improve skills in reading/language arts and mathematics. Informational and instructional materials and supplies are purchased for family literacy/parent and family activities as a tool to promote, support, and engage and improve overall academic achievement of students.

As 1.6.1) Promote Parent and Family Engagement

Description:

Provide workshops, materials, and training opportunities using a variety of delivery systems to support parents in helping their children improve in reading and mathematics.

Benchmark Indicator:

Increase parent/family engagement to at least 65% and student achievement results by at least 2% as evidenced by survey documentation, meeting sign-in sheets/minutes/agendas, and acquisition of materials/supplies

Person Responsible:

Brenda Myers

Estimated Completion Date:

5/29/2020

G 2) District-Level: System of Accountability

Description:

District-Level: To provide oversight in the implementation and evaluation of programs funded with Title I, Title II, Title III, and Title IV.

Performance Measure:

District-Level: Program implemented with fidelity. No programmatic of fiscal findings during a monitoring visit.

S 2.1) District-Level: Provide a Director of Federal Programs and an Administrative Assistant

Description:

District-Level: Provide salary/benefits of a Director of Federal Programs and an Administrative Assistant to ensure program requirements are met with fidelity.

S 2.2) District-Level: Administration of Federal Programs

Description:

District-Level: Funds allocated to provide: technology materials/equipment, supplies to operate and implement the district's Federal Programs office, professional development opportunities to include travel, registration, dues, fees, and membership that help meet the needs of students in school-wide programs.

S 2.3) District-Level: Indirect Costs

Description:

District-Level: Indirect Costs will be transferred out.

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Required Documents

This page is currently not accepting Related Documents.