

**WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - BUCKATUNNA ELEMENTARY SCHOOL (7700012) Public School - School Plan - Rev 0**

**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	
2017-18																			
2018-19																			
2019-20																			

**School Data - Grid**

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2017-18		
2018-19		
2019-20		

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

Buckatunna Elementary School is a K-8 neighborhood school located in the Southern part of Wayne County, MS. Buckatunna is approximately fourteen miles South of the Wayne County School District Central Office. The total school enrollment is 441 of which 254 are Black children (60.0%), 181 are White children (39.2%), 6 Hispanic child (.24%). Our School has 34 highly qualified staff members. We have 28 highly qualified teachers and 6 highly qualified teacher assistants. We also have 5 highly qualified interventionists.

Buckatunna students are of various socioeconomic backgrounds. Most of our students are economically disadvantaged and qualify for free lunch with 100% of our students residing in rural areas. The primary occupations of our parents are logging, poultry, farming, and factory work. Ninety-one (91) percent of our students are low income.

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

**Check the box that reflects your school accountability designation**

Three-Year School Accountability Designation

Year	Priority	Focus	CSI	TSI
2017-18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2018-19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2019-20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Proficiency	36.70	36.10		45.00	41.20		57.80	38.90				
Growth All Students	55.00	54.40		58.00	54.20					99.30	99.00	
Growth Low 25%	67.90	68.90		46.00	50.80							
Accountability Grade	2017-18			2018-19			2019-20			2019-20		
Total Points	C			C			356.00			363.00		

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness			
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	
Proficiency																									
Growth All Students																									
Growth Low 25%																									
Accountability Grade	2017-18			2018-19			2018-19			2018-19			2019-20			2019-20			2019-20			2019-20			
Total Points	Select...			Select...			Select...			Select...			Select...			Select...			Select...			Select...			

School Plan - Student Achievement (School's Performance)

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**Reading/Language Arts/Literacy (Progress Monitoring Instrument)**

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used:

MKAS

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2017-178	60.00	12.00	36.00	14.00	49.00	16.00
2018-19	62.00	24.50	11.90	8.50	38.60	28.35
2019-20						

\* 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

<b>2017-18</b>	38.20	60.40	79.20	66.70	73.90	71.40
<b>2018-19</b>	51.00	28.90	73.50	77.80	73.30	80.90
<b>2019-20</b>						

### 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.

<b>Year</b>	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>	<b>Algebra I</b>
<b>2017-18</b>	38.10	51.00	82.50	48.50	47.60	68.30	
<b>2018-19</b>	55.10	33.10	83.00	63.50	53.40	50.00	
<b>2019-20</b>							

### 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.

<b>Year</b>	<b>5th Grade Science</b>	<b>8th Grade Science</b>	<b>Biology I</b>	<b>U.S. History</b>
<b>2017-18</b>	29.80	57.10		
<b>2018-19</b>	54.70	68.20		

**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.**

### **STAR**

\* K-2 Progress was made in all grades. The use of phonics and small group interventions contributed to this progress. We also contribute our reading focus with AR to the progress. We still need to work and raise the outcomes in 2nd grade.

### **MAAP ELA**

\* 3rd grade significant improvement -- The test is very rigorous therefore the EL and SPED students struggle with the content. Students must do all of the test on a chrome book, including typing to a prompt. We are seeing constant improvement in this area.

\* 4th grade progress --- Use of vocabulary resources. Added emphasis on development of idea and in grammar and usage. Focus more on our lowest 25% students.

\* 5th grade decline/challenge --- Stronger focus on reading for informational text and in the development of ideas. Focus on helping students transition from an elementary schedule to a 7 period schedule with different teachers.

\* 6th grade progress --- We saw an improvement in the performance of the lowest 25% of students. However, this same group is still struggling to meet the requirements on this state test. The complexity of the test has gotten harder and therefore, it makes it more difficult for them to be successful. Our IEP students are having the same struggles with complexity at this level. We need to focus on both types of reading literature and reading informational text at grade level.

\* 7th grade progress --- We are seeing improvements in this grade level. Our lowest 25% and IEP students are struggling with the complexity of this grade level test. Our focus in this grade is on informational text and writing.

\* 8th grade progress --- We are seeing improvements in this grade level. Our lowest 25% and IEP students are struggling with the complexity of this grade level and the skills that are needed to be successful.

### **MAAP MATH**

\*3rd grade significant progress--measurement and data was our lowest area to address.

\*4th grade progress--focus needs to be on measurement and data.

\*5th grade decline/challenge---a more focus look at the skills needed especially those listed in the scaffolding document that are considered prerequisite skills that may not have been previously taught. Students are weak in multiplication facts, therefore their number and operations score is the lowest. There is a larger number of IEP students in this group that are struggling with grade level material.

\*6th grade decline --- focus more on geometry.

\*7th grade progress --- focus on expressions and equations.

\*8th grade progress --- focus on functions. The lowest 25% are not showing much improvement. This group is struggling with grade level skills.

**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)**

The instructional strategies in the plan are based on the evidence-based practices found in Robert Marzano's educational research. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, Robert Marzano (2001) states the following:

Comparing & contrasting, classifying, and creating analogies- effect size 1.6

Summarizing- effect size 1.6

Nonlinguistic representations- effect size .73

Feedback- effect size .6

Any effect size of .4 or greater has a statistically significant effect on student achievement. (Marzano, 2001) (Hattie, 2009)

- Response to interventions -- at risk students, bottom 25%, students that are struggling w/ a particular objective
- Phonics instructions --- beginning in PreK through 2nd grade students are taught phonics by highly qualified trained teachers/assistants
- SREB --- literacy based program for math and ELA --- incorporates ELA in science, history, and ICT
- Computer based remediation and enrichment.
- Deliberate vocabulary concepts

School Plan - College and Career Readiness

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Not Applicable

**College and Career Readiness 11th Grade ACT Scores**

Year	Composite	English	Math	Reading	Science
2017-18	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2018-19	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2019-20	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.**

Not Applicable

**Postsecondary Preparation Opportunities for Students**

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2017-18						
2018-19						
2019-20						

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)



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**Out-of-School Suspensions**

	2017-18		2018-19		2019-20	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All						
IEP						
EL						
Asian						
BLK/AA						
His/Lat						
NAM						
NH/PI						
White						

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

Most of the suspensions from our school occurs with students fighting. These issues frequently impact student achievement and growth on our campus more than any other discipline issues. Each classroom has a discipline plan that they follow in class before a referral is issued. Students who receive three office referrals are referred to the

Behavior Specialist. She works with these students on strategies and methods that they can use in the classroom to curtail their behavior. She also works with teachers to give them strategies that they can use with students and help them to identify triggers that cause specific behaviors. If these strategies and methods do not work and a student continues to receive referrals, that student receives a Behavior Intervention Plan (BIP).

Our district policy mandates that there is some form of punishment for the student who exhibits these type of behaviors. If the behaviors cannot be addressed with strategies and others methods, the discipline policy is followed. These students may receive In School Suspension (ISS), After school Detention (ASD) suspension depending on the severity and regularity. Our school follows the handbook policy using the discipline ladder to determine the consequence the students receive when they receive a discipline referral.

When students are not in the regular classroom environment, this has an impact on their achievement. Students who are not present in class cannot receive the quality instruction that they need in order to be successful.

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)

1. Parents are called and conferences are held.
2. Students are counseled by the teacher, the principals, and the Behavior Specialist.
3. Students may receive break detention, corporal punishment, in school suspension or after school detention.

It is our goal to reduce the loss of instructional time. We have classroom management and discipline plans in place in each classroom that address inappropriate behaviors. The goal of the plan is to address the behavior before it becomes an office referral. Teachers are required to go through each step of the plan before a student receives a discipline referral.

The school has also put a PBIS plan into place to encourage good behavior among our students. Students have a conduct card that they keep in their pouch with their student ID. Any faculty/staff can sign the card when they see the student doing good. When the card is full, the student can trade it for an item from the PBIS store.

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)

The Wayne County School District has a Behavioral Referral Process for Regular Education Students as well as Special Education Students. Our school adheres to this policy which states that when a regular education student has had 3 disciplinary reports, the behavior process begins by completing a behavior referral form, collecting information on the student, performing classroom observations, and the teachers completing forms. The behavior specialist will create a Functional Behavior Assessment and/or Behavior Intervention Plan if warranted. The plan(s) will be given to the teachers and parents at a formal meeting. The teachers will monitor the behavior using a weekly tracking form and the student will meet with the behavior specialist at least once a week. Also for students without a BIP or FBA, the behavioral specialist uses a check in/check out program to stop certain behavior(s). Charts will be completed to track and reflect progress. The Special Education Behavior Referral Process is similar except the IEP will have to be reviewed to see if it needs to be revised to include a behavior goal.

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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 students at Buckatunna will receive a well-rounded education by not only receiving the core academic classes but also having the opportunity to enrich their experience at school by having additional classes/programs. The school provides additional classes such as music to K-4 students as well as PE & Library to all students in K-8. The school also provides intervention services during school hours to the students who are not meeting academic expectations. After school tutoring in grades 3-8 is available to students that struggling, in the lowest percentage in their grade level on state test and/or if they are within 2 to 3 points of advancing to the next proficiency level. Students who are gifted in grades 2-6 have a gifted class that they attended all day once per week. The gifted instructor incorporates the standards for ELA, math, and science into her activities. There are many extra-curricular activities the school offers such as Beta Club, Student Council, History Club, Math Team, football, basketball, baseball, softball, cheer and dance.

**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).**

Our school uses differentiated instruction, which includes "face time" with the teacher at least 3 times each week. The teacher is able to meet in small groups with students that are performing at or near the same levels. This small instructional time allows the teacher to help at risk students at their level to raise skills levels with students to push them toward grade level instruction. When not at the table with the teacher, students use a variety of different programs on the Chromebook to reinforce the skills being taught.

Retired teachers work as interventionist three days a week on instructional interventions to help close gaps in skills.

Our school partners with Grandparents of America to allow senior citizens to serve as foster grandparents in our classrooms. Our foster grandparents work with students by listening to them read, reading to students in small groups, doing flashcards of math facts or sight words, as well as any other project that the teacher deems of importance to help students grow.

Our school offers after school tutoring 3 hours each week. This tutoring is available to students in grades 3-8.

PBIS has been put in place at Buckatunna to encourage students to improve their behavior. By improving behavior, teachers are able to spend more time teaching and less time addressing poor behavior.

A dyslexia therapist spends a portion of the day each working with students that have been diagnosed as being dyslexic. She teaches them the necessary strategies to help them cope with the this condition and become better readers.

The behavior specialist is available to council students as needed. She also conducts individual and group sessions to teach behavior and social skills to studen

**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).**

Our school is fortunate enough to have two Pre-K classes on campus. The current classrooms are located in the same building with the kindergarten classes. Therefore, it is not a huge transition. However, we work closely with the local Head Start and church based Pre-K programs to make the transition smooth for students that we may receive from their programs. Each year, the Head Start and churches bring their students to spend part of a day on our campus. They tour the campus and spend part of the day in the kindergarten classes. They spend time and complete activities with both kindergarten teachers, and they eat lunch in the cafeteria.

Our teachers attend training sessions at the Head Start and give input on ways they can help to make the transition smoother for the incoming students.

School Plan - Professional Development

**WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - BUCKATUNNA ELEMENTARY SCHOOL (7700012)  
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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
2017-18	40	40	0	2	3	0.00	32.00	8.00	0.00
2018-19	33	33	0	1	1	1.00	17.00	15.00	0.00
2019-20	32	32	0	0	2	0.00	16.00	16.00	0.00

**1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)**

For SY 20-21, the following professional development activities will be provided to various groups and grade levels of teachers:

- \* Rigor and Depth in Reading- 3rd through 8th-grade teachers attended a professional development session by grade level the week before school started (follow up with quarter district level meetings)
- \* Effective Math Instruction- Professional development/coaching is being provided to individual teachers (follow up with coach as stated in contract)
- \* Science Pacing Guides- 5th and 8th-grade science teachers each attended a professional development session to develop pacing guides before school started
- \* STEM-- 5th and 8th science teachers received one day of STEM training on how to implement the new STEM

program

- \* Teacher coaching- multiple days of teacher coaching
- \* Phonics Training- the new teachers and assistants attended training on the supplemental phonics program (follow up on PD days as set by the district)
- \* Smartboard training for all teachers (more training as needed)
- \* Classroom management professional development provided by master teachers (follow up as deemed necessary by administrators)
- \* Writing to a prompt professional development for all 2-8 writing teachers
- \* New Teacher Academy for 1st year teachers (monthly)

**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)**

- \* Vocabulary Mapping
- \* Effective Math Instruction
- \* STEM SCOPES
- \* Think, Pair, Share
- \* Technology based activities/games
- \* Book Talk
- \* Benchmark Testing

**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)**

The retention rate at Buckatunna is good. Very few teachers leave the school unless they are retiring or moving to another district or state. Buckatunna, as part of the Wayne County School District, actively recruits teachers by establishing close relationships with local university and colleges with teacher education programs including the University of Southern Mississippi, Mississippi State University, William Carey University, and Jackson State University. In addition, The Wayne County Career and Technical Center offers a "Teacher Academy" for high school students interested in pursuing a career in education. We advertise available teacher positions by posting the vacancies online with colleges, the Mississippi Department of Education's teacher vacancy website, and on our district website. Wayne County School District offers a competitive salary and benefits package. We retain teachers by providing comprehensive orientation and mentoring through the "New Teacher Academy", which facilitates a successful transition into the teaching profession for newly hired teachers and for those who are new to our district. We provide opportunities for teachers to grow and improve their instructional skills through our professional development

programs. We include teachers in the continuous improvement planning process at both the school and district levels. Teachers are also in the planning and implementation of school initiatives and activities. Wayne County provides a "family first" work environment and uses positive reinforcement via awards programs to recognize excellence in its teachers. Teachers are evaluated using the Teacher Growth System, and Wayne County uses this instrument as a means of teacher growth . The evaluation is a relatively positive experience that enables teachers to assess their strengths and areas for growth. Buckatunna School sends their teachers to different training so they can come back and train the other Buckatunna School teachers. Teachers receive unexpected notes of encouragement through hand written notes from administration. At Christmas, every faculty/staff member's spouse and/or parents received a card in the mail expressing the administration's appreciation for the work that the employee is doing at Buckatunna. The retention rate of teachers at Buckatunna School is high because they are treated like family.



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)**

\*School Wide Planning Team

\*Parent Feedback/Survey

\*Needs Assessments

**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)**

2020-2021

The data used primarily to develop and implement parent and family engagement activities is gleaned from the 2019-2020 needs assessment and teacher/student/parent verbal feedback.

Parental participation will be tracked by an agenda and/or sign-in sheets to gauge parent engagement. Some events will also utilize a feedback form.

**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)**

**2020-2021 School Year**

\*Open House/Orientation for Parents before school starts

\*Third Grade Literacy Based Promotion Act Parent Meeting

\*Parent conferences for IRPs

\*Parent conferences for IEP/504

\*Parent conferences to address academics and behavior

\*Weekly signed papers

\*Social media alerts and messaging features

- \* Opportunities for parents to participate with children in reading fair and science fair (Family Projects)
- \* Opportunities for parents to help students with Accelerated Reader assignments
- \* Data Talks with parents after grade level parent/student breakfast
- \* Sporting Events
- \* Band Concerts
- \* Parent Volunteers in classroom
- \* Parent Chaperones on field trips and conventions
- \* Meals with students - Grandparents' Day, Thanksgiving, Christmas
- \* Jr. BETA Annual Blood Drive
- \* Spots Pep Rallies
- \* Math competition
- \* History quiz bowl
- \* Spelling Bee
- Relay for Life projects
- \* Read Across America
- \* Christmas Program
- \* Summer Reading Books
- \* Fall Festival
- \* Veteran's Day program
- \* Community Christmas Tree lighting
- \* Black History program
- \* Coffee with Cops program
- \* Awards Day (MAAP and Academic)
- \* School One Calls
- \* District and School Webpage
- \* Parent Portal

**4. Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)**

- \* Parent participation with user-friendly format and language of plan
- \* Open door policy to explain plan if needed
- \* Plan will be available in alternate languages if needed

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

At our school, we have a certified Dyslexia Therapist who provides Orton-Gillingham-based instruction to those students diagnosed with Dyslexia to improve reading difficulties. The majority of our teachers have attended the LETRS Training and are using those strategies in their classrooms. Our Behaviorail Specialist counsels students and provides interventions for behavioral issues. Differentiated instruction is practiced in every classroom to improve student outcomes. We are using a remedial/enrichment computer program to help increase student skills in reading and math. We have successfully implemented the RACE writing strategy across the disciplines at all grades levels 3-8. We have an active RTI team and interventionists who work to provide remediation to struggling students. We recognize and reward student achievement and accomplishments to increase student participation and morale. Our students use of technology is improving as students use technology for classroom assignments and projects.

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

We need to focus on improving our retention rates of our 5th grade, kindergartners, and 4th grade students. Our 5th graders are having problems transitioning socially, mentally, and academically. Some kindergarten students lack the prerequisite skills to be successful in school. Our 4th grade class seems to lack motivation after they have passed the GATE. We have identified an area of need in both phonics and grammar instruction. We are using Saxon Phonics as a supplementary program in K-2. Students are also having difficulties with the writing process. We need to extend our writing beyond just using the RACE strategy. We need additional time in math. 55 minutes of instructional time is not enough to meet the rigorous standards of MCCR.

**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**

1. Content Area standards especially in 5th grade
2. Math interventionist to work with 5-8 math with the lowest 25% students.
3. Literacy Strategies
4. Understanding Poverty and it's impact on our students
5. Software program that will assist with academic enrichment as well as remediation.

#### **b. College and Career Readiness**

- Mastery of MCCR standards at each grade level in each subject
- Social skills
- Opportunities to develop talents and abilities in extracurricular activities
- 

#### **c. School Climate and Culture**

Buckatunna is a rural school with a high poverty rate where a great emphasis is not placed on education. Most of our students come from single parent families, where the father is absent. There are few career opportunities in our area due to the lack of industry. Our goal is that by completing the poverty simulation that our faculty/staff will have a better understanding of poverty and its impact on families. This knowledge should then carry over into high expectations from parents and faculty/staff for students. Buckatunna School strives to provide a safe learning environment for all students. We desire an environment where students are not bullied.

#### **d. Curriculum and Instruction**

- Technology devices
- Math Resources along w/ teacher effectiveness at teaching rigorous content
- Math interventionists for the upper grades to work with the lower 25%
- English (grammar)
- Writing

#### **e. Professional Development**

- Reading for At Risk Student
- Successful inclusion strategies
- Developing Quality Assessments
- Differentiated Instruction
- Writing Strategies

- Teacher Specific Content Areas
- Teaching and Understanding students in poverty
- Culture sensitivity

**f. Parent and Family Engagement**

- Effective communication of parent and family engagement opportunities
- Effective communication of school policies and procedures
- Effective communication between teachers and parents
- Develop a more welcoming atmosphere for parents

**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 1 funds are coordinated and integrated with Title IV funds to provide books for summer reading for all students K-8. These two funding sources also provide after school tutoring and after school counseling to our student most at risk.

To provide the support for our needs based upon current data and the SY 2020-2021 needs assessment, we plan to use our Title 1 funding as follows:

- Travel reimbursement - \$2000.00
- Supplies - \$15,997.00
- Equipment - \$28,176.14
- Dues & Fees - \$2000.00
- Nurse Salary and Benefits - \$25,348.26
- Interventionists Salary and Benefits - \$95,658.86
- Parent Involvement: \$3000.00

Total \$146,832.00