

**WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNESBORO RIVERVIEW SCHOOL (7700020) 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)**

Waynesboro Riverview is located in the city of Waynesboro. We serve K- 8th grade students. We house approximately 428 students. Out of the 428 students, 115 receive special services through IDEA or through section 504 of the American with Disabilities Act. 100% of our students are economically disadvantaged. Our county qualifies for the Community Eligibility Provision Grant (CEP), which provides all students at all schools with free breakfast.

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

The community where the school is located is a high poverty area. Many of the people that live in the area are unemployed. Local business and industry consists of timber, oil, agriculture, retail, education and health care.

According to the 2010, U.S. Census data, the population of Wayne County is 15, 096 with 28.8% of those individuals living below the poverty level. Wayne County is considered a rural county. The median household income is \$29, 887. For residents 25 years and older, 75% are high school graduates or higher, but only 12% possess a Bachelor's degree or higher.

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 checked="" type="checkbox"/>
2018-19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2019-20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	28.60	22.70		17.10	19.70		51.90	51.90				
Growth All Students	48.00	48.00		37.90	51.90					99.50		
Growth Low 25%	55.40	55.40		47.50	55.50							
Accountability Grade	2017-18			2018-19			2019-20			2019-20		
Total Points	D 316.00			D 325.00			Select...			Select...		

High Schools

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

School Plan - Student Achievement (School's Performance)

**WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNESBORO RIVERVIEW SCHOOL (7700020) Public School - School Plan - Rev 0**

**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:

STAR

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2017-178	46.00	22.00	57.00	37.00	22.00	8.00
2018-19	64.00	47.00	59.00	29.00	37.00	36.00
2019-20	65.00		53.00		57.00	

\* 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

<b>2017-18</b>	71.00	81.00	91.00	93.00	77.00	83.00	
<b>2018-19</b>	70.00	62.00	73.00	87.00		74.00	
<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>	71.00	81.00	91.00	93.00	77.00	83.00	
<b>2018-19</b>	70.00	61.00	90.00	82.00	86.00	82.00	
<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>	28.60	34.50		
<b>2018-19</b>	51.00	46.00		

2019-20

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.

The 2018- 2019 data showed a slight improvement from the previous year. We only grew by nine points on the accountability model, but we are three points away from being a level C school. We grew in every area of math but did not grow in reading.

We struggle in reading and math. The majority of our Bottom 25% are sped students. Our sped students are not growing at the same rate as other Title One schools in the state. We struggle with growing students because most of our students are two to three grade levels behind.

We also have a large population of EL students. We have 38 EL students and they will count on the accountability model as a box by themselves, so we have added one full time EL interventionist and one part-time interventionists. They go inside the classroom and work with students and also do a pull-out with the students.

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 111(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)

\* Ongoing Professional Development (Effect size 0.41)

\* After school tutoring for students with disabilities (Effect size 0.48)

\* Technology for all students: more devices and software ) Effect size 0. 57)

School Plan - College and Career Readiness

**WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNESBORO RIVERVIEW SCHOOL (7700020)  
Public School - School Plan - Rev 0**

Not Applicable

**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.**

NA

Not Applicable

**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)**

NA

**WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNESBORO RIVERVIEW SCHOOL (7700020)  
Public School - School Plan - Rev 0**

**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?

1. Disrespect/Defiant Behavior
2. Constant classroom disruption

Both of 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. This year the plan is uniform across grade levels. Students who receive three office referrals are referred to the Behavior Specialist. The Behavior Specialist uses many techniques to help curtail the behavior. She does classroom observations to get a better understanding of what's occurring. The behavior specialist works with the students on coping methods and strategies that they can use. She also works with the teachers to help them identify triggers that may cause the behavior. If the these strategies and methods do not work and a student continues to receive office referrals, that student receives a Functional Behavior Assessment (FBA).

Our district policy mandates that there is some form of punishment for the student who exhibits these types of behaviors. If the behaviors cannot be addressed with strategies and other methods, the discipline policy is followed. These students may receive Break Detention, After School Detention (ASD), or corporal punishment. Suspension is used as a last resort. If students constantly disrupt or display defiant behavior, suspension may be used depending on the severity and regularity. Our school follows the handbook policy using the discipline ladder to determine the consequences the students receive after getting discipline referrals.

When students are not in the regular classroom environment, this has a major 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. Student conferences are held by the teacher with the student.
2. Student conferences are held by the principals with the student.
3. The student is referred to the Behavior Specialist for counseling.
4. Parents are notified at the onset of the behavior and if the behavior continues, the parents are called in for a conference with the principals and the students.
5. Students are issued other alternative methods of punishment such as corporal punishment, After School Detention or Break Detention.

It is our goal to make sure students do not lose instructional time. Therefore, we require the teachers to follow their classroom management and discipline plans in each classroom. After breaks from schools, the rules and consequences are revisited. The goal of the classroom management and discipline plan is to address the behavior before it becomes an office referral.

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)

WRS has a TST team that is instrumental in implementing the Tier model for behavior and academics. We follow the Three- Tier model. Students who receive three office referrals are referred to the Behavior Specialist. The first thing she does is contact the parent in order to schedule a parent conference. During the conference, the students' behaviors are discussed and a plan is formulated to help address the behaviors. The Behavior Specialist observes the students in the classroom and gives the students and teachers strategies and techniques that they can use to

help the student be successful in class.

If a student continues to have behavior problems in the classroom, the student is monitored for two weeks and a functional assessment checklist is completed. The parent completes the Functional Interview Assessment tool and the Hawthorne Behavior screener. The Behavior Specialist collects all of the data and a Functional Assessment is conducted if warranted. Also, a Behavior Intervention Plan (BIP) is developed if needed.

When a student has chronic Tier III behaviors that result in frequent office referrals, that inhibits student learning, and disrupts the learning environment, the student is referred to the TST team. The TST team decides what course of action is needed such as more behavior interventions or if the student needs to be referred for a comprehensive evaluation.

**WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNESBORO RIVERVIEW SCHOOL (7700020)  
Public School - School Plan - Rev 0**

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

We use a variety of instructional strategies that help strengthen our academic program. We use engagement strategies such as the Kagan strategies to keep our students engaged. Teachers are required to use different engagement strategies each week. The strategies are designed to get students up out of their seats and keep them engaged in the lesson. Another method that strengthens our academic program is "Face Time". During this time, teachers pull students who are struggling three times a week for one on one instruction. Students receive differentiated instruction during face time based on their academic level. This time gives teachers an opportunity to close any gaps that the students may have.

Spiraling is another strategy that we use daily in the classroom to help strengthen our academic program. This strategy is used in order to help students remember the standards and objectives that have been taught previously. Through Pre-Bell, Exit Tickets, Assessments and regular classroom work, teachers always spiral back to skills they have taught.

POP Time is another instructional method that is used in grades 5-8. Students attend POP Time three days a week to receive remediation in their deficit area. The time has been increased to one hour each day. Students are grouped based on their deficit area and proficiency level on the

MAAP. Students receive interventions for either reading or math. Each classroom has two adults in them so that way students can even be grouped inside the classroom for more intense interventions.

Also, a select group of our sped students receive after-school tutoring. Students receive two hours of tutoring.

The Frayer Model is a vocabulary instructional strategy that is used school wide. Vocabulary has always been a weakness for our students due to the fact that the students lack background experiences. Also, our students are not avid readers. Therefore, we use the Frayer Model to teach vocabulary. We do a vocabulary focus which entails all faculty and staff members doing a "Word of the Day". The word is introduced over the intercom by the principal each morning and all teachers go over the word each class period with their students. The students are required to use the word during their lessons and have the students to use the word correctly in sentences during the class period. Our goal is to expose our students to as many words as possible. This year we had a vocabulary parade with our second grade students. Students were given a vocabulary word and its definition. They had to create a costume to illustrate their word.

Students in K- 6 have computer readiness every day. Our students in 7th- 8th grade also have ICT.

We have several extracurricular opportunities available for our students in order to make sure they receive a well-rounded education. All students in K- 8 go to PE everyday. We offer sports for the

students in 7th and 8th grade. We offer football, basketball, baseball, softball, track, soccer and band.

Students also have access to a Dyslexia therapist, behavior specialists and speech therapist (Effect size 0.77) if needed.

All Effect sizes Hattie, Dec.2017

**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).**

Evidenced- based strategies are used to address the needs of all children but particularly the needs of those at risk of not meeting the State academic standards. Instructional learning centers are used to differentiate instruction so that students can receive instruction on their learning level. Students who are struggling or are in the Bottom 25% receive interventions three to five days a week. We have two instructional assistants who service students four days a week. Interventionists target phonics instruction (Effect size 0.7) vocabulary (Effect size 0.62), and reading comprehension (Effect size 0.47).

We have two mentoring clubs on our campus. One is called Panthers in Pearl. A select group of girls are chosen for this club based on certain criteria. This is an elite organization that was established by teachers on our campus. The girls are mentored by these teachers and other members of the community. The teachers have partnered with successful women in the community

to assist them.

We also have a mentoring club called Big Cats Little Cats. Our older students are paired with students in Pre-K and Kindergarten mostly. They visit their classrooms once a week and mentor them. They help them in areas where they are struggling and they read to and with them.

**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).**

We work closely with the local Head Start to make the transition smooth for the students we receive from their program. Each year, the Head Start brings their students to spend a day on our campus. They tour the campus and spend the day in the kindergarten classes. They follow the kindergarten schedule for an entire day including eating lunch in the cafeteria. Also, we have Kindergarten registration, and we have an Open House at the beginning of the school year.

One of the evidenced-based strategies that is used with our kindergarten students is the phonics instruction (Effect size 0.7).

School Plan - Professional Development

**WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNESBORO RIVERVIEW SCHOOL (7700020) Public School - School Plan - Rev 0**

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	41	41	0	0	0	3.00	25.00	13.00	0.00
2018-19	41	41	0	0	2	2.00	31.00	6.00	0.00
2019-20	42	42	0	0	2				

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)

Explicit Phonics instruction (effect size .70) is used during the reading blocks. Professional Development is chosen based on the needs of the teachers on the campus. Currently, we have built in PD days on our campus. However, professional development will be geared toward the following areas: Direct Instruction, (effect size .60) Explicit teaching strategies, (effect size .72) and Effective Math Instruction 9effect size .72).

(All effect sizes- Hattie, 2017)

**2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)**

Professional Learning Communities are established by grade bands on our campus. We meet weekly to analyze data, share instructional strategies and discuss needs and concerns. Each week topics are selected for our PLC meetings based on the needs of our teachers and students. After conducting walkthroughs, administrators discuss areas of concerns and topics that need to be addressed in the upcoming PLC meetings. The meetings are designed so that teachers can collaborate with one another weekly.

Teachers also lead PLC meetings during the school year. Teachers meet twice a month for grade level meetings and twice a month for subject area- meetings. The meetings take place on Monday of each week.

We have a data coach from Amplify that meet with our teachers virtually two days a week. She has been teaching teachers how to correctly analyze data and use that data to drive instruction. Also, we have Performance Based Consultants on our campus. They model lessons for the teachers and provide resources and strategies for the teachers to use in their classrooms.

Teachers are required to do two peer observations each year. They observe a teacher in the same content area and then they are allowed to choose another content area of their choice. The purpose of the observations is to give them more tools in their teaching toolbox. Sometimes, if a

teacher is struggling with a particular strategy and another teacher excels in it, the struggling teacher may be asked to observe in that teacher's room.

**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)**

Wayne County School District actively recruits teachers by establishing close relationships with local universities and colleges with teacher education programs including the University of Southern Mississippi, Mississippi State University, William Carey College, 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. The district advertises available teaching positions by posting the vacancies online at the Mississippi Department of Education's teacher vacancy website and on our district website.

The district retains 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 are for those who are new to our district.

On our campus we also have a teacher mentoring system in place. All new teachers to our campus are assigned a mentor teacher. They meet weekly with that teacher to help make the transition smoother for them. We have monthly birthday luncheons for our teachers, and we provide breakfast for them at different times throughout the year. We try to recognize teachers and offer rewards and incentives to them on a regular basis to let them know they are appreciated.

School Plan - Parent and Family Engagement

**WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNESBORO RIVERVIEW SCHOOL (7700020)  
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)**

Parents and family members will be involved in the development and evaluation of this plan through our PTO advisory committee meetings, through PTO meetings and through our P-16 council. We are constantly meeting with our parents to discuss the academic achievement of our students and ways to improve our school. Also, we will get input from parents through the use of surveys and questionnaires.

**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)**

WRS school leadership team/school improvement team meets twice a month to look at our goals and the progress we are making towards our goals. One of our goals is to increase parent and family engagement. We offer many avenues for parents to be engaged in their children's academic achievement. Listed below are a few of the opportunities we offer to parents to become actively engaged in their child's academic achievement.

- \* AR Night
- \* Math Night
- \* EL Night
- \* 3rd Grade Literacy Promotion Meeting
- \* Math Boot camp
- \* Summer Slide Reading Initiative

**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)**

We provide a variety of programs that are geared towards reaching parents and family members at home, in the community, as well as at school. The following opportunities are available to parents and family members.

- \* Weekly/Monthly Newsletters
- \* One Call with announcements/important information
- \* Articles in the local newspaper
- \* Luncheons for each grade level
- \* Grade Level PTO programs
- \* AR Night
- \* Math Night
- \* EL Night
- \* Parent Portal to check grades
- \* Use of School Status
- \* School website
- \* Book fairs
- \* Beta Convention
- \* Summer Reading
- \* Parent Accountability Meeting
- \* Kindergarten Literacy Days

**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)**

Our school has an open door policy. We are more than willing to discuss the plan with our parents if they have questions. Also, we can have the plan translated into other languages due to our

diverse student population. The plan will also be discussed at various meetings that will be held throughout the school year. The plan is available upon request and is posted on our school's website.

**WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNESBORO RIVERVIEW SCHOOL (7700020)  
Public School - School Plan - Rev 0**

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

The instructional assistants who work to provide remediation to our struggling students are one of the components in our school that is working. We have two instructional assistants who pull students three to four days a week to work with them in their deficit area. This provides the extra support that is needed by our students. These instructional assistants only meet with 5 or 6 students at a time and they are able to give them the individualized instruction they need.

Some other things that are working are:

- \* PBIS
- \* Uninterrupted Reading Block

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

The amount of time that we have in our math classes is not enough. There are a lot of math standards and it is hard for the teachers to cover all the standards and spend time reviewing the standards before the state test is given. Also, more personnel is needed in our sped department due to the large number of sped students that we have.

Other things that are not working:

- \* Student motivation
- \* Parental Involvement

**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**

- \* Increase the Growth of the Bottom 25% in ELA and Math on the MAAP state assessment
- \* Increase the Growth of all students in ELA and Math on the MAAP state assessment
- \* Increase proficiency in ELA, Math and Science on the MAAP state assessment
- \* Ongoing PD on Differentiated Instruction, Teaching with Rigor, Creating Rigorous Assessments

**b. College and Career Readiness**

- \* PD on breaking down the College and Career Readiness Standards
- \* Breaking down the scaffolding document

**c. School Climate and Culture**

- \* Providing a safe learning environment
- \* Changing the culture of the school to a more positive stigmatism
- \* Student Motivation
- \* Increase of parent and community involvement

**d. Curriculum and Instruction**

- \* Technology: more devices

**e. Professional Development**

- \* Differentiated Instruction
- \* Rigor in teaching and assessments
- \* Explicit Instructional Strategies
- \* Student Motivational Strategies
- \* Effective Math Instruction
- \* Direct Instruction
- \* Higher Order Thinking Questions

**f. Parent and Family Engagement**

- \* Increase opportunities for parents to become engaged in academics
- \* Family night math
- \* Family reading night
- \* Parent volunteers
- \* Communication strategies

**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).**

The Title I funds are used in conjunction with the Title IV funds in order to provide flash cards, sight word cards, reading materials, math manipulatives and other resources for the summer. Also, these sources provide after school counseling to students who have been identified as at-risk.