

## History Log

**CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - MARSHALL ELEMENTARY SCHOOL (800008) Public School - School Plan - Rev 1**

Date	User	Status (S) / Comment (C)	S / C
3/21/2017 10:13:07 AM	Nanda Reed	Status changed to 'School Plan Reviewer Approved'.	S
3/21/2017 10:12:56 AM	Nanda Reed	Status changed to 'Revision Completed'.	S
1/11/2017 3:42:44 PM	Nanda Reed	Status changed to 'Revision Started'.	S

School Planning Team	
<b>CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - MARSHALL ELEMENTARY SCHOOL (800008) Public School - School Plan - Rev 1</b>	
<b>Please identify all planning team members, including title.</b>	
Renita Thomas - Parent Katina Duren - Curriculum/Instruction - ELA Teacher Barbara Miller - Student Achievement - Math Teacher Nicole Hokett - Professional Development - Social Studies/Science Teacher Cassie Logan - Family/Community - Self-Contained Teacher Diana Palmer & Ruby Burkhead - School Organization - Special Education & Librarian Fletcher B. Harges - Principal Genice Duren - Paraprofessional Sarah Johnson - District Staff Member Mayor Hawthorne - Community Member	

School Planning Summary

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Briefly describe the process the planning team used to develop the Schoolwide Plan.

The entire process has been a team effort. From the beginning various representatives from the school and school district have been involved. The principals meet with the Federal Programs Director (FPD). During the meeting, the FPD handed out worksheets for determining priority needs for FY17. The sheets were taken and given to the planning team, and the planning team took their sheets throughout the school and worked with other various faculty and staff and gathered data and information.

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## Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2014-15	496	250	246	4	300	16	0	165	11	478	57	5	0	0	0
2015-16	497	249	248	4	286	12	0	180	15	477	86	0	0	0	0

## School Data - Grid

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	434.79	218.5	
2015-16	431.84	217.5	

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

Over 90% free and reduced lunch

Rural county, very few residents per square mile

501+ students

As of March 31, 2016, Marshall Elementary School's population was 509 with 38% white, 58% black, 1% Asian, and 3% Hispanic. The percentage of males and females was 49% males and 51% females.

94.68% of the student body received free/reduced meals.

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

Carroll County is located on the edge of the Mississippi River Delta. Carroll County has a population of approximately 10,385. 65.4% of the population is white and 33.3% of the population is black. Hispanics make up 1.3% of the population. Forestry and farming are major industries in the area.

The Carroll County School District serves approximately 1,035 students whose families reside in the rural communities of Carrollton, North Carrollton, and Vaiden. The Carroll County School District has a paid meal status of 8.22%, a reduced meal status of 7.93%, and a free meal status of 83.85%. There is much poverty in the area due to so few employment opportunities.



School Plan - Accountability Data

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Check the box that reflects your school accountability designation

Two-Year School Accountability Designation

Year	Priority	Focus	Not meeting AMOs	Meeting AMOs	Reward
2014-15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accountability Designation - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

There are not enough students performing proficient. In looking at the data, we feel it is due to the low social economic status of our students. Many of our students do not read well and it affects every aspect of education. This is a major challenge for us, and one we target very heavily.  
A point of progress is that we grow our students. We put forth an enormous amount of effort to address individual student deficiencies, and we feel this assists with our growth numbers.

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency	26	18.4	16	20.6	53	51.4		
Growth All Students	62.3	56.4	68.6	45.8				
Growth Low 25%	38.9	77.4	50.0	63.6				
		2014-15		2015-16				
Accountability Grade	<input type="text" value="C"/>				<input type="text" value="C"/>			
Total Points								

Elementary and Middle Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

The data shows that we do not have enough students scoring proficient. This is due to the fact that many of our students are struggling readers. Many students are reading below grade level.  
A promising aspect is that we focus and target instruction and this really helps in growing our struggling students.

High Schools

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency																



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

Year	Composite	English	Math	Reading	Science
2014-15					
2015-16					

**ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

**Student Promotion Data (% Promoted)**

Year	K	1	2	3	4	5	6	7	8
2014-15	97.14%	93.33%	93.1%	81.16%	98.65%	100%	0%	0%	0%
2015-16									

**Student Promotion - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

The progress is that the grading scale was changed to reflect the rigor that is expected on the state exams. Classroom rigor is increasing, and student achievement is increasing.  
The challenges are that students are accustomed to being taught at the middle of the road. This could potentially affect the pass/fail percentage.

**Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.**

Headstart students come over to visit the campus in the spring, and our fifth graders visit the high school in the spring.



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**Out-of-School Suspensions**

	2014-15		2015-16	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	95		55	
IEP	4	4.21%	10	18.18%
EL	1	1.05%	0	0%
Asian	0	0%	0	0%
BLK/AA	64	67.37%	24	43.64%
His/Lat	1	1.05%	0	0%
NAM	0	0%	0	0%
NH/PI	0	0%	0	0%
White	30	31.58%	25	45.45%

What discipline issues if any impact student achievement/growth?

There are a few students in each grade who cause the majority of the discipline issues. Many of these students habitually have to come to the office for general disruptions.

What safeguards does the school have in place to ensure that excessive discipline does not negatively impact academic achievement?

The school is currently utilizing positive behavior tactics, and in the process of implementing PBIS school-wide.

Summarize other factors impacting climate and culture. (optional)

Students are given leadership roles around the school. They are given the opportunity to

model good behavior. Also positive attitudes, demeanors. The morning announcements are also laced with positive slogans. Student put up and take down the flag everyday. Students also lead the entire school in the Pledge of Allegiance.

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Language Arts

Year	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	SATP2/Eng. II
2015	STAR	41	MAP	26	19	MAP	24	Select...
2016	STAR	41	MAP	15	38	MAP	17	Select...

\*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

\*\*SA - State Assessment

Language Arts - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

In looking at the data we are realizing we do not have many students proficient and above. Many students are entering school behind, and many students are entering our tested grades behind as well. This creates an environment to produce low test scores and also an opportunity to display student growth. At Marshall we are implanting intense remediation. MDE has mandated the implementation of Individual Reading Plans. These plans are being implemented in K-4. Also, teacher assistants are conducting remediations with students displaying deficiencies as well as teachers. Data meetings are being conducted weekly, and data is being dissected. MES will start an after school Achievement Program in further efforts to address students not on grade level. Special service students are progress monitored weekly, and our bottom 25% are progress monitored bi-weekly. As a result of these efforts students are growing and more students are reaching grade level.

Mathematics

Year	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I
2015	Select...	41	MAP	16	3	MAP	11	Select...
2016	Select...	41	MAP	35	11	MAP	13	Select...

\*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

\*\*SA - State Assessment

Mathematics - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

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Subject Area Data Grades 9-12

Year	Algebra	Biology	English	U. S. History
2015	Select...	Select...	Select...	Select...

2016

Select...

Select...

Select...

Select...

\*\*SATP2/SATP3 Assessment (% Proficient and Above)

Subject Area - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

ESEA Annual Measurable Objectives

Reading/Language Arts

Group	2014-2015				2015-2016			
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-		
All								
AI/AN								
Asian								
Blk/AA								
His/Lat								
NH/PI								
Multi-Racial								
White								
Female								
Male								
ED								
LEP								
IEP								

Mathematics

Group	2014-2015				2015-2016			
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-		
All								
AI/AN								
Asian								
Blk/AA								
His/Lat								
NH/PI								



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**Teacher Retention Trends**

Year	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2014-15	1	3.70	0	0	0	0	0	0
2015-16	1	3.70	0	0	0	0	0	0

**Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.**

Someone from the district will travel to colleges on teacher recruiting days.

We advertise in the newspaper, on the MDE website, and by word of mouth in our area.

The district office documents efforts to recruit highly qualified candidates for core teaching positions and keeps on file applications and resumes received as well as notes from interviewing and selecting teachers for employment.

We always partner new teachers with a high performing mentor in order to give new teachers a sounding board for their first year.

New teachers are provided with professional development by using webinars, Harry Wong materials, etc. throughout their first year of teaching.

New teachers are evaluated according to the requirements of MDE and the district. They are also observed on a regular basis by the principal even more than the more seasoned teachers are observed..

Administrators provide feedback to the new teachers by meeting with them, providing them with professional development materials, providing peer instruction and observation, etc.

**Highly Qualified & Effective Teachers – Describe how the requirements of Section 1119 qualifications for teachers and paraprofessionals are met.**

Section 1119 requires that teachers and paraprofessionals meet certain standards prior to employment by the school district.

Teachers must be highly-qualified in the area in which they are teaching. The district incorporates the state's procedures if a teacher does not meet this requirement. An Interim license EC or IC will be obtained by the district superintendent for teachers working towards highly-qualified status.

Non-highly-qualified teachers must work with the school principal to develop a plan that will enable him/her to get highly qualified within a certain timeframe set by the district.

The following steps are incorporated in obtaining the HQT status: (a) Passing the Praxis II Specialty Area assessment in the teacher's teaching area, or (b) completing a master's degree in the core academic subject area in which the teacher teaches, or (c) Completing 21 hours of coursework in the teacher's teaching area, or (d) Obtaining National Board Certification in an area in which the teacher is not currently endorsed.

The district completes a district-wide Highly Qualified Teacher plan annually. A district committee is formed to establish the plan, and it is submitted to MDE.

MSIS will be used to analyze personnel data files, and a report documenting the teacher's highly qualified status and where the teacher is assigned to teach will be sent to the district.

Schools are required by state board policy to complete individualized HQT plans in collaboration with teachers who are not highly qualified. The plan must indicate specific strategies and techniques that will be utilized to assist teachers in obtaining the HQT status in an established timeframe.

Paraprofessionals on the Title I federal programs staff must have the following: (a) Completion of two years of study at an institution of higher learning, or (b) an associate's (or higher) degree, or (c) Meet a rigorous standard of quality that demonstrates, through a formal assessment, knowledge of and the ability to assist in reading, writing, and mathematics instruction or reading, writing, and mathematics readiness.

The district uses the ACT WorkKeys Test which is administered at Holmes Community College in Grenada, MS as the test for formal assessment for reading, writing, and mathematics instruction.

All paraprofessions in schools supported by Title I funds must have a secondary high school diploma or its equivalent, and provide instruction under the direct supervision of a teacher.

The Federal Programs Director will monitor the Highly Qualified status of paraprofessionals.

#### **Describe how the school uses its curriculum and staff to provide accelerated, high quality instruction.**

Marshall Elementary School uses its curriculum and staff to provide accelerated, high quality instruction through a variety of professional development opportunities.

(a) Title II funds are used to send selected teachers to attend conferences or workshops provided away from the school campus. These teachers are expected to lead their peer teachers in professional development activities upon their return to the district.

(b) Professional Learning Communities (PLC) have been established to include all teachers in weekly workshops held on the school campus. The presenters for these meetings range from professionals brought to the campus to teach teachers, district teachers who excel in certain skills/techniques also teach their peers, administrators meet with teachers to develop ideas for improved instructional strategies, administrators observe and evaluate all teachers and meet with them individually to plan for improvement where it is needed.



(c) Webinars offered by MDE or other groups of educators are often used to develop knowledge of software programs that are utilized at the school.

**Identify current supplemental instructional resources and describe their use and impact on student achievement in your school.**

(a) Accelerated Reading is utilized to improve the reading skills of students from grade 1 through grade 5. All students check out books from the school library, read their books, and are tested by AR on computers for comprehension. This program has enabled the students and teachers and parents to see where students are weak and strong. Although Marshall Elementary School continues to show weakness in the area of reading, the teachers and administration feel that this program has built a stronger base for reading. Steps are being taken to enrich this program and monitor student progress even more closely.

(b) STAR Reading and STAR Math are programs used for district screening of all students. Students are tested at least four times a year to determine growth or lack of growth throughout the school year. This universal screener has proven to be a tremendous help for placing students in differentiated reading and math groups for more individualized instruction.

(c) Compass Learning is an additional supplemental instructional resource that has recently been incorporated into our school instructional program. This program is especially utilized by at-risk students who need additional instructional in their weak areas. This program is new for the FY16 year and will be monitored and evaluated regularly throughout the school year.

(d) Study Island and Learning Farm are also added instructional resources utilized by some teachers in their classrooms for enrichment.

(e) Reading Eggs is a supplemental resource utilized by teachers in grades Pre-K through Grade 2 to provide enrichment for the beginning learners. This program has proved to be very useful for these children.

(f) USA Test Prep is used supplementally in the science classes at our school to help students receive instruction individually. The state test grades have shown that this program has assisted in building science scores on state tests.

**Describe the school's instructional plan and how the plan is based on scientific/evidence based research and strengthens the core academic program of the school.**

At the elementary school, students receive reading, math, science, and social studies instruction grades 1-5. A Pre-K is also a part of the elementary school, as is a Kindergarten. Reading, language, and math instruction serves as the basis for those two areas. Gifted students also are provided opportunities to apply their skills on a higher level. The student/teacher ratio has proven to be effective and paraprofessionals are provided at all grade levels to help supplement instruction. Two computer labs also allow extra time for computer instruction and supplemental computer programs, and a media center also effectively serves all students. Elementary students have a seven-period instructional day.

Marshall Elementary School's instructional plan is based on scientific/evidence based research and provides a variety of instructional strategies that



are all student centered based on individual screening results.

- (a) Large group instruction is incorporated by all the grades to provide group participation in learning experiences.
- (b) Small group instruction is also incorporated by all the grades to provide more individualized instruction based on screening test scores throughout the year.
- (c) Special instruction is provided by special needs students through inclusion on special education students into regular classrooms. Special education teachers team teach with regular classroom teachers at all levels.
- (d) An in-school tutoring program provides even more individualized instruction for students at-risk of failure.
- (e) Regular monitoring of classroom instruction and required evaluations are performed by administrators throughout the year to determine changes that may need to be made.
- (f) A variety of supplemental programs (technology) are employed at all the teaching levels to provide differentiated instruction and enrichment.

**Will federal funds be used to extend learning time? If yes, please explain.**

Title I funds the salary of a part-time in-school tutor at Marshall Elementary School. This tutor is a retired teacher who is familiar with current instructional procedures. Teachers and parents agree that this extra tutoring is essential in the education of at-risk students.

In the past, Marshall students have had the opportunity to receive after-school tutoring and extended school year instruction through the use of Title funds; however, the FY17 school year will not have funding provided for those much-needed learning experiences. We are in hopes of receiving some additional funds that can be utilized for this purpose.

**Describe how teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school.**

The administration and the faculty and staff meet on a regular basis to discuss student achievement and ways in which they feel deficiencies should be addressed.

Surveys of the staff are taken annually (Comprehensive Needs Assessment) in order to establish which needs are more important to the teachers.

Teachers are asked to evaluate all supplemental and basic programs being utilized in our school in order to determine how to best spend funds every year. Some programs are added while some are deleted as a result of teacher input.

Academic assessments are evaluated by teacher teams in order to determine their importance in the instructional program.

Teachers are sent to workshops/conferences to confer with other teachers about the assessment procedures used in other schools in the area.

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**Professional Development Planning**

Identified Priority Needs	Data Sources
Funds available for conferences	Professional Development Schedule
	Subject Level PLC
	Grade Level PLC

**Professional Development – Describe how your professional development plan focuses on improving instruction and aligns to the learning forward standards - (learningforward.org).**

Learning Forward standards focus on the whole picture of achievement. They involve teachers, students, community, administrators, and data--just to name a few. Carroll County School District also focuses on the whole picture by developing a professional development plan that aids in improving instruction. The professional development is divided into several components: district professional development; building (school) professional development; grade (horizontal) professional development; vertical professional development; individual professional development.

**a. District professional development**

1. Organizations who have teams of professional developers (data coaches) (LETRS) (PREPS) (DA AIS)
2. Administrators/teachers/community leaders conducting professional development to the entire district

**b. Building (school) professional development**

1. Professional Learning Communities (PLCs) sharing teaching strategies
2. Principal/teachers/community leaders leading teachers in successful teaching strategies
3. Mentoring of new teachers by those who are familiar with policies and procedures

**c. Grade (horizontal) professional development**

1. Teachers meeting as a grade-level group to plan for instruction (pacing guides)
2. Peer-teachers assisting with teaching/discipline plans

**d. Vertical professional development**

1. Teachers meeting as subject area teachers from grade 1 through grade 12 to plan, pace, and strategize for better instruction in their area of

<p>expertise</p> <p>2. Teachers sharing and coaching new teachers in their subject area</p> <p><b>e. Individual professional development</b></p> <p>1. Teachers attending professional meetings away from campus</p>	
<p><b>Professional Development – Describe how activities will be based on a review of scientifically based research and why the activities are expected to improve student outcomes.</b></p> <p>Teachers will be allowed to network and grow on a daily and weekly basis with their colleagues. This will allow them to grow as an individual and as a unit.</p> <p>Professional development activities will be based on:</p> <ol style="list-style-type: none"> <li>1. Data analysis--Data coaches will instruct and guide teachers and administrators in the analysis of formative, benchmark, and summative data as the year progresses</li> <li>2. Peer instruction--Lead teachers will guide and instruct peers concerning teaching strategies/discipline that has been proved to work</li> <li>3. Mentors--Mentors will assist new teachers on various aspects of policies and procedures as well as instruction and discipline techniques</li> <li>4. Individuals--Individual teachers who attend professional development will share with the faculty what they learned at meetings/conferences</li> </ol> <p>Professional development activities will serve primarily as a way to bring teachers together in order to analyze individual student reports on formative testing throughout the school year. This information will include reports from reading, math, science, social studies, ACT programs that are funded by Title funds. Opportunities for travel to conferences are expected to result in teachers bringing back information that can be shared with the entire staff and promote achievement.</p>	
<p><b>Professional Development – Describe the activities and how they are aligned with challenging state standards and how the activities will have substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.</b></p> <p>Teachers have an opportunity to dissect data and target instruction. Programs and curriculum will be implemented to target student needs.</p> <ol style="list-style-type: none"> <li>1. Data coaches will lead teachers in examining the achievement gap that separates low-income and minority students from other students. The teachers will be taught how to differentiate their instruction more to assist in closing that gap.</li> <li>2. Mentor teachers and peer teachers will share activities and line them up with state standards so that all teachers will have role models to follow when planning for their individual classrooms. This should provide more differentiated instruction and thus help eliminate the achievement gap between students.</li> <li>3. New ideas brought in by teachers attending conferences will guide peer teachers in pacing, using technology, etc. to become better in the classroom. Better use of technology is essential to helping children from all types of environments. Professional development will be aimed at making teachers feel more comfortable in their use of technology in the classroom.</li> </ol>	

4. Graphing progress using formative tests will enable students, teachers, parents, and community members to actually see where gaps are in time for something to be done for improvement.
5. Professional development focusing on special education and regular education teachers team teaching will enable both types of teachers to work together for the students' achievement. Students with special needs such special education and ELL must be included in all classrooms. Again, this is an essential element of professional development in Carroll County Schools.

#### **How will the school evaluate the improvement of its instructional and leadership practices?**

As principals evaluate teachers with drop-in evaluations, planned evaluations, etc., they will record their impressions of the teaching/discipline in the classrooms in M-STAR. Their discussions with their teachers after evaluations will provide opportunities for both teachers and administrators to discuss the "good, the bad, and the ugly". Ideas that come out of these meetings will be shared with the rest of the faculty if appropriate in order to improve instructional practices.

PLC meetings will be held on a weekly basis in order to enable teachers and administrators to share pertinent information with each other. Lead teachers will provide professional development to peers, teachers who have been to conferences will also address their peers, etc. At the close of each PLC meeting, teachers will be asked to evaluate the instruction they received. This will provide lead teachers and principals with relative information that will enable adjustments to be made to PLC meetings over time.

Data analysts will be funded to work with teachers both as groups and individually. A survey will be answered by all participants of these meetings in order to secure information about the consulting groups that provide these analysts. This will enable the administration to determine the impact of the analysts as they work to improve instructional practices in the classrooms.

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**Family and Community Involvement**

Identified Priority Needs	Data Sources
More parent involvement	Class Dojo
More family involvement	Progress reports
Active PTO	report cards
Collaboration between students and parents	parent conference
Community leader assistance	Transition folders
	Jr. Auliliary

**Family and Community Involvement – Describe the strengths and challenges around family, parental and community involvement.**

Strengths - Class Dojo

Progress reports

School messages are communicated in other languages

School has a plan for serving ELL students

Challenges - more parent involvement

more family involvement

Active PTO

More collaboration between school and home

The district has a PTO that consists of parents and teachers involved in both schools. This organization meets monthly to discuss ways to improve the opportunities offered to students and parents. Attendance at these meetings is usually low. This is primarily because many parents are limited in their attendance due to no child care, transportation difficulties, etc.

Open House in the fall is well attended by parents and the community.

Parents pick up report cards after each nine-weeks period of instruction. Attendance is relatively high. These pick-up times give teachers and parents



opportunities to discuss students on a personal level.

Parents and community members are part of the Schoolwide Planning Teams at the schools. Again, it is difficult to get parents to participate in planning activities that require several meetings during the school year. Each school tries to secure five parents to participate.

The rural area presents challenges to family, parental, and community involvement. It is difficult for many people to come to the schools on a regular basis to serve as mentors, reading assistants, etc.

Poverty in the area also is a challenge in promoting parental participation.

Many children are brought up in one-parent homes, where the mother/grandmother is the primary caregiver. Grandmothers find it difficult to get away from home to attend meetings in many instances. Mother are often the sole provider for their families and must work.

Educational opportunities for parents are very rare due to the lack of participation in the past. During the 2016-2017 school year, principals plan to have meetings with parents to teach them more about how to use the website for Carroll County Schools in order to know about the school activities. They also want to show parents how to use the on-line system that shows student grades, homework, activities, etc.

#### **Family and Community Involvement – How do you analyze and communicate assessment results to stakeholders?**

Test scores are sent home on a regular basis, and parents are asked to come in for parent conferences.

End of the year assessment results are analyzed by a team of District Administrators when the results are sent out in late June or early July.

The teaching staff analyzes the results during some of the Professional Development Days for teachers at the beginning of the school year.

Assessment results from Spring State Testing are sent home to parents as soon as the schools are permitted to send them. Parents can make appointments with teachers to discuss test results if desired.

Parents who request a meeting with teachers are granted a meeting to review the test results and make recommendations for improvement.

Local newspapers prepare articles dealing with the results of state assessments and Federal Programs meetings with the parents and the public.

Carroll County School District's website has articles concerning state assessments.

Each nine-weeks period, parents are required to come to the schools to receive student Report Cards. At that time, parents can make an appointment to meet with teachers for private consultations.

Parents are encouraged to visit the schools and to assist the staff in as many ways possible.

A communication tool (automated phone calls) that allows school/parent contacts to be made on a regular basis is funded by Title VI.

**Family and Community Involvement – Briefly describe the process used to develop and implement the Parent Compact.**

The Parent Compact is developed by the school staff, parents, and students.

(a) An annual meeting is held by the Federal Programs Department that encourages the participation of parents and community members in outlining plans for the students.

(b) Prior to this meeting, surveys are taken by staff, students, parents, and community members to ascertain the strengths and weaknesses of the school district.

(c) At the annual meeting, the Federal Programs Director presents the results of these surveys at each school level.

(d) Parents, teachers, and students from each school are grouped together and discuss the survey results. They make recommendations for the Parent Compact during this group time and base their decisions on the input of all stakeholders.

(e) The Parent/Student/Teacher Compact is prepared by a committee from the school and sent to all stakeholders at the school registration in the fall.

(f) Teachers, parents, and students are required to sign the Compact and return it to the school office to be filed in their cumulative folders.



**CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - MARSHALL ELEMENTARY SCHOOL (800008) Public School - School Plan - Rev 1**

**Pupil/Teacher Ratios (Enter response in the format x : y or 25 : 1 for example)**

Year	K	1	2	3	4	5	6	7	8
2014-15									
2015-16	19	25	26	20	22	24			

**Stakeholder Decision Making**

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input checked="" type="checkbox"/> Yes	
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	<input checked="" type="checkbox"/> Yes	
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	<input checked="" type="checkbox"/> Yes	
Stakeholders take part in developing solutions to identified problems.	<input checked="" type="checkbox"/> Yes	

**Describe the need for class size reduction teachers.**

More small group and targeted instruction ensure that students receive a better one-on-one education--a real need for many students. Marshall Elementary School is a small, rural school in an impoverished community with little wealth. Our school is small in numbers due to the population, and that factor results in less need for class size reduction teachers. In addition, Marshall incorporates the use of paraprofessionals funded by Title I at each grade level. These paraprofessionals supplement instruction of the teachers. Also, Marshall has established a team-teaching program which utilizes special education teachers and regular teachers at each grade level teaching together. The need for class size reduction teachers has thus been reduced.

Over the past several years, class size reduction teachers have been employed as needed at the elementary school level. In 2014-2015, however, no class size reduction teachers were employed. In 2015-2016, no class size reduction teachers were employed. In 2016-2017, no class size reduction teachers will be employed in the district.

**Summarize what's working in your school and why?**

More student centered instruction and student interventions are taking place. Teachers have more opportunity to target instruction and address student deficiencies.

**ANALYSIS OF TALLY SHEET OF STAFF COMPREHENSIVE NEEDS ASSESSMENT**

**PLANNING FOR 2016-2017**

**CURRICULUM/INSTRUCTION**

Percentages on the Comprehensive Needs Assessment completed by the staff indicated satisfaction with the following:

- a. Curriculum is aligned with national and state standards.
- b. Administration and staff evaluate and renew the curriculum on a regular basis.
- c. Staff members prepare themselves to thoroughly teach the assigned curriculum.
- d. Teachers use classroom management and instructional methods that support a safe/orderly environment.
- e. Staff members are knowledgeable and have teaching skills necessary to deliver high-quality instruction.
- f. Teachers use data and recent research in classroom teaching.
- g. Teachers have high expectations for all students.

**STUDENT ACHIEVEMENT**

Percentages on the Comprehensive Needs Assessment completed by the staff indicated satisfaction with the following:

- a. Students and teachers are involved in setting goals for achievement.
- b. Teachers develop fair student assessments that are based on the established curriculum.
- c. Teachers realize the importance of classroom management as regards student achievement.
- d. Special needs students (SPED, homeless, migrant, ELL) are provided with resources that help promote achievement.
- e. Teachers use a variety of assessment techniques to determine the knowledge/skills acquired by students.
- f. Data is analyzed on a regular basis to determine achievement and develop differentiation.

**PROFESSIONAL DEVELOPMENT**

Percentages on the Comprehensive Needs Assessment completed by the staff indicated satisfaction with the following:

- a. Teachers have opportunities to participate in meaningful professional development on campus and in conferences away from campus.

- b. New faculty members are provided with mentor teachers who offer support and guidance.
- c. Teachers collaborate with fellow teachers to enrich their instructional techniques. (PLCs)
- d. Professional development is meaningful and builds teamwork among staff members.
- e. Teachers provide peer-instruction to their fellow staff members.

#### **FAMILY/COMMUNITY**

Percentages on the Comprehensive Needs Assessment completed by the staff indicated satisfaction with the following:

- a. The schools have an active PTO supported by parents and teachers.
- b. School messages are communicated in languages other than English when necessary.
- c. The schools have developed plans for serving ELL, homeless, migrant students.
- d. Community services such as health and human services are available to support students and their families.

#### **SCHOOL ORGANIZATION**

Percentages on the Comprehensive Needs Assessment completed by staff indicated satisfaction with the following:

- a. The district develops a shared vision, beliefs, and mission.
- b. Adequate time is devoted to subjects in which students perform poorly.
- c. The administration and staff develop schoolwide plans for improvement.
- d. Duty rosters are prepared fairly to ensure that all staff share the responsibilities of monitoring students.
- e. School activities adhere to the master schedule to ensure that students receive a well-rounded education.
- f. Extracurricular activities, after school programs, etc., are a part of students' educational opportunities.
- g. On the whole, the schools are organized for success for students and teachers.

The positive percentages indicate that the majority of the staff in Carroll County Schools feel that the district is providing a high-quality, safe learning environment for students. Adequate planning, committed

administrators, quality professional development, teamwork, cooperative parents, disciplined students all make for schools that are a pride of the community.

#### **Summarize what's not working in your school and why?**

There seems to never be enough time to address all the requirements of faculty and staff.

#### **ANALYSIS OF TALLY SHEET OF STAFF COMPREHENSIVE NEEDS ASSESSMENT**

## CURRICULUM/INSTRUCTION

Percentages indicated a need for improvement in the following:

- Top-quality instructional materials are purchased to support the curriculum. (Primarily on the high school level)
- Students are actively engaged in their own learning. (Primarily on the high school level)
- The district uses data-driven instructional decision-making to guide instructional decisions. (Primarily on the high school level)

## STUDENT ACHIEVEMENT

Percentages indicated a need for improvement in the following:

- Students are attaining the challenging academic standards set by the state and school district.
- Teachers communicate regularly with parents of at-risk students to encourage achievement. (Primarily on the high school level)

## PROFESSIONAL DEVELOPMENT

Percentages indicated a need for improvement in the following:

- Teachers have opportunities to participate in meaningful professional development on campus and in conferences away from campus. (Primarily on the elementary and middle school levels)
- Teachers have a voice in selecting professional development opportunities available to them. (Primarily on the elementary and middle school levels)
- There is widespread support for professional development among administration, teachers, parents, etc. (Primarily on the elementary and middle school levels)
- Follow-up takes place after professional development. (Primarily on the high school level)
- Professional development occurs at the horizontal level (teachers who teach the same subjects collaborate regularly). (Primarily on the high school level)
- Professional development occurs at the vertical level (teachers who teach the same subjects but on different levels collaborate regularly). (Primarily on the high school level)
- Professional learning communities (PLCs) (teachers collaborating as groups to make decisions concerning educational programs) meet on a regular basis. (Primarily on the high school level)

## FAMILY/COMMUNITY

Percentages indicated a need for improvement in the following:

- Parents are involved in preparing the Schoolwide Plan. (Primarily on the high school level)
- Parents and teachers collaborate in guiding students to success in school. (Primarily on the middle and high school level)
- Educational opportunities are available to parents through the school.
- Community leaders are a part of planning educational opportunities for students. (Primarily on the middle and high school level)

## SCHOOL ORGANIZATION

Percentages indicated need for improvement in the following:

- a. Classes are adequately sized for student achievement. (Primarily on the elementary school level)
- b. The staff is involved with decision-making in order to increase their ownership of planning educational opportunities for students. (Primarily on the high school level)
- c. Communication between the principal and staff promotes success for the school and the students. (Primarily on the elementary school level)

The majority of needs indicated by the staff on the Comprehensive Needs Assessment pertained to Professional Development and Family/Community Involvement. These two areas both have a direct affect on the Student Achievement issue of students not performing up to par on district and state assessment tests. The Carroll County School District has very limited funds for Professional Development. Teachers lead their peers in PLC groups for most of the Professional Development, and it is clear that the PLC meetings need to be improved. Family/Community Involvement is another area requiring immediate attention. This area is not an easy one to fix due to the rural conditions in which the majority of parents live in Carroll County.

**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.**

The areas of need prioritization:

1. Student achievement levels at both schools--focusing on reading/language arts.
2. Improved professional development at both schools

**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.**

A poor school like Marshall Elementary School has many needs.

Among the top needs are:

- (a) Funding to purchase more technology such as computers/SmartBoards
- (b) Funding for more top-quality professional development
- (c) More parental involvement

All three of these areas need improvement in order for us to provide better instruction that results in higher test scores on state tests.



## Plan Items ( )

**G 1) District-Level: Reading/Language Arts/Additional Personnel for Reading/Language Arts Classes - School-Level: Reading/Language Arts/Additional Personnel for Reading/Language Arts Classes**

## Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. Achievement results of students taking the MCT2 and SATP2 in the Carroll County School District have consistently revealed a weakness in reading/language arts; and, in the past two years, AMOs have not been met at Marshall Elementary School and George Middle School. The goal set will be as follows: In the spring of 2017, the percentage of students in grades 3-8 attaining proficiency or better in reading/language arts will increase from an average of 53% (2013-14 using MCT2 as assessment tool) to an average of 60% as measured by the Mississippi Assessment Program (MAP). In addition, third grade students taking the required End-Of-The-Year Reading Test (MKAS), had a percentage of 89% passing as first time test takers in 2015-2016. The goal set for that assessment will be 95% passing as first time test takers in the spring of 2017..

**School-Level: Marshall Elementary School will utilize additional personnel in Reading/Language Arts Classes to promote differentiation of learning in classes. Paraprofessionals will serve as assistants for teachers and computer centers.**

## Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).) 2015-2016 assessment results are not available as of 6/20/16.

**S 1.1) District-Level: Address district or school achievement issues**

## Description:

District-Level: Address the Annual Measurable Objectives and specific gaps in achievement among subgroups causing the district to be identified as District in Need of Improvement/Subgroup Improvement or school to miss Annual Measurable Objectives or be identified as Priority or Focus. In order to succeed in meeting AMOs at both schools, highly-qualified paraprofessionals will be funded by Title I in 2016-2017. Five paraprofessionals will work with teachers in grades K-5 at Marshall Elementary School to assist teachers--particularly in the area of reading and language arts instruction. Having trained individuals to work in the classrooms during reading and language arts class time will increase individualization of teaching and monitoring. This will also promote differentiation of instruction throughout the school. Additionally, one paraprofessional will be funded with Title I funds to assist teachers and students in the computer lab at J. Z. George High School with supplemental reading/language arts instructional software programs. An additional paraprofessional will be funded with Title I funds at J. Z. George High School to assist the librarian with media center activities. A during-school tutor (retired

teacher) will also be funded with Title I funds to provide individualized instruction for at-risk students at Marshall Elementary School for 2016-2017.

**G 2) District-Level: Reading/Language Arts/Pre-K - School-Level: Reading/Language Arts/Pre-K**

**Description:**

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. Achievement results of students taking the MCT2 in the Carroll County School District have consistently revealed a weakness in reading/language arts; and, in the past two years, AMOs have not been met at Marshall Elementary School and George Middle School. The goal set will be as follows: In the spring of 2015, the third grade students taking the required End-Of-The-Year Reading Test (MKAS) had thirteen failures out of sixty-nine first-time test takers (19%). In the spring of 2016, the third grade students taking the required End-Of-The Year Reading Test had ten failures out of eighty-nine first-time test takers (11%). These 2015-2016 third graders were the first class to have Pre-K instruction provided for forty four-year-olds in the Carroll County School District. Therefore, this goal will involve raising the level of proficiency on MKAS by building a stronger base for learning starting with instruction for 4-year-olds. By starting earlier working with reading and language arts instruction, AMOs will be met at Marshall Elementary over the next several years. It is felt that Pre-K for four-year-olds is essential for success. Failures at the third grade level should consistently drop due to this early preparation.

**School-Level: Marshall Elementary School will continue to have a Pre-K consisting of two classes with 20 students each. Funding of teachers and paraprofessionals in each class will be provided by Title I.**

**Performance Measure:**

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).) 2015-2016 assessment results are not available as of 6/20/16.

**S 2.1) District-Level: Policies to Improve Results**

**Description:**

District-Level: Develop policies that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement. The Carroll County School District will fund a Pre-Kindergarten program primarily with Title funds. Two highly-qualified teachers and two highly-qualified para-professionals will be funded by Title I to serve 40 four-year-old students. The students will follow the MDE curriculum for Pre-K and will attend Marshall Elementary School from 7:30-3:00, Monday through Friday. Students will be regularly assessed in a formative manner throughout the year.

**G 3) District-Level: Reading/Language Arts/Additional Books for Media Centers - School-Level: Reading/Language Arts/Additional Books for Media Centers**

**Description:**



District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. Achievement results of students taking the MCT2 and SATP2 in the Carroll County School District have consistently revealed a weakness in reading/language arts; and, in the past two years, AMOs have not been met at Marshall Elementary School and George Middle School. The goal set will be as follows: In the spring of 2017, the percentage of students in grades 3-8 attaining proficiency or better in reading/language arts will increase from an average of 53% (2013-14 using MCT2 as assessment tool) to an average of 60% as measured by the Mississippi Assessment Program (MAP). In addition, third grade students taking the required End-Of-The-Year Reading Test (MKAS), had a percentage of 89% passing as first time test takers in 2015-2016. The goal set for that assessment will be 95% passing as first time test takers in the spring of 2017.. In order to help achieve this goal, the Media Centers at both Marshall Elementary School and J.Z. George High School will be funded to increase the numbers of books available to students.

**School-Level: Funds provided by Title I will be utilized to purchase books for the Marshall Elementary School Media Center.**

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 111(h)(1)(C)(i).) 2015-2016 assessment results are not available as of 6/20/16.

**S** 3.1) District-Level: Instructional & Educational Materials

Description:

District-Level: Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Additional books will be purchased using Title funds to increase the number of books available to students at Marshall Elementary School and J.Z. George High School.

**G** 4) District-Level: Highly Qualified Teachers- Professional Development - **School-Level: Highly Qualified Teachers- Professional Development**

Description:

District-Level: All students will be taught by 'highly qualified' teachers receiving high quality professional development. Professional Development will be provided in several ways to teachers in the Carroll County School District. 1. Professionals will be funded by Federal Programs to come into the schools and work with teachers in groups and individually to improve their data analysis and teaching strategies. 2. Teachers will have professional development regularly in Professional Learning Communities at the school level. 3. Lead teachers will guide their peers in differentiation techniques and other teaching strategies. 4. Individual teachers will attend conferences/workshops away from their school campus in order to learn more about newly developed teaching methods. They will share their information with their peers upon their return to school.

**School-Level: Teachers at Marshall Elementary School will receive high quality professional development as outlined by the district.**

Performance Measure:

District-Level: The percentage of teachers receiving high-quality professional development. Professional development on the school campus

will be mandated by the administration in order to have all teachers receive quality instruction for professional leaders and from their peers. Sign-in sheets will document attendance. The percentage of teachers receiving professional development will be high (95% or more).

**S** 4.1) District-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results. Surveys of the school staffs revealed a need for more professional instruction on differentiated instruction techniques in their classrooms. Also, teachers requested professional development on classroom management, inclusion of special education students, vertical/horizontal planning, and improved PLC meetings. State test results indicated that additional professional development for teachers would assist them in providing better quality instruction for students.

**G** 5) District-Level: Administrative costs to increase performance in reading/language arts

Description:

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

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).)

**S** 5.1) District-Level: Address district or school achievement issues

Description:

District-Level: Address the Annual Measurable Objectives and specific gaps in achievement among subgroups causing the district to be identified as District in Need of Improvement/Subgroup Improvement or school to miss Annual Measurable Objectives or be identified as Priority or Focus.

**G** 6) District-Level: Administrative costs to promote high quality professional development

Description:

District-Level: All students will be taught by 'highly qualified' teachers receiving high quality professional development. Title II funds will be utilized at the administrative level with indirect costs to promote high quality professional development of all teachers/administrators.

Performance Measure:

District-Level: The percentage of teachers receiving high-quality professional development. The Carroll County School District coordinates

funds from the district and Special Education with funds from Federal Programs in order to assure that high-quality professional development is provided for 100% of the teachers. Indirect costs from Title II are a part of the funds utilized for this.

**[S] 6.1) District-Level: High quality professional development of instructional staff**

**Description:**

District-Level: Indirect costs from Title II will be utilized to ensure that teachers/administrators receive opportunities to obtain high quality professional development.

**[G] 7) District-Level: Title VI funds will be utilized to purchase educational technology programs to enrich the students' studies in reading/language arts. - School-Level: Title VI funds will be utilized to purchase educational technology programs to enrich the students' studies in reading/language arts.**

**Description:**

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. Surveys of staff, students, parents, and community revealed that more funds should be allocated to expanding the use of technological programs in the classrooms at both schools. Title VI funds will be the primary funding source for these technological increases.

**School-Level: Technology such as Smartboards, computers, software, etc., will be utilized at Marshall Elementary School to enrich student learning and allow for differentiation.**

**Performance Measure:**

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).) By developing teacher skills and student skills through using the purchased software programs, the goal set by the Carroll County School District is an increase of at least 5% in MAP test scores, SATP test scores, and ACT test scores by spring 2017.

**[S] 7.1) District-Level: Technology that Impacts Teaching & Learning**

**Description:**

District-Level: Use technology to impact the quality, content and structure of teaching and learning focused on results. Title VI funds will primarily fund the purchases of technological software programs that will enrich the teaching of students at both schools. Reading enrichment, Power Point Lessons and other enrichment teaching techniques, Test Prep for SATP and ACT, Computerized test bank, etc., will be provided by the programs.

**[G] 8) District-Level: Reading/Language Arts--Increasing Parental Involvement - School-Level: Reading/Language Arts--Increasing Parental Involvement**

**Description:**

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. The Carroll County School District strives to better include parents and community members in the education of all students in the district--especially in the area of reading/language arts. Test scores and surveys of staff, students, parents, and community have shown the need for increased school/parent /community communication.

**School-Level: Marshall Elementary School has numerous opportunities for parents to participate in school activities. Parental involvement is encouraged.**

**Performance Measure:**




District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).) By increasing school/parent/community communication, the Carroll County School District expects to increase parental/community involvement by at least 5% in FY17.






**§ 8.1) District-Level: Parent Education Involvement (Reading & Mathematics)**




**Description:**

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading and mathematics. Title VI funds will be utilized to purchase a phone communication system that will enable the schools to notify parents/community of activities at the schools, meetings with parents/community, etc. Title VI funds will be utilized to purchase advertising for Federal Programs programs/activities by using radio and newspapers.



School-wide Plan		
CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - MARSHALL ELEMENTARY SCHOOL (800008) Public School - School Plan - Rev 1		
Required Items [Expand All] [Collapse All]		Component Met
<p><b>1) Needs Assessment</b></p> <p>Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to Mississippi College-And Career-Ready Standards.</p> <p><b>Explanation</b></p> <p>At Marshall student achievement is Math and ELA is our main focus. AMO's have not been met, however student achievement is increasing. Needs assessment indicate more teacher assistants, and interventionists are needed. Resources are being geared toward Pre-K and K. Technology is being implemented in these categories. Smart boards are have been placed in all Pre-K classes and plans are to put them in all Kindergarten classes. Student engagement is a priority at Marshall and the use of technology helps with that by allowing students to be more hands on. Increasing parent involvement is also something that needs to be improved and strengthened.</p>		
<p><b>2) School-wide Reform Strategies</b></p> <p>Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans. Describe how services will be provided to students that receive services from the Homeless Education and Migrant Education programs. Sec.1114(b)(1)(B)</p> <p><b>Explanation</b></p> <p>At Marshall we are working to increase student achievement of our lowest performing students in a variety of ways. We are doing peer reading with our upper grades and lower grades. We are allowing more targeted interventions with all support staff. STAR, Compass Learning, Accelerated Reading, and Mastery Connect to assess students and get a good snapshot on growth.</p>		
<p><b>3) Timely Assistance</b></p> <p>Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students</p>		

<p>who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.</p> <p><b>Explanation</b></p> <p>At Marshall we STAR test Reading and Math at least 5 times per year for the entire population. We assess our students with the most deficiencies every two weeks. This done to get the most current researched based data in our hands. We do this so we can get frequent data in efforts to direct our instruction and address student deficiencies in a timely manner. Students are then targeted for what they do not know. This is done in small groups and individually.</p>	<p></p>
<p>4) <b>Instruction by Highly Qualified Staff</b></p> <p>Address instruction by highly qualified staff (and effectiveness in MS).</p> <p><b>Explanation</b></p> <p>At Marshall we feel that every classroom shall be equipped with a highly qualified and highly effective teacher. The central office and the building recruits and put forth every effort to retain quality staff. We also put highly qualified teachers in the place where they are most effective. MSTAR is used to give teachers feedback and grows them as well as students.</p>	<p></p>
<p>5) <b>Attracting High Quality/Effective Teachers</b></p> <p>Address strategies to attract high quality/effective teachers to high needs schools.</p> <p><b>Explanation</b></p> <p>The district and the principal network with other educators and recruit highly qualified teachers. Teacher fairs are also attending by district staff to recruit staff. Also, the administration is in constant contact in effort to attract highly qualified and effective teachers.</p>	<p></p>
<p>6) <b>Professional Development</b></p> <p>Address high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.</p> <p><b>Explanation</b></p> <p>Professional Development opportunities has become more available to faculty and staff. Teachers are required to attend weekly PLC's. These PLCs are vertical, horizontal, and subject area. Teachers are also encouraged to attend professional development as well. Some professional development comes about through individual, grade level, subject area, and building level observations by the administrative staff.</p>	<p></p>
<p>7) <b>Increase Parental Involvement</b></p>	<p></p>

<p>Address strategies to increase effective parental involvement through means such as family literacy services.</p> <p><b>Explanation</b></p> <p>Parental involvement is key when it comes to student achievement. Marshall attempts to take advantage of every opportunity for parents to come to the school and get involved. Teachers are urged to contact parents on a consistent basis in efforts to build positive relationships between school and home. Parents are required to come for to the school for meeting to collect report cards. Parent/teacher meetings are encouraged. Also, active parent is utilized to inform parents of student progress, homework, and instruction. AIMS calls are also used to keep parents informed. Class Dojo is a tool teachers and parents use to communicate with each other on a daily basis.</p>	 <p><b>8) Coordination of Programs</b></p> <p>Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.</p> <p><b>Explanation</b></p> <p>Federal, state, and local programs are coordinated through our district office. All of our resources are coordinated through the appropriate channels, and it is ensured that we are focused on the correct standards in each program.</p>	 <p><b>9) Transitioning Preschool Students</b></p> <p>Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start or a public school preschool program to local elementary school programs.</p> <p><b>Explanation</b></p> <p>Each year students from the Head Start program come to Marshall Elementary School for orientation. This allows students to become acquainted with the school environment. Marshall Elementary School also has two preschool classes and can accommodate up to 40 students per year. This allows students to transition to Kindergarten in a seamless situation and allows them to get a headstart.</p>	 <p><b>10) Use of Assessments for Improving Performance</b></p> <p>How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p> <p><b>Explanation</b></p> <p>Teachers are responsible for their own classroom assessments. However, twice a year teachers and students are provided with a</p>
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common assessment from ELS. Data is provided by ELS, and teachers are given a reliable snapshot into groups of students and individual student deficient areas. Also, students are assessed periodically on STAR and data is gathered from that. As a result students are given instruction that is data driven.



Targeted Assistance Plan

**CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - MARSHALL ELEMENTARY SCHOOL (800008) Public School - School Plan - Rev 1**

Required Items [Expand All] [Collapse All]		Component Met
<b>1) Plan for Identified Students</b> Ensure that planning for participating students is incorporated into existing school planning.	<b>Explanation</b> <div></div>	<input type="checkbox"/>
<b>2) Resources for Identified Students</b> Address use Title I, Part A resources to help participating children meet the State's student performance standards expected for all children.	<b>Explanation</b> <div></div>	<input type="checkbox"/>
<b>3) Effective Instructional Strategies</b> Address instructional strategies which give primary consideration to providing extended learning time such as extended school year, before- and after-school, and summer programs and opportunities; help provide an accelerated, high-quality curriculum; minimize pull-outs removing children from the regular classroom during regular school hours for Title I, Part A instruction.	<b>Explanation</b> <div></div>	<input type="checkbox"/>
<b>4) Coordination with Regular Education Program</b> Address coordination with and support of the regular education program which may include, counseling, mentoring and other pupil services; college and career awareness and preparation; services to prepare students for the transition from school to work; and services to assist preschool children's transition to elementary school.	<b>Explanation</b> <div></div>	<input type="checkbox"/>

5) <b>Instruction by Highly Qualified Staff</b> Address instruction by highly qualified staff (and effectiveness in MS).		<input type="checkbox"/>
<b>Explanation</b>		
6) <b>Professional Development</b> Provide professional development opportunities with Title I, Part A resources, and other resources, to the extent feasible, for administrators, teachers, and other school staff who work with participating students.		<input type="checkbox"/>
<b>Explanation</b>		
7) <b>Increase Parental Involvement</b> Provide strategies to increase parental involvement such as family literacy services.		<input type="checkbox"/>
<b>Explanation</b>		
8) <b>Effective Implementation</b> How you will know the programs for identified students are being implemented effectively? Address effective means for improving achievement for children.		<input type="checkbox"/>
<b>Explanation</b>		

Preschool Programs
<b>CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - MARSHALL ELEMENTARY SCHOOL (800008) Public School - School Plan - Rev 1</b>
1. Provide a clear and concise statement of the goals and underlying philosophy of the LEA's proposed preschool program. The goal of our Pre-K program is to give children in our community a highly effective preschool program that will ensure that students are kindergarten ready when they get to kindergarten
2. Describe how the preschool program will be coordinated and integrated with other preschool education services. Marshall's pre-k program follows the standards provided by the State of MS, and it is coordinated through our Federal Programs Department.
3. Describe the curriculum to be used and how it achieves a balance between large group, small group, and individual activities. Big Day is the curriculum used by our Pre-K classes. This curriculum uses large group and small group instructional approaches.
4. List the LEA's multiple educationally related, objective screening criteria developed to select children for its pre-kindergarten program. Selection of Pre-K students at Marshall is income based. Low income students in our community have the first opportunity to enroll in our Pre-K program.
5. Describe the LEA's provisions for ensuring the preschool participation of children who were: (a) enrolled in Head Start or migrant education programs in the previous two years; or (b) are homeless or (c) neglected or delinquent. We advertise all throughout the community in various was registrations dates, and multiple registration dates are held.
6. Describe how the LEA will comply with Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children Our preschool teachers have received multiple professional development through independent agencies and the Mississippi Department of Education to ensure that Marshall Elementary School complies MDE Early Learning Standards for our four year olds.
7. Describe how the progress of preschool program children will be monitored, how often, and how results will be used. Marshall students took the MKAS test at the beginning of the school year to see where they enter school. During the school year students take STAR multiple times per year, so the teacher can gather data. The students are also assessed again at the end of the year to measure their growth.
8. Describe how support and professional development will be provided to parents and how this support will enable parents to be involved in the education of their children and how often the support will be provided. Marshall has several opportunities for parents to come in and be informed. Newsletters are sent home monthly informing parents of how to assist their children. There is an active PTO, and parents are involved in that. Parents also come to the school and use the media center and office.

9. Describe how preschool activities will be linked, coordinated with Head Start including children's records, system of communication, and meetings to discuss the development and other needs of individual children.

Our Pre-K and K teachers attend conferences and meeting with Head Start to discuss the standards and regulations.

10. Describe the transition of children from preschool programs, including Head Start, to elementary school and how training will be provided to ensure smooth transition.

Orientation is held yearly for students preparing to enter Pre-K and Kindergarten. Students come to the school and become familiar with the facilities and receive important information.

Schools Not Meeting AMOs	
<b>CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - MARSHALL ELEMENTARY SCHOOL (800008) Public School - School Plan - Rev 1</b>	
1 1. How many years has the school not met AMOs?	
2. Has the school leadership established a sense of urgency and shared accountability for meeting school improvement objectives? Explain process.	<p>Yes.</p> <p>Data analysis has taken a priority. Faculty and staff are given more opportunities to assess. The number of STAR assessments have increased yearly. Data meetings are mandatory Teacher have more access to professional development.</p>
3. Has the LEA and school aligned professional development and evaluation systems to improve instructions? Explain process.	<p>YES.</p> <p>Teachers are required to attend professional development. Teachers then return to the school and provide and train other teachers on what they have learned. A PBIS team has been established, and they are constructing a PBIS system to create positive environment. STAR reading and math assessments are increasing for the entire school, special needs students, and the bottom 25%. Classroom management, effective Tier 1 instruction, and data analysis are a professional development priority.</p>
4. Does LEA and school monitor and respond to benchmark/interim data, including all leading and lagging indicators? Explain process with specific timelines.	<p>Yes.</p> <p>All students are progress monitored at the beginning of the year. Common assessments, more STAR progress monitoring across the board, A literacy program is being implemented. An intense phonics program has been implemented. The implementation of technology is being increased. Keyboarding is being taught in grades 2 - 5. Conduct a needs assessment. Professional development opportunities are being increased.</p>

5. Does the LEA and school align allocation of resources (money, time, personnel, etc.) to school improvement goals? Explain.

YES.

Parents have the opportunity to have input on how funds are allocated.

PLC meetings are held weekly(horizontal, vertical, etc.

School wide PBIS is being constructed.

**CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - MARSHALL ELEMENTARY SCHOOL (800008) Public School - School Plan - Rev 1**

**Required Documents**

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