

## History Log

## YAZOO CO SCHOOL DIST (8200) Public District - FY 2024 - BENTONIA GIBBS SCHOOL (8200008) Public School - School Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
12/13/2023 11:29:52 AM	Kim Newton	Status changed to 'LEA School Plan Reviewer Approved'.	S
12/13/2023 11:29:03 AM	Andrea Edgecombe	Status changed to 'School Plan Reviewer Approved'.	S
12/13/2023 11:28:50 AM	Frank Bunnell	Status changed to 'Draft Completed'.	S
12/13/2023 11:28:26 AM	Kim Newton	Status changed to 'School Plan Reviewer Returned Not Approved'.	S
12/13/2023 11:20:24 AM	Andrea Edgecombe	Status changed to 'Draft Completed'.	S
12/13/2023 11:06:42 AM	Kim Newton	Status changed to 'LEA School Plan Reviewer Returned Not Approved'.	S
12/5/2023 10:50:23 AM	Andrea Edgecombe	Status changed to 'School Plan Reviewer Approved'.	S
12/5/2023 10:49:34 AM	Frank Bunnell	Status changed to 'Draft Completed'.	S
10/25/2023 9:48:04 AM	Andrea Edgecombe	Status changed to 'Draft Started'.	S
5/1/2023 1:29:03 PM	MCAPS Administrator	Status changed to 'Not Started'.	S

YAZOO CO SCHOOL DIST (8200) Public District - FY 2024 - BENTONIA GIBBS SCHOOL (8200008) Public School - School Plan - Rev 0

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

Parents: Mary Andrews, Erica Southern  
Licensed Staff: Brianna Walker-Lead Teacher, Connie Walker-Counselor, Alyson White - Interventionist, Kelsey Manor- ELA Rep, Rena Lunsford - Math Rep, Jaslyn Snow, Special Services Rep  
Paraprofessional - Stacy Thompson, Teacher Assistant  
Administrators: Andrea Edgecombe-Principal, Frank Bunnell- Assistant Principal  
District Staff: Terri Rhea, Assistant Superintendent  
Title I Staff: Kim Newton-Federal Programs Director  
Community Members: Lee Moore, Yazoo County Supervisor, Tyler White, Local Business Owner

**YAZOO CO SCHOOL DIST (8200) Public District - FY 2024 - BENTONIA GIBBS SCHOOL (8200008) Public School - School Plan - Rev 0**

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

The BGS Schoolwide plan is developed collaboratively by looking at identified strengths and weaknesses in the areas of academic achievement, student behavior and motivation, and parental involvement. Using all qualitative data available, along with anecdotal records and surveys, the Title I Committee bi-annually reviews the progress being made. At the mid-year point, upon committee discussion and review of data, a determination is made as to the momentum and success of achievement of goals set forth for the year. The end of the year meeting gives a final assessment of the success of set goals and determines the appropriateness of continuation of goals into the next school year and reviews qualitative data available, along with anecdotal records and surveys to set new goals.

During meetings, the planning team will discuss goals, implementation of goals, and adjustments to goal as needed. Documentation will be in the form of agendas, sign in sheets, minutes of the meetings.

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## Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
2020-21																		
2021-22																		
2022-23																		

## School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2020-21		
2021-22		
2022-23		

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

Bentonia Gibbs is a K-5 rural school providing services for approximately 400 students from all across Yazoo County. According to the latest census, 36.4% of the county is below the poverty line. Additionally, the median income is \$40, 067. Due to a federal community eligibility program, 100% of the students at Bentonia Gibbs are able to benefit from free lunch and breakfast each day. According to registration data, students identify as 64% White, 31% Black, 2% Asian, and 2% Hispanic. Eleven students are identified as English Language Learners. There is one large industry within Yazoo County, CF Industries. There have not been any recent natural disasters that have affected Bentonia Gibbs in the last 5 years.

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

Bentonia Gibbs is located just outside the town of Bentonia, and is approximately 15 miles from Yazoo City, the nearest larger city, and 20 miles from Jackson, the nearest urban area. Due to the rural nature of the area, the majority of parents either work in agriculture-based jobs or commute to work in other counties. Nearly 37% of the county's population lives below the poverty line. The area served by BGS is prone to flooding and has a high annual incidence of tornadoes. The community has many home-run businesses but very few large companies that provide donations and resources.

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation			
Year	CSI	TSI	ATSI
2020-21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2021-22	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2022-23	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency	25.10	25.00	39.20	15.20	24.00	36.40	53.80	44.40	69.60			
Growth All Students	0.00	61.10	66.30	0.00	71.10	65.70	0.00			98.00	99.10	96.00
Growth Low 25%	0.00	53.70	64.60	0.00	64.10	72.20	0.00					
Accountability Grade	2020-21 Select... ▼			2021-22 C ▼			2022-23 B ▼					
Total Points				342.00			415.00					

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency																								
Growth All Students																								
Growth Low 25%																								
Accountability Grade	2020-21 Select... ▼						2021-22 Select... ▼						2022-23 Select... ▼											
Total Points																								

## YAZOO CO SCHOOL DIST (8200) Public District - FY 2024 - BENTONIA GIBBS SCHOOL (8200008) 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 Early Literacy/STAR Reading

	Kindergarten		1st Grade		2nd Grade	
Year	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21	83.00	21.00	89.00	35.00	77.00	39.00
2021-22	73.00	49.00	51.00	49.00	47.00	32.00
2022-23	31.70	6.10	44.40	11.30	56.10	27.10

\* 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
2020-21	94.00	87.60	58.00				
2021-22	80.00	65.00	75.00				
2022-23	58.00	60.00	61.00				

**Mathematics (MAAP)**

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

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I

2020-21	77.50	90.00	87.00				
2021-22	76.00	67.00	83.00				
2022-23	62.00	52.00	74.00				

### Special Subject Areas (MAAP)

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

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2020-21	47.00			
2021-22	56.00			
2022-23	30.40			

**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.**

When the data was returned for the 2022-2023 school year the school saw significant growth in proficiency, overall growth, and bottom 25% growth. However, we have identified the subject of math as the weak point at this time. Overall, we had the lowest scores in math overall. We have implemented a new math program this year, have increased math PLC's and have hired a math interventionist to assist in addressing these needs.

In ELA, we saw growth overall. We attribute this growth to an increase in rigor, following the HQIM with fidelity, and continuing to effectively utilize an ELA interventionist and lead teacher. We have also partnered with a consulting company that helped support our lower elementary teachers and students in refining their practices and increasing instructional focus and intentionality.

To continue to increase overall growth and bottom 25% growth, we have hired an additional tutor who works with students who are not identified as a subgroup such as special services, EL, etc. This has helped ensure we have not looked over any specific gender, racial, etc. groups that go unidentified.

**Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)**

According to What Works Clearinghouse, a 2007 study conducted in the southern region of the US among 351 elementary students, studies found that there were statistically significant academic gains based on state assessment data among participants utilizing online programs compared to students in similar schools. The study received a strong rating. BGS is located in the southern region of the US and serves an elementary student population much like the participants in the study. Online programs, cooperative learning structures, and hands-on experiences are also used to increase student engagement. For math, we use a resource-designed program that provides students with targeted instruction and support within the MTSS framework. BGS utilizes online programs and intervention support programs for math and ELA. The online intervention programs help teachers identify learning gaps, deliver math, reading, and language arts practice at the appropriate instructional levels, and gain real-time insight into student progress. These online programs can be accessed

from home as well which engages parents in their child's education.

High-quality Tier I instruction will be monitored through integrity checks by an administrator at least once per semester. In addition, teachers will receive a minimum of two written observations per month to ensure fidelity to plans and rigor of instruction. As students are identified with a deficiency, parents will be notified and provided an opportunity to develop an intervention plan of Tier II support. At that point, documentation of interventions begins with growth points taken biweekly. If a child does not respond after a minimum of 9 weeks of Tier II interventions, he/she will be referred to the MTSS team for evaluation. Vision and hearing screenings are completed, data is gathered, and the parents are invited to an initial Tier III meeting. From that point, the child is placed in an intervention group and receives targeted, research-based interventions on a regular schedule (a minimum of 3 times per week.)

Special services teachers will be given the opportunity to work with general education teachers in creating and monitoring IEP goals to ensure they are aligned to state standards and are working toward helping students move toward grade level standards and goals.



☐ ☒ Not Applicable

☐ ☒ Not Applicable

## YAZOO CO SCHOOL DIST (8200) Public District - FY 2024 - BENTONIA GIBBS SCHOOL (8200008) Public School - School Plan - Rev 0

## Out-of-School Suspensions

	2020-21		2021-22		2022-23	
	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?

One of the most significant discipline issues that Bentonia Gibbs faces occur on the school bus. However, the school bus is an area over which we have limited control. The school district contracts for services with an outside provider. Drivers are employees of the contractor, not the school district. When a student misbehaves on the bus, however, the discipline falls back on the school. Only very severe instances are given both bus and out-of-school suspensions, but because of the rural nature of our service area and the transportation issues that come with being so spread out in an economically disadvantaged area, students who receive bus suspensions often simply do not come to school for the duration of the suspension.

Chronic absenteeism is another challenge the school faces. The students who are frequently absent are the same students from year to year. Since we depend on parents ensuring elementary students attend school each day, it is an ongoing challenge to educate family units on the importance of attendance.

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

The school PBIS team will work to reconfigure our PBIS program this year. A system of rewarding positive behavior with "paw points" will be initiated. Students will be able to use the points in exchange for such rewards as tickets for school-wide events, school based experiences, such as lunch with a student's favorite teacher or administrator, or to purchase in our school based PBIS store. In addition, each teacher will feature a "Student of the Month" who will be showcased in a display at the front of the school. These efforts, combined with consistent visibility by administrators in all areas of the school, will aid in the reduction and severity of disciplinary infractions and increase instructional time.

## 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)

Students identified with chronic behavioral issues are addressed through the MTSS process in much the same manner as a student with academic issues. The school counselor and the behavior specialist works with the MTSS team to create a Behavior Improvement Plan using research-based strategies like check-in/ checkout charts, cool down periods, small group intervention sessions, etc. The school will utilize an online behavioral intervention program to assist with the implementation and progress monitoring of Behavioral Improvement Plans. We have also partnered with Yazoo Warren Mental Health to help with intervening with unwanted and negative behaviors.

**YAZOO CO SCHOOL DIST (8200) Public District - FY 2024 - BENTONIA GIBBS SCHOOL (8200008) 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).

Students identified with chronic behavioral issues are addressed through the MTSS process in much the same manner as a student with academic issues. The school counselor works with the MTSS team to create a Behavior Improvement Plan using research-based strategies like check-in/ checkout charts, cool down periods, small group intervention sessions, etc. The school will utilize an online behavioral intervention program to assist with the implementation and progress monitoring of Behavioral Improvement Plans. The improvement plans support strengthening the school's academic program because students who have chronic behavior issues do not spend too much time outside of the classroom.

Additionally, Bentonia Gibbs has implemented a Panther Hour system in which students who receive intervention services, exceptional education services, or gifted education services are pulled out from class at the same time. During this time, teachers have the opportunity to work with the students who are left over and need Tier 2 support or enrichment support. This allows each student to receive instruction based on their differentiated needs at that time without missing any Tier 1 instruction; thus, maximizing learning time.

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

According to What Works Clearinghouse, a 2007 study conducted in the southern region of the US among 351 elementary students, found that they were statistically significant academic gains based on state assessment data among participants utilizing online programs compared to students in comparison schools. The study received a strong rating. BGS is located in the southern region of the US and serves an elementary student population much like the participants in the study. Online programs, cooperative learning structures, and hands-on experiences are also used to increase student engagement. For math, we use a resource-designed program that provides students with targeted instruction and support within the MTSS framework. BGS utilizes online programs and intervention support programs for math and ELA. The online intervention programs help teachers identify learning gaps, deliver math, reading, and language arts practice at the appropriate instructional levels, and gain real-time insight into student progress. These online programs can be accessed from home as well which engages parents in their child's education. BGS will employ an interventionist who will work in conjunction with classroom teachers and our district dyslexia specialist to identify students who require more than Tier I instruction. High-quality Tier I instruction will be monitored through integrity checks by an administrator at least once per semester. In addition, teachers will receive a minimum of two written observations per month to ensure fidelity to plans and rigor of instruction. As students are identified with a deficiency, parents will be notified and provided an opportunity to develop an intervention plan of Tier II support. At that point, documentation of interventions begins with growth points taken biweekly. If a child does not respond after a minimum of 9 weeks of Tier II interventions, he/she will be referred to the MTSS team for evaluation. Vision and hearing screenings are completed, data is gathered, and the parents are invited to an initial Tier III meeting. From that point, the child is placed in an intervention group and receives targeted, research-based interventions on a regular schedule (a minimum of 3 times per week.)

Administrators have implemented Panther Hour which is an uninterrupted time in the instructional day for students to work consistently in Tier 2. This strategy provides time in the instructional day to target because of students who are already identified at risk or could potentially be identified at risk within special education, counseling services, and Tier 2 and 3 in math and ELA.

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).

BGS currently houses 2 Pre-K classes which will provide services to 20 four-year-olds per classroom. During the school year, they are integrated into our master schedule so that they are exposed to all staff, students and expectations. The students become familiar with the school faculty, staff, and routines. In the Spring, students and parents will be provided opportunities to visit in the kindergarten classrooms and registration day will be set aside to address questions and concerns specifically related to early childhood education services. Pre-K teachers collaborate with kindergarten teachers to plan to ensure Pre-K students are being held to standards that will ensure success in the upcoming year.

## YAZOO CO SCHOOL DIST (8200) Public District - FY 2024 - BENTONIA GIBBS SCHOOL (8200008) 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
2020-21	30	30	0	0	9	0.00	6.00	24.00	0.00
2021-22	33	33	0	2	6	0.00	11.00	22.00	0.00
2022-23	33	33	0	2	9	0.00	2.00	31.00	0.00

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

According to What Works Clearinghouse, a study on utilizing reading and math coaches for professional development and building capacity in teacher teams was completed on 987 Florida schools serving suburban/rural areas, much like the area served by BGE. The study received a strong rating. The authors reported higher reading and math test score gains. The high-quality instructional plan of utilizing specialists and coaches for professional development is directly related to the district's goals. This is aligned with the Mississippi College and Career Readiness Standards, student engagement, and data-driven instruction. BGE uses educational consultants in data analysis, Language Arts, Science, and Math to equip teachers in all grade levels with strategies, knowledge, and application of how to use data to guide instruction in the classroom.

Additionally, peer mentors are utilized within the building to support professional development needs of inexperienced teachers in various grade levels and subject areas. The mentors determine the needs of the teachers through survey data and observation data.

Professional development and support needs are determined through student data, classroom observations, needs assessments, and discussions during team planning sessions. With the implementation of MCCRS, unpacking the standards and better understanding student learning expectations has identified other instructional areas of improvement. Teachers have the opportunity to work toward implementation through grade level PLCs and subject area PLCs.

**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)**

Weekly grade level and subject area team meetings will focus on disaggregating data and using it to plan targeted standards-based instruction. Two meetings will be scheduled per week: one for common planning and one for a Professional Learning Community training session. In common planning, administrators work with teachers on the High Quality Instructional Materials that the district has and will continue to purchase. In the community session, leaders will support teachers and other school personnel in their specific subject area in supporting how to extend instruction to meet students needs. The topics for both meetings will be data-driven. A consultant group with proven success with schools with similar demographics, selected by our district advisory committee will work with teachers to provide individualized instruction and intervention targets student growth. Teachers will be required to use benchmark data to create goals to address specific students for targeted interventions. The goals will be shared with special education teachers so that these staff members can monitor progress and plan with grade levels for implementation and evaluation.

**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)**

District career fairs are held annually to interview and screen prospective teachers. Administrators will use an extensive interview process and verification of all experience and education. New Teacher Orientation is available to incoming teachers to the district. New teachers to the school are assigned a strong mentor with a common planning period. Grade-level planning will be held weekly with grade level teachers, administrators, and other applicable support staff.

Additionally, incentives will be provided to teachers who retain at the school for more than one year. Programs will be funded and developed to support recruiting and retaining staff members. Programs will include mental health support, committees to create buy-in, and bi-annual climate and culture surveys.

**YAZOO CO SCHOOL DIST (8200) Public District - FY 2024 - BENTONIA GIBBS SCHOOL (8200008) 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 will be invited to participate through yearly surveys that ask for their input in identifying the strengths and weaknesses of the school and district. In addition, parents are included in the committee which creates and monitors the plan. Additionally, after the leadership team that includes a parent makes decisions regarding the plan each year, the parent teacher organization will review the plan and add input.

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)

Parents provide feedback on yearly surveys administered in the fall and the spring. In addition, the administration embraces an open door policy to encourage parent feedback and participation on a daily basis. Parents will be recruited to attend parent teacher organization meetings at the beginning of the year and on a monthly basis throughout the school year. Additionally, parents will be encouraged to engage in literacy night, math night and science night. There will be incentives for parents who attend as a way to encourage participation. Parent and family engagement will be evaluated by seeking information from parents through surveys and the number of parents who attend the events.

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)

Parent Involvement meetings are held once a month at BGS where parents can voice opinions, make suggestions, and help create an ongoing school improvement plan. These meetings are held at different times during the day where all parents can participate. Notes are sent home three times a month reminding parents about these meetings. A school newsletter is sent home once monthly to communicate parents about events happening at the school. Auto-dialer phone messages, Remind text notifications, newsletters, school and teacher websites, and various notes are ways in which we communicate frequently with parents. The district has three Parent-Teacher Conference Days embedded into the school calendar. These conferences provide parents and teachers the opportunity to monitor students' progress. Parents are also invited to schedule conferences with their child's teacher to keep them up-to-date on student progress towards goals. Parents are encouraged to follow their child's progress through our online gradebook, and by monitoring their child's progress account via online instructional programs. We strive to improve the way we communicate with parents and community by use of individual teacher websites, Remind, AIMS messages (automatic telephone messaging system), newsletters, School Status, and social media.

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)

The plan is written in English in a stakeholder friendly format and vocabulary. The plan will be provided in other languages as needed.



**YAZOO CO SCHOOL DIST (8200) Public District - FY 2024 - BENTONIA GIBBS SCHOOL (8200008) Public School - School Plan - Rev 0**

1. Summarize successes your school has experienced and why.

The points below are a short summarization of successes that the school has experienced. Because of these practices, the school rose from a "C" accountability rating to a "B" in the 2022-2023 school year.

- Implementation of High Quality Instructional Materials to increase comprehension and literacy awareness
- Implementation of Phonics First in grades PreK - 3rd
- Partnerships with Performance Based Educational Consulting to provide coaching/ modeling for principals and teachers
- Continued emphasis on data/ transparency/ tracking trends to ensure immediate feedback
- Increased common planning times for each grade level to allow for collaborative planning weekly and data-based PLC's
- PBIS reward system to reduce behavior concerns and increase instructional time
- Data based interventions at beginning and end of the instructional day which will play a role in closing the gap to move towards more proficiency and growth in statewide assessments. A reading interventionist and math interventionist were hired to provide services to students
- Peer Mentoring program amongst teachers to create stronger professional relationships
- Implementation of "Panther Hour" that provided specific times for students to receive specialized services (gifted, resource, tier interventions, etc.) without missing core, Tier 1 instruction

2. Summarize challenges your school has experienced and why.

While many gains were made following the 2022-2023 school year, the school still faces challenges that we are worked toward overcoming in the coming year(s).

- Increased need for support in mathematics
- Need for in-depth training on targeted, research-based interventions
- Lack of parental involvement
- Need for continued training in deconstructing the standards and planning instruction with both rigor and format.
- Teacher turnover in high-needs areas
- Building renovations and needs to ensure a safe, fair environment

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

According to MAAP, the prioritizing needs are:

- Increase proficiency percentage in 5th grade math
- Increase bottom 25% growth in 4th grade math
- Increase proficiency in 3rd-5th grade ELA

#### b. College and Career Readiness

- Build capacity of understanding standards and how standards are vertically aligned amongst grade levels
- Build awareness of higher education options and career possibilities

#### c. School Climate and Culture

- Revamp and implement updated PBIS system of rewards to include relevant expectations and rewards while monitoring the system consistently.
- Continuous implementation of extracurricular opportunities for grades 3-5 to increase school connectedness (Beta Club, basketball, cheerleading, etc)
- Increase retention rates amongst staff members

#### d. Curriculum and Instruction

- Continuous restructuring of MTSS to bring it up to date with MDE and District requirements
- Inclusion of dedicated writing/ keyboarding classes to compliment student expectations as it relates to MCCRS.
- Restructure of daily schedule to include time dedicated to remediation groups and IReady computer-based remediation
- Continued implementation and evaluation of Computer Science course to meet the expectations of MDE
- Implementation of STEAM/STEM activities into general education classrooms

#### e. Professional Development

To provide effective, relevant professional development, the focus areas will be:

- Differentiated Instruction
- The MTSS/ Intervention Model
- Implementing Writing across Subject Areas
- Cross curricular alignment between subject areas in the same grade band

#### f. Parent and Family Engagement

To increase parent and family engagement, the following areas will be focuses:

- Effective use of school web page, Facebook page, and other social media apps to communicate electronically ( School Status, Remind 101, etc)
- Provide more opportunities for families to work with staff members on projects, school activities, and instructional pathways

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F).

The school also partners with several community entities to provide services to students and families including:

- First Baptist Church of Yazoo City to implement a weekend "backpack" with food for families who have self-identified as needing assistance
- GA Carmichael to provide services through a school-based clinic 1 day per week
- Nutrition classes offered monthly to students through Mississippi State University
- Yazoo County High School networks with BG to provide opportunities for students to experience sessions to recruit interested and potential 5th graders who will transition to middle school in the upcoming fall for programs such as the middle school band and show choir
- Parent Academy for families of prekindergarten
- Yazoo County School District partners with the Bank of Yazoo to provide finance classes to 5th grade students

**YAZOO CO SCHOOL DIST (8200) Public District - FY 2024 - BENTONIA GIBBS SCHOOL (8200008) Public School - School Plan - Rev 0**

**Plan Items ( )**

**1) District-Level: Student Achievement - School-Level: Student Achievement**

Description:

District-Level: The LEA will provide opportunities to help ensure that all children meet challenging state academic standards.

Performance Measure:

District-Level: By May 2024, the percentage of students in grades 3-12 meeting or exceeding Mississippi College and Career Readiness Standards in Mathematics and English Language Arts will increase by 3%.

**1.1) District-Level: Early Childhood Program - School-Level: Early Childhood Program**

Description:

District-Level: High-quality learning experiences for four-year pre-school children. The district will offer pre-school programs for children who are most at risk of school failure. Through the Office of Federal Programs, Title I pre-school classes at both elementary schools will mitigate the impact of at-risk characteristics; thereby assisting children to be school ready when they enter kindergarten, enabling success in school from pre-school through college.

**1.1.1) Early Childhood Education**

Description:

Pre-school children will be engaged in high quality and rigorous learning experiences in the regular K-12 school environment. The instructional process will be aligned with Mississippi College and Career Ready Standards to ensure ultimate school success and student academic achievement in grades kindergarten and beyond.

Benchmark Indicator:

Improvement on the MKAS/KRA assessment

Person Responsible:

Andrea Edgecombe

Estimated Completion Date:

5/24/2024

**1.2) District-Level: Intervention & Prevention - School-Level: Intervention & Prevention**

Description:

District-Level: Provide academic and behavior interventions before, during and after school and other focused supplemental supports to improve achievement and close gaps in all assessed areas

**1.2.1) Intervention & Prevention**

Description:

Provide academic interventions during and school hours and other focused supplemental supports to improve achievement and close gaps in all assessed areas.

Benchmark Indicator:

Academic achievement and growth on data indicators such as iReady, MAAP, STAR, etc.

Person Responsible:

Andrea Edgecombe

Estimated Completion Date:

5/24/2024

**§ 1.3) District-Level: Parent, Family, & Community Engagement - School-Level: Parent, Family, & Community Engagement**

Description:

District-Level: Collaborate with the community to increase parental engagement.

**AS 1.3.1) Parental Involvement**

Description:

Increase parental Involvement at each school by hosting activities and events such as literacy night, math night, donuts with grownups, cultural awareness activities, etc.

Benchmark Indicator:

Increased parent participation at events.

Person Responsible:

Andrea Edgecombe

Estimated Completion Date:

5/24/2024

**© 2) District-Level: Safe and Orderly Climate**

Description:

District-Level: The LEA will foster an environment that ensures confidence and the safety of the whole child.

Performance Measure:

District-Level: By May 2024, all students will improve by 3%

**§ 2.1) District-Level: Security Resource Officers**

Description:

District-Level: Partially fund SROs As sworn police officers, SROs play a unique role in preserving order and promoting safety on campus. SROs serve as liaisons between the school and the police and providing information to students and school personnel about student safety. SROs will serve as participating members of the School Wellness and Crisis Management Teams.

3) District-Level: Human Resources - **School-Level: Human Resources**

Description:

District-Level: Recruit, employ, develop, and retain high quality teachers, staff, and leaders in order to create next generation leaders who pursue purposeful, productive lives.

Performance Measure:

District-Level: Teacher retention rates, movement of staff into leadership positions within district, and school-wide data, including but not limited to state assessments, district assessments, attendance and absentee data, will be used to measure the district's progress with this goal. PUT IN ACTUAL GOAL DATA IE-90% RETENTION RATE, ETC.

3.1) District-Level: High Quality Teachers and Leaders - **School-Level: High Quality Teachers and Leaders**

Description:

District-Level: Fund High-quality teachers and leaders (Interventionists, Teachers, Educational Assistants, Graduation Coach) focusing on low-performing schools

3.1.1) Employ and develop high-quality teachers, leaders, and other staff focusing on low-performing schools.

Description:

Employ and develop high-quality teachers, leaders, and other staff focusing on low-performing schools.

Benchmark Indicator:

Retention rate of teachers in the 2024-2025 school year.

Person Responsible:

Andrea Edgecombe

Estimated Completion Date:

5/24/2024

4) District-Level: Operational Effectiveness

Description:

District-Level: Monitors implementation of Federally Funded Projects. Assists in planning, implementation, and evaluation of Federally Funded Programs.

Performance Measure:

District-Level: Facilitate the planning, implementation, and evaluation of Federally Funded Programs with 100% compliance as measured by the MDE Office of Federal Programs Monitoring Instrument Spring 2024.

4.1) District-Level: Administration of Title I, Title II, and Title IV programs.

Description:

District-Level: Funds will go into a cost pool to administer several programs.

**Required Documents**

This page is currently not accepting Related Documents.