



The Prichard Committee

Building a Groundswell for a Big Bold Future

MAY 2025



Rising "McCracken County will be a community that collaborates to support all students as they pursue their dreams and achieve their goals"

McCracken County

Reidland Elementary School Community School Action Plan

For help, see: [Action Plan and Budget Rubric](#)

1. Population, Desired Results, and Indicators

All students of **Reidland Elementary** School

- are physically, mentally, socially and emotionally healthy.
- are equipped to transition and succeed in their chosen pathway.
- live and learn in stable and supportive environments.
- experience robust partnerships between school, family and community.
- succeed academically and elementary students enter Kindergarten ready to learn.

Attendance, Behavior, and Course/Academic Performance are the headline indicators that will be monitored to see if we are achieving the desired results above.

2. What is the story behind the curve?

- Top 1-3 Bright Spots and Why (Based on Community, Family, and School Input):
 - Based on the most recent Impact Kentucky report, which is a working conditions survey, RES exceeds the state average in all three categories: School Climate (90%), School Leadership (84%), and Staff-Leadership Relationships (93%). RES was also better than state and district in all teacher categories, with its highest being Managing Student Behavior.
 - RES is a Family Friendly School with Gold certification (which is highest performing: 1 of only 7 in the state with certification).
 - 2023-2024 KSA data shows RES as a **Blue** rated school. Ranked 4th in the state for elementary schools.

- Top 1-3 Areas of Concern and Why (Based on Community, Family, and School Input):
 - According to the Brigrance, 64% of McCracken students are **Kindergarten Ready**. BUT that percentage is much lower at **RES at 53%** and just above the 48% for state. The lack of using preschool services that are only half day making it difficult to work and take care of your child.
 - RES has a **Free and Reduced population at 75.7%** making it the highest in the district. How can we better serve those families by providing services and supports on a regular basis. Due to the large Free and Reduced population, we have many student who are being raised by single parents or grandparents. There is a growing need for **mentorship or parenting classes** to help support these diverse families.

Area of Concern #1:

Kindergarten Ready

Locally Set Indicator:

By the start of the 2026–2027 school year, increase the percentage of RES students identified as Kindergarten Ready on the Brigance assessment from 53% to at least 63% through increased outreach, support, and access to early childhood education services.

Rationale:

Access to full-day preschool is limited, making it difficult for working families to utilize available services. Efforts will focus on reducing this barrier by promoting existing half-day programs, exploring options for wraparound care, and increasing family engagement in early learning activities.

List New (N) or Existing (E) Strategy and the Objective	Full-Service Community School Pillar(s) and FRYSC Component(s)	Timeline of Implementation	Who is taking the lead and partnering? Who is responsible for organizing, collecting data, etc...?	How much did we do? (List the metric that will be used)	How well did we do it? (List the metric that will be used)	Is anyone better off? (List the metric that will be used—This one should connect to an area of concern.)
<p>Future Hounds Night</p> <p>at RES is a special event designed to welcome incoming kindergarten families and set the stage for student success. Families will have the opportunity to meet teachers, explore the school, and learn about the resources available to support their child’s learning journey. This event fosters a strong home-school connection, ensuring new students and their families feel excited and prepared for their first year at RES.</p>	<p>Expanded and Enriched Learning</p> <p>Active Family Engagement</p>	<p>Nov. of 2025 Feb of 2026 May of 2026</p>	<p>April Bynum Brandi Rogers(FRYSC) Mavigliano Staff UK Ext. Lotus</p>	<p>Number of incoming kindergarten families who attended Future Hounds Night</p>	<p>Percentage of families who reported using the materials and resources offered through a post-event survey</p>	<p>Percentage of students from attending families who demonstrate Kindergarten Readiness on the Brigance assessment (compared to those who did not attend)</p>

<p>Project Find</p> <p>We are partnering with local hospitals and pediatricians to connect with newborn families, welcoming them to the community and building relationships early. This initiative provides an opportunity to share developmental milestones and essential resources, ensuring families feel supported from the very beginning.</p>	<p>Active Family Engagement</p>	<p>Currently in progress.</p>	<p>Brandi Rogers(FRYSC) Mavigliano</p>	<p>Number of families of newborns contacted through Project Find</p>	<p>Percentage of families who reported feeling more informed and supported after initial outreach (via follow-up survey or feedback form)</p>	<p>Percentage of children from participating families who enroll in early childhood programs (preschool, Head Start, etc.) by age 3</p>
<p>Kindergarten RTI Staff</p> <p>With progress scores below the state average in challenges and reaching families for kindergarten readiness, a dedicated kindergarten RTI teacher is essential for early intervention. The progress we've seen in student success over the past year, the impact of the support in building a strong foundation for learning.</p>	<p>Expanded and Enriched Learning</p>	<p>Fall of 2025</p> <p>ADD PARENT EDUCATION NIGHTS FOR THOSE WHO HAVE CHILDREN IN THE PROGRAM.</p>	<p>April Bynum(PRIN) Brandi Rogers(FRYSC) Mavigliano(KYCSD) RTI Teacher</p>	<p>Number of kindergarten students receiving RTI (Response to Intervention) support services</p>	<p>Percentage of students showing growth on progress monitoring tools (e.g., STAR/Acadience) after RTI intervention in READING.</p>	<p>Percentage of students identified as READY based on the Audience screener (3 x's a yr.)</p>

<p>Interactive (QR-Code) Community Resource Wall The wall will showcase all the community resources through a QR code that families can access. https://myky.info/#/ The wall will also showcase the importance of developmental milestones using the CDC workbook. https://www.cdc.gov/ncbddd/actearly/milestones/index.html</p> <p>Principal and FRYSC business cards with QR code to promote wall and community partnerships.</p>	<p>Active Family Engagement</p>	<p>Fall 2025</p>	<p>April Bynum(PRIN) Brandi Rogers(FRYSC) Mavigliano(KYCSD) RTI Teacher</p>	<p>Total number of QR code scans (tracked digitally via scan analytics)</p>	<p>User feedback surveys – percentage of families who report the wall as helpful or easy to use</p>	<p>Increase in kindergarten readiness scores at schools where the wall was actively promoted</p>
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Area of Concern #2:

Mentorship to young people—and to parents or grandparents raising children—means having a trusted, supportive adult who listens, guides, and encourages them, helping the whole family build confidence, navigate challenges, and reach their full potential.

Locally Set Indicator:

By the end of the 2025–2026 school year, RES will increase the number of families participating in school-based support services (such as parenting classes, mentorship programs, or family workshops) by 30%, and will implement at least two new targeted supports specifically for single-parent and grandparent-led households. NEED A BASELINE FROM THE FIRST EVENT.

Rationale:

Given RES’s high percentage of economically disadvantaged students and the growing number of non-traditional family structures, increasing regular access to supportive services will strengthen family engagement, improve student well-being, and promote a more connected school community.

List New (N) or Existing (E) Strategy and the Objective (link to external document if needed)	Full-Service Community School Pillar and FRYSC Component	Timeline of Implementation	Who is taking the lead and partnering? Who is responsible for organizing, collecting data, etc...?	How much did we do? (List the metric that will be used)	How well did we do it? (List the metric that will be used)	Is anyone better off? (List the metric that will be used—This one should connect to an area of concern.)
<p>Parent Mentor Program</p> <p>Feedback from a parent group highlighted the need for a parent mentor program to support families navigating the school system. By connecting experienced parents with those seeking guidance, we can strengthen family engagement and ensure all students have the support they need to succeed.</p>	<p>Active Family Engagement</p>	<p>Summer 2025</p>	<p>April Bynum(PRIN) Brandi Rogers(FRYSC) Mavigliano(KYCSD)</p>	<p>Number of parent mentor matches made (experienced parents paired with new or seeking families)</p>	<p>Percentage of participating parents (mentors and mentees) who report positive experiences and feel better equipped to navigate the school system (via post-program survey)</p>	<p>Increase in school engagement among mentee families (e.g., attendance at school events, parent-teacher conferences, or volunteer participation), particularly among families from high-need backgrounds.</p>

<p>All Pro Dads</p> <p>Program provides a meaningful way for fathers from local churches to mentor and support students, fostering positive relationships, and strong role models. By engaging in mentorship, discussions, and activities, these fathers can help build confidence, character, and a sense of belonging among students. This initiative strengthens and strengthens the connection between school, family, and community, creating a supportive environment for student success.</p> <p>https://www.allprodad.com/elementary/</p>	<p>Active Family Engagement</p>	<p>Fall of 2025</p>	<p>April Bynum(PRIN) Brandi Rogers(FRYSC) Mavigliano(KYCSD)</p>	<p>Number of All Pro Dads sessions held and total student participants engaged</p>	<p>Percentage of students and participating fathers who report feeling more connected and supported through post-event surveys</p>	<p>Increase in student sense of belonging or improved behavior/attendance data among regular participants (compared to non-participants)</p>
<p>Parent Focus Groups</p> <p>Parent focus groups at RES provide a valuable opportunity to hear firsthand the needs and challenges, families, face, and real time. By engaging in these conversations, we can better understand their concerns and develop targeted support to</p>	<p>Active Family Engagement</p>	<p>Starting in the Fall of 2025, we will have four (4) meetings for each quarter.</p>	<p>April Bynum(PRIN) Brandi Rogers(FRYSC) Mavigliano(KYCSD)</p>	<p>Number of parent focus groups held and number of parents who participated</p>	<p>Percentage of parents who felt their voice was heard and valued, based on post-focus group feedback or surveys</p>	<p>Number of new or improved family support strategies implemented as a direct result of parent feedback, especially those targeting high-need or underserved families</p>

<p>strengthen the home-school connection. Parents will be selected based on homeroom parents and will encourage those to invite guests to the meetings.</p>						
<p>READLand Rising</p> <p>Reidland Elementary faces a critical challenge in building foundational literacy, with state testing showing that over 30% of students are not proficient readers. Compounding this, the school’s library currently offers fewer than 13 books per student—well below the recommended 20-book average—limiting access to high-interest, age-appropriate materials. With 76% of students qualifying for free and reduced lunch, many families face barriers such as limited transportation, making the school library one of the only consistent sources of books in students’ lives. To address this, Reidland aims to create engaging, accessible reading events that extend beyond the school day. By offering</p>	<p>Active Family Engagement</p>	<p>Starting in the Fall of 2025, we will have four (3) events: October, January, and April</p>	<p>April Bynum(PRIN) Alicia Brophy(Lib) Mavigliano(KYCSD)</p>	<p>Number of families that attended the event.</p>	<p>Number of students who returned the Family Reading Challenge</p>	<p>The % of students reading on/above grade level increased by 10%, with most gains among those who participated in at least 3 reading challenges.</p>

reading challenges, home-based incentives, and community-driven initiatives, the school is working to instill a love of reading and increase opportunities for all students to build the skills necessary for lifelong success.						
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