

History Log

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) Public School - School Plan - Rev 0

[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
11/15/2023 3:18:18 PM	Stephanie Schepens	Status changed to 'LEA School Plan Reviewer Approved'.	S
11/15/2023 3:16:20 PM	Roman Holmes	Status changed to 'School Plan Reviewer Approved'.	S
11/10/2023 9:59:50 AM	Stephanie Hard	Status changed to 'Draft Completed'.	S
11/9/2023 1:32:58 PM	Stephanie Schepens	Status changed to 'School Plan Reviewer Returned Not Approved'.	S
11/9/2023 12:22:30 PM	Roman Holmes	Status changed to 'Draft Completed'.	S
10/27/2023 9:55:40 AM	Roman Holmes	Status changed to 'Draft Started'.	S
4/28/2023 12:58:50 PM	MCAPS Administrator	Status changed to 'Not Started'.	S

School Planning Team

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) Public School - School Plan - Rev 0

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

Roman Holmes, Principal; Stephanie Hard, Assistant Principal; Meagon Touchstone, Assistant Principal & EL Contact; Melissa Garrison, Director of Federal Programs; Leslie Langham, Instructional Coach & parent; Kelcie Montgomery, Instructional Coach & parent; Stephanie Beauchamp, Special Education Teacher; Crystal Naron, 1st grade teacher & parent; Megan Gill, 2nd grade teacher & parent; Addie Conway, 7th Grade Math Teacher & parent; Carrie West, 8th grade teacher & parent; April Shoemaker, Parent; Christy Clinton, Teacher Assistant; Christina Washer, Gifted Teacher & parent; Lyanne Dowling, Counselor; Ms. Stacey Ladner, Community Member, and Dr. Graves, District Homeless Liaison.

School Planning Summary

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) 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 planning team members reflect various stakeholders in the school and the community. To **develop** the plan, the schoolwide planning team meets in the spring to review data and information that was collected through a comprehensive needs assessment, state and district assessments, benchmarking assessments, parent surveys, staff surveys, student surveys, attendance data, and discipline data. One of the data points in the CNA, is the survey. This survey is completed by parents, teachers, and students. The survey is used to both obtain **input** on the plan and as one of the tools of **evaluation** of the plan. The **staff involved** includes at a minimum, the principal, the assistant principal (EL representative), the counselor, teachers from various areas, paraprofessional, Title I employees, Federal programs Coordinator. Additionally parents, and community members to the team planning. The strengths and weaknesses are identified, and priorities are established. After a review of the evidence-based data, goals, strategies, and action steps are determined. We will continue to have discussions with teachers at weekly PLCs, faculty meetings, and data meetings. Our instructional literacy coaches will continue to have discussions with teachers pertaining to letter B students and those who are struggling academically. ILCs will mentor teachers, observe teachers, model lessons for teachers and coach teachers as well as work with struggling students. Students who are placed in the tier process will be monitored, and data will be collected to ensure student progress. We will also meet with our EL teacher in order to monitor progress and meet the needs of EL students in our school. To **review and update** the plan, the schoolwide planning team and the leadership team meet at established times (see timeline) data to review the plan and check progress towards goals. The plan is **revised** as necessary. The CNA data and the ongoing school data is used to **evaluate** the effectiveness of the plan. Changes are made to the plan in MCAPS by the administrator. The plan and any changes are shared with all staff members at a faculty meeting.

Planning Time Frame for FY23-24 SWP

TIME FRAME	ACTIVITY
Spring 2023	Administer CNA surveys to parents, teachers, and students
August 2023 - March 2024	Schoolwide Planning Team Reviews CNA data
April 2024	SWP drafted
April 2024	Plan shared and approved by Staff/Parents
April 2024	Plan approved by Federal Programs Office and shared with all stakeholders (Website/Facebook)

Aug 2023- May 2024	School-wide Team reviews quarterly data/Revise SWP as needed
Aug-Sept 2024	Plan shared with all stakeholders at Annual Title I Meeting

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) Public School - School Plan - Rev 0

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children	
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)

For the 2023 - 2024 school year, our staff was 97% state certified. Our staff is 100% state certified for the 2022-2023 school year. North Woolmarket staff includes 65 certified and 22 non-certified staff members. About 40% of students in this school fall into the category of low socioeconomic status. Our school serves 864 students grades kindergarten through eighth grade. 40% percent of our students at NWEEMS receive free/reduced lunch. Our student body is .1% American Indian or Native American, .2% Native Hawaiian or Pacific Islander, 1% Asian, 10% Black, 8% Hispanic, 6% two or more races, and 74% White. We are located in a rural area, however, there is a major highway located close to the school. There are a few businesses located in this area. We are located on the MS Gulf Coast which means we are prone to experiencing tropical weather. In the event of a hurricane, North Woolmarket may be used as a shelter.

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

We are a rural residential area located in Harrison County in South Mississippi. Part of Woolmarket lies within the city of Biloxi. The Woolmarket area is a growing community due to the growth of multi-family housing units as well as other developing residential areas being built in the Woolmarket community. Parents work across the coastal counties, but most do not travel long distances to work. Businesses and road construction are developing in Woolmarket, and construction of several subdivisions is underway. Within the Woolmarket area, there are several churches, gas stations, small retail stores, private 7-12 school, private college, junior college/nursing complex, medical facility, and family owned restaurants and businesses. Because this area is located on the MS Gulf Coast, we are prone to experiencing tropical weather. Additional concerns include rising rivers in low lying areas.

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 type="checkbox"/>	<input type="checkbox"/>
2022-23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Language Arts		Mathematics		Science		Participation Rate	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Proficiency	61.10	68.40	83.60	82.00	82.00	82.00	82.00	82.00
Growth All Students		74.90	81.90	86.20	86.20	86.20	86.20	86.20
Growth Low 25%		82.30	88.10	88.00	88.00	88.00	88.00	88.00
Accountability Grade	2020-21		2021-22		2022-23		2022-23	
Total Points	528.00		564.00		564.00		568.00	

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Proficiency																
Growth All Students																
Growth Low 25%																
Accountability Grade	2020-21		2021-22		2022-23		2022-23		2022-23		2022-23		2022-23		2022-23	
Total Points	568.00		568.00		568.00		568.00		568.00		568.00		568.00		568.00	

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) 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:

NWEA, Dibels, STAR

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21	32.00	13.00	37.00	26.00	19.00	12.00
2021-22	56.00	16.20	34.20	17.10	30.00	22.40
2022-23	15.70	1.90	21.60	13.20	11.80	1.60

* 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	37.50	24.20	37.00	38.00	53.00	53.00
2021-22	20.89	25.58	15.90	38.50	43.26	43.26	
2022-23	10.80	15.40	27.40	24.10	38.90	25.40	

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	32.00	9.00	27.00	7.00	27.00	21.00
2021-22	11.90	17.40	15.90	0.05	21.20	20.10
2022-23	15.10	3.90	30.90	4.40	18.00	15.80

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	7.00	24.00		
2021-22	10.20	23.50		
2022-23	9.50	20.30		

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.

After analyzing the student achievement data, the school has identified the following progress and challenges:
 3rd, 5th & 8th grade ELA has shown growth from 2021-2022. 3rd, 5th, 6th, 7th, & 8th grade math has shown growth from 2021-2022.

The underlying cause for this is due to ELA teachers attending professional development with an ELA consultant. This consultant focused on creating effective lesson plans that address the standards to their rigor. Additionally, we had weekly focused PLCs where teachers, along with administrators and both ILCs, discussed student data and looked at strengths and weaknesses of individual students. Monthly focused PLCs were also held so teachers could see how their standards were taught in the grade below and above them. This vertical alignment helped teachers in seeing where their students needed to be by the end of each year, so they could plan accordingly.

The Instructional Coaches assisted teachers with strategies to use for struggling students, and held meetings with parents to address student needs and interventions to help them become successful. Based on assessment data, students were placed in small groups to work with our ELA and Math interventionists in order to target their weak areas. Administrators reviewed lesson plans and observed teachers to ensure that math standards were being taught conceptually while meeting the rigor of the standards. For math, again, we used vertical alignment, quality lesson planning, and the administrative team monitored instruction to ensure quality teaching of the standards. Third, fourth, fifth, and sixth grade math teachers were well versed in their standards and provided students with quality teaching. These teachers attended district math trainings, and one of them represented our school on the MDE math council and shared valuable information with our teachers.

A challenge for the school is our performance on the 4th grade ELA assessment and 4th grade math. The **underlying cause** of 4th grade ELA is the loss of a teacher unit in that grade level. In an effort to address this concern, an ESSER teacher was hired and teachers received assistance from our Instructional Literacy Coach with lesson plans and classroom management along with focused PLCs on new standards. Continued professional development has been given to the new teacher both at the school and district levels. Our district ELA and Math consultants are focusing on standards (Mastery Connect) and having teachers use MAAP style formatted questions as a part of daily instruction.

EL Las Links English Proficiency scores and the MAAP EL sub-scores have an impact on the EL instructional program. The EL group is a **challenge** because we have a growing population of EL students with varying levels of proficiency in the English language. Furthermore, these students have a limited amount of time with our EL teacher because she is shared among other schools in our district. However, we have added intervention time daily for EL students to foster their needs in acquiring the English language. The LAS Links scores are used to build the EL students curriculum and language service plans (LSPs). Benchmarks and class assignments are also used to help EL students achieve language proficiency. The school team and EL teacher **reviews and analyzes the data** from the Las Links proficiency test, as well as the subgroup data from the MAAP and screeners. This data is then used to develop the learning plans for the EL students. These learning plans drive the **instructional program** in the classroom and in any pull-out instruction.

In **reflection**, one of our prior year's strategies that proved effective for our school was looking at the standards and making sure that our teachers taught to the rigor of the standards. An example of this is vertical alignment with grade levels and comparing student work to see what is expected of standards when students are in the previous grade and the next grade. This provided teachers with the opportunity to see if they were teaching the standards appropriately. For example, third grade ELA and math teachers often met with second and fourth grade teachers in order to see how the standards were assessed at each level. Vertical alignment PLCs resulted in more discussion in grade level PLCs, so teachers could plan more effective instruction.

Another strategy that proved beneficial for some teachers was peer lesson observations. Teachers were encouraged to observe their peers. Teachers were reminded that it was not an evaluation of the teacher but rather an observation of the lesson being taught. This was effective not only for the person observing but also for the teacher who was teaching the lesson. For our new teachers, we had them observe veteran teachers, so they could see effective delivery of instruction. We also had our Literacy Coaches work closely with them in lesson planning, teaching standards, and implementing instructional strategies, as well as, classroom management strategies. Administrators had conversations with teachers who observed lessons, so they could see what their "takeaways" were from the lesson. This impacts student achievement because effective teachers were demonstrating effective teaching for those new teachers who needed to see the delivery of good instruction or for those teachers who needed to see how another teacher may teach a particular standard.

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)

One of the school's evidence based strategies is the MTSS process. Our school has a Teacher Support Team (TST) that meets for the purpose of designing instructional interventions for students who are struggling with regular classroom instruction. Our Instructional Literacy Coach oversees this process to ensure that the school follows the district procedures for providing additional assistance to students who are at-risk of failure. The ILC meets with teachers and determines a time during the school day that is dedicated for instructional interventions and that do not pull students out of State-Standard based classroom instruction. Instructional intervention periods vary in length depending upon the needs of the student. The district requires that instructional interventions be conducted by highly-qualified instructors and use programs that have evidence-based research. According to **What Works Clearinghouse**, with **demographics** like ours, the tiered system has a **moderate** level of effectiveness for screening and **strong** evidence for intensive systematic instruction in small groups. According to John Hattie (1992), *Visible Learning*, research showed an effect size for response to intervention at 1.07. This process has a strong level of effectiveness. This strategy is expected to have a **positive outcome** on student academic achievement. MTSS has been effective on our school campus as evidenced by the percentage of students receiving and benefiting from the tier process. Of the 5% of our school population that received tier instruction, less than 1% were referred for comprehensive testing for special education, and less than 1% of our student population was retained.

Another evidence based strategy that is implemented with fidelity at our school by our K-1 teachers and 2nd grade interventionists is Saxon Phonics. This is an explicit and systematic incremental approach to phonics instruction. It prepares students to be independent, successful readers and spellers. Phonics instruction is supported by John Hattie's research; it has an effect size of .54. This strategy is expected to have a **positive outcome** on student academic achievement. This strategy has been effective on our school campus as evidenced by the increasing percentage of students meeting or exceeding benchmark goals in grades K-2.

Accelerated reading is another strategy that our school uses. It is a computerized supplemental reading program that monitors the practice of reading to students in grades K-8. This program aims to improve reading skills through reading practices. According to What Works Clearinghouse, with demographics similar to ours, this program has strong evidence and effectiveness for increasing reading comprehension. This program has been effective on our school campus as evidenced by the percentage of students who are meeting proficiency levels on the MAAP state assessment in grades 3-8 and as noted by the increased number of students meeting benchmarks in grades K-2. Our students with disabilities group benefits from this program because students can work within their reading level in order to increase comprehension in reading without fear of failure or frustration. The same can be said for our EL group. This program allows students to build their confidence while increasing reading skills.

A strategy that is used among readers is the Lexia Core5® Reading®. According to Evidence for ESSA, with demographics like ours, this is a blended learning program that accelerates the development of fundamental literacy skills for students of all abilities in grades K-5. Core5 provides explicit, systematic instruction through personalized learning paths. Core5 adapts to target skill gaps as they emerge and equips teachers with the data and instructional resources they need to personalize instruction for every student. Embedded assessment provides ongoing, actionable data to help teachers prioritize and plan offline instruction. The online student dashboard encourages students to take ownership of their learning. Three studies evaluated Lexia Core5® Reading®, all of which had positive outcomes. This strategy has been effective on our school campus as evidenced by students who are meeting proficiency levels in reading, having fewer Letter B students, and great success on the third grade Gateway Test. Additionally, there is a middle school component called Power Up in Lexia that is used with struggling EL and SPED students. Students in grades 6-8 with lower proficient levels benefit from this component of the program.

According to Evidence for ESSA, with demographics similar to our school, The Scholastic Phonics Reading program has a promising level of effectiveness. This program is a supplementary phonics instructional program designed as an optional addition to Literacy Place, Scholastic's basal reading text. Scholastic Phonics Readers incorporates phonetic texts to provide intensive phonics practice in the context of engaging stories, with themes and skills aligned to those in Literacy Place. One study evaluated Scholastic Phonics Readers with Literacy Place in four urban California districts. The overall mean effect size was +0.16. This strategy has been effective on our school campus as evidenced by benchmark data as well as parent surveys.

According to Best Evidence Encyclopedia (BEE), with demographics similar to ours, the review concludes that one-to-one tutoring is very effective in improving reading performance. Tutoring models that focus on phonics obtain much better outcomes than others. Teachers are more effective than paraprofessionals and volunteers as tutors which is why we employ a part-time reading interventionist (certified teacher) to assist our struggling students. Small-group, phonetic tutorials can be effective, but are not as effective as one-to-one phonetically-focused tutoring. According to Hattie's research, small-group has a positive effect size of +0.49. Classroom instructional process programs, especially cooperative learning, can have very positive effects for struggling readers. The findings support a strong focus on improving classroom instruction and then providing one-to-one, phonetic tutoring to students who continue to experience difficulties. This strategy has been effective on our school campus as evidenced by our NWEA benchmark data, STAR reading data, and MAAP data.

EnVisionMATH is a core curriculum for students in kindergarten through grade 6. According to What Works Clearinghouse, the program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. Differentiated instruction and ongoing assessment are used to meet the needs of students at all ability levels.

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) Public School - School Plan - Rev 0

Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2020-21					
2021-22					
2022-23					

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

Not Applicable

Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2020-21					
2021-22					
2022-23					

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce. This may include career and technical education programs and programs that broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). Section 1114(b)(7)(A)(iii)(II)

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) 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?

Disruptive behavior impacts student achievement/growth. It affects the disruptive student as well as those around him/her. Defiance, disrespect, and technology violations are some of the disruptions that teachers encounter throughout the day. When students are suspended from school for discipline issues, student achievement is negatively affected due to the fact that students are missing instruction. Students are allowed to make up work if they are suspended from school. They also have an online platform, Schoology, to access all classroom assignments and homework. Teachers are asked to review work that students missed while out of the classroom for behavior issues. Severe infractions may result in a student being placed in an alternative setting.

Chronic absenteeism affects student achievement and growth. Students in alternative placement show a high rate of absenteeism. We are concerned about students who have a high referral rate because some of them tend to have a high absentee rate. To address these issues, we have a counselor who calls and meets with students and their parents, interventions to address behavior concerns, and an in school detention/suspension teacher.

2. Name specific steps to be taken to reduce the loss of instructional time. Section 114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

The school has taken several steps to **reduce the loss of instructional time**. Progress has been made in several areas. A teacher assistant was hired to monitor and work with students who can now receive **In School Reassignment** in lieu of out of school suspension for minor offenses. At the beginning of the year, teachers set high expectations by discussing and continuously reviewing discipline procedures and daily routines. We provide positive behavior

incentives throughout the school year to reward students for good behavior. We are also proactive with professional development on classroom management, and administrators are highly visible in the halls and classrooms. At the beginning of each day, the principal makes announcements with reminders of our school wide expectations to encourage students to make good choices. Teachers maintain close parental contact in order to keep parents informed and up to date on student behavior and achievement. The school counselor is utilized in order to counsel students and parents on the importance of good behavior, regular attendance, and academic achievement. The instructional coaches, as well as administrators, meet with parents and students who struggle academically and behaviorally to discuss plans for academic success. Additional assistance is provided by part-time interventionists for students who may struggle academically due to behavioral problems. To address chronic absenteeism, administration, office staff, the school counselor, and ICs meet with students and call parents to address the issue. The school has incentives such as pep rallies and drawings for students who have good attendance.

In order to avoid sending student referrals to the office, teachers are proactive in incorporating strategies to hinder negative student behavior. When students are suspended for discipline issues, classroom work is sent home with students and posted on our online platform, Schoology. Work is also given to students upon their return to school, if needed. After students return to school, teachers and interventionists assist in completion of makeup work and understanding of missed classroom instruction. These actions help **reduce the loss of instructional time and increase student opportunities to learn.**

A challenge our school has encountered this year is an influx of check-ins and check-outs. It has affected all grade levels and subgroups of children. This is challenging because students are encouraged to have good attendance; however, medical personnel has requested that students stay home until free of fever or symptoms. This is being encouraged in an effort to prevent the spread of illnesses. Illness not only affects our students but our teacher and substitute teachers as well. School staff is working hard to clean and disinfect door knobs, desks, and classrooms in order to prevent further illness.

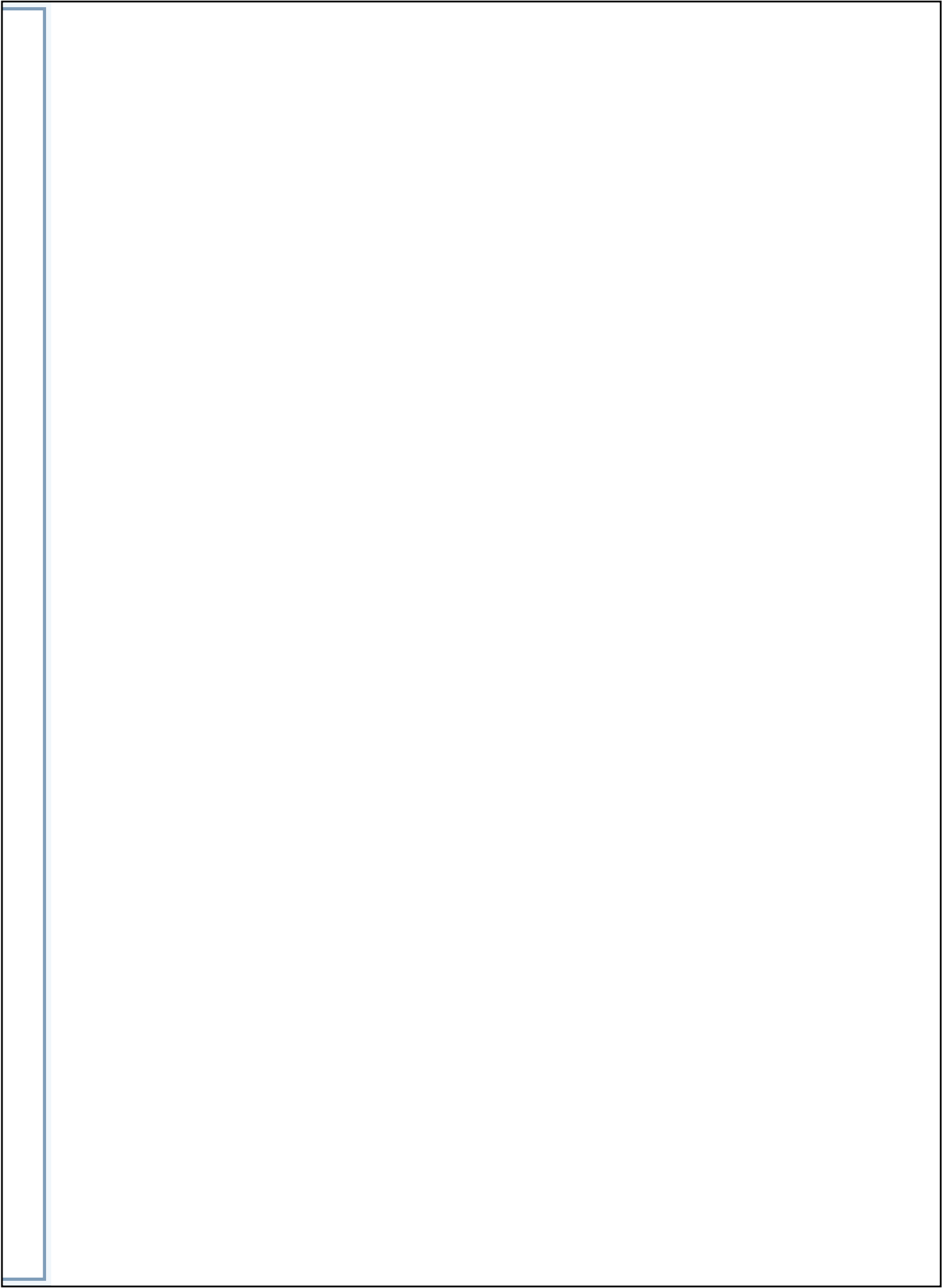
3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) Section 1114(b)(7)(A)(iii)(II) and Section 1115(b)(2)(B)

Our school has implemented both MTSS and Behavior Incentives as described above. Through MTSS, behavior interventions are put into place in an effort to address the needs of students with behavioral concerns.

Areas of **progress** in discipline are shown both in seventh and eighth grades where discipline typically increases in October; however, when students realize they have missed a behavior incentive, referrals in these grades typically decrease. **Progress** was also shown in grades K-4 this past month. Incentives for good behavior are important reminders for students to stay on track.

The school **coordinates all discipline activities and strategies with those carried out under IDEA.** One way this is done is through IEP meetings. When a disciplinary infraction results in an excessive amount of demerits, before a student is sent to a district disciplinary hearing, he/she must have a manifestation determination review/IEP meeting. Additionally, when students are covered under IDEA, their OSS dates are closely monitored to ensure the students' academic needs are being met. This year, to assist with meeting students' needs, we implemented an alternative setting for students at the school. IEPs outline both student academic and behavioral goals and activities. For those students with IEPs who continue to have behavioral issues, additional IEP meetings are held to revise/adjust behavioral goals.

An **analysis of school climate data** identifies several priorities at our school. One priority is to minimize confusion when we have assemblies at our school for those children who cannot handle loud noises. The school will address this priority by using Federal dollars to provide additional school safety measures and provide a safe, supportive, and healthy environment for those students by providing them with a safe zone such as a teacher's classroom. Another priority is to train our teachers on how to build relationships with students. By attending professional development in the area of classroom management, teachers learn effective strategies for building relationships with students, especially those challenging students.



HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) 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).

1. The school **strengthens the academic program** through a variety of instructional strategies and methods. Our instructional literacy coaches work with small groups to increase the amount and quality of instruction. They also provide coaching to our teachers during focused PLC meetings. Our computer lab assistant assists students who need help with computer programs. She sets up benchmark testing in the computer labs, and she progress monitors our Letter B third graders bi-weekly for STAR Reading. One of these strategies utilized is the Lesson Line model of instructional presentation. This method is based on Madeline Hunter's evidence-based method of instruction. The school also uses a variety of research and evidence-based strategies such as think/pair/share, explicit instruction, specific feedback, differentiated instruction, Marzano's instructional strategies, and graphic organizers. In math, our teachers use intervention kits from Pearson, Zearn, and Freckle Math by Renaissance. The school follows the District's Instructional Plan composed of the MS College and Career Readiness Standards which includes the blueprints, scaffolding documents, exemplars, and other resources provided by MDE and are directly correlated with the national standards based on student learning, growth, and development. We also follow our district's reading plan which ensures that standards are being taught to their rigor, and expectations are high. The recommended strategies provided to teachers are evidence-based strategies supported by assessment data. These programs of sequenced instruction include scientifically evidence-based instructional strategies and activities to promote the core academic program.

2. The school **increases the amount of quality of learning time** through the tutoring program. This program provides struggling students with focused academic instruction in areas of weakness through small group and one-on-one tutorial time with certified teachers during the school day. In addition, the school offers **additional opportunities for increased learning time or quality of learning** through **enriched and accelerated curriculum** that is offered to students through differentiated instruction in the classroom, gifted classes, and accelerated classes. At the middle school level, there are ICT classes that students take to enrich their knowledge of digital literacy. Through gifted classes and ICT classes, students learn not only about technology, but also how to use listening and speaking skills through presentations. These presentations also provide a rich background in research, reading, and writing. STEM activities such as robotics, sea glide, sea perch, and build a bridge are also included in the gifted classes.

The school offers the following **well-rounded education programs, activities, and courses** such as: math, history, science, world geography, Mississippi Studies, ELA, PE, art, gifted, library, and band. Additionally, our students can participate in clubs such as Science Olympiad, Beta Club, Student Council, and FBLA. We also offer a variety of school-based sports programs such as football, basketball, baseball, softball, cheer, soccer, and volleyball.

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).

Counseling is one of the **evidence-based strategies** that addresses the needs of all children in the school. The school has a full-time counselor who meets with children to address chronic absenteeism, school or family issues, behavioral issues, academic issues, and any other need a child may have that falls within the realm of a school counselor. Our school counselor meets with small groups in order to teach them growth mindset strategies as well as meets with individuals to discuss behavioral goals for classes. Our instructional literacy coaches meet with teachers to coach and mentor teachers in all academic areas in order to help which makes an impact on student achievement. They disaggregate data and show teachers where student strengths and weaknesses are. They are available for one-on-one assistance as well as group assistance. In addition, the school has a nurse who provides medical assistance and screeners. Both

the counselor and nurse positions help us keep students in school and lower our chronic absenteeism.

An evidence-based strategy that addresses the needs of those at risk of not meeting the state standards is the tutoring program. This program provides one-on-one or small group tutorial services to students by certified teachers/interventionists for struggling students. The school also uses the MTSS evidence-based strategy to quickly identify students who are not meeting the Standards and provide the necessary supports. It is an evidence-based strategy to quickly identify students who are not meeting the standards and provide the necessary supports. All students are impacted by the Tier program since there is a great focus on strong Tier I instruction. According to What Works Clearinghouse, Response to Intervention Tier 1 shows moderate levels of evidence and Tier 2 shows strong evidence of success with demographics like ours which leads to improved student outcomes. An additional Instructional Literacy Coach has been hired to improve Tier I instruction and manage the MTSS process at each Title I school. An additional teacher assistant has also been hired to work with students on behaviors and academics, and a certified teacher works with EL students daily for one class period to ensure they are provided with additional rich English content.

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).

Home to elementary transition begins in the spring with Kindergarten Roundup. Students and parents attend a meeting designed to familiarize the students with school processes, rules, and personnel. This also gives teachers an opportunity to assess student kindergarten readiness and begin addressing deficits and enhancing skills. The teachers have been trained in the use of phonological awareness and letters which according to What Works Clearinghouse has positive results for students like our demographics. This will lead to positive student outcomes. Students also attend a kindergarten meet and greet at the beginning of the school year as well as an orientation to familiarize families and students.

NW also offers transition programs for sixth grade students moving from a feeder school into our school. This is offered in the spring. We hold a meeting with students and parents and provide them with information about the school.

For our eighth grade students, we partner with our local high school and offer an informative night to discuss the transition from middle school to high school. This occurs in the spring.

School Plan - Professional Development

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) 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	61	61	21	0	7	0.00	3.00	17.00	38.00
2021-22	61	61	21	0	7	0.00	4.00	6.00	51.00
2022-23	63	63	20	0	5	0.00	3.00	10.00	50.00

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)

The following is a description of the planned professional development for teachers to meet the needs of ALL at risk students.

PD Activity Description for At Risk Students	Time-Line	Likelihood of Positive Impact on Student Achievement	Likelihood of Impact on Student Teacher/Leader Capacity	Description of Follow-up Activities
PLCs	Weekly	Yes	Yes	Observations/Data
EL Training and Strategies	Ongoing	Yes	Yes	Observations/Data
ELA Consultant	Ongoing	Yes	Yes	Observations/Data
Math Council/Meetings	Ongoing	Yes	Yes	Observations/Data
Science Meetings/Stemsopes	Ongoing	Yes	Yes	Data/PLCs
Test Score Review/Strategies	August 2	Yes	Yes	Observations/Data

Staff Meetings/PD	Monthly	Yes	Yes	Observations/Data
ELA Strategies/AR/EL/Case 21/NWEA	Ongoing	Yes	Yes	Observations/Data Binder
Data Conferences	Ongoing	Yes	Yes	Data Binder
Admin Academy	Each term	Yes	Yes	Evaluation
Saxon Phonics Training	Ongoing	Yes	Yes	Observations/Data
Bullying/Suicide Training	August/Sept	Yes	Yes	Certification

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)

The following is a description of the planned professional development for teachers to improve instruction and use of data from academic assessment.

PD Activity Description for Improvement of Instruction and Use of Data	Time-Line	Likelihood of Positive Impact on Student Achievement	Likelihood of Impact on Teacher/Leader Capacity	Need Identified in Needs Assessment
MCCRS Training	Ongoing	Yes	Yes	Content Area- ELA, Math, Science
MTSS Strategies and Interventions	Ongoing	Yes	Yes	Engagement
Classroom Management	2 times a year	Yes	Yes	Behavior, engagement
NWEA Use of Data	2 times a year	Yes	Yes	Use of Data

Case 21	Ongoing	Yes	Yes	Use of Data
MAAP	Ongoing	Yes	Yes	Use of Data
EL Strategies	3 times a year	Yes	Yes	Engagement

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)

Our school has implemented the following **strategies to support new teachers**: assign veteran teachers as mentors to new teachers, administrators and ILCs provide efficient and effective feedback to new teachers, conferences with new teachers, weekly PLCs to discuss standards and lesson planning, and provide classroom management training. In addition, our district provides training for new teachers.

Our school has put into place **strategies to promote growth among new teachers**. These include attending both incoming and outgoing PD to strengthen their capacity in the classroom with regard to specific content areas. The admin team welcomes new teachers to meet with them any time they need assistance with things such as curriculum or classroom management. We welcome student teachers and pre-service teachers into our school. They are welcome to tour, visit, observe and participate in student and parent family engagement activities, classroom activities, or campus activities. Our social media sites are engaging for parents, community members, and prospective teachers. We also partner with the HCSD Teacher Academy Program which allows potential teacher candidates, who are currently in high school, to observe teachers.

For those teachers who have demonstrated high levels of performance, the following **retention practices, incentive programs, or growth opportunities** are in place. To retain teachers, we provide professional development, frequent observation and feedback, as well as an open-door policy to speak with administrators and ILCs about questions and concerns. We also honor/celebrate our teachers for high academic student success (both at the district level and the school level).

Our school **reviews and analyzes student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students**. This is done through the hiring process for teachers. We look for state certified teachers who have a vested interest in providing our students with a quality education. As far as scheduling is concerned, students are placed in classrooms in heterogeneously grouping so that equitable instruction occurs. Our school provides **equitable access** to highly effective teachers and addresses identified disparities. We also departmentalize in grades 3-8 so that students are placed with teachers who are highly trained in their content areas in order to provide students with a quality learning experience. Teachers in K-8 participate in weekly PLCs to ensure standards are being taught at their intended rigor and that all student needs are being met. This is how our school ensures equitable access to effective teachers.

School Plan - Parent and Family Engagement

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) Public School - School Plan - Rev 0

1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)

Parents and family members are invited to attend our annual school-wide meeting that we have each fall as well as monthly meetings. During these meetings and through parent surveys, we ask parents how they would like to be more involved with their child's education. Our school provides a general description of family and community engagement activities to be implemented. Throughout the year, teachers discuss with students, parents, and other stakeholders what kinds of activities they would like to have. Many of the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school. The following chart details the school's family and community engagement activities for the 2023- 2024 school year:

Date	Activity	Description	Has Academic Focus	Engages EL Families	Virtual/In Person
August 1-3, 2023	K-8 Orientation	Introduce procedures and discuss Federal Programs/Title I School Info.	No	No-only translation	In Person
August 2023	All Grade Levels	To discuss English proficiency and strategies for EL families	Yes	Yes	In person
August 23, 2023	Kindergarten Parent Night	Parents and family members are given information for Kindergarten success	Yes	No-only translation	In Person
September 11, 2023	Patriot Day	First responders volunteer to read to elementary classes	Yes	No-only translation	In Person
September 11-12, 2023	Book Fair and Title Meeting Helpful Strategies for Families	Parent and Grandparent Luncheon and book fair- Instructional Strategies	Yes	No-only translation	In Person
September 12, 2023 & October 30, 2023	Title Meeting for Parents	Title I Information	No	No-only translation	In Person
March 2023	Parent Academy	8 th grade parent/student information	Yes	Yes	In Person

November 30, 2022	"A" Celebration/Night of the Stars	Title and State Assessment Information	Yes	No-only translation	In Person			
February 2024	Coffee w/the Principal	Update parents with information Case data and discuss strategies to assist parents- Title Info./3 rd grade Gateway	Yes	No-only translation	In Person			
November 14 2023	Science Night	Hands on lab with families and discuss 8th Science test info- Title Info.	Yes	No-only translation	In Person			
December 2023	Kindergarten/1st Christmas Program	Families are invited to watch the Kindergarten & 1st grade students sing holiday songs.	No	Yes	In Person			
April 9, 2024	Third Grade Gateway	Reading Strategies/Provides parents with info on the Gateway Test	Yes	No-only translation	In Person			
February Dates TBD	EL Strategies and Math Night	Strategies to assist EL parents and all parents with math standards	Yes	Yes- Storonskyj will translate as needed	In Person			
March Date TBD	STEM	Strategies and Computer Programs	Yes	No-only translation				
March 8, 2024	Middle School To High School	Focus on high school classes and credits (for eighth grade students and parents)	Yes	Yes- translator present DHS counselors	In Person			

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 and family members are invited to attend our annual school-wide meeting that we have each fall as educational meetings. During these meetings and through parent surveys, we ask parents how they would like to be more involved with their child's education. Our school provides a general description of family and community engagement activities to be implemented. Throughout the year, teachers discuss with students, parents, and other stakeholders what kinds of activities they would like to have. Many of the family and community engagement activities described have an academic focus and are aligned to the

academic needs of the school. The following chart details the school's family and community engagement activities for the 2023- 2024 school year:

Date	Activity	Description	Has Academic Focus	Engages EL Families	Virtual/In Person
August 1-3, 2023	K-8 Orientation	Introduce procedures and discuss Federal Programs/Title I School Info.	No	No-only translation	In Person
August 2023	All Grade Levels	To discuss English proficiency and strategies for EL families	Yes	Yes	In person
August 23, 2023	Kindergarten Parent Night	Parents and family members are given information for Kindergarten success	Yes	No-only translation	In Person
September 11, 2023	Patriot Day	First responders volunteer to read to elementary classes	Yes	No-only translation	In Person
September 11-12, 2023	Book Fair and Title Meeting Helpful Strategies for Families	Parent and Grandparent Luncheon and book fair- Instructional Strategies	Yes	No-only translation	In Person
September 12, 2023 & October 30, 2023	Title Meeting for Parents	Title I Information	No	No-only translation	In Person
March TBD 2024	Parent Academy	8 th grade parent/student information	Yes	Yes	In Person
November 30, 2023	"A" Celebration/Night of the Stars	Title and State Assessment Information	Yes	No-only translation	In Person
February 2024	Coffee w/the Principal	Update parents with information Case data and discuss strategies to assist parents- Title Info./3 rd grade Gateway	Yes	No-only translation	In Person

November 14, 2023	Science Night	Hands on lab with families and discuss 8th Science test info - Title Info.	Yes	No-only translation	In Person
December 2023	Kindergarten/1st Christmas Program	Families are invited to watch the Kindergarten & 1st grade students sing holiday songs.	No	Yes	In Person
March TBD 2024	Third Grade Gateway	Reading Strategies/Provides parents with info on the Gateway Test	Yes	No-only translation	In Person
February Dates TBD	EL Strategies and Math Night	Strategies to assist EL parents and all parents with math standards	Yes	Yes- Storonskyj will translate as needed	In Person
March Date TBD	STEM	Strategies and Computer Programs	Yes	No-only translation	In Person
March TBD 2024	Middle School To High School	Focus on high school classes and credits (for eighth grade students and parents)	Yes	Yes- translator present DHS counselors	In Person

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)

The school will **provide programs that reach parents and family members at home and in the community through** virtual meetings, Schoology, parent and family engagement nights, and social media. Because some of our students are economically disadvantaged, all the parent and family engagement activities are designed to meet the needs of those who are economically disadvantaged. Our school is handicapped accessible to accommodate the disabled and/or those in wheel chairs. Student academic progress reports are usually provided to parents during parent meetings and conferences. Teachers explain the data individually and in small groups as one means of making those with limited literacy feel included. Reports and other information are presented in parent-friendly language. Activities for the inclusion of families with limited English include strategies for communication with the school and ways parents can participate in their child's education. At the beginning of the year, our counselor, teachers, and EL teacher meet with EL students and parents to discuss the language service plans, and parents review the LAS links (assessment that determines English proficiency levels). It is explained to parents that the assessment will be given again in the spring to determine growth and progress throughout the school year. The grading scale, classroom accommodations, and EL interventions/programs are also explained to parents. Such interventions include STARi, Imagine Learning (online program), a class period designed to meet needs of EL learners, inclusion, pull-out tutoring, peer assistance, and translated notes. For those parents who have limited English language, the EL teacher translates information both verbally and/or written. Our school offers meetings to involve parents. Each semester, we offer EL meetings "Instructional Strategies" with parents to assist them in their efforts to help their children. This is coordinated with the assistance of our EL teacher, ELA teachers, computer lab assistant, counselor (EL contact) and ILCs to teach EL parents how to assist their child at home and through computer programs and other technology such as cell phones. In an effort to be in contact with parents and families, our school uses technology such as Parent Square and Facebook.

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 schoolwide plan will be in an **understandable and uniform format** following the format provided by MDE. It will be written in parent-friendly language and shared verbally during the annual Title I meeting. A copy of it can be found in the school office in the event any stakeholder wants to read it. Information can also be located on the North Woolmarket website under the Title I link. Other academic information will be disseminated to parents and families in an understandable format. Care is taken to write the information in parent-friendly terms. In addition, this information is often dispersed during a parent meeting. At that time, teachers are available to explain and discuss the information. Important data results and other information are often translated into the home language of the student. Throughout the school year, our school provides translated information and translator assistance as mentioned in the previous section of this plan.

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) Public School - School Plan - Rev 0

1. Summarize successes your school has experienced and why.

1. What's Working PROGRESS	Root Cause
Saxon Phonics, Moby Max, Reading Programs/Math Council	Easy to use, systematic, ongoing PD offered
Classroom Management Professional Development	Relatable, practical, easy techniques
EL Training	Simple strategies and translating tools to use with EL students
Instructional Literacy Coaches	Assist struggling students and provide interventions (coach teachers)
Computer Lab Assistant (TA)	Assists struggling students with programs and does benchmark testing with students
Interventionists	Work one-on-one and in small groups with struggling students in math and ELA
Technology	Provides students with online programs and strategies
Scholastic Take Home Readers	Provides opportunities for parents and students to engage in reading activities together
AR	Provides students with quality reading and comprehension checks

Focused PLCs	Teachers can collaborate, create lessons, discuss standards, plan vertical alignment, and discuss strategies for struggling students as well as any other concerns.
Family Guides for Student Success	Provides parents with strategies and examples of how to assist their children in reading and math- in a parent-friendly language

2. Summarize challenges your school has experienced and why.

What's NOT Working CHALLENGE	Root Cause	Action Taken to Address Weakness
Special Populations Instruction	Students have many different needs.	Training on SPED law and strategies to meet the specific needs of students, incorporate tutors
EL	Need more staff to work with growing numbers of EL students	EL teacher comes twice a week now compared to twice a month last year.
Growth of Bottom 25% in Reading	Teachers are not implementing enough DI instruction to ensure that all students grow.	Focused PDs and PLCs on DI provided by ILCs, MDE, and an ELA consultant, incorporate tutors

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

- Personnel to provide remediation to struggling students and ensure all students reach proficiency.
Goal: Our struggling students in Reading and Math scoring proficient and advanced on state assessments
Strategy: To provide a reading and math interventionist to struggling students
- Professional Development to ensure all students reach proficiency for state standards (ELA/Math consultant)

Goal: Provide resources from ILCs and outside consultants
Strategy: To provide more professional development

3. Leadership Training for Administrators and Grade-Level Chairs

Goal: To stay up to date on data, current trends, and resources to better serve our faculty and students.
Strategy: To attend more conferences and workshops throughout the school year.

b. College and Career Readiness

See Curriculum and Instruction section.

c. School Climate and Culture

1. More time for teachers to prepare for teaching

Goal: Provide teachers more time to prepare.

Strategy: Respect teacher's planning time with less meetings and unwarranted interruptions

2. Cultural diversity

Goal: Provide more activities to support our culturally diverse students

Strategy: Incorporate more cultural activities/events throughout the school year

3. Dropout prevention support

Goal: Provide more support for students at-risk of dropping out.

Strategy: Provide a social worker for elementary, SRO, administrators, and mentors

4. Enforcing rules

Goal: Provide more support to teachers for behaviors

Strategy: Be more visible in halls and classrooms

d. Curriculum and Instruction

1. Provide support for struggling students

Goal: More interventions for students struggling in Reading and Math

Strategy 1: Reading and Math Specialist in the District to provide more professional development in Math, Reading, and Writing instruction

Strategy 2: A Reading and Math interventionist/tutor to provide remediation to struggling students

2. Provide coaching, training, and other PD for EL population

Goal: Better serve our EL population

Strategy: EL Specialist and EL Teachers to provide more coaching, training, and resources to better serve our EL population

3. Provide support to ensure growth on state assessments

Goal: Growing students on the State Assessment

Strategy: ILC, tutors for small group instruction, Lexia, Mastery Connect, Imagine Math, Imagine Learning, creative scheduling

4. Ensure that programs are meeting the needs of students with special needs such as learning disabled, EL, and gifted
Goal: Increase proficiency in Special Education students.
Strategy: Additional support for our Special Education teachers and students in all grade levels

e. Professional Development

Support needs and retain highly qualified teachers to meet the diverse needs of all students

- Goal: Improving the knowledge and skills in content area.
Strategy: Conferences and workshops to focus on intensive, data-driven, student-focused, and standards-based professional development in the areas of need of content and knowledge
- Goal: Maintaining high expectations for ALL students and actively engaged.
Strategy: Conferences and workshops to improve skills on learning strategies and increase student engagement among diverse learners, to include EL students, Special Education students,
- Goal: Effective inclusion teaching
Strategy: Professional development to improve skills on coteaching the curriculum

f. Parent and Family Engagement

1. Parent and family engagement
Goal: Effort to have more parent and family engagement.
Strategy: Luncheons to include designated family members, programs, awards, events throughout the school year
2. Ways to handle social media
Goal: Provide current/updated information
Strategy: Assemblies on dangers of social media/host a parent meeting to update parents of current trends
3. Educate parents about the curriculum/College & Career Standards
Goal: Give the parents more opportunities to become involved in their child's education
Strategy: Host a parent and family engagement meeting monthly with flexible times/days
3. Communication with parents/guardians.
Goal: To better communicate with parents/guardians.
Strategy: Parent Reminders weekly by Principal, Class Dojo/emails/calls from Teachers, Follow-up with parents when needed

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 **braids** state and local funds with Title and special education funds to meet the academic needs of our students. Student needs are identified, and these needs are discussed with the District Office to determine all funds available that can be used to address these needs and improve the core academic

program of the school.

The funding sources available to the school will be used to support goals, strategies, and action steps are Title I funds.

The school works closely with our Food and Nutrition Department to provide healthy meals during the day and to meet additional needs of our students through the provision of after-school snacks when necessary, sack lunches for field trips, and educational information. The school works with Head Start in preparing their students for kindergarten through school tours, kindergarten registration, and any summer programs that may be available. Violence prevention programs are integrated through ICT classes with our SRO and counselor. Our school coordinates activities with the CTE program such as Teacher Academy. Each year in the first semester, 8th grade students attend Pathways to Possibilities at the Coast Coliseum where they explore different career options with hands-on activities. We also offer adult education for all parents through our parent activity nights. EL information is provided specifically for EL parents who come to our school to learn strategies and programs that will benefit their children as well as themselves.

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) Public School - School Plan - Rev 0

Plan Items ()

1) District-Level: Content Area Instruction - School-Level: Content Area Instruction

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in state-tested subject areas. Students who are proficient as defined by MAAP will increase for state-tested subject areas, and the performance gap between subgroups of students as defined by ESSA will be reduced.

Performance Measure:

District-Level: Students attaining proficiency will increase by 2% in grades 3-12 on state-tested subject areas.

1.1) District-Level: Address teaching and learning needs related to academic problems of low achieving students. - School-Level: Address teaching and learning needs related to academic problems of low achieving students.

Description:

District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process.

AS 1.1.1) Target teaching and learning needs related to academic problems of low achieving students.

Description:

Fund Educational employees, such as ILCs, TAs, and Tutors to help with teaching and learning needs that are related to academic problems. Supplies, educational software and subscriptions, and equipment will be purchased to help teachers and students meet their academic goals.

Benchmark Indicator:

1% increase in growth as measured on the EOY MAAP as compared to the last school year.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application Consolidated	Grant Title I-A	Notes	Amount
		Employees, Supplies, Subscriptions & Equipment	\$212,500.00

1.3) District-Level: Parent Education Involvement (Reading & Mathematics) - School-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.

AS 1.3.1) Family Engagement

Description:

Increase two way, ongoing communication with parents for the purpose of providing them information about how to help their student succeed at home and at school.

Benchmark Indicator:

1% increase in communication with parents as measured by parent attendance at school meetings (sign in sheets) as compared to previous school year.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	supplies	\$2,583.46

School Plan Related Documents

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH WOOLMARKET ELEMENTARY AND MID (2400038) Public School - School Plan - Rev 0

Required Documents

This page is currently not accepting Related Documents.