

History Log

HARRISON CO SCHOOL DIST (2400) Public District - FY 2023 - WOOLMARKET ELEMENTARY SCHOOL (2400052) Public School - School Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
4/18/2023 10:09:16 AM	Stephanie Schepens	Status changed to 'LEA School Plan Reviewer Approved'.	S
4/17/2023 4:09:41 PM	Kevin Roberts	Status changed to 'School Plan Reviewer Approved'.	S
4/17/2023 3:49:00 PM	Angela Arnold	Status changed to 'Draft Completed'.	S
4/17/2023 2:49:23 PM	Stephanie Schepens	Status changed to 'LEA School Plan Reviewer Returned Not Approved'.	S
4/17/2023 2:49:02 PM	Stephanie Schepens	Corrections: School Plan Summary: Change4 Spring 2023 to Spring 2022	C
<p>School Plan- Student Achievement: 1st question, last paragraph: Look at the underlying causes. It discusses 21-22 school year.</p> <p>School Plan- Prioritized List of Needs- Identify critical need from CNA Goal: Strategy:</p> <p>Example: Growing students on the state test Goal: more students scoring proficient and advanced Strategy: ILC, tutors for small group instruction, Lexia, Mastery Connect.</p>			
4/17/2023 11:52:22 AM	Kevin Roberts	Status changed to 'School Plan Reviewer Approved'.	S
4/17/2023 11:51:28 AM	Angela Arnold	Status changed to 'Draft Completed'.	S
4/17/2023 11:50:13 AM	Kevin Roberts	Status changed to 'School Plan Reviewer Returned Not Approved'.	S
4/17/2023 11:22:17 AM	Kevin Roberts	Status changed to 'Draft Completed'.	S
3/30/2023 2:12:55 PM	Angela Arnold	Status changed to 'Draft Started'.	S
6/7/2022 5:17:33 PM	MCAPS Administrator	Status changed to 'Not Started'.	S

School Planning Team

HARRISON CO SCHOOL DIST (2400) Public District - FY 2023 - WOOLMARKET ELEMENTARY SCHOOL (2400052) Public School - School Plan - Rev 0

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

School Administrators:

Kevin Roberts, Principal
Angela Arnold, Assistant Principal

Title I Staff:

Dawn Green, Instructional Coach
Bridget Logan, Social Worker

Licensed Staff:

Julie Bounds, EL Teacher
Kimberly Loeper, Special Education
Rebekah Chandlee, Special Education
Kelly Cuevas, 1st Grade Teacher
Maria Preston, 2nd Grade Teacher
Cheree Milar, 3rd Grade Teacher
Madison Schloemer, 4th Grade Teacher
Angela Waldrop, 5th Grade Teacher
Tina Carothers, 6th Grade Teacher
Dianna Breece, School Nurse

Non-Licensed Staff:

Khy'Ree Chambers, PE Coach
Ketsia Delgado, EL Teacher Assistant

Parents:

Tiffanie Burke
Michael Mount

District ELL:

Michelle Johnston

District Staff:

Melissa Garrison

District Homeless Liaison:

Dr. Jackie Graves

School Planning Summary

HARRISON CO SCHOOL DIST (2400) Public District - FY 2023 - WOOLMARKET ELEMENTARY SCHOOL (2400052) 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)

To develop the plan, the school-wide planning team meets in the spring to review comprehensive needs assessment (CNA) 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, teachers from various areas, paraprofessional, Title I employee, and Federal Programs Coordinator. 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. To review and update the plan, the school-wide planning team and the leadership team meet at established times (see timeline) 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 school administrator. The plan is shared with all staff members at a faculty meeting, and a link to the plan in MCAPS is shared with the faculty and placed on the website. This year the SWP was not available for completion until April of 2023. The schoolwide planning team met and reviewed current school data to determine strengths and weaknesses and made revisions where needed.

TIME FRAME	ACTIVITY
Spring 2022	Administer CNA surveys to parents, teachers, and students
August 2022 - March 2023	Schoolwide Planning Team Reviews CNA data
April 2023	SWP drafted
April 2023	Plan shared and approved by Staff/Parents
April 2023	Plan approved by Federal Programs Office and shared with all stakeholders (Website/Facebook)
Aug 2022- May 2023	School-wide Team reviews quarterly data/Revise SWP as needed
Aug-Sept 2023	Plan shared with all stakeholders at Annual Title I Meeting

School Plan - Demographics

HARRISON CO SCHOOL DIST (2400) Public District - FY 2023 - WOOLMARKET ELEMENTARY SCHOOL (2400052) 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
2019-20	416	212	204	15	96	1	34	1	240	29	312	51	16	1		27	4	21
2020-21	393	199	194	14	95	1	26		231	26	393	47	15			26	7	5
2021-22	450	210	240	17	96	1	25	1	273	37	450	63	10	3		38	4	7

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2019-20	395.81	227.5
2020-21	384.12	153.5
2021-22	422.09	356

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

During the 2022-2023 school year, our Woolmarket staff was 100 % state certified and licensed. The Woolmarket Elementary staff included 34 certified and 18 non-certified staff members. Our school currently serves 501 students in grades kindergarten through sixth grade. In addition, 57.5 % of our students receive free/reduced lunch. Several of our students in this community fall into the category of low socioeconomic status. Our student demographics are as follows 3.0 % Asian, 12.8% African Americans, 28.7 % Hispanic, 8.6% two or more races, 46.5% Caucasian, and less than 1.0% American Indian. Our school is in a rural area. There are few local businesses in this area. We are located on the Mississippi Gulf Coast, which means we are prone to experiencing tropical weather.

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

Woolmarket Elementary is located in a rural residential area in Harrison County in South Mississippi. Our school is within the city of Biloxi, MS. The Woolmarket area is a growing community due to the growth of several new subdivisions and multi-family housing units being built. Within the Woolmarket area, there are several gas stations, pharmacies, a medical facility, and family-owned restaurants and businesses. Because our 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

Year	CSI			TSI			ATSI		
2019-20									
2020-21									
2021-22									

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
Proficiency								
Growth All Students								
Growth Low 25%								
Accountability Grade	2019-20		2020-21		2021-22		2021-22	
Total Points	401.00		497.00		588.00		588.00	

High Schools

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
Proficiency																
Growth All Students																
Growth Low 25%																
Accountability Grade	2019-20		2020-21		2021-22		2021-22		2021-22		2021-22		2021-22		2021-22	
Total Points																

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

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2019-20	28.50	26.70	23.80	20.60	13.40	13.40
2020-21	12.96	20.30	27.50	12.50	7.40	8.30
2021-22	54.45	35.80	42.30	18.06	18.50	10.00

* BOY means Beginning of the Year and EOY means End of the Year

English/Language Arts (MAAP)

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

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
	2019-20						
2020-21	41.00	40.40	39.40	50.80			
2021-22	48.00	33.93	37.50	12.96			

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

2019-20								
2020-21	32.80	39.70	39.40	27.00				
2021-22	38.00	29.31	51.38	11.11				

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
2019-20				
2020-21	10.60			
2021-22	22.00			

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 data for all students, we found the following to be true:

Progress:

4th, 5th, and 6th Grade ELA and 4th and 6th Grade Math students increased the number of proficient and advanced students. This improvement is due to targeted instruction, using student data, and MasteryConnect assessments.

Challenges:

After the 2019-2020 school year ending earlier than expected due to Covid, many students were not educated for 4 months. While we gained points in growth in reading, math and science, getting students to a proficient level or higher was more of a challenge for all students but especially for our students with learning disabilities and English Language Learners.

In addition, the students in the bottom 25% of growth are a challenge. Therefore, there is a schoolwide push to incorporate reading plans, using interventionists/tutors, Instructional Coach, and consultants to address reading challenges for students. The Instructional Coach and Teachers receive incoming and outgoing professional development in addition to the focused professional learning communities.

Underlying Causes:

The COVID disruptions continued in the school year with quarantines and many students being home schooled the previous year. These disruptions influenced student and teacher attendance, teaching and learning, student motivation, and assessment administration conditions. While we showed growth for the school year, showing proficiency or higher is more of a challenge.

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)

Woolmarket Elementary uses iReady, a computerized reading instruction program to supplement classroom instruction to ensure individual students' needs are met. Adaptive technology diagnoses a student's areas of weaknesses. It assigns specific learning paths to instruct students at their level and identifies students who have learning gaps. Students still receive whole group instruction but can receive specific individualized instruction using iReady.

One of the school's evidence-based strategies is the MTSS process. Our school has a Teacher Support Team (TST) that meets to design instructional interventions for struggling students with regular classroom instruction. Our Instructional Coach oversees this process to ensure that the school follows the district procedures to provide additional assistance to students at risk of failure. The IC meets with teachers and determines a time during the school day dedicated to instructional interventions, which does 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 highly-qualified instructors conduct instructional interventions 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), in *Visible Learning*, research showed an effect size for response to intervention at 1.07. This process has as 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 were retained.

Saxon Phonics is another evidence-based strategy implemented with fidelity by our K-2 teachers at our school. This program is an explicit and systematic incremental approach to phonics instruction. It prepares students to be independent, successful readers and spellers. John Hattie's research supports phonics instruction; 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, evidence by the increasing percentage of students meeting or exceeding benchmark goals in grades K-2.

A strategy that is used among readers is the Lexia® Core5® Reading. According to Evidence for ESSA, the 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 equip teachers with the data and instructional resources to personalize instruction for every student. The 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 meeting proficiency levels in reading, having fewer Letter B students, and great success on the third-grade Gateway test. Additionally, a middle school component called PowerUp in Lexia is used with struggling English Language Learners and Students with Learning Disabilities. Students in 6th Grade with lower proficient levels benefit from this program component.

Imagine Learning is an individualized, multimodal language and literacy software program designed to help English learners, struggling readers, students with disabilities, and early childhood education students master essential reading and speaking skills. We specifically use this program with our English Language Learner population. This program supplements the interventions put in place by our English Language Teachers.

Imagine Math is a supplemental math program that builds students' aptitude to solve problems and justify reasoning both inside the classroom and in day-to-day life, ultimately moving them beyond computation to real comprehension. This program has been effective on our school campus, as evidenced by students meeting proficiency levels in math and growing exponentially.

Eureka and *EnVisionMATH* is a core curriculum for students in grades K-6. According to What Works Clearinghouse, the programs seek to help students understand math concepts through problem-based instruction, small-group interaction, and visual learning focusing on reasoning and modeling. Differentiated instruction and ongoing assessments are used to meet the needs of students of at all ability levels.

myView Literacy provides comprehensive, explicit instruction grounded in the Science of Reading. *myView* allows teachers to teach Reading and Writing with a rich underpinning of research and rigor, as it inspires creativity. *myPerspectives* is a powerful English language arts curriculum for Grades 6-12 that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom.

Teachers in grades 1-6 use these programs to enhance and supplement classroom instruction to meet the needs of our students.

According to Best Evidence of Encyclopedia (BEE), with demographics similar to ours, the review concludes that one-to-one tutoring improves reading performance. Tutoring models that focus on phonics obtain much better outcomes than others. Teachers are more effective than paraprofessionals, so we employ a part-time reading interventionist (certified teacher) to assist 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 instruction has a positive effect size of +0.49. Classroom instructional process programs, especially cooperative learning, can positively affect 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, STAR reading data, and MAAP data.

Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2019-20					
2020-21					
2021-22					

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
2019-20					
2020-21					
2021-22					

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)

Out-of-School Suspensions

	2019-20		2020-21		2021-22	
	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	188		93		64	
IEP	38	0.2	12	0.13	18	0.28
EL	0	0	0	0	0	0
Asian	0	0	5	0.05	3	0.05
BLK/AA	71	0.38	46	0.49	11	0.17
His/Lat	2	0.01	0	0	2	0.03
NAM	0	0	0	0	0	0
NH/PI	0	0	0	0	0	0
White	85	0.45	42	0.45	40	0.62

1. What specific discipline issues, if any, impact student achievement/growth?

The discipline issues which impact student achievement the most are disrespect and classroom disruptions that take away from instruction. Discipline issues can greatly affect student achievement in a negative way. Discipline issues in the classroom can stop the teaching and learning in the classroom. Discipline issues not only have a direct impact on learning, but it can also cause safety concerns and make students feel unsafe at school. This can lead to a negative impact on student achievement. Severe infractions may result in a student being placed in an alternate setting. Out-of-school suspensions can cause a student to lose the concept of a skill or not gain the knowledge needed due to missing instruction. This impacts student achievement greatly.

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)

At the beginning of each year, teachers set high expectations for students by establishing disciplinary procedures and daily routines. The school provides incentives throughout the school year to reward students. Teachers are provided professional development on classroom management, and administrators are highly visible in all areas of the campus throughout the day. Teachers maintain close parental contact through parent notes, phone calls, Class Dojo, and conferences to keep parents aware of student behavior and academic achievement.

The school social worker counsels students, provides the Why Try program for students, and conferences with parents on student behaviors, attendance, and academics. The Instructional Coach and Administration Team meet with parents of all students to discuss plans for academic success.

Students suspended from school can make up all missed assignments and tests. Teachers also work one-on-one with those students before/after school and also during their planning period to review assignments with students to ensure students understand the material.

A challenge our school has encountered this school year in an influx of students and teacher attendance. This is challenging because students and teachers are encouraged to attend school daily.

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)

The school has implemented both MTSS and positive behavior incentives. According to MTSS data, MTSS has been effective on our school campus, evidenced by the percentage of students receiving and benefiting from the tier process.

The school coordinates all discipline activities and strategies with those under IDEA. One way this is done is through IEP meetings. Whenever a student covered by IDEA encounters a disciplinary infraction resulting in OSS, a manifestation determination review is held through an IEP meeting. In addition, all IEP students' OSS dates are closely monitored to ensure the student's academic needs are met. The IEP outlines both student academic and behavioral goals and activities. Students with ongoing behavioral and disciplinary actions have updated IEP meetings to determine the appropriate action steps.

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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).

The school strengthens the academic program in the school through a variety of instructional strategies and methods. 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 differentiated instruction, Marzano's instructional strategies, and graphic organizers. 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. 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.

The school increases the amount and quality of learning time through the tutoring program with our ESSER tutor. This program provides struggling readers with focused academic instruction in areas of weakness through small group and one-on-one tutorial time with a certified teacher during the school day. In addition, the school offers additional opportunities for increased learning time or quality of learning through other programs such as Lexia, Khan Academy, STAR, Math Facts in a Flash, Saxon Phonics, Moby Max, Imagine Learning, Imagine Math, myView, myPerspectives, and Paper online tutorial.

As enriched and accelerated curriculum is offered to students through differentiated instruction in the classroom and gifted classes. Computer-based resources are used to support accelerated instruction in Math and English Language Arts whereby students have individualized paths that can be standard-specific and based on their academic progress. We also added an additional teacher unit to 6th grade to provide smaller class sizes and assist in closing the achievement among students.

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 address the needs of all students in the school. Woolmarket Elementary has a part-time social worker who meets with students to address chronic absenteeism, school or family issues, behavioral issues, and academic issues. In addition, the school has a nurse who provides medical assistance and screeners. Both the social worker and school nurse positions help us keep students in school and lower our chronic absenteeism rate.

The MTSS process is an evidence-based strategy that addresses the need of those at risk of not meeting the state standards. This program provides one-on-one or small group tutorial services to students by certified teachers. The MTSS process is an evidence-based strategy to quickly identify students who do not meet the standards and provide the necessary support. All students are impacted by the Tier program since there is a 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, leading to improved student outcomes. An Instructional Coach has been hired to improve Tier 1 instruction and manage the MTSS process at our school.

An English Language Learner Teacher and two English Language Learner Teacher Assistants are on our campus this year to assist with the influx of Hispanic population to our school. They assist in providing our EL population and teachers the support needed to be as successful as possible at school. Many students need assistance with translation and learning the English language since it is their first year in the United States. The EL Teacher and Teacher Assistants are able to screen the EL students to see what level each student is at so we can better provide the necessary services for individualized instruction. Imagine Learning is a evidence-based program to assist with our EL population to better understand and learn the English language.

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 school transition programs begin in the Spring with our Kindergarten RoundUp. Students and parents attend an after school sessions designed to familiarize students with school processes, procedures, expectations, and personnel. This transition program allows teachers to assess kindergarten readiness and identify students' strengths and weaknesses. Incoming students also attend a kindergarten meet and greet at the beginning of the school year so that teachers can become more familiar with incoming families and students. Woolmarket also partners with the local middle school to provide a smooth transition for sixth-grade students to the feeder school. This opportunity occurs in the Spring.

School Plan - Professional Development

HARRISON CO SCHOOL DIST (2400) Public District - FY 2023 - WOOLMARKET ELEMENTARY SCHOOL (2400052) 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
2019-20									
2020-21	28	28	17	0	3	0.00	1.00	1.00	26.00
2021-22	28	28	13	0	2	0.00	0.00	28.00	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)

PD Activity that will impact At-Risk Students	Timeline	Likelihood of Positive Impact on Student Achievement (yes/no)	Likelihood on Teacher/Leader Capacity (yes/no)	Description on Follow-up Activities
Leadership Training for Admin Team	2 times a year	Yes	Yes	Share strategies with faculty during PLCs
iReady/Ready Training	Ongoing	Yes	Yes	Observe expectations during walkthroughs/lesson plans
MTSS Strategies, Interventions, and Progress Monitoring	Ongoing	Yes	Yes	Classroom Observations and Feedback; PLCs; meet with Faculty on regular basis for review
Special Education Training	Ongoing	Yes	Yes	Classroom Observations and Feedback; PLCs
Classroom Management, Interventions, and Support	Ongoing	Yes	Yes	Classroom Observations and Feedback; meet with Leadership

						Team for review
EL Training and Strategies	Quarterly	Yes		Yes		Classroom Observations and Feedback; PLCs
Writing Workshop	Ongoing	Yes		Yes		Classroom Observations and Feedback; PLCs
MasteryConnect	Ongoing	Yes		Yes		Classroom Observations and Feedback; PLCs
Behavior Plans	Ongoing	Yes		Yes		Classroom Observations and Feedback, Review of plans every 2 weeks with Behavior Team
Evidence-Based Instructional Practices for ELA and Math	Ongoing	Yes		Yes		Classroom Observations and Feedback; PLCs
Unpacking the MCCRS Standards: ELA and Math	Ongoing	Yes		Yes		Classroom Observations and Feedback; PLCs
NWEA/Analyzing Data	Quarterly	Yes		Yes		Classroom Observations and Feedback; PLCs
Best Practices for Math Instruction	Ongoing	Yes		Yes		Classroom Observations and Feedback; PLCs
School Culture and Climate	Quarterly	Yes		Yes		Observations and Feedback; meet with Leadership Team
Technology Training	Ongoing	Yes		Yes		Observations and Feedback; PLCs
Professional Learning Communities by subject area/grade level	Ongoing	Yes		Yes		Observations and Feedback; PLCs
Differentiated Instruction:	Ongoing	Yes		Yes		Observations and Feedback;

Remediation and Acceleration				meet with Leadership Team, PLCs
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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)

PD Activity for Improvement of Instruction and Use of Data	Timeline	Likelihood of Positive Impact on Student Achievement (yes/no)	Likelihood of Impact on Teacher/Leader Capacity (yes/no)	Need Identified in Needs Assessment (Identify the Need)
MCCRS Training	Ongoing	Yes	Yes	Content Area, ELA, Math, Science
Classroom Management	Quarterly	Yes	Yes	Behavior Management
Case 21	Ongoing	Yes	Yes	Use of data
EL Strategies	Quarterly	Yes	Yes	Engagement and Motivation
MAAP/ NWEA Data Analysis	Ongoing	Yes	Yes	Use of Data
Special Education	Ongoing	Yes	Yes	Use of Data, Engagement and Motivation

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)

Harrison County School District provides new teachers with Orientation and a gift card to purchase items for their classroom. In addition, our district has hired ELA consultants and two district Instructional Specialists to work with teachers/schools throughout the school year. Additionally, our social media sites are engaging for parents, community members, and prospective teachers.

The support new teachers, the following strategies are implemented: assign veteran teachers as mentors to new teachers, Administrators and Instructional Coach conduct walkthroughs, informal and formal observations and provide feedback to new teachers. Weekly PLCs are held to discuss standards and lesson planning

and provide classroom management training. Our district provides trainings for new teachers before school begins and trainings throughout the school year to attend. To ensure equity, Woolmarket Elementary teachers plan together and are departmentalized in grades 3-6.

School Plan - Parent and Family Engagement

HARRISON CO SCHOOL DIST (2400) Public District - FY 2023 - WOOLMARKET ELEMENTARY SCHOOL (2400052) 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)
 Woolmarket Elementary School host family and community engagement activities throughout the school year. An open house and Title I Parent Meeting were conducted to introduce families to the teachers, staff, and administration. Our school holds regular family nights with interactive activities where family members are engaged with the student in classroom activities and informed about the current curriculum. Instruction will be planned throughout the school year by individual grade levels. Our school will hold reading fairs throughout the year with a family night during each of these events. The school website will be available to parents with current school information and important dates. Important information will be sent home to parents, including progress reports and report cards. Parents can access an online grade book to view student information. Students in grades K-2 have a communication folder. Students in grades 3-6 have a planner used for daily communication between parent and teacher. K through 2nd grade students are provided with various books for parent and student reading during the summer.

Name of Activity	Description	Timeline	Academic Focus	Engages EL Families	In-person or Virtual
Meet the Teacher	Introduction to school and faculty	August	Yes	Yes	In-person
Title I Parent Meeting	Explain the school's Title Plan and receive feedback from parents	August and May	Yes	Yes	In-person and Virtual
Seven Family Engagement Meetings throughout the School Year	Ongoing based on school needs	Ongoing August-May	Yes	Yes	In-person and Virtual
Kindergarten Round Up / "Cruising into Kindergarten"	Meet with incoming Kindergarten students and parents of the kindergarten program	End of Year: May	Yes	Yes	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)

The parent and family engagement plan is developed and updated with parental input during the parent and family planning meetings. This committee is comprised of parents, the leadership team, teachers, and other school personnel. The timeline for the committee is to meet at least twice a year, once in the Fall and again in the Spring to review the activities, analyze the parent surveys and other data, and revise the plan as necessary. The school works with this team to implement the programs throughout the year. Evaluation and the method of determining progress takes place after each meeting through surveys, tracking of parent attendance, and any parent and staff comments. The procedure for making revisions is to meet in the Spring and evaluate the year's

activities and review the Community Needs Assessment data. Ineffective activities are removed, and new activities are added as necessary. The Parent and Family Engagement Plan is revised and submitted through the Title I Crate.

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)(iii) and Section 1115(b)(2)(E)

Since most of our students are economically disadvantaged, all parent and family engagement activities are designed to meet the needs of those who are economically disadvantaged. Our school is handicapped accessible to accommodate those with specific needs. Academic progress reports and report cards are given and discussed with parents during parent meetings and conferences. Teachers review data through reports and parent conferences as necessary. Activities for including families with limited English include strategies for communication with the school and ways parents can participate in their child's education. Our EL Teachers and Assistant Principal meet with EL students and parents to discuss the child's language service plan and current LAS Links score at the beginning of the year. 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 discussed with the parents/guardians. Interventions/programs include Imagine Learning, push-in tutoring, peer assistance, and inclusion. For those parents who have limited English language, the EL Teacher and EL Teacher Assistants provide verbal information. The Principal and Assistant Principal are able to translate written information to the parents in their home language.

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 school-wide plan will be uniformed, following the format provided by MDE. It will be written in a parent-friendly language and shared verbally during our annual Title I meeting. Other academic information will be given to parents and families in an understandable format. Care is taken to write the information in parent-friendly terms. In addition, this information is 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.

1. Summarize successes your school has experienced and why.

Successes (Progress) and Why:

- English Language Arts: Reading Programs-Heggerty and Saxon Phonics-easy to use and systematic
- Science: Testlets and MasteryConnect Assessments
- Math: Eureka and supplemental math resources-easy to use and systematic
- Instructional Coach: Assists struggling students and provides support to teachers by leading PLCs to help create lessons, review assessment data, aligning standards, and ensure vertical alignment to promote the academic success of all students. In addition, the IC monitors Lexia, Imagine Math, and MasteryConnect usage to target students' needs through their individual learning path.
- School Nurse: Our school nurse checks the hearing and vision of struggling students and also provides guidance and support to students with medical needs to decrease absenteeism.
- Increase in Staff Morale/Student Behavior Incentives: monthly calendars are sent out to staff to promote morale and a positive working environment. Students are provided incentives quarterly for good behavior.
- Parent and Family Engagement: The school has welcomed parents/guardians to meetings, events, awards, programs, etc that the school has hosted this year to get parents more involved and back on our school campus.

2. Summarize challenges your school has experienced and why.

Challenges and Why:

- **Challenge:** We currently have 501 students enrolled at Woolmarket Elementary School in grades K-6 with a large influx of EL students. **Root Cause:** We have combined roughly 120 students from River Oaks Elementary School with our school (30 % brand new to Woolmarket). We have one records clerk and one bookkeeper employed at our school. They are called to do more than than job entails throughout the day. Due to the influx of Hispanic students, it takes more time to translate for these students and parents since neither are bilingual. **Action that needs to be taken:** Hire a bilingual secretary to assist with additional duties and translating.
- **Challenge:** Student writing is still an area of concern. **Root Cause:** Teachers still need more assistance with teaching/modeling writing. **Action Taken:** More in-depth training on writing instruction across the curriculum and understanding the expectations of MDE's writing rubric.
- **Challenge:** Increase in EL population. **Root Cause:** Thirty percent of our students this year are brand new to Woolmarket Elementary with over 90 being EL students. Many of our teachers have never worked with the EL population before. **Action Taken:** EL Teacher and Teacher Assistants are pushing in or pulling the EL population that are LEP 1-3 to assist in instruction. The EL Teacher and assistants teach our faculty on the culture and strategies to better serve these students.
- **Challenge:** Increase in Special Education population. **Root Cause:** The Special Education students have many varied needs with only 2 Special Education Teachers for Grades K-6 and only one SLP, Gifted Teacher, and Reading Specialist that services other students at other schools. **Action Taken:** Our Instructional Coach has an extensive background in Special Education to provide guidance and input. Our Special Education Director and Assistant Director work with the IC and Special Education Teachers to provide ongoing professional development on topics such as academic interventions, co-teaching, and de-escalation strategies to increase teacher capacity and improve student learning.

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

1. Teaching Multilingual Students (EL population)

- Goal: To better understand culture and strategies/resources to better serve our EL students.
 - Strategy: Provide more professional development with EL Director and EL Teacher/Assistants.
- 2. A reading and math interventionist/tutor to provide remediation to struggling students.**
- Goal: Our struggling students in Reading and Math scoring proficient and advanced on state assessments.
- 3. Understanding Students of Poverty**
- Goal: To better understand students of poverty to educate the whole child.
 - Strategy: Provide more professional development such as Dr. Adolph Brown or Ruby Payne
- 4. Classroom Management Professional Development**
- Goal: To have fewer students with behavior issues in the classroom.
 - Strategy: To provide more professional development on classroom management such as Aimee Dean
- 5. 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.**
- Goal: Provide teachers more time to prepare.
 - Strategy: Respect teacher's planning time with less meetings and unwarranted interruptions.
- 2. Technology Resources/Information**
- Goal: Provide students with more support and access through technology resources
 - Strategy: Order more laptops and carts for the students/school to utilize.
- 3. Dropout prevention support.**
- Goal: Provide more support for students at-risk of dropping out.
 - Strategy: Utilize social worker, SRO, administrators, and mentors
- 4. Cultural diversity**
- Goal: Provide more activities to support our culturally diverse students
 - Strategy: Incorporate more cultural activities/events throughout the school year.

d. Curriculum and Instruction

- 1. 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. 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. Goal: Growing students on the State Assessment.**
- Strategy 1: Professional development to ensure all students reach proficiency or advanced in both Math and Reading.
- Strategy 2: IC, tutors for small group instruction, Lexia, MasteryConnect, Imagine Math, Imagine Learning, creative scheduling
- 4. Goal: Increase proficiency in Special Education students.**

Strategy: Additional support for our Special Education teachers and students in all grade levels.

e. Professional Development

After analyzing Woolmarket's professional development data, the priority is to provide effective professional development to 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: Faculty will attend 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: Strategies for effective classroom management.

Strategy: Faculty will attend conferences and workshops to focus on strategies for effective classroom management.

Goal: Maintaining high expectations for ALL students and actively engaged.

Strategy: Faculty will attend conferences and workshops to improve skills on learning strategies and increase student engagement among diverse learners, to include EL students, Special Education students, and students of diverse backgrounds.

Goal: Effective questioning to promote students to think and write critically.

Strategy: Faculty will attend conferences and workshops to improve skills on teaching writing across the curriculum.

f. Parent and Family Engagement

1. More 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. Educate parents to help them with curriculum.

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 coordinates and integrates all funding sources available to meet the needs of all students. The school works closely with our Food and Nutrition Department to provide healthy meals during the day and meet our students' additional needs through the provision of after-school snacks when necessary, sack lunches for field trips, and educational information. The schools works with Head Start to prepare their students for kindergarten through school tours, kindergarten registration, and any summer programs available. Our School Resource Officer integrates violence prevention programs. We also offer adult education for parents through our Family Engagement Parent Activity Meetings. English Language Learner information is provided for EL parents who come to our school to learn strategies and programs that will benefit their children and themselves.

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.

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

Description:

Fund employees, supplies, subscriptions and equipment.

Benchmark Indicator:

2% increase in growth proficiency on EOY MAAP as compared to the previous school year.

Person Responsible:

Kevin Roberts

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Employees, Supplies, Subscriptions & Equipment	\$143,760.95

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:

Kevin Roberts

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Supplies	\$2,169.68

2) District-Level: Professional Development - School-Level: Professional Development

Description:

District-Level: All students will be taught by state certified teachers receiving high quality professional development.

Performance Measure:

District-Level: Increase by 2% of teachers scoring 3 or higher on the Teacher Growth Rubric

2.1) District-Level: High quality professional development of instructional staff - School-Level: High quality professional development of instructional staff

Description:

District-Level: Address sustained (not stand-alone, one-day, or short - term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused teacher needs, as identified by teacher evaluation, administrator feedback and state assessment results.

AS 2.1.1) Incoming and outgoing professional development

Description:

Fund incoming and outgoing professional development for staff.

Benchmark Indicator:

2% increase in growth and proficiency on EOY MAAP as compared to the previous school year.

Person Responsible:

Kevin Roberts

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Incoming and outgoing PD	\$6,625.00

3) District-Level: Graduation - School-Level: Graduation

Description:

District-Level: Increased Graduation Rate

Performance Measure:

District-Level: A graduation rate of 87% or higher will be attained by all high schools.

3.2) District-Level: Intervention (Violence, Alcohol, Tobacco, and Other Drugs) - School-Level: Intervention (Violence, Alcohol, Tobacco, and Other Drugs)

Description:

District-Level: A planned process of approaches and activities designed to change a person's or group's behavior who may be in the beginning stages of violence, alcohol, tobacco, and other drugs problems.

AS 3.2.1) Target additional resources for student's social/emotional needs.

Description:

Employ a social worker to improve attendance and target student's social/emotional needs.

Benchmark Indicator:

1% increase in student attendance (including early check outs, late check ins and whole day attendance) as compared to the previous school year

Person Responsible:

Kevin Roberts

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salaries and Benefits	\$37,067.89

Required Documents

This page is currently not accepting Related Documents.