

History Log

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH GULFPORT ELEMENTARY & MIDDLE (2400033) Public School - School Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
11/13/2023 1:46:41 PM	Stephanie Schepens	Status changed to 'LEA School Plan Reviewer Approved'.	S
11/13/2023 1:43:46 PM	Georgette Braselman	Status changed to 'School Plan Reviewer Approved'.	S
11/13/2023 1:26:22 PM	Marae Amacker	Status changed to 'Draft Completed'.	S
10/23/2023 10:11:58 AM	Marae Amacker	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 GULFPORT ELEMENTARY & MIDDLE (2400033) Public School - School Plan - Rev 0

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

Georgette Braselman, Principal

Melissa Garrison, Federal Programs Director

MaRae Amacker, Assistant Principal

Aaron Dunklin, Assistant Principal

Katrina Parks, Assistant Principal

Steven Howard, Instructional Coach

AlexZandra Hamilton, Instructional Coach

Renata Storonskyj, ELL Teacher

Kelli Ladnier 8th Grade ELA Teacher

Tammi Erwin, Bookkeeper

Monica Bester, 7th Grade Teacher

Chaundrea Allen, Kindergarten Teacher

Joshua Edison, Counselor

Cecilia Bates, 7th Grade Math Teacher

Drapundra Anderson, 2nd Grade Teacher

Mae Norwood, Community Member

Monique Pepe, Parent

Katrina Howard, Parent

Brittney Jones, Parent

Edwyn Mann, Student

Chauncey Adams-Wade, Student

School Planning Summary

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH GULFPORT ELEMENTARY & MIDDLE (2400033) 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)

Detailed Description of Process:

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 obtain both **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. The schoolwide planning team met and reviewed current school data to determine strengths and weaknesses and revise priorities if necessary.

Process to Monitor and Revise Plan:

The schoolwide plan is reviewed at administrative leadership meetings at a minimum of during the year. This team reviews a variety of data points (state test scores, progress monitoring data, discipline, survey results, attendance, teacher evaluation data, etc.). Progress toward goals is checked. The schoolwide plan is **monitored and revised**, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards.

Planning Time Frame for FY24 SWP

TIME FRAME	ACTIVITY
Spring 2023	Administer CNA surveys to parents, teachers, students
April 2023 - Jan 2024	Schoolwide Planning Team Reviews CNA data
Dec 2023- Mar 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
Jul-Sept 2024	Plan shared with all stakeholders at Annual Title I Meeting

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Student Demographics (Enrollment)

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

School Data - Grid

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

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

North Gulfport Elementary and Middle School is a K-8 school in Harrison County School District. North Gulfport Elementary and Middle School is suburban neighborhood located within the Gulfport City Limits. The school is approximately 2.5 miles from the beaches of the Mississippi Gulf Coast. The student population consists of 700 African American students, 693 Hispanic students, 119 Caucasian students, 9 Asian students, and 60 that are two or more races. The free/reduced lunch percentage is approximately 80.5%

North Gulfport Elementary and Middle School is composed of kindergarten through eighth grade students that currently serves approximately 987 students with approximately 105 faculty and staff members. The school's faculty and staff includes a principal, three assistant principals, two Instructional Coaches, two counselors, and a school nurse. Student services include 52 regular education classrooms, three self-contained Special Education classrooms, two therapeutic behavior classrooms (special education classrooms), one learning strategies classes for students with learning disabilities, a middle school enrichment class for students to receive intervention in math and ELA, elementary interventionists/tutors for struggling students, Art, Health, Physical Education, Band, Cyber Foundations I and II and Journey for students meeting required criteria. North Gulfport offers a learning environment with internet access in all classrooms so that all students can become part of the global society. Most classrooms have at least four desktop computers for students to use during the instructional school day along with a Smartboard. Students have access to a library and media center. Each teacher uses data warehousing resources developed by district personnel.

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

The community in which the school is located is on the Mississippi Gulf Coast. It is adjacent to several cities, with New Orleans 90 miles to the west and Mobile 90 miles to the east. North Gulfport Elementary and Middle School is located at 4715 Illinois Avenue and serves as feeder school to four elementary schools in Harrison County School District. The community has two community centers, Good Deeds and Isaiah Fredrick's, and a Headstart. The community consists of low to middle income families. There is Federal Housing Project located in the community. Our students walk to school or they are transported by bus or car. We currently have 82 MVP (homeless) students enrolled with many of them residing in multiple family households, single parent households, and grandparents serving as a parent/guardian. The per capita income of residents here is lower than that found in 98.8% of the neighborhoods in America, according to the Neighborhood Scout webpage. The major industries located in the area are Accommodations and Food Services due to the proximity of the Gulf Coast and Gaming Industry, along with Retail and Construction.

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"/>

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Proficiency	35.60	36.90	39.10	41.90	53.70	50.60		
Growth All Students	59.90	51.60	57.20	57.40			86.70	89.00
Growth Low 25%	59.00	42.80	44.60	50.00				
Accountability Grade	2020-21		2021-22		2022-23		2022-23	
Total Points	357.00		367.00		350.00		350.00	

High Schools

	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	357.00		367.00		350.00		350.00		350.00		350.00		350.00		350.00	

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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
2020-21						
2021-22	53.00	42.00	55.00	41.00	38.00	32.00
2022-23	61.10	62.20	60.00	52.20	44.70	45.00

* 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
	2020-21						
2021-22	71.00	72.20	59.10	62.90	63.40	64.70	
2022-23	58.00	64.00	56.00	34.00	66.00	67.00	

Mathematics (MAAP)

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

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

2020-21							
2021-22	74.20	77.70	72.10	51.40	57.70	63.20	
2022-23	78.00	67.00	81.00	34.00	45.00	71.00	

Special Subject Areas (MAAP)

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

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2020-21				
2021-22	52.30	47.40		
2022-23	47.00	51.00		

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.

Grades K-2 had slight increases in student meetings expectations from the BOY to the EOY. Some **progress** was made and the increases were likely due to interventionists and tutors pulling students outside of core- instructional time to meet the needs of those students by targeting their learning deficits as identified by screeners. Although there were slight increases, there is still an excess of students not meeting benchmark expectations. A **challenge** in the K-2 grade band is that the majority of students with disabilities (Special Education students) did not meet the benchmark expectations or make adequate growth. Also, the majority of students identified as bottom 25% in each grade level failed to meet expectations, some of which fit into both subgroups (lowest 25% and Special Education). Most of the deficits in students remain in the areas of Phonemic Awareness, Phonics, and Fluency which lead to comprehension deficits. Possible underlying **causes** of the data in grades K-2 is: Lack of teacher capacity (a need for professional development), attendance (teacher and student), and disruptions in instructional time due to behavior issues.

Math

Math proficiency increased by approximately 10%. Math growth increase by only 0.2 percent. Lowest 25% increased by about 11%. Even though was some **progress** was made in these categories, math proficiency is still very low. The underlying **causes** for the **challenges** in math on campus are: the shortage of certified mathematics personnel (teachers), and the lack of mathematics intervention programs and interventionists/tutors, attendance, and instructional disruptions due to behavioral challenges. All subgroups present a concern in Mathematics.

ELA

ELA is a major **challenge** on campus. Proficiency only increased by 1%, Growth decreased by approximately 8% and Lowest 25% Growth decreased by 16%. Overall, there was no **progress** made in ELA. The underlying **causes** for ELA concerns are: Lack of teacher capacity (need for professional development)/low quality Tier 1 instruction, a specific need for writing professional development, deficits in foundational reading skills across all grade levels from K-8, vocabulary deficits, lack of effective foundational intervention programs and resources, and lack of staff to support students outside the classroom, attendance, and

instructional disruptions due to behavioral challenges. All subgroups present a concern in Mathematics.. All subgroups present a concern in ELA. Economically disadvantaged students present the most concern possibly due to lack of background knowledge and experiences that would allow them to make connections to texts.

Science

Science proficiency decreased by approximately 3%. There was no **progress** in science. The **causes and challenges** in science are: below grade level reading ability for many students, lack of foundational science skills being taught in the grades between grades 5-8, attendance, and instructional disruptions due to behavioral challenges. All subgroups present a concern in Mathematics.. All subgroups present a concern in Science.

EL Students

Challenges/Causes: Lack of teacher preparation (professional development) on strategies to meet the needs of EL learners, lack of engagement during class likely due to the

Special Education Students

Challenges/Causes: Extensive gaps in learning/deficits, specifically in reading skills which impacts all other content areas

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)

MTSS- The Multi-Tiered Support System will be implemented to ensure early identification and interventions for students that have academic deficits and/or a need for behavioral interventions based on various data points. Instructional Coaches, administrators, and other support staff will oversee the process.

Instructional Literacy Coaches are on campus and are utilized to provide professional development, training on programs and resources, and lead teachers in data-analysis and data-driven instructional planning. A major responsibility of Instructional Coaches is to ensure lesson meet the rigor of the state standards by observing in classrooms and provide specific and actionable feedback to improve student outcomes. Skills that Instructional Literacy Coaches will be focusing on with the teachers have the following effect size: providing formative learning, .48, cooperative learning, .55, explicit teaching strategies, .57, setting learning goals, .68, and providing feedback, .70. This strategy is expected to have a positive outcome on student academic achievement. The Instructional Coach program is intended to improve Tier 1 instruction.

Due to the deficit in Reading Foundational Skills on our campus:

A systematic phonemic awareness program is also used that provides daily lesson plans of a high level of explicit modelling and student engagement. Each level focuses on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness. All lessons are designed for a classroom setting, only take 10-12 minutes. Online professional development and preparation videos are available for teachers to become fluent in the program. There is also an intervention component within this program that can be used for Tier 2 an 3 students.

Phonics programs will be implemented with fidelity. 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 is expected to have a positive outcome on student academic achievement. The instruction provides interactive, multisensory approaches to keep students engaged, excited, and advancing. This approach to teaching phonics and spelling concepts is based on foundational research in science of reading and cognitive science, and the program has been found to be consistently effective for children of varying ability levels and socioeconomic backgrounds. Effective phonics programs for Tier 1 instruction and intervention programs for Tier 2 and 3 will improve student reading ability which will improve outcomes across the content areas.

North Guilford will also utilize vocabulary resources and programs that build overall vocabulary knowledge, repeatedly exposes students to advance, academic vocabulary in variety of contexts, and prepares students to comprehend increasingly challenging cross-curricular vocabulary. Research shows that students who develop strong vocabulary skills go on to develop strong reading comprehension skills. Kindergarten through 8th grade classrooms participate in these vocabulary activities daily.

One-to-one and small group instruction is very effective in improving reading performance. These models obtain much better outcomes than whole-group instruction for students with learning gaps. According to John Hattie's research, small- group instruction has a positive effect size of +0.49. Classroom instructional strategies, especially cooperative learning, can have substantial positive effects for struggling readers. The findings support a strong focus on improving classroom instruction and then providing one-to-one or small group, phonetic instruction to students who continue to experience difficulties.

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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)

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?

The main behaviors that impact student achievement and growth are:

Disruptions (major and minor), Noncompliance, Disrespect, and Technology Violations

Due to the frequency and severity of discipline infractions at North Gulfport Elementary and Middle School, academics are impacted negatively. Disciplinary actions include demerits, suspensions, behavioral plans, behavioral interventionists, school hearings, recommendations for alternative school and expulsions. Challenges with discipline has a direct impact on student performance. The learning environment is interrupted frequently due to the actions exhibited by students, which becomes more challenging when the disruptive students have IEP's, a documented FBA, or medical diagnosis. Accommodations and modifications are provided directly for the student, but other students are often directly impacted by disruptive behavior due to the lost or interrupted instructional time.

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)

When students present habitually disruptive behavior, a Behavior Intervention Plan is put in place with input from the student, teachers, counselors (if applicable), parents, and administrators to provide interventions and incentives for student behavior. Progress is monitored through tracking forms and discipline logs.

The school reduces the loss of instructional time by sending students who severely or habitually disrupt the learning environment to a behavioral interventionist where they can complete academic assignments in an alternative setting to allow them the opportunity to calm down and redirect their focus onto academics. Once settled, they are transitioned back into the classroom.

Counselors conduct conflict-resolution when issues among students arise with the goal of alleviating issues before they escalate. This is conducted outside of Core instructional time.

Schedules have been constructed to ensure transitions are quick and precise to prevent the loss of instructional time.

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

The MTSS process is implemented to address struggling learners both academically and behaviorally. Those who habitually disrupt instructional time are provided with a behavior plan that includes interventions and progress monitoring. Those with academic deficits are placed in the Tier-Process and interventions are put in place based on deficits identified through screeners. All students who are in the MTSS process are progress monitored. Data is reviewed by the MTSS team and adjustments are made as needed. Behavior plans are also revisited as needed.

Disciplinary actions and strategies are carried out under IDEA. When a student with a disability displays problem behavior, a Functional Behavior Assessment is conducted with parent consent. A behavior plan, including interventions is put in place, behavior goals are written into the IEP and progress is monitored. Whenever a student covered by IDEA encounters a disciplinary infraction resulting in suspension, a manifestation determination review is held. In addition, the IEP outlines the students' academic and behavioral goals and activities.

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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 follows the Harrison County School District's Instructional plan which is constructed of the MS College and Career Readiness Standards, the Scaffolding Documents. The school implements differentiated instruction to ensure the needs of all students are met. In mathematics, the school focuses on implementing a Conceptual- Pictorial- Abstract approach to teaching and learning which builds conceptual understanding for students in order to build upon those concepts. Manipulatives are used frequently for a hands-on learning approach that builds the conceptual understanding. The school uses graphic organizers to strengthen the academic program across content areas.

Enrichment is a class that Middle School students are scheduled in when they display a need for interventions in a core content area. Most of these students in Enrichment are in Tier process. The enrichment teacher is responsible for providing interventions and monitoring progress. In K-6, students in need of intervention are scheduled with an interventionist/tutor to receive interventions (evidence-based programs) and progress is monitored. Journey (Gifted) classes are available to students that meet the criteria in grades 2-8. After-school tutoring is offered for students with identified needs in order to promote growth and proficiency. Reading instruction is centered on the Science of Reading.

Instructional program are of high-quality and are vetted by district and/or school administrators.

Technology is provided for the use of individualized and targeted computer programs with the intent to close individual learning gaps and meet the needs of diverse learners.

We use state assessment data and NWEA benchmark data to determine which students need accelerated instruction or remediation in grades K-6th. We use small group, differentiated instruction at all grade levels to address learning deficits.

Using the MSCCRS, the teachers accelerate instruction by teaching to the full rigor of the grade level standard, while introducing text at varying complexity levels. In grades K-2nd, teachers create groups of students that are accelerated and differentiate their instruction by using texts that are higher lexiles to teach the same standard or the grade level up of the same standard. For struggling students, small group differentiated instruction is aimed at meeting students needs by using deficits identified through screeners to address learning gaps.

The following supplemental resources are utilized:

A phonics program is used to teach phonics explicitly and systematically.

An additional program will be used to supplement reading instruction in grades K-2nd.

Online computer programs and resources in grades K-8 are used to supplement instruction for all students in the MSCCRS.

The school's instructional plan includes daily instructional schedules in which priority is given to instructional time.

Special Education teachers provide support for the core curriculum through a combination of inclusion support, pull-out, and collaboration with the general education teachers.

Supplies and manipulatives are provided to ensure hands-on learning and the building of conceptual understanding.

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.

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).

The Multi-Tiered System of Support (MTSS) will be in place to identify, provide interventions, and monitor progress for those students at-risk for not meeting the state academic standards and/or exhibiting behavioral concerns. Students will receive strategic and targeted interventions based on their individual deficits from interventionists, tutors, and/or online-computer programs.

The school has two counselors on campus that meet with students to conduct conflict-resolution, teach coping strategies, and provide social-emotional counseling as needed. Counselors conduct both individual and small group sessions. Our counselors have a system in which they receive referrals from teachers, administrators, or students themselves. The counselors also visit classrooms to teach lessons, spread awareness on topics such as bullying, career exploration, etc.

Social and Emotional Health curriculum programs will be implemented to provide students with learning opportunities geared toward building social and emotional capacity, self-confidence, conflict resolution and/or communication skills.

Attendance and behavioral incentives will be provided for students as attendance and behavior directly impact achievement.

Parental engagement will be ongoing. Support will be offered to parents through various sources in the areas of: stress management, homework help, building a bridge between school and home (communication), and other resources, etc.

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).

Kindergarten Orientation will occur the Spring before students enter Kindergarten. Invites will be sent to local Child Care centers, daycares, and Headstarts as well as posted on our school website and social media outlets. Students and parents will visit the school, view our Kindergarten classrooms, teachers will share information regarding the school in general and what to expect in Kindergarten. Parents will leave with activities, materials, and manipulatives to help ensure their children arrive ready for Kindergarten in the Fall.

Sixth-graders (incoming 7th graders) will participate in an orientation. Visits by admin/counselors/elective teachers will also be conducted at the elementary feeder schools to discuss scheduling, electives, and transitioning to middle school.

Outgoing 8th graders will participate in a transition meeting hosted on campus in which the administrators and counselors from the high school will visit the middle school campus to discuss the scheduling, electives, and transitioning to high school.

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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									
2021-22	71	71	0	0	14	3.00	35.00	31.00	0.00
2022-23	72	72	0	0	31	1.00	26.00	45.00	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)

Professional Development will include:

- Differentiated Instruction- Meeting the needs of all learners.
- Data-Driven Instruction- Using data to plan for instruction.
- Teaching English Language Learners- Strategies to meet the needs of EL students by providing modifications and accommodations.
- Classroom Management- Providing a well-managed classroom, explicitly teaching routines and procedures, etc.
- Relationship Building/Communication Skills- Communicating and building relationships with students and colleagues.
- Diversity & Culturally-Responsive Teaching
- Teaching Writing

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)

Professional Learning Community Meetings focused on Data Analysis will occur at the beginning of the year using the previous year's state test data and at each benchmark using benchmark data. During these PLCs a close analysis of data will occur. The data findings will be used to plan for instruction at the grade-level and content area as well as at the individual student level. These PLCs will be led by School Administrators, District Administrators, Instructional Coaches, and/or outside consultants. Ongoing planning and preparation sessions will take place to continue to adapt and adjust to data as new data points are available.

Teachers will have Data Tracking Documents that monitor students progress or lack of progress throughout the school year on each Benchmark.

Data Boards/Walls/Displays will be posted to make data easily accessible to teachers and students as well as to make it easy to track growth and progress toward proficiency.

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)

Recruiting Effective Teachers

Administrators will reach out to leaders of Educator Preparation Programs at Universities in attempt to recruit teachers. Incentive pay/Stipends will be offered to recruit/retain effective teachers specifically in Middle School Mathematics. (If funds are available)

Retaining Effective Teachers

New Teacher Academy- Monthly meeting with administration with a focus acclimating to the school in the beginning and then be based on evident needs observed and expressed by the new teachers.
Mentor teachers will be provided to all new teachers (new to the profession and new to the school).
Ongoing Professional Development based on needs observed and requested by teachers.
Ongoing Opportunities for team-building activities.
Effective and Open communication will be fostered through various platforms.

School Plan - Parent and Family Engagement

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH GULFPORT ELEMENTARY & MIDDLE (2400033) 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) The plan will be reviewed at least 2 times per year. Parents and family members will be invited to review the plan and provide input, offer suggestions, changes, and additions. At each meeting, data will be reviewed and progress will be evaluated. Parent Meetings will be posted on Social Media Platforms and School Communication Programs to ensure parents are aware and invited. Meetings will be held on the school campus at varying times to ensure the times are convenient to as many as possible.

Monthly Parental Engagement Nights will be hosted to meet the needs of our students and families.

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)

Develop

Comprehensive Needs Assessment Data will be reviewed to incorporate activities for the needs expressed by parents. Parents will also be asked for their input through the parent and family planning meetings. Feedback will be considered and every attempt will be made to meet the needs expressed. These meetings will occur at least twice per year.

Implement

Family nights will be planned and implemented by administrators, support staff, parents (if applicable), community members, and teachers. These activities will be focused on improving academic achievement by providing parental support in various areas of parenting, social-emotional health, focusing on subgroups that express a need, and academics.

Evaluate

Feedback will be acquired and adjustments will be made through conversation, surveys, and data such as parental attendance at meeting and participation and student benchmark data. Adjustments and focus areas will be adapted based on previously mentioned data points.

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)

Since many 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. Student academic monitoring applications are introduced during meetings or over the phone. Teachers explain student data as one means of making those with limited literacy feel included by using relative terms and common language. Reports and other information are presented in parent-friendly language as well. 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.

Some Parent Engagement nights may be held at local community centers instead of the school to make the activities convenient, comfortable, and less intimidating for families.

Parents are kept informed of upcoming events and activities through parent meetings, students' planners, parent notes home, Social Media, Communication Applications. To ensure the inclusion of families with limited English, we include strategies for communication such as translated newsletters, flyers, and notices, and translator assistance will be available when needed.

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 114(b)(4), Section 116(e)(5) and Section 115(b)(2)(E)

The school wide plan will be in uniform format following the format provided by MDE. It will be written in parent-friendly language and shared verbally during the annual Title 1 meeting and during planning meetings. Other academic information will be disseminated to parents and families in an understandable format. Teachers are available to explain or discuss this information during parent conferences and meetings. Important data results and other information are often translated into the home language of the students and a translator is made available to discuss this information.

School Plan - Prioritized List of Needs

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - NORTH GULFPORT ELEMENTARY & MIDDLE (2400033) Public School - School Plan - Rev 0

1. Summarize successes your school has experienced and why.

Our school has somewhat decreased the number of K-2 students not meeting expectations on the NWEA Assessment from the beginning of the year to the end of the year. This is likely due to the focus on providing reading instruction based on the Science of Reading and the 5 components of reading.

Our school has had slight growth in mathematics. This is likely due to an instructional focus on the Concrete-Pictorial-Abstract model of instruction.

Data-driven instruction has become more prominent in the core content areas due to an increased focus on data-driven instruction in Professional Learning Community meetings and an emphasis on data-tracking.

2. Summarize challenges your school has experienced and why.

- Teacher Retention- due to a lack of understanding on how to provide instruction to students from a culture of poverty, lack of classroom management, discipline/behavior issues, low morale, lack of targeted professional development
- Attendance- due to discipline, mental health issues, lack of motivation to attend school
- Parent Involvement- due to working, transportation, not truly valuing education or understanding their role in their child's education, past negative experiences with schools/education
- Attaining Proficiency- due to wide gaps in learning and learning deficits, low-quality Tier 1 instruction
- Social/Emotional Well-being among staff and students- due to trauma, situational circumstances, generational circumstances

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

Increase the percentage of proficient and advanced students in ELA, Math, and Science.

Goal: Increase the percentage of proficient and advanced students in ELA, Math and Science

Strategy 1: Instructional Coaches will lead PLCs focusing on analyzing data to plan and prepare instruction to meet the needs of all students.

Strategy 2: Targeted instruction during core instructional time, pull-out interventions for students in need, after-school tutoring to increase instructional time.

b. College and Career Readiness

N/A

c. School Climate and Culture

Overall school climate and culture.

Goal: Improve the climate and culture of the school.

Strategy 1: Decrease instructional interruptions (due to behaviors) by providing Classroom Management Professional Development and behavior support staff.
Strategy 2: Provide opportunities for social-emotional learning, cultural sensitivity, and mental-health education through counselors and other support staff.

d. Curriculum and Instruction

Provide high-quality instruction to meet the needs of all students.

Goal: Increase the quality of Tier 1 instruction provided.

Strategy 1: Build teacher capacity through professional development

Strategy 2: Coaching/feedback provided by instructional coaches and administrators

Strategy 3: PLCs (data analysis, planning, and preparation) led by teachers, coaches, and administrators

e. Professional Development

Targeted and Ongoing Professional Development

Goal: Increase teacher capacity through quality professional development which a major emphasis on content areas and classroom management.

Strategy 1: Provide Professional Development based on teacher needs.

Strategy 2: Follow Up on Professional Development through observations/feedback.

f. Parent and Family Engagement

Increase the volume of parents involved and engaged.

Goal: To increase the number of parents in attendance at school functions, events, parent conferences, and the involvement of parents throughout the schoolyear, etc.

Strategy 1: Host family nights based on parental needs/concerns.

Strategy 2: Increase positive parent communication through communication software and applications.

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 school coordinates and integrates all funding sources available to meet the needs of our students. 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 Kindergarten Orientation.

The school braids state and local funds with federal 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.

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, Tutors, and Interventionist 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:

3% increase in proficiency and growth as measured on EOY MAAP as compared to the previous school year

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Employees, Supplies, Subscriptions & Equipment	\$527,700.00

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	\$5,704.10

G 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.

G 3.1) District-Level: Targeted Additional Resources - **School-Level: Targeted Additional Resources**

Description:

District-Level: Target additional resources and attention on interventions to impact all students in low performing / high poverty schools (i.e. classroom coaches, special consultants, etc.) and network with successful schools about how to improve performance.

AS 3.1.1) Behavior Interventionist

Description:

Employee a Behavior Interventionist to reduce the number of Out of School Suspensions and Expulsions

Benchmark Indicator:

2% reduction in out of school suspensions and expulsions as compared to the previous school year.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salaries and Benefits	\$35,100.00

Required Documents

This page is currently not accepting Related Documents.