HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - WEST WORTHAM ELEMENTARY AND MIDDLE (2400051) Public School - School Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
11/6/2023 3:29:04 PM	Stephanie Schepens	Status changed to 'LEA School Plan Reviewer Approved'.	S
11/6/2023 10:52:09 AM	William Bentz	Status changed to 'School Plan Reviewer Approved'.	S
11/3/2023 3:42:10 PM	Jill Ryals	Status changed to 'Draft Completed'.	S
10/23/2023 1:56:28 PM	Jill Ryals	Status changed to 'Draft Started'.	S
4/28/2023 12:58:51 PM	MCAPS Administrator	Status changed to 'Not Started'.	S

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

William Bentz, Principal

Michele Lawrence, Assistant Principal

Jill Ryals, Assistant Principal

Melissa Garrison, Federal Programs District Coordinator

Ashley Ladner, Instructional Coach

Kristina Necaise, Instructional Coach

Jennifer Miller, School Counselor/EL Coordinator

Toni Martino, Special Education Teacher

Jenny Anderson, 3rd Grade Teacher

Kaitren Weaver, 4th Grade Teacher

Johnette Garcia, 5th Grade Science Teacher

Gary Weatherly, 7th Grade ELA Teacher

Jansen Hagwood, Special Education Teacher/Case Manager

Kathleen Morrison, Paraprofessional

Catherine Rogers-Craven, Paraprofessional

Brittany Testerman, Middle School Parent

Heather Ervin, Elementary School Parent

Deputy Johnny Chiasson, Harrison County Sheriff Deputy

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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 of West Wortham Elementary and Middle School. 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 and placed on the school's ParentSquare page. 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 4 times a year to review on-going school data and other concerns or topics that need to be addressed. 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, and students
April 2023 - Jan 2024	Schoolwide Planning Team Reviews CNA data
Nov 2023	SWP drafted
Nov 2023	Plan shared and approved by Staff/Parents
Nov - Dec 2023	Plan approved by Federal Programs Office and shared with all stakeholders (ParentSquare)

Aug - May 2024	School-wide Team reviews quarterly data/Revise SWP as needed
Aug - Sept 2024	Plan shared with all stakeholders at Annual Title 1 Meeting (ParentSquare)

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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)

School Characteristics

West Wortham K-8 School Is in the Harrison County School District In South Mississippi. The school serves 871 students in grades K-8. According to guidelines set forth by the Child Nutrition Program. 61.8% of students live at or below the poverty level qualifying them from free or reduced lunches.

There are 119 faculty and staff members, 78 of whom are certified.

All teachers are certified In the area they teach. 41 teachers are A certified; 25 are AA certified; 2 are AAA certified. The principal and one assistant principal hold AAA licenses. The other assistant principal and both Instructional Coaches hold AA license. The counselor holds an A license. Teacher demographics are 73 White (96%), 2 Black (0.03%), and 1 Two or More (0.01). This Is similar to the demographics of the students.

It Is the desire of all stakeholders at West Wortham that 100% of the teachers be state certified. Based on the data collected all the teachers at West Wortham were state certified for the 2023-2024 school year.

Based on the Accountability Standards for the State of Mississippi, West Wortham Is considered an A school. West Wortham's attendance rate for the 2022-2023 school year 93.8%. The faculty and staff members at West Wortham strive to Improve the academic performance of the students. School personnel form partnerships with parents and community members to ensure the academic success of all students. Together they believe West Wortham exists to create, foster, and provide a positive learning environment in which all students can become responsible, productive citizens of our world through academic, physical, social, and emotional growth.

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

West Wortham's community Is predominately considered rural. There are numerous Industries near the Gulf Coast region the school is situated, but very few business/Industry opportunities within the West Wortham area Itself. Most people who live In the community drive elsewhere to work. The demographic of West Wortham Elementary and Middle School are consistent with the

demographics of the surrounding community.

While the West Wortham area is located about 20 miles north of the beach. It was still partly impacted by Hurricane Katrina and most recently Hurricane Zeta In 2020 and the 2010 oil spill. Aside from moderate damage, the main result of both the hurricane and oil loss of jobs In the community and the influx of students moving Into lower Income apartment complexes, neighborhoods, and subdivisions being built on the vast amount of land that surrounds the school, thus causing the school population to grow significantly in the last ten years. The school and community continue to grow.

There is little Industry in the area and businesses are limited. However, several local groups partner with the school to provide financial resources for those in need. These groups work closely with the school to provide for the students in need with school supplies, weekend snack bags, clothes, that we keep on hand as needed, the cost of prescription glasses or eye exams, etc.

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Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year	CSI	TSI	ATSI
2020-21	☐	☐	☐
2021-22	☐	☐	☐
2022-23	☐	☐	☐

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency	52.50	59.70	66.60	59.80	61.40	75.70	66.60	74.60	82.10	98.00	99.00	99.00
Growth All Students		66.30	72.60		59.20	83.40				98.00	99.00	99.00
Growth Low 25%		57.10	56.00		42.10	69.80						

	2020-21	2021-22	2022-23
Accountability Grade	A ▼	B ▼	A ▼
Total Points		420.00	506.00

High Schools

	English			Algebra			Biology			US History			Acceleration			Graduation Rate			Participation Rate			College & Career Readiness		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency																								
Growth All Students																								
Growth Low 25%																								

	2020-21	2021-22	2022-23
Accountability Grade	Select... ▼	Select... ▼	Select... ▼
Total Points			

School Plan - Student Achievement (School's Performance)

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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 (22-23)

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21	34.00	19.00	39.00	35.00	21.00	30.00
2021-22	34.00	15.00	19.00	22.00	34.00	15.00
2022-23	41.00	17.00	34.00	17.00	22.00	15.00

* 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	41.40	40.70	45.20	52.80	56.10	84.70	
2021-22	22.99	38.20	35.92	44.23	49.24	48.61	
2022-23	16.35	30.00	26.25	31.00	52.63	41.80	

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	41.40	40.70	45.20	52.80	56.10	84.70
2021-22	22.99	38.20	35.92	44.23	49.24	48.61
2022-23	7.70	22.22	32.50	26.00	22.81	39.34

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	34.40	34.92		
2021-22	19.42	33.33		
2022-23	3.70	27.00		

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.

ELA

Progress in proficiency was made across all grade levels but 7th grade. The **underlying cause** of progress being made in ELA is due to teachers and TAs working in small group and one-on-one with students. Groups include students who are considered EL, homeless, students with disabilities, and foster children. A **challenge** is ELA proficiency with students in the bottom 25%. Even though this group did increase 5.6%, they improved performance in proficiency from 26.9% to 32.5%. The **underlying cause** for this is absenteeism. Due to the location of the school, parents and families need at least thirty minutes to travel to any kind of appointments, so therefore keeping students home or checking them out affects our ADA. Another **challenge** is West Wortham has many new teachers to the school or their grade level who need additional professional development.

MATH

Progress in proficiency was made across all grade levels. The **underlying cause** for this is due to planning, a new resource, and teachers and TAs working in small group and one-on-one with students. Teachers work together to plan units of study that are standards based and content driven. They take every opportunity to immerse the students in hands on experiences that create a deeper understanding. A **challenge** for this subject area is proficiency for our students who are considered to be in the bottom 25%. These students did however increase from 37.2 proficent to 46.3%. The **underlying cause** for this is absenteeism. Due to the location of the school, parents and families need at least thirty minutes to travel to any kind of appointments. Keeping students home or checking them out affects our ADA. Also, many new teachers who were hired this year and new to the content/grade level need additional professional development.

SCIENCE

Progress made in 5th and 8th grade science proficiency this year. A **challenge** for the school is providing grade level planning and collaboration for the 8th grade science teacher. as she is the only one in the building for the grade level. In reflection of this, we will add more professional development in the form of PLCs, so the teachers have more opportunities to work together to collaborate ideas and strategies for teaching the new curriculum "Stem Scopes" with confidence.

Sub-Groups

A **challenge** is ELA growth of the lowest 25%. Within this group, we have students from many different sub-groups. The percentage of students showing growth in ELA within the subgroup **Students with Disabilities** increased from 40.3% to 51.3% and **Economically Disadvantaged** increased from 52.9% to 54.5%. While both these subgroups are still out performing the state group for the group and subject, they are our weakest area of ELA. One of the underlying causes for this might be the fact that they are also typically our students who struggle more in ELA than other students. **Economically disadvantaged** and **Students with disabilities** struggle in ELA due to the lack of background knowledge needed to draw on prior experience and more easily comprehend a text (as compared to peers). They also may lack the vocabulary knowledge and experience to read and understand informational passages. **Students with disabilities** also tend to struggle in ELA but usually because of the weaker foundational skills needed to be a proficient reader, lack of decoding or fluency that makes comprehension more accurate, and/or their disability is in the area of reading and they struggle due to a specific reading disability. Students in these subgroups need more one on one or small group attention in person.

EL

EL Las Links English Proficiency scores and the MAAP EL sub-scores have an impact on the EL instructional program. ESL curriculum is based on LAS links scores; however, the intermediate benchmarks and classroom assessments also influence the students' ESL curriculum. The EL Student Language Service Plans are also created based on the Las Links scores. Students Las Links growth scores will be compared and **analyzed** to see that the curriculum being utilized is allowing the students to show growth in the English proficiency as measured by assessment. The growth shows positive or negative trends will be taken into account as the team of classroom teachers, EL Coordinator, and ESL teacher meet to update or develop these Language Service Plans accordingly. As needed, more or less time utilizing the available resources will be scheduled and all stakeholders will ensure the plan being followed. The school team and EL teacher reviews and **analyzes the data** from the Las Links proficiency test, as well as the subgroup data from the MAAP and screeners. This data is then used to develop the learning plans for the EL students. These learning plans drive the **instructional program** in the classroom and in any pull-out instruction.

Reflection

In **reflection** of previous years, we found that having only one Instructional Coach for our school size was very limiting. The teacher to IC ratio only allowed a brief amount of time with meeting in PLCs and very little on-on-one coaching due to the needs of all teachers and the limitations of time. West Wortham has two IC coaches to better the needs of our school. We have also added additional TAs to provide more small group instruction and intervention. These additions have been beneficial in growing our struggling students.

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

One of the school's **evidence-based strategies** is the **MTSS process**. According to What Works Clearinghouse, with demographics similar to ours, the strategy has a moderate level of effectiveness for screening and strong evidence for intensive systematic instruction in small groups. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by all B letter students were in the process. The number of B letters has decreased from the fall to winter benchmark.

Another **evidence-based strategy** that is implemented with fidelity at our school is the **Instructional Literacy Coach program**. Instructional Literacy Coaches will be utilized to help train teachers, ensure all lessons meet the rigor of the state standards, guide teachers in using data to inform instruction, and provide specific, actionable feedback to teachers. Comprehensive instructional programs for teachers have a .72 effect size on student learning. Skills that

x

x

x

x

x

x

x

Instructional Literacy Coaches will be focusing on with the teachers have the following effect size: providing formative evaluations, .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. This strategy has been effective on our school campus as evidenced by reducing B letters.

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

West Wortham also has many online education programs that provide remediation or enrichment activities for our students in the areas of ELA, math, and computer science. According to Evidence for ESSA, with demographics like ours, these learning programs can accelerate the development of fundamental skills, literacy skills, and math skills for students of all abilities by providing explicit, systematic instruction through personalized learning paths. Many of the resources adapt to target skill gaps as they emerge and equips teachers with the data and instructional resources, they need to personalize instruction for every student. Embedded assessments provide ongoing, actionable data to help teachers prioritize and plan offline instruction. Online student dashboards encourage students to take ownership of their learning. These programs have been effective on our school campus as evidenced by students who are meeting proficiency levels in reading, math, and science, having fewer Letter B students, and great success on the third grade Gateway Test. This strategy is expected to have a **positive outcome on** student academic achievement. This strategy has been effective on our school campus as evidenced by decreasing the number of students in the MTSS process.

West Wortham utilizes a consistent core curriculum math program for students in kindergarten through grade five. According to What Works Clearinghouse, the program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. Differentiated instruction and ongoing assessment are used to meet the needs of students at all ability levels. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by increasing the number of students projected to be proficient or advanced on the MAAP assessment. WWEMS also has math resources for middle school to help students improve their conceptual and procedural understanding of mathematics. This strategy has been effective on our school campus as proficiency and growth as increased for student achievement. This strategy has been effective on our school campus as evidenced by increasing the number of students who are projected to be proficient or advanced on the MAAP Assessment.

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, and are very easy to implement. This strategy has been effective on our school campus as evidenced by reducing the amount of B letters.

WWEMS also utilizes vocabulary resources 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.

ELA instruction and resources provide a balanced approach to teaching reading, writing, speaking, listening, and viewing using a collection of authentic reading texts and collaborative writing workshops. Connected Reading and Writing Workshops focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. This strategy has been effective on our school campus as evidenced by increased the number of students who met their NWEA growth goal.

According to **Best Evidence Encyclopedia (BEE)**, with demographics like ours, the review concludes that **one-to-one** or small group instruction is very effective in improving reading performance. These models that focus on phonics obtain much better outcomes than others. Teachers are more effective than

paraprofessionals and volunteers, so they utilize these strategies within the classroom to assist our struggling students. Small-group, phonetic instruction can be effective, but are not as effective as one-to-one phonetically- focused. According to Hattie's research, small- group has a positive effect size of +0.49. Classroom instructional process programs, especially cooperative learning, can have very positive effects for struggling readers. The findings support a strong focus on improving classroom instruction and then providing one-to-one or small group, phonetic instruction to students who continue to experience difficulties. This strategy has been effective on our school campus as evidenced by our NWEA benchmark data, STAR reading data, and MAAP data. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidence of NWEA reading data and MAAP ELA data.

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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)

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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 discipline issues which impact student achievement the most are:

-Classroom disruptions that take away from instruction

-Defiance

-Vape Possession/Usage

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)

Recent data shows that our chronically absent student percentage rate is 21.6%. The subgroup with the highest rate of chronic absenteeism *Students with Disabilities* at 27.5% The subgroup with the lowest is EL at <5%. Due to the new MDE attendance campaign, parents seem to be more aware each year that their students' attendance is directly correlated to school success and by not attending, they are less likely to be successful in the classroom or on the state assessment.

Progress: Progress in attendance is evident in the ADA data from the last two school years. The average ADA for 18-19 SY was 93.17, the average ADA for 19-20 was 83.46, and the average ADA for 20-21 was 89.6. The ADA for 21-22 was 93.7. ADA for 22-23 was 93.8. Due to the school's location, parents and families need at least thirty minutes to travel to any kind of appointment. This factor leads to check outs/ins, or students being absent from school.

The school has taken several steps to reduce this loss of instructional time. These steps include incorporating attendance into our PBIS system and the MTSS Tier process. MTSS is implemented by Title 1 funded Instructional Coaches and supervised by the Principal and the two Assistant Principals. Teachers from each grade level also make up part of the committee to help in the success of the Pride Card. PBIS is implemented by the classroom teachers and the administrators oversee it.

At West Wortham, the PBIS system is implemented through the use of Pride Cards in 3rd-8th grades. Pride Cards are issued to all students and have the school wide expectations of being respectful, being responsible, being present, and being safe. Students can earn "good signatures" form any school staff members any time of day if they are observed going above and exemplifying the expectations. Good signatures may be cashed in for positive incentives/prizes. On the other hand, Pride Cards also have a spot for six negative signatures. A negative signature is received once the steps of the teacher is carried out (ex: warning, clipboard mark, etc). Once accumulating the negative signatures, the student receives a discipline referral. Students who receive a discipline referral or do not meet the other requirements are not allowed to attend the pride party which can consist of anything from on-campus to off campus field trips.

In addition, West Wortham is committed to providing a safe, supportive, and healthy environment. To this end, we employ a school nurse to meet he physical needs of our students. She works daily, during school hours and sees students regularly to treat minor illness that interrupt instruction such as headache or stomachache and address major illness that develops throughout the day that need immediate action and attention such as a parent or guardian pick up to take to see a physician. In addition, the school nurse administers prescriptions medicine that is taken during the school day. These actions help ensure the school's health is controlled and attendance is impacted as little as possible to guarantee learning is taking place. The school nurse is also the leader for our Wellness Committee that ensures healthy policy and procedures are in place school-wide for students and faculty. They meet at least three times a year to brainstorm and implement healthy activities and lifestyle activities into In addition to a school nurse, a full-time school counselor is on campus at West Wortham to meet the social-emotional needs of our students. We also participate in a Wellness Program through the Child Nutrition and employ a Wellness Policy to ensure healthy eating habits and good life choices. We also participate in the Free/Reduced lunch program and the Summer Feeding program (if applicable).

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 PBIS as described above. According to our data analysis on the interventions, PBIS data shows many students participate in the PRIDE party each nine weeks, thus meaning that discipline referrals decrease from the beginning of the year to the end of the year (in most cases it is the minor infractions that decrease). Once a student has developed a pattern of negative behavior and begins to move through the discipline steps/receive demerits, as outline in the HCSD handbook, a referral to MTSS is made and a behavior intervention plan is developed.

Areas of **progress** should occur from this year to the previous school year due to the implementation of In School Reassignment (ISR). During the 2022-2023 school year, the OSS rate increased due to the removal of ISS from the previous year. During the 2023-2024 school year, ISR provides administration and teachers an opportunity to remove students who are struggling with behavior to another classroom within the school. ISR keeps students on campus and allows them to work with a staff member during the day to get instruction and complete assignments. Classroom teachers also have the ability to assist students placed in ISR during their planning period. ISR also allows students to receive special education or EL services where they would not receive these services with OSS. 504 accommodations can also be provided.

The school coordinates all discipline activities and strategies with those carried out under IDEA. One way this is done is through IEP meetings. Whenever, a student covered by IDEA encounters a disciplinary infraction which results in a possible change of placement or suspension for more than 10 days, 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 being 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.

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - WEST WORTHAM ELEMENTARY AND MIDDLE (2400051) Public School - School Plan - Rev 0

1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

The school **strengthens the academic program** in the school through a variety of instructional strategies and methods. The school also uses a variety of research and evidence-based strategies such as differentiated instruction 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 **strengthens the academic program** in the school through a variety of instructional strategies and methods. The school uses concept maps, Thinking Maps, graphic organizers, foldable, and manipulatives that help make learning more concrete by providing graphic representations, models, and mental pictures, as well as hands on learning for more abstract concepts being taught.

Another way the school **strengthens the academic program is through** the use of technology, based on the vision of the Every Student Succeeds Act, in which the US Department of Education calls on schools to provide greater equity of access to and access to learning experiences enabled by technology, the school recently purchased additional laptops in order to provide an additional computer in each classroom. This provides most all students with the equitable computer time to spend the recommended amount of daily time on the research-based computer programs we utilize here. We utilize these programs based on John Hattie's research that shows computer assisted instruction has a 0.45 effect size on learning.

The school follows the MS College and Career Readiness Standards These standards include, but are not limited to blueprints, scaffolding documents (for remediation, on-level instruction, and advancement options), text exemplars, 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.

Students receive additional reading instruction at Tier 1, Tier 2, Tier 3 with their classroom teacher utilizing research-based programs. These programs provide struggling students with focused academic instruction in areas of weakness through small group and one-on-one time with certified teachers or teacher assistants during the school day.

Enriched and accelerated curriculum is offered to students through differentiated instruction in the classroom, gifted classes, and accelerated classes. At the middle school level there are cyber foundations classes that each student must take to enrich their knowledge of digital literacy.

The school offers the following well-rounded education programs, activities, and courses:

- Reading-Language Arts
- Math
- Science
- Social Studies
- Computer Science
- Physical Education
- Music
- Art
- Band
- Library
- Cyber Foundations
- Gifted
- Print Journalism

Optional After School Activities are also offered to all students (who maintain passing grades):

- Cheerleading
- Basketball
- Baseball/Softball
- Football
- Soccer
- Volleyball
- Track
- Student Council
- Print Journalism

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).

Our school counselor is one of the **evidence-based strategies** that address the needs of all children in the school. The counselor has regular office hours in which all students can make appointments to visit for individual assistance with academic planning and goals setting, short term counseling to meet social-emotional needs of a student in order to help to be more successful in the academic setting, and referrals to parents for long term support. In addition, the counselor visits classrooms to do lessons on based on student success standards, anti- bullying messages, career development, etc. Other evidence-based strategies include her group counseling sessions.

An **evidence-based strategy that addresses the need of those at risk of not meeting the State standards** is the Multi-Tiered System of Support (MTSS) program. This program provides one-on-one or small group services to students by certified teachers for struggling students. It is an evidence-based strategy to quickly identify students who are not meeting the growth expectations and/or grade level standards and provide the necessary supports for individual students based on the data available. All students are impacted by the Tier program since there is a great focus on strong Tier I instruction. According to What Works Clearinghouse, Response to Intervention Tier 1 shows moderate levels of evidence and Tier 2 shows strong evidence of success with demographics like ours which leads to improved student outcomes. Two Instructional Coaches has been hired for the school to improve Tier I instruction and manage the MTSS process at our Title I school.

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).

Pre-K to Kindergarten
Kindergarten Roundup occurs in the Spring before the pre-k students will enter Kindergarten in the Fall. Invitations will be sent to the local daycares and posted on Facebook/ParentSquare. During the Kindergarten Roundup, future students will attend our school and do an on-site visit to West Wortham where they receive a tour of the grounds and the kindergarten classrooms.

Some of our students come to us from a Head Start program. Head Start is a national, federal-funded program that provides services to promote school readiness for children from birth to age 5 from predominantly low-income families. These services are provided to both children and their families and include education, health and nutrition, family engagement, and other social services. Head Start program administrators are given the flexibility to design service delivery to be responsive to cultural, linguistic, and other contextual needs of local communities, leading to considerable variability in the services offered. Head Start service models also vary according to family needs, such that children and families may be served through center-based or family childcare, home visits, or a combination of programs that operate full or half days for 8–12 months per year. According to What Works Clearinghouse, Head Start programs have a positive result for student reading achievement.

Elementary to Middle School
West Wortham begins to transition their students from elementary to middle school in fifth grade. Sixth grade students are provided the opportunity to participate in an introductory music class with the middle school band director. Sixth grade students also attend middle school physical education classes or art. The sixth-grade students from Saucier Elementary that will attend West Wortham for their seventh-grade year, come to West Wortham to tour the school in the Spring, as long as the testing schedules permit.

Middle School to High School
Students begin to develop their Individual Student Plan during Cyber Foundations I and Cyber Foundations II classes. To provide students with exposure to different career opportunities and assist them in deciding on a career cluster for their individual plan, students attend the Pathways to Possibilities Expo in the Fall.

A representative from the Harrison County School District Career Technical Center speaks with students and provides them with information as to what is available to them in the upcoming year.

A high school representative comes to speak with 8th grade students about diploma tracks, credits, high school activities etc.

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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	79	79	27	0	16	1.00	11.00	63.00	4.00
2021-22	64	64	31	0		1.00	3.00	21.00	39.00
2022-23	65	65	30	0	20	0.00	5.00	57.00	3.00

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 or No)	Likelihood of Impact on Teacher/Leader Capacity (Yes or No)	Description of Follow-up Activities
Professional Learning Communities (Grade Level)	Weekly	Yes	Yes	Observations & data sheets
Review of MAAP State Assessment Data and Focus	August	Yes	Yes	Observations and data review at PLCs
Bully/Suicide Prevention	Fall/Spring	Yes	Yes	Certification and PLCs
Admin Academy	Monthly	Yes	Yes	Evaluation
Benchmark Data Review	Monthly	Yes	Yes	Data review

Data Analysis	Weekly	Yes	Yes	Data sheets
Peer Observations	As Needed	Yes	Yes	Observation and follow up meeting
New Teacher Mentor/Mentee	As Needed	Yes	Yes	Meetings, observations, and notes

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 or No)	Likelihood of Impact on Teacher/Leader Capacity (Yes or No)	Need Identified in Needs Assessment (Identify the Need)
Review of MAAP State Assessments Focus: Goals/Plans	Fall	Yes	Yes	Content Areas
Professional Learning Committees	Weekly	Yes	Yes	Content areas and grade levels
NWEA Data review and usage	Winter/Spring	Yes	Yes	Use of data
Writing Strategies	As Needed	Yes	Yes	Content Area/ELA
Data Analysis, assessment design	Weekly	Yes	Yes	Critical thinking, standards based, effective questioning.
Mastery Connect/Benchmark	Weekly	Yes	Yes	Utilizing the program

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Our school has implemented the following **strategies to support new teachers:**

- Co-teaching opportunities with team teachers
- Weekly PLCs with team to plan and collaborate
- Program Specific Training
- Administrator Observations with post observations/feedback provided in a supportive and constructive manner
- Colleague observation opportunities
- Off campus observation at sister schools within the district
- Mentors on campus
- Coaching opportunities with the Instructional Coaches

In addition to the district New Teacher Meeting at the beginning of the year, the IC meets with new and nearly new teachers every week to ensure they are thriving in their new career.

Our school has also put into place **strategies to promote growth among new teachers:** welcomed student teachers and pre-service teachers into our school. With strong orientation programs and effective policy and procedures that teaches school policies and procedures fully, robust social media sites to engage parents, the community and perspective teachers into being interested in joining our WW team.

For those teachers who have demonstrated high levels of performance, the following **retention practices, incentive programs, or growth opportunities are in place:**

- Our campus also recognizes one certified and one non-certified staff member each month who exemplifies quality service to students and families.
- We also recognize one certified teacher and one staff member as the employees of the year.

School Plan - Parent and Family Engagement

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - WEST WORTHAM ELEMENTARY AND MIDDLE (2400051) 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)

Name of Activity	Description	Timeline	Has Academic Focus	Engages EL Families
Open House	Introduction to West Wortham Staff and Teacher to Students and Families	August	Yes	No – only translation
Title I Parent Meeting	Introduction to the Title 1, programs and equipment offered at West Wortham funded by Title, and Parents Right to Know was shared.	August	Yes	No –only translation
3rd grade Parent Info Meeting	Introductory information share regarding the LBPA and its effects on 3rd grade students in Mississippi. Tips and strategies regarding working with students on reading at home were shared, attendance facts were shared, and teachers gave their contact information.	September	Yes	Yes – 1 EL Family Meeting
Veterans' Day Breakfast	PTSA, school clubs, and the school band participated. Prior to, classrooms did activities in their classrooms associated with the lessons about Veterans' Day and then hung the results as décor (ie: student writing, illustrations, letters to soldiers, etc.)	November	No	No
Family Book Fair Night	Families are invited to come to the library and shop for books from the Scholastic Book Fair. This encourages and supports literacy at home.	Fall and Spring	No	No
Kindergarten Christmas Program	Families are invited to watch the Kindergarten students preform *Twas the Night Before Christmas. Then the* students will sing holiday songs.	December	No	No

ACADEMIC MEETINGS	7 meetings – ELA, Math, Graduation/Credits, EL information and Assessment Driven	Monthly	Yes Yes
School Wide Planning Meeting	Review the needs and concerns of parents and teachers present. Get input for future activities to improve involvement and engagement.	Fall and Spring	Yes Yes – translator

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 through the parent and family planning meetings. Feedback is welcome from those who participate in the meetings. The committee is to meet 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 and the PTA to implement the programs throughout the year. Evaluation and the method for determining progress takes place after each meeting through parent 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 CNA data. Ineffective activities are removed, and new activities are added as necessary. The Parent and Family Engagement Plan is revised and submitted through 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)(ii) and Section 1115(b)(2)(E)

Since more than half 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. We advertise events on ParentSquare and social media since most all our parents now follow our very engaging and active on those platforms. We try to balance educational activities with those that are more social, so that those families and parents/guardians who might feel intimidated are more likely to attend. Our school is handicapped accessible to accommodate the disabled and/or those in wheelchairs. Currently, teachers explain the data individually at parent- teacher conferences or/and in small groups, as one means of making those with limited literacy feel included. Reports and other information are presented in parent-friendly languages and those with limited English are provided with translated versions of any information presented in print. 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.

4. Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

The schoolwide plan will be in **a uniform format following the format provided by MDE.** It will be written in parent- friendly language and shared verbally during the annual Title I Meeting. It will also be shared on ParentSquare. Other academic information will be disseminated to parents and families in an understandable format. Care is taken to write the information in parent-friendly terms. In addition, this information is often dispersed during a parent meeting. At that time, teachers are available to explain and discuss the information. Important data results and other information are often translated into the home language of the student.

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1. Summarize successes your school has experienced and why.

What's Working - PROGRESS	*Root Cause (why is it successful?)*
Reading - Phonics instruction	Easy to use, systematic
Math Resources	Easy to use, systematic, and used across multiple grade levels
Online programs	Differentiated instruction and supports them on their individual paths to success
Science	Hands on materials have increased student interest and engagement.
Social Studies/History	Curriculum engages students through storytelling and literature.

2. Summarize challenges your school has experienced and why.

What's NOT Working - CHALLENGE	*Root Cause*	*Action Taken to Address Weakness*
7th grade ELA	Lack of understanding; rigor of the standard not being taught; slow pace of instruction.	Instructional coach working with teachers and modeling lessons; frequent observations; teachers changing subject areas.
Growth of the bottom 25% in ELA	Lack of understanding; academic gaps from previous years	Instructional coach working with teachers and modeling; frequent observations; new teachers to subject areas and special areas.

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

Students will move to proficiency by providing resources to help them to be successful. Teachers are provided adequate time to prepare their lessons.

Goal: More students will score a 4 or 5 on the state test
Strategy: The ICs will work with the teachers weekly to target specific needs once data is analyzed. We will use monitoring tools/specific curriculum-based probes based on student deficit areas.

b. College and Career Readiness

N/A

c. School Climate and Culture

Provide support and encouragement to students to be successful and stay in school.
Enforce school rules.
Increase parent involvement.

Goal: More students will feel empowered to stay in school while following the rules. Parent involvement will increase.
Strategy: Use PBIS pride cards and incentives to recognize student achievement and behavior. Provide in person family nights to promote parent involvement and continue our PTA organization.

d. Curriculum and Instruction

Strategies to get students actively engaged in the lesson.
Improving knowledge and skills in content area.
Keeping students on task and engaged while using effective questioning to promote students to think critically while maintaining effective classroom management.

Goal: For students to be more engaged in lessons through effective questioning and critical thinking and increase teachers' content knowledge and classroom management techniques.
Strategy: Meet weekly with the ICs to review content and plan upcoming lessons and questions that provide multiple ways for students to engage with the content, teachers, and one another. Utilize classroom observations and feedback to support classroom management. Provide effective questions to promote critical thinking.

e. Professional Development

Differentiated instruction
Reading for at risk students
My specific content area

Goal: For teachers to become more knowledgeable in their content area and to grow on their evaluations.
Strategy: Work with the ICs in PLCs to create lessons that provide differentiated instruction and increase the content knowledge of the teacher, provide incoming and outgoing PD, and allow teachers to do peer observations to learn from one another.

f. Parent and Family Engagement

Involve more parents and increase family engagement.
Communicate with families.
Educate parents about the curriculum.

Goal: To continue excellent communication between school and home while showing care for the students' wellbeing.
Strategy: Send home folders and planner daily for communication between school and home, require teachers to communicate with parents through conferences, phone calls, or a digital platform. Provide resources for parents and guardians at family night to promote academic support at home.

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 school tours.

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.

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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 and TAs to help with teaching and learning needs that are related to academic problems.

Benchmark Indicator:

1% 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	$281,500.00

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

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading and mathematics.

AS 1.3.1) Family Engagement

Description:

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

Benchmark Indicator:

1% increase in parent attendance for meetings compared to the previous school year.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	supplies	$3,422.67

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Required Documents

This page is currently not accepting Related Documents.