

History Log

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - DIBERVILLE ELEM (2400003) Public School - School Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
11/20/2023 10:01:19 AM	Stephanie Schepens	Status changed to 'LEA School Plan Reviewer Approved'.	S
11/19/2023 2:04:42 PM	Melissa Quave	Status changed to 'School Plan Reviewer Approved'.	S
11/17/2023 12:00:29 PM	Alina Mason	Status changed to 'Draft Completed'.	S
10/23/2023 8:40:10 AM	Melissa Quave	Status changed to 'Draft Started'.	S
4/28/2023 12:58:49 PM	MCAPS Administrator	Status changed to 'Not Started'.	S

School Planning Team

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

Melissa Garrison - District Staff: Federal Programs

Melissa Quave - Principal

Heather Boudreaux - Assistant Principal/EL Rep.

Alina Mason - Instructional Literacy Coach

Bridget Logan - Social Worker

Debra Mahand - School Nurse

Julia Baughman - Teacher

Jodi Smith - Teacher

Allison Brashear - Teacher

Leta Willis - Teacher

Tiffany Hill - Inclusion Teacher

Morgan Smith - Teacher Assistant

Karla Schultz - EL Parent Liaison

Keith Roberts - School SRO/Community

Tiffany Reid - Parent

Misty Chastain - Parent

Wendy Fayard - Community

School Planning Summary

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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 schoolwide planning team meets in the spring to review comprehensive needs assessment (CNA) data. This survey is completed by parents, teachers, and students. The survey is used to both obtain input on the plan and as one of the tools of evaluation of the plan. The staff involved includes at a minimum, the principal, teachers from various areas, paraprofessional, Title I employee, and the 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 schoolwide 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 (district assessments, benchmark assessments, attendance & discipline data...etc...) is used to evaluate the effectiveness of the plan. Changes are made to the plan in MCAPS by the administrator. The plan and any changes are shared with all staff members at a faculty meeting. Parents and community members are informed at as various school events.

Planning Time Frame for FY24SWP

TIME FRAME	ACTIVITY
Spring 2023	Administer CNA surveys to parents, teachers, students

April 2023 - October 2023	Schoolwide Planning Team Reviews CNA data
October - November 2023	SWP drafted
December 2023	Plan shared and approved by Staff/Parents
December 2023	Plan approved by Federal Programs Office and shared with all stakeholders (/Website/Facebook)
August 2023- May 2024	Schoolwide Team reviews quarterly data/Revise SWP as needed
August - September 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)

D'iberville Elementary School is in the Harrison County School District in the city of D'iberville, Mississippi. The school serves students in grades K - 3. There are currently 388 students enrolled at the school. There are 201 (52%) males and 187 (48%) females. The subgroups are as follows: 132 (34%) White; 78 (20%) Hispanic; 24 (.06%) Asian; 0 Native Hawaiian or Other Pacific Islander; 121 (31%) Black; 33 (.08%) Two or more races; 0 Indian. Of these students 79.4% live below the poverty level and qualify for free or reduced meals through the Child Nutrition Program.

The average daily attendance is 93%. There are approximately 68 faculty/staff members at the school including cafeteria workers and support staff.

Students in D'iberville Elementary School have traditionally scored above the state average on the criterion-referenced assessment developed by the State of Mississippi Department of Education. D'iberville Elementary School was honored with a Blue Ribbon in 2009 and 2019. D'iberville Elementary School was recognized by the National Association of ESEA State Program Administrators as a 2023 National ESEA Distinguished School. D'iberville Elementary has improved from a B rated school to an A rated school in the past six years.

There are 68 staff members, 32 of which are certified. All teachers are highly qualified in the area they teach. D'iberville has employees who are certified with an A, AA, and AAA degrees. There are many teacher assistants currently working on their teaching degrees.

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

The community and the student population has become more transient with students withdrawing and re-enrolling within the same school year. DES has a poverty level of 79.41% and our current EL population has increased to 21% of the total enrollment.

DES is close to Keesler Air Force Base, which contributes to students moving in and out due to parents receiving military orders. DES is also located near four government subsidized housing developments. The population continues to grow along with the rapid development of business and houses in and around the city.

The students of D'iberville Elementary have many needs beyond the academic needs (environmental, social, medical, etc.). It is the desire of the faculty and staff to serve those students and the families in the greatest areas of need with support from local agencies.

Over the years the economic make-up of the city and school has changed due to storms. However, there has been tremendous growth with business development in the city and just outside

the city limits but still within the school district.

The city of D'Iberville is not an urban nor rural area. We are developing suburban area (city) since becoming a city in 1988. We are on of the fastest growing cities in the state of Mississippi in both residential and commercial. We are surrounded by major highways and interstates. D'Iberville is located between New Orleans, LA and Mobile, AL.

Since D'Iberville is located on the MS Gulf Coast, we are prone to experiencing tropical weather, additionally there are concerns of rising rivers (flooding) in low lying areas.

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year	CSI	TSI	ATSI
2020-21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2021-22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2022-23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	40.40	71.00	46.80	76.30	60.90	80.90		
Growth All Students		72.30		82.00	86.10	86.50	89.40	89.50
Growth Low 25%		75.00		86.40	76.80	76.80		
Accountability Grade	2020-21		2021-22		2022-23		2022-23	
Total Points	A		A		A		A	
	548.00		548.00		540.00		540.00	

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		2021-22		2022-23		2022-23		2022-23	
Total Points	Select...		Select...		Select...		Select...		Select...		Select...		Select...		Select...	

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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 Benchmark Assessment

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21	73.00	62.00	66.00	56.00	55.00	34.00
2021-22	67.00	45.50	50.00	33.00	30.00	19.40
2022-23	58.00	28.00	49.00	38.00	30.00	19.00

* 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	59.60						
2021-22	29.00						
2022-23	22.50						

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	53.20						
2021-22	18.00						
2022-23	16.90						

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				
2022-23				

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

2020-2021 - Progress was not made in the area of ELA. The underlying cause for this is due to the instructional loss due to virtual learning, COVID, and COVID quarantine. A challenge for this subject area is closing the gap that was created by multiple years of COVID.

2021-2022 - Progress was made in the area of ELA. The overall proficiency in the area of ELA increased from 40% to 71% of students scoring in the proficient range. This increase is contributed to the additional tutors and extra support provided. The tutors provided target instruction to students who were not performing on grade level based upon benchmark assessments.

2022-2023 - Progress was made in the area of ELA. The overall proficiency in the area of ELA increased from 71% to 77.5% of students scoring in the proficient range. This increase is contributed to the additional tutors and extra support provided. The tutors provided target instruction to students who were not performing on grade level based upon benchmark assessments.

Math

2020-2021 - Progress was not made in the area of math. The underlying cause for this is due to the instructional loss due to virtual learning, COVID, and COVID quarantine. A challenge for this subject area is closing the gap that was created by multiple years of COVID.

2021-2022 - Progress was made in the area of Math. The overall proficiency in the area of Math increased from 46.8% to 76.3% of students scoring in the proficient range. This increase is contributed to the additional tutors and extra support provided. The tutors provided target instruction to students who were not performing on grade level based upon benchmark assessments.

2022-2023 - Progress was made in the area of Math. The overall proficiency in the area of Math increased from 76.3% to 80.9% of students scoring in the proficient range. This increase is contributed to the additional tutors and extra support provided. The tutors provided target instruction to students who were not performing on grade level based upon benchmark assessments.

EL Las Links English Proficiency scores and the MAAP EL sub-scores have an impact on the EL instructional program. 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.

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 the number of students showing growth on benchmark assessments.

Another evidence-based strategy that is implemented with fidelity at our school is the Instructional Coach program. Our Instructional Coach 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 Instructional 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 student meeting goals on benchmark assessments.

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

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

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

Eureka Math is a core curriculum for students in K-6. According to Ed Reports, this program meets expectations in the alignment and the usability categories for all grade levels. This 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.

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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 time away from instruction. Other recurring infractions that disrupt the learning include disobedience and conduct unbecoming. These disruptive behavior impacts student achievement not only with the disruptive student but also the other students in the classroom.

Out of school suspension for behavior negatively impacts student growth due to the fact that students are missing out on classroom instruction. ISP teachers have been hired to help keep students in school and not suspend.

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)

The school analyzed chronic absenteeism and identified the following progress and challenges:

Progress: We are working towards reducing the number of chronically absent students by using our social worker and school nurse to work with parents.

Challenges: Parents making doctor's appointments during school hours. Students checking in late.

The school analyzed OSS discipline and identified the following progress and challenge.

Progress: Our school decreased the number of Suspensions.

Challenge: A challenge we have in discipline is in our special education population.

The school has taken several steps to reduce the loss of instructional time and increase student opportunities to learn. These steps include using positive behavior incentives, the MTSS Tier process, and In School Reassignment (ISR). With ISR students are placed in a different classroom for the day to receive instruction. Students placed in ISR receive daily instruction and assignments. Students are also provided services based upon IEP, LSP, or 504 plan, if

applicable. Students that do miss class, work with our social worker and/or teacher to make-up work.

In addition, the school reduces the loss of instructional time and increases opportunities to learn due to student discipline by utilizing our school social worker when possible and ISR. Students are able to work on classroom academic material during this time. In the event students miss classroom instruction due to OSS, they are allowed the opportunity to make up the work. Teachers provide tutorial assistance as necessary.

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

The school has implemented both MTSS and positive strategies as described above. According to our data analysis on the interventions, data shows that fewer discipline forms are received by focusing on the positive. According to our MTSS data, students are growing using behavior plans with students.

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 OSS that is going to meet or exceed the 7-day limit, 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.

An analysis of school climate data identifies having an SRO on our staff and having an effective positive behavior program as a priority for providing a safe, supportive, and healthy environment.

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

The school **strengthens the academic program** in the school through a variety of instructional strategies and methods. One of these strategies utilized is the Lesson Line model of instructional presentation. This method is based on Madeline Hunter's evidence-based method of instruction. The school also uses a variety of research and evidence-based strategies such as differentiated instruction, Marzano's instructional strategies, and graphic organizers. The school follows the District's Instructional Plan composed of the MS College and Career Readiness Standards which includes the blueprints, scaffolding documents, exemplars, and other resources provided by MDE and are directly correlated with the national standards based on student learning, growth, and development. The recommended strategies provided to teachers are evidence-based strategies supported by assessment data. These programs of sequenced instruction include scientifically evidence-based instructional strategies and activities to promote the core academic program.

The school **increases the amount and quality of learning time** through the tutoring program. This program provides struggling students with focused academic instruction in areas of weakness through small group and one-on-one tutorial time with certified teachers during the school day. In addition, the school offers **additional opportunities for increased learning time or quality of learning** through remediation and enrichment through the gifted program.

Enriched and accelerated curriculum is offered to students through differentiated instruction in the classroom and gifted classes. Computer-based resources are used to support accelerated instruction in Math and ELA whereby students have individualized paths that can be standard specific and based on their academic progress.

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 school social worker is one of the evidence-based strategies that address the needs of all children in the school. The school has a part time social worker who services students at DES two days a week. The social worker works very closely with our students in need. She uses *Why Try* with students that need help with social skills and behavioral issues. She also works with chronic absentee students and their parents/guardians. The social worker also makes sure the needs of all students are met. In addition, the school has a nurse who provides medical assistance and screeners. Both the social worker and nurse positions help us keep students in school and lower our chronic absenteeism rate.

An evidence-based strategy that addresses the need of those at risk of not meeting the State standards is the tutoring program. This program provides one-on-one or small group tutorial services to students by certified teachers. The school also uses the MTSS evidence-based strategy to quickly identify students who are not meeting the Standards and provide the necessary supports. All students are impacted by the Tier program since there is a great focus on strong Tier I instruction. According to What Works Clearinghouse Response to Intervention Tier 1 shows moderate levels of evidence and Tier 2 shows strong evidence of success with demographics like ours which leads to improved student outcomes.

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).

D'Iberville Elementary School coordinates with D'Iberville Middle School to ensure that there is a smooth transition from 3rd to 4th grade. Each spring the 3rd grade students visit the middle school for a tour. The principal speaks to all students and parents are invited to attend a Parent Academy. If the students are

unable to visit DMS, DES will work with DMS to provide information about DMS and the upcoming transition.

In 2019-2020, United Way opened a Pre-K 4 class at D'Iberville Elementary School. The program takes around 20 students each year from the D'Iberville School District and Harrison County School District.

The transition into kindergarten begins in the spring each year. Kindergarten holds a Round-Up/workshop in which students and parents are invited to the school. A session is held and information about the school's kindergarten is shared with parents. Parents and students also take a tour of the 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	43	43	0	0	10				
2021-22	48	48	0	0	6	0.00	6.00	30.00	6.00
2022-23	24	24	0	0	4	1.00	7.00	12.00	4.00

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
Interventions: Great Leaps, Reading Detective, Lexia Skill Builders, Heggerty-Closing the Gap	August 2023 Ongoing	Yes	Yes	Progress Monitoring, Observations of interventions
EL Training, EL Strategies, Imagine Learning	August 2023 Ongoing	Yes	Yes	Data, EL Observations
Behavior Strategies	August 2023 Ongoing	Yes	Yes	Classroom Observations, Discipline Reports
Special Education	August 2023 Ongoing	Yes	Yes	Progress monitoring, Observations, IEP Meetings
Moby Max	August 2023	Yes	Yes	Reports, Training

MTSS Process-Progress Monitoring	Ongoing	Ongoing	Yes	Yes	Data meetings
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2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

PD Activity for Improvement of Instruction and Use of Data	Timeline	Likelihood of Positive Impact on Student Achievement (Yes or No)	Likelihood of Impact on Teacher/Leader Capacity (Yes or No)	Need Identified in Needs Assessment (Identify the Need)
Faculty Training Meeting	Monthly	Yes	Yes	Yes
Data Meetings	Monthly	Yes	Yes	Yes
Grade Level Meetings	Weekly	Yes	Yes	Yes
Heggerty Training	August 2023	Yes	Yes	Yes
Professional Growth Rubric	August 2023	Yes	Yes	Yes
New Teacher-Building Capacity	August 2023 Ongoing	Yes	Yes	Yes
Saxon Training	August 2023 Ongoing	Yes	Yes	Yes
Math Standards	Weekly	Yes	Yes	Yes
Kid's First	6 Times a Year	Yes	Yes	Yes
NWEA Training - Data Review	Ongoing	Yes	Yes	Yes
Lexia Training	Ongoing	Yes	Yes	Yes
Power School/Schoolology/Parent Square	August 2022 Ongoing	Yes	Yes	Yes
Mastery Connect	Ongoing	Yes	Yes	Yes
ELA Standards	Ongoing	Yes	Yes	Yes

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, professional development, training in content knowledge and pedagogy, and each new teacher is assigned a mentor teacher. Our Instructional Coach meets with new teachers when needed and provides professional development based upon the needs and requests of the new teachers. Our school has put into place strategies to promote growth among new teachers which includes frequent observations and feedback as well as working with district

specialist and outside consultants.

For those teachers who have demonstrated high levels of performance, the following retention practices have been put in place: leadership roles, a latitude in decision-making opportunities and a professional respectful working environment.

Our school reviews and analyzes student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out of field teachers at a higher rate than other students. This is done through data analysis including demographics.

School Plan - Parent and Family Engagement

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - DIBERVILLE ELEM (2400003) 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 following parent and family engagement activities will be carried out in the 2023-2024 school year.

Name of Activity	Description	Timeline	Has Academic Focus	Engages EL Families	Virtual or In-Person
Title I Parent Meeting	Explanation of Title and the school's participation in Title I	Sept. 2023	Yes- Programs and state assessments will be discussed.	Yes- translators will be at the meeting.	In-Person
Math Concepts	Math concepts will be reviewed with parents.	Nov. 2023	Yes-Math	Yes	In-Person
Strong Readers and KRA	Kindergarten teachers will explain to parents the expectations of strong readers for Harrison County and how parents can support at home. Kindergarten teachers will provide parents with an overview of the end of the year KRA assessment and provide strategies that can be used at home to prepare students for KRA assessment.	Dec. 2023	Yes - Reading and Math	Yes	In-Person
Tips for Success	Parents will receive tips for helping their student at home.	Jan. 2024	Yes - Reading and Math	Yes	In - Person
Math & ELA Strategies	Math & ELA Strategies for parents will be discussed.	Feb. 2024	Yes - ELA and Math	Yes	In - Person
Literacy Based	An overview of the test will be reviewed with parents, tips for	March 2024	Yes-ELA and Math	Yes	In-Person

Promotion Act	parents to help at home will also be provided.					
Student Benchmark Data	Case 21 Reports will be explained to the parents.	March 2024	Yes - ELA and Math	Yes	In - Person	
Title I Parent Meeting	Parents will review Title I, School Compact, Parental Engagement Policy and complete survey.	April 2024	No	Yes	In- Person	
Title I Parent Meeting	Drafts will be reviewed and revised as needed	May 2024	Yes-Data will be discussed with Title I revisions	Yes	In- Person	

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

The school involves parents and family members in the development, implementation, and evaluation of this plan through parent meetings. Each year parents, staff, and stakeholders are encouraged to complete the needs assessment survey. The school Family Engagement Plan, School Compact and schoolwide Title plan are sent to parents for feedback. This information is shared with parents during a planning meeting and placed on the school social media. The Title Committee will meet to review and revise the plan as needed. The committee consists of parents, staff, parents and community members.

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

The school will provide programs that reach parents and family members at home and in the community through in-person meetings and recorded meetings. Parent meetings are scheduled monthly, and topics are decided by surveys and the comprehensive needs assessment. After in-person meetings, a recorded video of the meeting is sent through Parent Square for parents that were not able to attend. If a parent does not attend a meeting and request a copy of documents, they will be sent home.

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

The schoolwide plan will be in an understandable and uniform format following the format provided by MDE. The schoolwide plan is written in parent-friendly language and shared verbally during the annual Title I Meeting. It is also shared on the school website. All information disseminated to parents and families is in an understandable format. In addition, this information is often dispersed during parent meetings. At that time, teachers are available to explain and discuss the information. Information sent to parents is often translated into the home language of the student. EL staff are also available during meetings to translate as needed.

School Plan - Prioritized List of Needs

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - DIBERVILLE ELEM (2400003) Public School - School Plan - Rev 0

1. Summarize successes your school has experienced and why.

What's Working - PROGRESS	Root Cause (why is it successful?)
Saxon	Systematic Approach to phonics, built in intervention/remediation
Envision/Eureka	Student growth in math
My View - Reading	Standards based, built in intervention

2. Summarize challenges your school has experienced and why.

What's NOT Working - CHALLENGE	Root Cause	Action Taken to Address Weakness
Science/Social Studies	Informational Text	Educational magazines that provide science and social studies content using informational text
Reading	Students entering school below grade level	Interventions, Tutors
Math	Students entering school below grade level	Interventions, Tutors

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):

a. Student Achievement Data

School need: ELA and math support
Goal: Increase student proficiency in the area of ELA and Math.
Strategy: Teachers receive intense training in ELA and math. Part time tutors are hired to help provide intensive interventions.

b. College and Career Readiness

N/A

c. School Climate and Culture

School need: Full time nurse and SRO and part-time social worker

Goal: Improve student well-being and safety.

Strategy: The social worker and nurse will collaborate with teachers, parents, and outside agencies to ensure the basic needs of students are being met. Social worker will meet with students weekly to build and improve their social skills. The SRO will ensure all safety measures are in place to provide a safe learning environment for the students. He will also greet the students and build relationships with the students.

d. Curriculum and Instruction

School need #1: ELA and math program to support the rigor of meeting the standards.

Goal: Increase student proficiency in the areas of ELA and Math.

Strategies: Teachers will use a program that includes an online component to track student data and includes math manipulatives to support math instruction.

School need #2: Systematic phonics program to support the five components of reading.

Goal: Increase the number of students who enter third grade as fluent readers.

Strategy: Use Saxon phonics program daily and with fidelity to teach student how to read. Use Heggerty and research-based resources to support the five components of reading.

School need #3: Educational magazines to support information text in science and social studies.

Goal: Increase student comprehension and understanding in the areas of science and social studies.

Strategies: Teachers will use high interest informational text magazines to increase comprehension and understanding.

School need #4: Technology

Goal: Increase student proficiency in the area of ELA and Math through the use of technology.

Strategies: Additional technology will be purchased for students to use the increase technology use.

School need #5: Instructional Coach

Goal: Increase teacher capacity through the use of the instructional coach.

Strategies: Instructional coach will provide support and training for teachers in the areas of ELA and Math content, interventions, and professional learning communities.

e. Professional Development

School need #1: Classroom management

Goal: Decrease classroom discipline.

Strategies: Provide classroom management training sessions for teachers who have high number of classroom discipline referrals.

School need #2: Differentiated instruction

Goal: Close student achievement gaps through differentiated instruction.

Strategies: Differentiated instruction training sessions will be conducted by Kids First Consultants and Instructional Coach.

School need #3: Reading for at risk students

Goal: Decrease the number of students scoring below grade level at the end of each school year.

Strategies: Teachers will participate in PLC meetings that focus on intensive targeted interventions. Tutors will be used to provide remediation for students who are performing below grade level.

f. Parent and Family Engagement

School need: Parent, teacher, school, Communication

Goal: Increase communication between parents, teachers, and school

Strategies: The school will purchase communication folders to help bridge the gap between school and home.

School need: Parents are involved and support school functions. Goal: Increase parental involvement and support in school lead functions.

Strategies: School will ensure parents are aware of school events through electronic communication (email, remind 101, Facebook).

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).

Title I funds and services are coordinated and integrated with other federal, state and local services to promote health and wellness. D'lberville Elementary offers qualified students free and reduced lunch. DES also participates in a Fresh Fruit and Vegetable grant. The school has a wellness committee that focuses on the wellness of the staff and students and is chaired by our full time nurse. Our social worker is the chairman of the back pack program that gives food week to our MVP students and any other student that may be in need. Various organizations help throughout the year, one organization is the Junior Auxiliary. D'lberville Elementary also houses a Pre-K forward program hosted by United Way.

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - DIBERVILLE ELEM (2400003) Public School - School Plan - Rev 0

Plan Items ()

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

Description:

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

Performance Measure:

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

AS 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 Tutors to help with teaching and learning needs that are related to academic problems. Supplies, educational software and subscriptions, and equipment will be purchased to help teachers and students meet their academic goals.

Benchmark Indicator:

1% increase in proficiency in ELA on benchmarks and end of year assessments as compared to previous year.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salaries, Benefits, Subscriptions and supplies	\$139,793.46

AS 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:

2% increase parental involvement and engagement by using the number of parents attending meetings/activities at the school campus (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	\$1,970.29

S 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.

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

Description:

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

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

Description:

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

Benchmark Indicator:

2% decrease in discipline referrals as compared to previous year

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salaries and Benefits	\$38,406.54

Required Documents

This page is currently not accepting Related Documents.