

School Planning Team

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - RIVER OAKS ELEMENTARY SCHOOL (2400046) Public School - School Plan - Rev 0

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

Melissa Garrison, Director of Federal Programs
Dr. Laretta Marks, Director of Student Services
Jerri Turan, Principal
Deonardo Scott, Assistant Principal
Jennifer Dunkin, Instructional Coach
Gail Esters, Social Worker
Mark Daigre, Teacher
Julie Bounds, EL Teacher
Keisha Gaines, Parent
Dejunava Caldwell, Parent
Sallie Johnson, Teacher Assistant
Shalon Patterson, SPED Case Manager
Lisa Nicolaisen, School Nurse
SRO Josh Skaggs
Farrah Barrier, Community Member

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)

River Oaks Elementary School -Wide Planning Team is comprised of staff members, parents, and community leaders who are all stakeholders in the success of all PIE students. To develop the plan, the school wide team meets in the spring to review the comprehensive needs assessment data. One of the data points is pulled from the CNA survey that is completed by parents, teachers, and students. The team obtains input on the plan and uses the survey as an evaluation of the plan. Strengths and weaknesses are identified, and priorities are established based on the survey data. After review, goals, strategies and action steps are determined. The school wide planning team and administration meet at established times (see timeline) to review the plan and check progress towards goals and make revisions as needed. The CNA data and on-going school data is used to evaluate the effectiveness of the plan. Any changes needed are made to the plan in MCAPS by the administrator. These changes are then shared with all staff members and disseminated at a faculty meeting, providing a link to the plan in MCAPS, and placed on the website.

In addition, the leadership team meets quarterly to review on-going school data. State test scores, NWEA, Mastery Connect, grades, progress monitoring data, teacher evaluations, discipline, and attendance are reviewed at these meetings. The school plan is monitored and revised as needed based upon student needs ensuring that all students are provided opportunities to meet the challenging State academic standards.

Planning Time Frame for FY2024 SWP:

- Spring 2023 - administer CNA surveys to parents, teachers, and students
- April 2023-Jan 2024 - School wide planning team reviews CNA data
- Oct - Nov 2023- SWP plan is drafted
- Nov 2023 - plan is shared and approved by staff/parents
- Nov-Dec 2023 – Plan is approved by Federal Programs office and shared with all stakeholders (website/Facebook)
- Aug 2023-May 2024 - Schoolwide team reviews quarterly data/revise SWP as needed
- Aug- Sept 2023 – Plan shared with all stakeholders at Annual Title 1 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)

River Oaks Elementary School serves approximately 508 Kindergarten through sixth grade students. River Oaks is a feeder school for North Gulfport Middle School.

Our school serves its students through 48 dedicated faculty and staff members. Each classroom is equipped with internet access, at least four desktop computers and an interactive SMART board to utilize throughout the school day. In addition, students have access to a fully automated library/media center, two computer labs with 30 computers, 4 laptop carts and individual school-issued student laptops for acceleration, remediation, and research. Enrichment courses and online curricula provide students with a wealth of opportunity to receive additional support at school as well as at home. Each classroom educator is supported with data warehousing resources developed by district personnel to better meet student needs.

River Oaks Elementary has a 88% Free and Reduced Lunch rate. 48% of our population is female and 52% is male. ROE's population is 25% White students, 60% Black students, 6% Hispanic students, 7% Multi- racial students, <1% American Indian, and <1% Asian students. While the school building is in a predominately middle-class family area, many of our students live in areas in which the family income is at or below poverty level. Students are bused from nearby areas and one neighborhood some distance from the school, so we are a true neighborhood school.

A small portion of our population is transient and can largely affect our climate and culture. Most parents of ROE commute to work.

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

ROE's community is located in a rural area that is highly populated in Gulfport, MS in Harrison County. The school is just west of a major thoroughfare for southbound traffic to the interstate. The school is in an area of the Gulf coast that is prone to severe thunderstorms, flooding, and hurricanes. ROE is located within 5 minutes of several local businesses and 5 minutes from another K-6 school in the same district.

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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	30.70	45.10	54.50	35.60	39.70	51.20	58.60	43.50				
Growth All Students		66.40	79.50		67.00			100.00				100.00
Growth Low 25%		53.70	78.70		52.70							
Accountability Grade	2020-21			2021-22			2022-23					
Total Points	G 368.00			B 423.00			B 433.00					

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		2023-24		2024-25		2025-26		2026-27		2027-28	
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 MAP Reading

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21	57.00	56.00	65.00	58.00	36.00	44.00
2021-22	40.00	29.00	41.00	39.00	25.00	17.00
2022-23	61.00	60.00	50.00	50.00	37.00	25.00

* 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	77.00	70.00	55.00	81.00			
2021-22	50.00	57.00	67.00	58.00			
2022-23	51.00	34.00	51.00	48.00			

Mathematics (MAAP)

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

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

2020-21	80.00	76.00	67.00	22.00		
2021-22	59.00	63.00	63.00	52.00		
2022-23	58.00	52.00	72.00	56.00		

Special Subject Areas (MAAP)

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

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2020-21	51.00			
2021-22	51.00			
2022-23	57.00			

After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children. Include all local data analyzed as part of the comprehensive needs assessment.

After analyzing the student achievement data, ROE has identified the following **progress and challenges**.
 In ELA and Math, we have found that our students are making progress in growth, but not proficiency. In order to change this, we are using our ELA consultant, District ELA and Math specialists to assist our teachers with analyzing their data and in understanding the depth of the standards. Our IC and admins are meeting with the teachers weekly to plan and prepare lessons designed to better teach the standards toward mastery.

According to our Case 21 Assessment data in science, the students are not making progress toward higher Proficiency rates. One reason for this is a lack of consistent instructional resources; many teachers were not using resources aligned to state standards.

To address this area, one strategy is the hands-on instruction that is part of the Stem Scopes curriculum that was implemented this year. The hands-on experiences are creating a deeper understanding of the standards that are being taught for mastery. Also, the addition of a teacher to specifically teach Science vocabulary and content in Grades 3-6.

A challenge for the school in all subject areas is the proficiency rate on state tests. The underlying reason for this is a lack in teacher experience with the standards and teaching to the depth of the standards.

River Oaks Elementary subgroups are a small number of students who can have a large impact on all data; however, each student's needs are met on an individual basis. Each student's progress is evaluated and monitored through benchmark assessments, formative and summative assessments, progress monitoring, teacher observations and feedback which are discussed in all data meetings.

The lower-socioeconomic group is a challenge for the school in all subject areas. The underlying reasons for this are the lack of consistency with family life and their transient nature.

EL Las Links English Proficiency scores and the MAAP EL sub-scores have an impact on the EL instructional program. Overall, our EL students continue to show progress toward English Proficiency by growing within their level or advancing to the next level of proficiency. The school team and EL teacher review and analyze the data from the Las Links proficiency test, as well as the subgroup data from the MAAP and screeners. This data is then used to develop the learning plans for the EL students. These learning plans drive the instructional program in the classroom and in any pull-out instruction.

In reflection, one of our prior year's strategies that impacted the school outcomes positively was that ROE was able to maintain our growth rates even with downturn in numbers. With our approach for support and assistance, we were able to build some capacity in the teachers who will return for the next school year.

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 1114(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 the school's demographics, 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 our state test growth data. It shows that the early target, progress monitoring, and intensive interventions ensure that these struggling students maintain their increased knowledge and do not show any regression over the longer breaks.

Another evidence-based strategy that is implemented with fidelity at our school is the Instructional Coach program. 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 the Instructional Coach 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 teacher growth rubric and higher growth rates.

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 (on-grade) 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 reduction in B letter students from one semester to the next; Lexia skill builders help increase student levels.

Eureka MATH is a core curriculum for students in kindergarten through grade 6. According to What Works Clearinghouse, by providing teachers with high-quality materials and tools to ensure students build a conceptual understanding of mathematics. This curriculum, through an intentional integration of digital resources, is a focused approach to encouraging student discourse, and by connecting lessons to real-world math, students stay engaged in the learning. 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 our growth based on our Case 21 Assessments and MAAP data.

According to Best Evidence Encyclopedia (BEE), with demographics like ours, the review concludes that one-to-one tutoring is very effective in improving reading performance. Tutoring models that focus on phonics obtain much better outcomes than others. Teachers are more effective than paraprofessionals and volunteers as tutors which is why we employ a part-time reading interventionist (certified teachers) 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, Mastery Connect data, and MAAP data. This strategy is expected to have positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by the low number of students performing and scoring below proficiency levels on benchmark assessments in ELA and Math. Students performing below will be given an additional 45 minutes of intervention using research-based methods to address deficit areas.

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☒ Not Applicable

College and Career Readiness 11th Grade ACT Scores

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

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

☒ Not Applicable

Postsecondary Preparation Opportunities for Students

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

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

Out-of-School Suspensions

	2020-21		2021-22		2022-23	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All						
IEP						
EL						
Asian						
BLK/AA						
His/Lat						
NAM						
NH/PI						
White						

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

Student discipline at ROE is primarily moderate behavior infractions that take away from teaching time, such as defiance, disrespect to others, and class disruption. Teachers are encouraged to participate in the PBIS program to create behavior plans and interventions for students when needed. PBIS is a school wide behavior support program that is utilized in each classroom by teachers and students with defined behavioral expectations and consequences. Parents are also involved in this system.

For our upper grade male population, the school provides additional support through school jobs, awards recognition and monthly behavior incentives. The students with disabilities are also provided additional support with inclusion services and progress monitoring. Regularly scheduled data reviews are provided to teachers, assistants and mentors to ensure that all students are successful in meeting their behavior goals as well as academic standards.

Challenges in general school attendance: ROE is continuing to provide parents with information about the importance of the discipline policy and its link to higher student achievement.

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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)

ROE has taken several steps to reduce the loss of instructional time. These steps include PBIS and the MTSS Tier process. MTSS is implemented by a team including the teacher, Instructional Coach, Social Worker and Administration. PBIS is implemented school wide by all teachers and led by a PBIS support team of teachers and Administration.

ROE has a Social Worker to aid in any issues families may have that impact a child's education if they exist outside of academia. ROE has implemented tutors to aid in helping any student that is not meeting proficiency expectations.

Subgroups for IEP and EL do not show an above average absentee rate, however, our school population does seem to show an above average rate of absences. Overall, our 1st grade needs the most support and reminders about general attendance and has the highest absentee rate at the school.

PBIS and Classroom Management /Intervention training is funded through federal programs as one possible resource for teachers. Students can make up any work they miss due to behavior issues. Teachers are asked to review any material a student may have missed due to a discipline infraction. Behavior Plans and progress monitoring are implemented when a student exhibit repeated behavior.

In School Reassignment is another strategy that has been implemented this year to help reduce suspension days and instructional loss. Students are assigned a time limit in ISR in which they receive instructional support with a staff member and behavioral support with the Social Worker daily.

Progresses in general attendance: Phone calls and meetings are held with parents when students are absent or habitually tardy. The attendance rate has improved overall, and the teachers are able to ensure that lessons and assignments are available to the students through our virtual learning platform, Schoology and the use of the students' school-supplied laptop computer.

Challenges in general school attendance: ROE is continuing to provide parents with information about the importance of school attendance and its link to higher student achievement.

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)

ROE has implemented both MTSS and PBIS as described above. According to our data analysis on the interventions, PBIS data shows that even though our numbers of suspensions have increased, the number of individual students being suspended has decreased. Most of our suspensions are from habitually disruptive students.

The school also utilizes the MTSS process to address habitual behaviors through progress monitoring and increase tutorial support when behavior issues arise. For our Upper grade male population, the school provides additional support for students weekly as well as additional support when needed individually.

Our students with disabilities are also provided additional support with inclusion services and progress monitoring. Regularly scheduled data reviews are provided to teachers, assistants and mentors to ensure that all students are successful in meeting their behavior goals as well as academic standards. The school coordinates all discipline activities and strategies with those carried out under IDEA. One way this is accomplished is through IEP meetings. Manifestation determinations are held when infractions warrant, and OSS days are closely monitored to ensure the students' 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 the CNA school climate information identifies teacher-student relationships as a priority for providing a safe, supportive, and healthy environment. ROE will address this priority by providing Professional Development in the areas of Classroom Management and Behavioral Management.

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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).

ROE strengthens the academic program in the school through a variety of instructional strategies and methods. One of these strategies 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 include 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 our Title tutor. This strategy provides struggling students with focused academic instruction in areas of weakness through small group instruction and one-to-one tutorial time with retired, certified teachers during the school day. In addition, ROE offers additional opportunities for increased learning time or quality of learning for students work on individual targeted skills. Savvas My View and My Perspectives Reading series meets school's criteria for its ELA component of MCCRS. Savvas is a comprehensive K-6 Literacy solution, that is designed to meet the challenges of today's classroom and reach all learners. A wealth of print and digital resources provides unmatched support for building strong literacy foundations, accessing complex texts, supporting EL, writing to sources, and building social emotional learning skills. Savvas provides students equity of access to rich texts and rigorous instruction. Each 3rd-6th grade ELA block is at least 90 minutes with K-2 classes having 120 minutes of ELA instruction.

Stem Scopes is science curriculum which immerses students in real-world phenomena through engaging lessons, interactive features, and high-quality media, and hands-on experiments. 5th grade Science teachers have a 90-minute block for Science instruction.

Eureka Math is used as the primary math curriculum for ROE. Eureka is also a research-based online instructional resource align fully with the MCCRS for all grades K-8. All 3rd-6th grade Math teachers have at least a 90-minute math block for instruction, with K-2 grade classes having 120 minutes for Math and Science/Social Studies instruction.

In addition, ROE offers the following well-rounded educational programs, activities, and courses Art, Physical Education, Library, ESL and Special Education supports through additional teachers/paraprofessionals, MTSS program monitored through the Instructional Coach, and Gifted programs. We also offer social, emotional, and behavioral support through our Social Worker.

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).

ROE has a Social Worker who works with students individually and as small groups in many areas. She helps students cope with stressful situations, make better choices, set goals and plans, as well as address deficiencies in home life such as providing additional food, school supplies, clothing, hygiene items. This social worker is one of the evidence-based strategies that addresses the needs of all children in the school.

Another evidence-based strategy that addresses the need of those at risk of not meeting the state standards is the MTSS program. This program provides one-to-one or small group tutorial services to students by certified teachers. It is an evidence-based strategy to quickly identify students who are not meeting the standards and provide the necessary supports. All students are impacted by Tier I 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 II shows strong evidence of success with demographics like ours which leads to improved student outcomes. An Instructional Coach has been hired to improve Tier I instruction and manage the MTSS process.

An evidence-based strategy that addresses the need of those at risk of not meeting the State standards is the Title Tutor. This tutor provides one-on-one or small group tutorial services to students by retired, certified teachers.

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).

ROE's 6th grade personnel along with Administration help to orient and transition 6th grade students and parents to North Gulfport /Middle School for 7th grade.

ROE will host a Future Kindergarten meeting in the spring of each year of each year.

ROE also supports a Pre K class on campus for future Kindergarten students.

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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	40	40	25	0	8	5.00	10.00	22.00	1.00
2021-22	38	38	25	0	4	0.00	4.00	27.00	7.00
2022-23	31	31	18	0	0	0.00	3.00	21.00	7.00

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

The following describes the planned professional development for teachers to meet the needs of all at risk students. NWEA Data Analysis is planned to ensure that teachers understand the students' data collectively and individually. It is also designed to ensure that teachers are familiar with the resources provided by the evidence-based teaching strategies provided with the assessment program; for this reason, it will have a strong, positive impact on student achievement and teacher/leader capacity. Case 21/Mastery Connect is planned to ensure that teachers are familiar with testing format and depth of standards. This is a Tier I instruction tool to provide guided feedback on areas of weakness and strength within the class that is directly related to standards taught daily. Understanding this data and using it to drive instructional will have a positive impact on student achievement and teacher/leader capacity. The professional development is designed to improve Tier I instruction and provide a systematic plan for more focused Tier 2 interventions. NWEA, Case 21, and Mastery Connect assessments will be used to determine scholars' academic growth. Professional development activities will be developed according to analysis of the results of the assessments. Professional Learning Communities in subject areas meet weekly for at least 60 minutes to share strategies, review instructional practices, prepare lessons, and review data. Other certified staff, such as Special Education teachers met monthly to review Special Education laws, policies, procedures, and school data to make informed decisions based on ROE's special education policies. The likelihood of a positive impact on student achievement and teacher capacity is very strong, based on growth rates for state testing.

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
Saxon Phonics	On-going	Yes	Yes	Observation
Mentor/New	July	Yes	Yes	Feedback

Teacher Training					
Mastery Connect/CASE	August/January	Yes	Yes	Data	
Special Education	On-going	Yes	Yes	Observation	
Writing	On-going	Yes	Yes	Data	
Data and Improvement of Instructional Practices	On-going	Yes	Yes	Observation a	

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 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)	Need Identified in Needs Assessment	
Saxon Phonics	On-going	Yes	Yes	Content Area, ELA	
Mentor/New Teacher Training	July	Yes	Yes	Behavior, engagement	
Mastery Connect/CASE	August/January	Yes	Yes	Improved Instruction	
Special Education	On-going	Yes	Yes	Specialized Instruction	
Writing	On-going	Yes	Yes	Improved Instruction	

Data and Improvement of Instructional Practices	On-going	Yes	Yes	Use of Data
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)				
ROE has implemented the following strategies to support new teachers: we provide subject area, vertically aligned PLCs to provide support in strategies and best practices and district training. Our school also assigns a mentor teacher to provide one to one peer tutoring. ROE also provides MCCR Standards support through the school's Instructional Coach and the district's ELA and Math specialists. Student teachers and scholars that are going through practicums are always welcome at ROE. The district recruits teachers through attending job fairs and visiting colleges to entice teachers to our county. As a district we have a competitive pay scale. We offer both at the school level and district level robust social media sites to engage parents, community and perspective teachers. Teachers are encouraged to provide feedback through the continuous cycle of improvement that accompanies the Learning Forward Standards. The district began a program to recognize years of service with lapel pins. New teachers are also awarded the Darrel Saucier Grant. ROE uses the Mississippi Professional Growth Rubric and maintains a constant feedback cycle with teachers through email, personal conversations, conferences, meetings, coaching, etc. We review data to determine quality of instruction to ensure that all students grow regardless of their subgroup. Also, ROE provides updated technology to teachers such as, new state of the art Smartboards for each classroom, individual teacher laptops, a laptop cart, and individual student laptops. In particular, new teachers are offered mentors, professional development, ongoing observations and feedback to grow them in their career field. These measures are also to ensure retention of new teachers.				

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - RIVER OAKS ELEMENTARY SCHOOL (2400046) 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 chart details ROE's family and community engagement activities:

Name of Activity Orientation

Description Introduction to ROE and staff members

Timeline August - day

Has Academic Focus No

Engages EL Families No – only translation

Name of Activity Title I Parent Meeting

Description Introduction to programs offered at ROE

Timeline August and January; day and night

Academic Focus Yes

Engages EL families Yes- EL teacher translates/ explains as needed

Name of Activity Parent Nights

Description Data conferences with Parents, Case and NWEA testing, Robotics, MAAAP

Assessment

Timeline September – March

Academic Focus Yes

Engages EL Families Yes- El teacher translates/ explains as needed

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. This committee is composed of one parent, the principal, IC, three teachers, one paraprofessional, social worker, two district personnel members and community members. The timeline for the committee is to meet at least twice a year, once in the fall and again in the spring to review activities, analyze parent surveys and other data, and revise the plan as necessary. The school works with this team to implement the programs throughout the year. Evaluation and the method 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 1 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 many of our students are economically disadvantaged, all the parent and family engagement activities are designed to meet the needs of those who are economically disadvantaged. ROE school is handicapped accessible to accommodate the disabled and /or those in wheel chairs. Student academic monitoring apps are introduced during meetings or over the phone. Teachers explain student data as one means of making those with limited literacy feel included. Reports and other information are presented in parent-friendly language. Activities for the inclusion of families with limited English include strategies for communication with the school and ways parents can participate in their child's education.

Parents are kept informed of upcoming events and activities through parent meetings, students' planners, parent notes home, Social Media, Parent Square App, and grade level newsletters. Activities for the inclusion of families with limited English include strategies for communication such as translated newsletters and translator assistance when needed.

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

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

School Plan - Prioritized List of Needs

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - RIVER OAKS ELEMENTARY SCHOOL (2400046) 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?
ELA – Focused PD	Data analysis and understanding reports for data to drive instruction with Consultants, District Specialists, and IC
Math – Focused PD	Data analysis and understanding reports for data to drive instruction with District Specialists and IC
Science – Focused PD	Data analysis and understanding reports for data to drive instruction with Consultants, District Specialists, and IC
EL – EL Specialist	Training from District EL specialist and teacher working with students weekly to address needs

2. Summarize challenges your school has experienced and why.

What's NOT Working- Challenge	Root Cause	Action Taken to Address Weakness
ELA – Grade level proficiency rates	Lack of understanding of the depth of the State Standards	PLCs with Consultants, District Specialists, and IC to create a deeper understanding to the state standards
Math – Grade level proficiency rates	Lack of understanding of the depth of the State Standards	PLCs with Consultants, District Specialists, and IC to create a deeper understanding to the state standards

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 IC 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

Students will be college and career ready by gaining a deeper understanding of the standards. Teachers are provided time to prepare lessons and adequate time to collaborate across grade levels and curriculum.

Goal: More students will be college and career ready by scoring 4 or 5 on state tests.
Strategy: The teachers will continue to work with consultant and district specialists to deepen understanding of standards.

c. School Climate and Culture

River Oaks will have a positive culture which supports and celebrates individuals and groups. All stakeholders will work collectively and collaboratively to build a more positive climate and supportive culture at the school.

Goal: Build positive relationships with parents and students and teachers

Strategy: The IC will work with teachers thru MTSS process for Behavior supports and struggling students; Social Worker to address any needs of our student population.

d. Curriculum and Instruction

Teachers will continue to provide instructional activities that involve students in their learning, and provide assistance as needed to students with lessons, remediation or enrichment. Teachers are provided time to prepare lessons and adequate time to collaborate across grade levels and curriculum.

Goal: More students will be college and career ready by scoring 4 or 5 on state tests.

Strategy: The teachers, IC and Administration will meet weekly during PLC to increase the rigor of the curriculum to depth of the state standards in preparing students for college and career.

e. Professional Development

Teachers, IC and Administration will ensure professional development learning climate is collegial, informative, and respectful. Teachers will receive professional development to support the instructional needs of the teachers and students with consultants, district specialists, and IC. Implement professional development strategies into daily instructional practices.

Goal: Build capacity in all teachers in order to retain all teachers at the school from year to year.

Strategy: Implement professional development strategies into daily instructional practices and continue to add additional professional development topics as needed by the teachers.

f. Parent and Family Engagement

Teachers, IC and Administration will continue to involve parents in supporting of the school and increasing participation in school functions.

Goal: Ensure parents have a good understanding of the school's programs and operations

Strategy: continue to incorporate parent/teacher communication through student planner, take home folders, Parent Square app, grade-level newsletters, social media posts.

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).

We coordinate with USDA to provide meals to students/families of ROE in need. We also work with community sponsors to provide meals to needed families for the weekends through our Backpack program. In conjunction with our district Food services Department, we provide fresh fruits and vegetables weekly to our students in an effort to foster healthy eating habits.