

History Log

**HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - HARRISON CENTRAL ELEMENTARY (2400012) Public School - School Plan - Rev 0**

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Date	User	Status (S) / Comment (C)	S / C
11/15/2023 2:55:53 PM	Stephanie Schepens	Status changed to 'LEA School Plan Reviewer Approved'.	S
11/15/2023 2:43:21 PM	Ida West Patterson	Status changed to 'School Plan Reviewer Approved'.	S
11/13/2023 2:38:14 PM	Angie Tanner	Status changed to 'Draft Completed'.	S
10/27/2023 10:04:48 AM	Ida West Patterson	Status changed to 'Draft Started'.	S
4/28/2023 12:58:50 PM	MCAPS Administrator	Status changed to 'Not Started'.	S

School Planning Team

**HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - HARRISON CENTRAL ELEMENTARY (2400012) Public School - School Plan - Rev 0**

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

Parent: Nicole Lewis

Parent: Julia Moffett

Licensed Staff:

Kindergarten Teachers: Marian Torgeson and Jamie Parker

1st Grade: Jennifer Ellis and Heather McClantoc

2nd Grade: Jennifer Noble and Candie Cospelich

3rd Grade: Nikol Malone and Iona Davis

Non-Licensed Staff: Shannon Gobble (Paraprofessional); Melanie Reed (Paraprofessional)

Principal: Ida West

Assistant Principal: Angie Tanner

ILC/Title I Staff: Sherrie Odom

Community Members: Kevin Gaines (Neighborhood Walmart Supervisor), and Nancy Branch

District Homeless Liason: Dr. Laretta Marks and Dr. Jackie Graves

Others: Mandy Necaize (School Nurse); Monica Robinson (Social Worker); Shelly Silvas (EL Contact)

Melissa Garrison (Director of Federal Programs)

School Planning Summary

**HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - HARRISON CENTRAL ELEMENTARY (2400012) Public School - School Plan - Rev 0**

**Briefly describe the process the planning team used to develop the Schoolwide Plan or Targeted Assistance Plan based upon a comprehensive needs assessment. Include the process that the school will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. For a Targeted Assistance Plan, please include the process for selecting students. Section 1114(b)(1, 3 and 6) and Section 1115(b)(1)**

The HCE School-wide planning team is composed of individuals noted in the School Planning Team section. To develop the school-wide plan, the planning team meets in the spring to review the Comprehensive Needs Assessment data. These individuals are all stakeholders and work together to implement a plan to improve student achievement for all students. One of the resources utilized to obtain this information is the CNA survey that is completed by parents, teachers, and students. The information obtained from the survey is used to obtain input on the plan and evaluate the plan. The strengths and weaknesses are identified, and a priority of needs are established. After a review of the evidence-based data, goals, strategies, and actions steps are determined. The school-wide planning team and leadership team meet at designated times (see timeline) to review the plan and check progress towards the goals that have been established. The plan is revised as necessary, and the CNA data is used to evaluate the effectiveness of the plan. All changes made to the plan in MCAPS are made by the administrator, and any updates are shared with all staff members at faculty meeting.

In addition to School-wide planning meetings, the leadership team meets regularly to review on-going school data. These teams review a variety of data points (state test scores, benchmark assessment data, CASE 21/Mastery Connect data, progress monitoring, discipline, attendance, teacher evaluations, and survey results. Progress towards goals and the expectations that have been established are reviewed and monitored. The school-wide plan is revised as necessary based on student needs to ensure that all students are provided a variety of opportunities to meet the expectations in the MCCRS (State Academic Standards).

Planning Time Frame for FY24 SWP

**TIME FRAME/ACTIVITY**

Spring 2023 - Administer surveys to parents, teachers, students

August 2023 - Jan. 2024 - Schoolwide Planning Team Reviews CNA data

April 2023 - SWP drafted

April 2023 - Plan shared and approved by Staff/Parents

April 2023 - Plan approved by Federal Programs Office and shared with all stakeholders (Website/Facebook)

August 2023 - May 2024 - Schoolwide Team reviews quarterly data/Revise SWP as needed

August 2023-September 2023- Plan shared with all stakeholders at Annual Title I Meeting

August 2023 - May 2024 - School-wide Team reviews quarterly data/revises SWP as needed

August 2023 - September 2023 - 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)**

Harrison Central Elementary provides educational opportunities for students in kindergarten - 3rd grade. HCE is a Title I school with 75.49% receiving free/reduced lunch services. Currently, HCE has 18 students that meet the criteria for MVP Homeless status and 18 students that meet EL criteria. Many of our MVP/Homeless students reside in hotels, housing projects, and multi-family dwellings. The school population does not mirror the immediate community population. Although the school is located in an affluent area, the majority of the students are transported from lower income housing areas. Students at HCE receive a broad range of services including Gifted Education, and Special Education. The goal is to provide quality instruction to meet the needs of all learners. Harrison Central Elementary is located in the center of Gulfport, MS within a few miles of the Industrial Seaway and State Port of MS. We are surrounded by a variety of local businesses, restaurants, shopping malls, and casinos. We currently offer a broad curriculum to students in kindergarten through third grade and work closely with parents, teachers, and the local community to ensure that all of our students receive a quality education.

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

The community is located in the center of Gulfport, MS within a few miles of the Industrial Seaway and the State Port of MS. Throughout the community, there are a variety of different homes for families to reside including low income housing, apartment complexes, duplexes, and single/multi-family homes. There are other elementary schools, churches, doctor's offices, retail stores, etc. located in the same area as the school. We strive to partner with the local businesses in the surrounding area in an effort to build a connection between the school, community, and parents.

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	38.00	68.29	51.80	75.00	72.90			
Growth All Students								
Growth Low 25%								
Accountability Grade	2020-21 B		2021-22 A		2022-23 B		2022-23 B	
Total Points	465.00		467.00		467.00		467.00	

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



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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 that impact student achievement/growth include classroom disruptions that interrupt instructional time, non-criminal behavioral/behavior unbecoming infractions, disobedience towards teacher/staff, and bus infractions. Bus infractions cause students to begin their day poorly and effect students' attendance when parents are unable to provide transportation to/from school due to bus suspensions. Various incentives are offered to students throughout the school year to encourage perfect attendance and to promote positive behaviors at school and on the school bus. Documentation is kept and monitored closely of all infractions on one spreadsheet to keep track of the number of students with discipline referrals sorted by race, gender, special education, EL, etc.

Chronic Absenteeism is a concern for certain students at Harrison Central Elementary. In order to address this, we have implemented various incentives to motivate students to be present at school every day. Phone calls to parents are made for students with chronic absenteeism and if a student is absent, make-work is provided for students to complete at home. A school-wide attendance policy has been implemented to reduce the number of students with chronic absences.

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 has taken several steps to reduce the loss of instructional time. These steps include using the Leadership Team to plan school-wide incentives for behavior and attendance. For repeated or severe behaviors, the MTSS Tier process is implemented. Students work to earn incentives and classroom misbehaviors/bus infractions are decreased. In addition, the school reduces the loss of instructional time due to student discipline by utilizing in-school reassignment (ISR) when at all possible. In the event students miss classroom instruction due to OSS, they are allowed an

opportunity to make up the work. Teachers provide tutorial assistance as necessary. The goal at HCE is to minimize suspensions and keep students in the classroom learning.

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 as described above. According to our data analysis on the interventions, MTSS data shows that students being referred for habitually disruptive behavior has decreased. The school coordinates all discipline activities and strategies with those carried out under IDEA. One way this is done is through IEP meetings. All students with IEPs receiving out of school suspension 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 require an FBA to be conducted to develop a behavior plan.



School Plan - Professional Development

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - HARRISON CENTRAL ELEMENTARY (2400012) Public School - School Plan - Rev 0

School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2020-21	30	35	25	0	7			34.00	1.00
2021-22	27	27	27	0	4			26.00	1.00
2022-23	33	33	23	0	2	1.00		31.00	1.00

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
Why Try/Character Counts	August – May	Yes	No	At-Risk students will meet in small groups focusing on character building, positive choices, and overall life skills/goals.
Professional Learning Communities	August – May	Yes	Yes	Focused PLC's focused around improving student achievement, data, progress monitoring, and professional growth.
Professional Development	August – May	Yes	Yes	Including but not limited to the following: Saxon Phonics, enVision Math/Eureka, Discussions for Learning, Heggerty, My View, StemScopes, Kid's First/ELA, Mastery Connect, K-Strong Reader Plan, Data, MTSS, MCRRS, WIN Plan, Writing, Handwriting, Technology, Lexia, Data Driven Instruction, building teacher capacity.

School-Wide Discipline Plan	August – May	Yes	Yes	School-wide plan to reduce the number of discipline referrals.
Attendance/Academic Incentives	August-May	Yes	Yes	Promotes/Improve attendance rate and recognize students for meeting/exceeding growth goals.
Blue Folder Portfolios	August-May	Yes	Yes	Monitors students' progress and used to communicate academic progress with parents.
MTSS	August - May	Yes	Yes	Academic interventions in targeted areas will be provided for students not meeting the minimum expectations or for failing students.
Dyslexia Training	August - April	Yes	Yes	Required by MDE for all Teachers and Assistants
Safety Trainings/Vector Solutions	August - May	Yes	Yes	Required by all staff to promote safe schools.

Ongoing professional learning opportunities will occur throughout the year and additional areas will be addressed upon the results of each benchmark testing session.

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	Need Identified in Needs Assessment (Identify the Need)
MCCRS	August – May	Yes	Yes	Focused PD on ELA, Math, Writing, and Science to Improve Academic Achievement	Providing quality standards' based instruction for all students.
NWEA	August –	Yes	Yes	Administered three	Monitor students

	May				times a year to monitor students' growth. Data Analysis occurs after each assessment.	progress/growth over time.
Data Analysis	August – May	Yes	Yes	Yes	Ongoing throughout the year on all benchmark measures.	Data Analysis in order to make quality decisions and adjustments to learning based on student data.
Instructional Programs/Resources (ELA/Math/Science/Social Studies)	August – May	Yes	Yes	Yes	All programs/resources are evaluated throughout the year and plans are made to provide ongoing professional development for staff.	Providing quality programs/resources to all students and evaluate programs regularly to ensure they are meeting students' needs.
Professional Growth System	August - May	Yes	Yes	Yes	Teachers are evaluated throughout the year, feedback is provided and a final score is given to each teacher.	To provide teachers with professional growth opportunities through observations and feedback.

**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)	Description of Follow-Up Activities	Need Identified in Needs Assessment (Identify the Need)
MCCRS	August – May	Yes	Yes	Focused PD on ELA, Math, Writing.	Providing quality

					and Science to Improve Academic Achievement	standards' based instruction for all students.
NWEA	August – May	Yes	Yes	Administered three times a year to monitor students' growth. Data Analysis occurs after each assessment.	Monitor students progress/growth over time.	
Data Analysis	August – May	Yes	Yes	Ongoing throughout the year on all benchmark measures.	Data Analysis in order to make quality decisions and adjustments to learning based on student data.	
Instructional Programs/Resources (ELA/Math/Science/Social Studies)	August – May	Yes	Yes	All programs/resources are evaluated throughout the year and plans are made to provide ongoing professional development for staff.	Providing quality programs/resources to all students and evaluate programs regularly to ensure they are meeting students' needs.	
Professional Growth System	August - May	Yes	Yes	Teachers are evaluated throughout the year, feedback is provided and a final score is given to each teacher.	To provide teachers with professional growth opportunities through observations and feedback.	

**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: ongoing professional development, grade level team planning, ELA/Math resource guides, K-2 Strong Reader Plans, Reading Endurance Plan, School-wide Writing Plan, various classroom resources, etc. In addition to the district New Teacher Academy, our school also assigns a mentor teacher to provide one on one peer mentoring for new teachers. The ILC meets with new and nearly new teachers regularly to ensure they are thriving in their new career. Our school has also implemented strategies to promote growth among new teachers including ongoing professional development opportunities, data collection and analysis, and internal support. We also have robust social media sites to engage/involve parents, the

community and perspective teachers. For those teachers who have demonstrated high levels of performance, a variety of retention practices, incentive programs, and growth opportunities are in place. The district began a program to recognize years of service with a lapel pin acknowledging their dedication/commitment to education.

HCE 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 by analyzing student data throughout the year, meeting with parents to discuss student progress, reteaching, remediating, and enriching students at different levels to ensure they are meeting growth goals. We also review student demographics in relation to their academic performance. This focus on subgroups ensures all students grow regardless of their demographics. We ensure equitable access to highly effective teachers and address identified disparities by building classes based on the needs of the students, continually reviewing assessment data and providing high quality training and supervision of instructional staff. New teachers to the profession are provided a mentor and school/district support. Our ILC along with our leadership team, District ELA/Math Specialist, social worker, and school nurse work collaboratively to provide ongoing support for all teachers and paraprofessionals.

School Plan - Parent and Family Engagement

**HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - HARRISON CENTRAL ELEMENTARY (2400012) 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 the school's family and community engagement activities for the 2021-2022 school year.

<b>Name of Activity</b>	<b>Description</b>	<b>Time-line</b>	<b>Has Academic Focus</b>	<b>Engages EL Families</b>	<b>Virtual or In-Person</b>
Open House	Introduction to HCE School & Staff Members	August	Yes	No – only translation	In-Person
Title I Parent Meeting	Introduction to the programs offered on HCE's School's campus	August - May	No	No – only translation	In-Person and Virtual
Award's Ceremony/Educational Updates	Students recognized in the classroom each nine weeks for academic performance.	At the end of each Nine Weeks	Yes	No - only translation	In-Person
EL Parent Meetings	Meet individually with each EL family to discuss student progress.	Beginning of the year and ongoing	Yes	Yes	In-Person
3rd Grade Honor Society	Presentation to recognize students for outstanding academic performance	February	Yes	No - only translation	In-Person
Benchmark Meetings	Progress Monitoring of students	3 time a year	Yes	Yes	In-Person or Virtual
Parent and Family Engagement	Parent engagement meetings scheduled throughout the				

Meetings:	year to inform parents of school-wide programs, resources, curriculum updates, testing information, etc.	August - May	No - Planning Mtg. No - Annual Mtg. No Yes Yes Yes Yes	Yes	Virtual and In-Person
1) Title I Planning Team Meeting 2) Title I Annual Parent Meeting 3) Title I Parent Meeting - Lexia/PowerUp/Parent Help 4) Title I Parent Meeting - Parent Workshop (Utilizing Power School) 5) Title I Parent Meeting - School Programs and Curriculum 6) Title I Parent Meeting - 3rd Grade LBPA/Gateway Assessment 7) Title I Parent Meeting - Kindergarten MKAS Readiness Assessment					

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. The school collaborates with teachers and parents to implement various programs throughout the year. 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 recommendations are made. All resources and updates are made available on our school website and ParentSquare.

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)

All parent and family engagement activities are designed to meet the needs of all students including EL, MVP, and students with disabilities. Student academic progress reports are provided to parents during parent meetings that are conducted three times a year. During parent conferences, teachers explain each student's data/progress along with the student's individual plan for instruction/interventions/enrichment. Reports and other information are presented in a parent-friendly language and activities for the inclusion of families with limited English are provided regularly. Meetings are held with all EL families to discuss students' progress throughout the year and an LSP plan is provided for each student based on their level of proficiency (a translator is available for non-English speaking families). All information including videos are made available to parents on our school website and ParentSquare.

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 developed using a uniformed provided by MDE. It will be written in parent-friendly language and shared verbally during the annual Title I Meeting as well as sent home. It will also be shared on the school/district website. Other academic information will be disseminated to parents and families in a language that parents can understand. In addition, this information is

dispersed during parent meetings/conferences. Teachers are also available to explain and discuss the information at any time. Important information, data results, newsletters, etc. are translated into the home language of the student and provided to parents. Meetings are held with all EL families to discuss students' progress that coincides with the schoolwide plan (a translator is available for non-English speaking families). All information will also be made available to all parents on our school website and ParentSquare.

School Plan - Prioritized List of Needs

**HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - HARRISON CENTRAL ELEMENTARY (2400012) Public School - School Plan - Rev 0**

1. Summarize successes your school has experienced and why.

*The school has provided a description of the progress and challenges faced at the school level for all the identified prioritized needs for all students and particular subgroups, as applicable.*

<b>What's Working PROGRESS</b>	<b>Root Cause</b>
<i>Reading Programs – Saxon Phonics, Heggerty, Discussions for Learning, My View, Lexia, PowerUp, MobyMax, My View</i>	<i>Easy to use, systematic, ongoing PD offered</i>
<i>Math Programs - enVision Math, Eureka, Fraction of the Day, Number of the Day</i>	<i>Standard's based math instruction delivered in whole group and centers</i>
<i>Classroom Management Professional Development</i>	<i>Relatable, practical, easy techniques – not a “program” but a way of thinking</i>
<i>Benchmark Assessments to Review Data</i>	<i>Teachers are able to review data to ensure that students are meeting growth goals and making progress..</i>
<i>Juno Surround Sound System</i>	<i>Student Engagement</i>
<i>Voluntary Tutors</i>	<i>Interventions, Remediation and Support</i>
<i>Social Worker/School Nurse</i>	<i>Support Student Outcomes</i>
<i>ILC</i>	<i>Curriculum and Instruction and Improving</i>

2. Summarize challenges your school has experienced and why.

*One of the main challenges our school has faced over time is achieving and maintaining a Level A Status. Although we have a high percentage of students scoring proficient and advanced, the growth component is an ongoing issue because our fourth grade are located on another campus. We strive daily to continue to build stronger students who perform in the proficient and advanced range consistently in ELA and Math.*

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

Third graders moving to 4th grade, who attend another campus, will continue to make growth and perform at the proficiency level on the state assessment in reading and math by providing quality Tier I instruction, interventions based on data, and the necessary resources.

Goal: The number of 4th grade students at OGE performing at the proficiency level will increase and make growth.

Strategy: The leadership teams and teachers at HCE and OGE will collaborate to meet the needs of the 4th grade students.

b. College and Career Readiness

N/A

c. School Climate and Culture

Provide a positive learning environment conducive to learning to encourage students to perform at their highest potential and promote their attendance at school.

Goal: The majority of students will be motivated to come to school and do their best.

Strategy: The social worker will provide a variety of supports for our students to assist in improving the attendance, discipline, and student performance. The social worker will work with small groups and individual students on character building through "Why Try" and a variety of resources. Additionally, attendance and behavioral incentives are offered throughout the year.

d. Curriculum and Instruction

Continue to increase the capacity of teachers around the state standards and implementation of instructional programs, provide support with integrating technology to plan engaging lessons.

Goal: Students will be engaged in quality Tier I instruction with the integration of technology which will increase academic achievement.

Strategy: Teachers will meet weekly with the IC and Leadership Team to plan and prepare instruction utilizing the resources needed at performance level 4 and 5.

e. Professional Development

Teachers requested professional development in the following areas: differentiated instruction, using data to plan interventions, and

Goal: Teachers will be equipped and confident in delivering quality Tier I instruction and in meeting the needs of all students based on data.

Strategy: Ongoing professional development occurs weekly across grade levels. Consulting is provided by Kid's First and the District ELA and District Math/ELA Specialists periodically throughout the year. All documentation of PLCs, and Grade Level Meetings, is kept on file.

f. Parent and Family Engagement

Increase parental involvement to support the school vision and mission which will positively impact student achievement.

Goal: To promote parental involvement through two-way communication, share with parents ways in which they can support learning at home, and help build a positive school learning environment.

Strategy: Communication with parents: (communicators and planners); weekly newsletters, ParentSquare, blue folders/portfolios (monitors student progress); Pre-K Forward; Award's Ceremonies (classroom and assemblies); Open House; family engagement nights, Virtual Videos for Parents.

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F).

The school coordinates and integrates all funding sources available to meet the needs of all students. The school works closely with our Food and Nutrition Department to provide healthy meals during the day and to meet additional needs of our students through the provisions of after-school snacks when necessary, sack lunches for field trips, and educational information. The administration communicates with Head Start in preparing their students for kindergarten through school tours, kindergarten registration, Pre-K Forward and any summer programs that may be available.

The school braids state and local funds with federal and special education funds to meet the academic needs of our students. Student needs are identified, and these needs are discussed with the District Office to determine all funds available that can be used to address these needs and improve the core academic program of the school.

The funding sources available to the school which will be used to support goals, strategies, and action steps are Title IA funds.



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**Plan Items ( )**

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

Description:

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

Performance Measure:

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

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

Benchmark Indicator:

3% increase in proficiency on EOY MAAP as compared to previous school year.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	Employees, Supplies, Subscriptions & Equipment	\$163,450.00

**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:

Increase parent participation by 1% from the previous year.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	supplies	\$2,353.40

**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.

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

Description:

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

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

Description:

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

Benchmark Indicator:

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

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	Salaries and Benefits	\$49,400.00

**Required Documents**

This page is currently not accepting Related Documents.