

HARRISON CO SCHOOL DIST (2400) Public District - FY 2020 - DIBERVILLE MIDDLE SCHOOL (2400004) Public School - School Plan - Rev 0

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

Parents: Lisa Taranto-Merten, parent, Tiffany Terry, parent

Licensed Staff: Jamie Barnes, D'Iberville Middle School Instructional Literacy Coach, Kim Baldwin, Librarian, Gina Hardy, teacher

Non-Licensed Staff: Emerson Husley, Intervention Assistant

Administrators: Matthew Elias, Principal, Dr. Sharon Cato, Assistant Principal, Alyson Grissom, Assistant Principal

District Staff: Doreen Hansen, Curriculum and Instruction Director

Title I Staff: Melissa Garrison, Harrison County School District Federal Programs Director

Community Members: Officer Jarius Davis, School Resource Officer, Wendy Swetman, business owner

District Homeless Liason: Dr. Larett Marks, Harrison County School District Student Services Director

Students: Katie Lane, 8th grade, Kaela Freeman, 8th grade

Others: Cynthia Neilson, Title I Interventionist

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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)(A), 1115(b)(1)

Detailed Description of Process:

To develop the plan, the schoolwide planning team meets in the spring to review comprehensive needs assessment (CNA) data. One of the data points in the CNA, is the survey. This survey is completed by parents, teachers, and students. The survey is used to 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, both assistant principals, the instructional literacy coach, teachers from various grade levels/subject areas, a paraprofessional, Title I employees, Federal Programs Coordinator, and a student. 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 toward goals. The plan is revised as necessary. The CNA data and the ongoing school data is used to evaluate the effectiveness of the plan. Changes are made to the plan in MCAPS by the administrator. The plan and any changes are shared with all staff members at a faculty meeting, a link is provided to the plan in MCAPS, and placed on the website.

Process to Monitor and Revise Plan:

In addition to the quarterly SWP meetings, a leadership team meets quarterly to review on-going school data. These teams review a variety of data points (state test scores, progress monitoring data, discipline, survey results, attendance, teacher evaluation data, etc.). Progress toward goals is checked. School plans are monitored and revised, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards.

Planning Time Frame for FY20 SWP:

TIME FRAME	ACTIVITY
Spring 2019	Administer surveys to parents, teachers, students
Aug 2019 - Jan 2020	Schoolwide Planning Team Reviews CNA data
Feb 2020	SWP drafted
Feb 2020	Plan shared and approved by Staff/Parents
March 2020	Plan approved by Federal Programs Office and shared with all stakeholders (Website/Facebook)
May 2020	Schoolwide Team reviews quarterly data/Revise SWP as needed
Aug-Sept 2020	Plan shared with all stakeholders at Annual Title I Meeting

Planning Timeline for Future SWP:

TIME FRAME	ACTIVITY
Aug-Sept	SWP Team reviews data and revises SWP as needed
Aug-Sept	Annual Title I Meeting – Share SWP
Jan-Feb	SWP Team reviews data and revises SWP as needed
Feb-March	Administer surveys to parents, teachers, students
March-April	Schoolwide Planning Team Reviews CNA data and revises SWP as needed
April-May	Plan shared and approved by Staff/Parents
April-May	Plan shared with all stakeholders (Website/Facebook)

School Plan - Demographics**HARRISON CO SCHOOL DIST (2400) Public District - FY 2020 - DIBERVILLE MIDDLE SCHOOL (2400004) Public School - School Plan - Rev 0****Student Demographics (Enrollment)**

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multiracial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
2016-17	929	444	485	98	234		63	3	491	37	612	94	31	4	0	49		
2017-18	956	453	503	85	250	8	69	7	501	36	647	105	26	5	0	80		46
2018-19	981	484	497	79	270	6	66	5	513	42	635	115	22	7		74	3	13

School Data - Grid

Year	Students' Attendance Rate (%)		Teachers' Attendance Rate (%)
	2016-17	881.66	
2017-18		903.12	778
2018-19		923.64	530.6

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

D'Iberville Middle School is in the Harrison County School District in south Mississippi. The school serves 977 students in grades 4-8. Enrollment has continually increased over the last 5 years. According to guidelines set forth by the Child Nutrition Program, 68% of students live at or below the poverty level qualifying them for free or reduced lunches.

There are 87 staff members, 66 of which are certified. All teachers are certified in the area they teach. Twenty eight (28) teachers are A certified; 31 are AA certified, 2 are AAA certified, and 1 is AAAA certified. The principal and instructional literacy coach hold AA certifications. One assistant principal is AAAA certified, and one is AAA certified.

The staff at D'Iberville Middle School consists of 79 Caucasian, 5 African American, and 3 Hispanic staff members. This is not in line with the demographics of the students, but administration at DMS are working to locate certified teachers of minority in order to more closely mirror the demographics of the school. It is the desire of all stakeholders at D'Iberville Middle School that 100% of the teachers be state certified. Based on the data collected, all of the teachers at DMS were state certified for the 2018-2019 school year. Based on the Accountability Standards for the State of Mississippi, D'Iberville Middle School is considered an A school. D'Iberville Middle School did not meet growth in their special education population. D'Iberville Middle Schools ADA for 2017-18 was 94.43 which was higher than the district average of 93.65 but decreased from the 2017-18 average of 94.72 by 0.29.

The faculty and staff members at D'Iberville Middle School strive to improve the academic performance of the students. School personnel form partnerships with parents and community members to ensure the academic success of all students. Together they believe D'Iberville Middle School exists to create, foster, and provide a positive learning environment in which all students can become responsible, productive citizens of our world through academic, physical, social, and emotional growth.

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

Since Hurricane Katrina hit the Gulf Coast in 2005, D'Iberville Middle School has nearly doubled in student count. D'Iberville Middle School had 575 students enrolled in the 2005-2006 school year and currently educates 981 students. Due to the middle school building being destroyed in Hurricane Katrina, a new high school was built and the middle school moved to the previous high school building. The increase in population did not allow the elementary school to

occupy the number of students in kindergarten through fifth grades. Therefore, the middle school became unique in setting, serving students fourth through eighth grades.

In recent years, the surrounding community has developed with new neighborhoods, government subsidized housing, and industry. This has contributed to the increase in student population. Businesses continue to move into the area. New housing developments are still being planned. Roads are being widened and repaired to support this incoming influx of people and businesses. The United States Census Bureau website estimates the population of D'Iberville, as of July 2018, to be 13,831 versus the 11,400 people accounted for as of July 2015. (This was also an increase from the 7,608 people accounted for in the 2000 United States Census.) As of 2010, 51.5% of the population were females; 7.9% were persons under 5 years of age; 25.0% were persons under 18 years of age; and 10.3% were persons 65 and over. According to the U.S. Census, in 2000, 78.21% of the population were white, 11.40% African American, 7% Asian, 0.37 Native American, 0.01 Pacific Islander, and 2.13% Hispanic. According to the census estimates, as of July 2018, 65.6% of the population were white, 22.7% African Americans, 6.8% Asian, 6.6% Hispanic, and 1.5% were considered two or more races. 12.4% of families living in D'Iberville spoke another language other than English. The median household income from 2010-2014, was \$45,378. From 2010-2014, 84.5% of twenty-five year olds or older held Bachelor's degrees or higher and 9.9% of the population lived in poverty. In the July 2018 estimate, 12.5% of the residents of D'Iberville lived in poverty.

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation		Priority		Focus		CSI		TSI	
Year									
2016-17									
2017-18									
2018-19									

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	16-17	17-18	18-19	16-17	18-19	17-18	18-19	16-17
Proficiency	46.10	47.80	52.20	51.80	57.00	74.80	71.60	65.40
Growth All Students	62.60	61.10	68.40	64.20	70.10			
Growth Low 25%	57.90	57.40	54.60	54.10	51.00			
2016-17								
Accountability Grade	B	A *						
Total Points	411.00				416.00			446.00

High Schools

	English		Algebra		Biology		US History		Acceleration		Graduation Rate		College & Career Readiness	
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18
Proficiency														
Growth All Students														
Growth Low 25%														
2016-17														
Accountability Grade	Select... *													
Total Points														

School Plan - Student Achievement (School's Performance)

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Reading/Language Arts/Literacy (Progress Monitoring Instrument)

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used:

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2016-17						
2017-18						
2018-19						

* 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
2016-17		60.00	61.00	46.00	61.00	50.00	

2017-18		55.00	47.00	57.00	51.00	56.00
2018-19		43.00	47.00	52.00	42.00	47.00

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
2016-17		44.00	62.00	48.00	42.00	52.00	
2017-18		44.00	46.00	42.00	39.00	49.00	
2018-19		29.00	45.00	28.00	43.00	45.00	

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
2016-17		27.00	23.00	
2017-18		32.00	27.00	
2018-19				

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.

D'Iberville Middle School is growing from a small school where parents, students, and teachers know each other well to a large school where new families are arriving regularly. This has been a challenge for the staff and current students as new ideas arrive with new students. Training on reaching students from poverty has been provided for staff, but the need is ongoing. Teachers have made progress in reaching students who face trauma in their personal lives. There continues to be new issues as the area grows and develops. Many of the students currently enrolled at DMS lack the social skills and motivation necessary for academic success. The lack of traditional family units leaves some students unable to self regulate in the educational setting. These students need extra support in areas other than academics to be able to fully benefit from the academic skills offered to them. After analyzing the student achievement data, the school has identified the following progress and challenges:

Progress:

Progress was made in 4th grade ELA. Proficiency rose from 45% in 17-18 to 57% in 18-19.

Progress was also made in 7th grade ELA. Proficiency in 7th grade ELA grew from 49% in 17-18 to 68% in 18-19.

Progress was also made in 8th grade ELA. 8th grade ELA proficiency grew from 44% in 17-18 to 53% in 18-19.

4th grade proficiency in math rose from 66% in 17-18 to 71% proficiency in 18-19. 6th grade math proficiency grew from 68% in 17-18 to 72% in 18-19.

The underlying causes for the progress in these areas includes computer based extended learning to support the classroom instruction, grade and subject specific professional development for teachers, support from the instructional literacy coach, technology support for instruction, certified interventionist to help students who have difficulty accessing the curriculum, a non-certified interventionist as support for both the academic and behavioral needs of the students, and extra remediation for students in need provided by tutors, both during school and after school.

Challenges:

The students with disabilities group is a challenge for the school. This is in all subject areas. The underlying reason for this is the increase in number of students receiving special education services. Another underlying reason for this is the increase in behavioral difficulties of some of the students, who require added behavioral supports, which results in focus

being taken from the academic gains of those and other students. Both special education and general education teachers would benefit from professional development to help them in learning to work together more effectively to meet the needs of these students. Increased manpower would also benefit this population since they often require increased support to be successful in the general education classroom.

Although the students receiving EL services made very good progress on the LAS Links assessment in 2019, the EL group is still a challenge. In 2018-2019, DMS had a certified EL teacher on campus 5 days each week. For the 2019-2020 school year, that teacher is only on campus 2 days per week. This puts more responsibility on the general education classroom teachers who are unfamiliar with providing effective instruction for many of these students. Professional development, technological support, and added staff would be beneficial in improving instruction for the EL population at DMS. LAS Links data is used to plan instruction for students for the coming year's student learning/language plans. EL teachers also use the LAS Links sample question bank to help gauge student's understanding of English as an intermediate measure between LAS Links assessments.

Homeless students, foster children and students of military families are a challenge because they each require special attention. Training and professional development for staff who work with these students is necessary to ensure they are meeting the needs of these populations. In reflection, one of our prior year's strategies, providing academic and behavior intervention by adding extra support staff, has proven effective for us. An example of this is added academic and behavioral support for students who are considered our lowest 25% in achievement. By adding extra intervention, both academically and behaviorally, for these students, we were able to improve their growth from the previous year. This was done using an intervention assistant as well as technology resources for use with the students in need.

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? Section 1114(b)(7)(A)(i-ii)

Teachers alternate between direct instruction which has a .60 effect size and cooperative learning opportunities which has a .74 effect size. Classroom discussion and scaffolding are both practices which are utilized daily and have an effect size of .82. Differentiated instruction is also used as a daily practice, which yields a .62 effect size.

One of the school's evidence-based strategies is the MTSS process. According to What Works Clearinghouse, with demographics like 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 reduction in number of students moving forward with testing for special education services. In 4th grade, two students who were placed in the MTSS

process have made more than a year's worth of growth in less than a school year. Many others are able to remain in the regular education setting and show growth in their reading and math skills.

The school uses MobyMax a computer-based instruction tool that is used as an instructional tool that assists in identifying specific skill gaps and offers instructional remediation. In addition, the school uses the print materials that accompany the computer-based program. According to EdReports, this print program meets expectations in the alignment and the usability categories for all grade levels. The computer program meets the criteria in the USDOE guidance as evidence-based interventions as they demonstrate a rationale based on high-quality research findings and include ongoing efficacy research conducted by a third party. Not only are these programs based on research, they are informed by a theory of action: 1) adaptive assessment and monitoring, 2) personalized learning and intervention, and 3) classroom instruction. When used with fidelity, this product has helped with growth and proficiency. The product has shown its effectiveness in the improving proficiency and growth on both NWEA assessments and MAAP assessments.

Saxon Phonics is used for students with disabilities when the need arises, which provides direct and deliberate phonics instruction, which has the potential to yield a .79 effect size.

All strategies benefit all student. In particular, SPED and EL subgroups will utilize the a supplemental computer based product, as appropriate, to remediate language skills, as well as, direct/systematic instruction from a certified teacher. Tutoring is used as needed for these students as well. Other strategies may be employed on a case by case basis.

School Plan - College and Career Readiness

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Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2016-17					
2017-18					
2018-19					

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

2016-17		184
2017-18		
2018-19		

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, which may include career and technical education programs and 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)

School Plan - School Climate and Culture

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Out-of-School Suspensions

	2016-17		2017-18		2018-19	
	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	379	0.22	446	0.23	385	0.33
IEP	82	0.03	101	0.01	127	0.01
EL	11		6		5	
Asian	3	0.01	15	0.03	0	0
BLK/AA	183	0.48	205	0.46	151	0.39
His/Lat	19	0.05	21	0.05	22	0.06
NAM	0	0	0	0	1	0
NH/PI	0	0	0	0	0	0
White	169	0.45	196	0.44	195	0.51

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 use of cell phones without

permission, improper physical conduct, and disobedience.

D'Iberville Middle School also houses a Therapeutic Behavior Treatment class. This class houses students from DMS school zone as well as other students who require this placement not available at many other schools. While there is a certified teacher and two full-time behavioral facilitators in the class, there are frequent disruptions that require the support of administration. This takes away from instructional support that administration provides to classroom teachers. Sometimes these students disrupt other classes as well. Several of the students in the TBT class attend general education in an effort to ensure they are placed in their least restrictive environment. This presents challenges in ensuring the other students are not disrupted while also providing opportunities in the general education classroom.

2. Identify 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 discipline data and has provided several steps to be taken to reduce lost instructional time due to student discipline. The school has taken several steps to reduce the loss of instructional time. These steps include using PBIS and the MTSS Tier process. MTSS is implemented by reviewing benchmark data, grades, state test scores. Any student who exhibits serious deficits based on more than one of these is referred for intervention through the MTSS process. Teachers, parent, support staff, and interventionist meet and set forth a plan of action to be implemented to show growth in that student's deficit areas. This team monitors growth and meets to make adjustments to provide interventions and help that students succeed academically. PBIS is implemented by offering incentives for students who attend school regularly and on time, do not have discipline referrals, and who meet their academic growth goals. In addition, the school reduces the loss of instructional time due to student discipline by utilizing in school suspension when at all possible. Students can work on classroom academic material during ISS. In the event students miss classroom instruction due to ISS or OSS, they are allowed opportunity to make up the work. Teachers provide tutorial assistance as necessary. Implementation of programs such as "Student of the Month", behavior incentive parties, and classroom rewards for good behavior have been beneficial in reducing classroom disruptions. Reward incentives are based on discipline records, which ensures that any student who has been referred for discipline infractions is not rewarded for their behavior. Students in the TBT class who participate in any general education classes are monitored closely in an effort to minimize direct classroom disruptions. While every effort is made to prevent

them from disrupting instructional time in the general education class, there is no way to eliminate disruptions completely.

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

Progress: overall, attendance is higher than the district average. In an effort to increase instructional time, the bus schedule and car pick up have been reevaluated and altered to run more efficiently. This reduced the number of interruptions to class during bus loading, increased class time by 9 minutes daily, and shortened bus loading time.

Challenges: Much instructional time is lost due to the high number of students checking in late (unexcused). In an effort to minimize this, staff has been reminded of the school's policy on unexcused tardies: on the third tardy for a grading period a student receives a discipline referral and administration contacts the parent. There has also been an award added for students who have perfect attendance at the end of each grading period. A discipline referral for chronic tardies results in a loss of behavior incentives for that grading period. Also, students receive awards at each term awards ceremony for perfect attendance. In order to qualify for this award, a student must have no missed days as well as no check ins or check outs.

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

The school has implemented both MTSS and PBIS as described above. According to our data analysis on the interventions, PBIS data shows an increase in students who are eligible to participate. This shows that the incentive programs are effective.

According to our MTSS data, several students have made more than a year's worth of academic gain in less than six months of intervention. This demonstrates the effectiveness of the implementation of this program at DMS. Many of the other students who are in the MTSS program are able to remain in the general education population, making academic gains. For the few students who fail to be successful in the MTSS program, the team considers the child find process to determine any further needs for that student.

Areas of progress in discipline are decrease in serious behaviors based on the number of overall discipline referrals in 7th and 8th grades. These two grades implemented monthly behavior incentives for any students who have no discipline referrals during that month.

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, a manifestation 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 providing safe entry to the school in the mornings by following school drop off policy as a priority for providing a safe, supportive and healthy environment. The school will address this priority by identifying which parents are not following school policy when dropping off their children at school and either calling or sending a letter home explaining the importance of following the policy. Another priority identified is the need for all students to be at school in a timely manner each day. This will be addressed by a discipline referral once a student reaches three unexcused tardies in a single grading period. This will include a phone call home from administration explaining the importance of prompt arrival at school. A third priority is to ensure that instructional time is protected for every class. This will be addressed in staff meetings, inspected by regular classroom visits from administration, requirement of approval from administration for any announcements/classroom disruptions, and voicing expectations to students.

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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 utilizes a variety of instructional strategies and methods to strengthen the academic program. One of these research and evidence-based strategies is differentiated instruction. 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 Thinking Maps (graphic organizers), and Marzano's instructional strategies. 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 strategies recommended 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 Great Leaps 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 other supplementary programs including Lexia, Moby Max, Prodigy, Flocabulary, Accelerated Reading, and Kahn Academy.

Enriched and accelerated curriculum is offered to students through differentiated instruction in the classroom, gifted classes, and accelerated classes. In seventh and eighth grades, each student must take ICT classes to enrich their knowledge of digital literacy.

The school offers the following well-rounded education programs, activities, and courses. In addition to ELA, Math, Science, Social Studies (and/or History), students are offered PE, Art, Music (4th and 5th grades), Band (6th - 8th grades), Library. Students who struggle in math or reading are offered a remedial math class or extra reading intervention. Students in grades 6 through 8 are offered the chance to be in Beta club, Robotics, Mathletes, and Student Council. Save club, which promotes kindness to everyone, is open to all students.

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, through activities 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).**

One of the evidence-based strategies that addresses the needs of all children in the school is the support of a counselor. The school has a full-time counselor who provides social support for students in need. Other evidence-based strategies include mentoring for students to help them develop appropriate social skills and study skills, and academic and/or behavioral intervention services.

An 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-on-one or small group tutorial services to students by certified teachers for struggling students. 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 the Tier program since there is a great focus on strong Tier 1 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. An Instructional Literacy Coach has been hired to improve Tier 1 instruction and manage the MTSS process at each Title I school.

Fourth grade paraprofessionals provide added adult support throughout the day, which provides students more access to individualized attention during the learning process. These two paraprofessionals focus on at risk students who need to most support to access the curriculum.

A supplementary software designed to help elementary school students learn to read will be used. According to the Best Evidence Encyclopedia website this program has limited evidence of effectiveness with an effect size of .24 with demographics similar to ours.

A computer based instruction tool that is used as a diagnostic and instruction tool that assists in identifying specific skill gaps and offers instructional remediation has been utilized in the district. The program is used in some schools along with the accompanying print materials. According to EdReports, this program meets expectations in the alignment and the usability categories for all grade levels. The computer-based instructional program meets the criteria in the USDOE guidance as evidence based interventions as they demonstrate a rationale based on high quality research findings and include ongoing efficacy research conducted by a third party. Not only are the products based on research, they are informed by a theory of action: 1) adaptive assessment and monitoring, 2) personalized learning and intervention, and 3) classroom instruction. EdReports does not use the language strong, moderate, or limited, but assesses if it meets, partially meets, or does not meet.

Another reading/literacy comprehension remediation program used focuses on student growth in reading comprehension. It is used in some schools. A Ross & Nunnery 2005 student showed a .13 effect size, Yee 2007 showed a .06 effect size and Nunnery & Ross 2007 showed a .22 effect size, these effect sizes meet the limited to moderate ranges with demographics similar to ours.

A computer instructional program that will be used is a completely integrated K-8 curriculum and teaching system with progress monitoring, goal setting, fluency practice, motivational tools, etc. Based on John Hattie's research, stated in Visible Learning, found that the components in the program have strong evidence of effectiveness: formative testing has an effect size of 0.9 [strong evidence], accelerated curriculum has an effect size of 0.88 [strong evidence], immediate feedback has 0.73 evidence of effectiveness [strong evidence], direct instruction shows an effect size of 0.59 [strong evidence], parental involvement indicates a 0.51 effect size [strong evidence], and writing programs have a 0.44 [strong evidence] effect size. The meta-analysis studies included demographics similar to ours.

When needed, DMS uses a direct, systematic phonics instruction based on a spiraling curriculum that builds on prior knowledge. It is recommended by LETRS, Florida Center for Reading Research and evidence from the National Reading Panel's meta-analysis Review of Educational Research report that systematic phonics instruction helps students learn to read. According to John Hattie's Visible Learning meta analysis, systematic phonics instruction has a .6 effect size, which equates to a strong level of effectiveness.

DMS is implementing a language program that according to Resendez & Azin (2010) study, "Overall, results obtained from this descriptive study showed that (the product) is positively related to student language arts performance as measured by state assessment data. In particular, there were positive changes observed over time across all states and within each of the individual states. In addition, gains observed in schools oftentimes exceeded the statewide average. Moreover, analysis of pre-post trends provides some evidence that students exhibited accelerated patterns of growth in language arts proficiency during the years after the program was implemented. They noted a 4% increase in language arts proficiency across three different states. Evidence shows this program has strong evidence of effectiveness in increasing academic achievement."

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).

Our school houses 4th - 8th grades. We do not have any preschool transitions, however, we do coordinate with d'Iberville Elementary School and d'Iberville High School to ensure that transition activities occur to lessen any anxiety students/parents may have. To do this we meet with teachers, parents and students in a variety of ways: meetings between teachers and admin, parent meetings, student meetings, field trips (when funds exist to support this), guest speaker from other schools, etc.

School Plan - Professional Development

HARRISON CO SCHOOL DIST (2400) Public District - FY 2020 - DIBERVILLE MIDDLE SCHOOL (2400004) 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
2016-17	53	53	9	0	3	0.00	4.00	11.00	37.00	
2017-18	54	54	10	0	5	1.00	5.00	23.00	25.00	
2018-19	54	54	12	0	5	0.00	2.00	17.00	35.00	

- 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 is a description of the planned professional development for teachers to meet the needs of ALL at risk students

PD Activity	Time Line	Likelihood of Positive Impact on Student Achievement	Likelihood of Impact on Teacher/Leader Capacity
Description for Improvement of Instruction and Use of Data			
Professional Learning Communities in grade levels/departments	weekly	Strong	Strong
Professional Learning Communities for all certified staff	weekly	Strong	Strong
Professional Development for certified staff based on need/interest	Yearly	Strong	Strong

All professional development activities are decided upon based on the student/teacher data taken throughout the school year. Activities are designed to improve student achievement based on the state standards. Measuring positive impact on student outcomes to eliminate achievement gaps can be seen through configured district data accessible to all teachers, administrators, and consultants at the district and school levels. Leadership team will review the data as often as available and create/adjust professional development accordingly.

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)

The following is a description of the planned professional development for teachers to improve instruction and use of data from academic assessment.

PD Activity Description for Improvement of Instruction and Use of Data	Time Line	Likelihood of Positive Impact on Student Achievement	Likelihood of Impact on Teacher/Leader Capacity	Need Identified in Needs Assessment
MCCRS Training	4 X/year	Strong	Strong	Content Area, ELA, Math Science
Classroom Management	1 X/year	Strong	Strong	Behavior, student engagement
NWEA Use of Data	2 X/year	Strong	Strong	Use of Data
Bailey Consultant	10 X/year	Strong	Strong	Content Area, ELA, EL

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)

Advertised openings along with interviews of viable candidates information sent to area universities to share with their current students who will be obtaining a degree and looking for positions in education. We participate in the district Job Fair and welcome student teachers and pre-service teachers into our school. We have robust social media sites to engage parents, the community and prospective teachers.

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

- *Individualized coaching by the ILC based on the needs of that teacher,
- *Mentor program where each new teacher is paired with an experienced teacher to meet with weekly (more often if needed),
- *Frequent classroom visits from administration along with suggestions and trouble shooting when needed,
- *Ongoing professional development opportunities based on their individual needs, and
- *An open door policy which encourages new teachers (and any teachers with concerns) to speak with an administrator or the instructional coach.

For those teachers who have demonstrated high levels of performance, the following retention practices, incentive programs, or growth opportunities are in place. Flexible ongoing professional development based on their needs and interests provides growth and life long learning opportunities. Those teachers who exhibit high performance are selected as mentors to new teachers and any teachers who are struggling.

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 by reviewing demographics in relation to their academic performance. This focus on subgroups ensures all students grow regardless of their subgroup.

We ensure equitable access to highly effective teachers and address identified disparities by building classes based on the need of the students, continually reviewing assessment data and providing high quality training and supervision of instructional staff.

School Plan - Parent and Family Engagement

HARRISON CO SCHOOL DIST (2400) Public District - FY 2020 - DIBERVILLE MIDDLE SCHOOL (2400004) 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 2019-2020 school year.

Name of Activity	Description	Time-line	Has Academic Focus	Engages EL Families
Open House	Introduction to D'Iberville Middle School and staff members	August	No	No – only translation
Title I Parent Meeting	Introduction to the programs offered at D'Iberville Middle School	August	No	No – only translation
Family Night – ELA	Dedicated night to teach parents about the ELA standards in each grade. Teacher will review the guide from MDE and explain each standard to parents as a grade level.	September	Yes	Yes – EL teacher present to translate and explain if needed
Family Night –	Dedicated math night. Each grade will present a	October	Yes	Yes – EL teacher

Math	lesson to parents to give them ideas about how to use math manipulatives at home.			present to translate and explain if needed.
Winter Program	Dedicated night to teach parents about the Christmas Slump! Strategies and tips given to combat holiday regression.	December	Yes	Yes – EL teacher present to translate and explain if needed.
Monthly Title I Meetings	(Offered at 2 times each month) Each month has a different topic based on parent need, including, but not limited to, supporting learning in your child, understanding your child's test scores, explanation of programs used to support student learning....	Monthly	Yes	Yes – EL teacher present to translate and explain if needed.
Awards Ceremonies	Classroom awards presented at end of 1 st and 3 rd grading period. Grade level awards presented at end of each semester.	Quarterly	No	Yes. Invitations sent in home language.

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 the principal, one assistant principal, four certified teachers, two non-certified staff members, and five parents. The timeline for the committee is to meet at least twice a year, once in the fall and again in the spring to review the activities, analyze the parent surveys and other data, and revise the plan as necessary. The school works with this team to implement the programs throughout the year. Evaluation and the method for determining progress takes place after each meeting through parent surveys, tracking of parent attendance, and any parent and staff comments. The procedure for

making revisions is to meet in the spring and evaluate the year's activities and review the CNA data. Ineffective activities are removed, and new activities are added as necessary. The Parent and Family Engagement Plan is revised and submitted through Title I Crate.

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

After school opportunities for family and school to work together include a variety of topics, including how to read assessment results, how to support learning at home, programs to support learning, etc. Since 68% 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. Our school is handicapped accessible to accommodate the disabled and/or those in wheel chairs. Student academic progress reports are usually provided to parents during a parent meeting. Currently, teachers explain the data individually and in small groups, 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 of EL students are invited to an annual meeting to review services and progress for their child. Invitations are sent in both English and their home language. An interpreter is provided for these meetings. Families of EL students are also invited to all school events. Interpreters are provided when possible. If not interpreter is available, many staff members have phone apps that assist in communicating with parents as needed. Several EL students are involved in sports and clubs at DMS. Parents of these students are encouraged to attend events and interpreter services are provided when needed and available.

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

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

students, invitations to parent meetings are sent in the language requested by parents based on the EL paperwork. Also, any information provided for parents will be made available in their home language. When possible, a translator is available to ensure they are included in meetings. In the event that an interpreter is not available, many staff members have a translation app in order to communicate with those who speak a different language. This app is able to interpret into over 100 different languages.

School Plan - Prioritized List of Needs

**HARRISON CO SCHOOL DIST (2400) Public District - FY 2020 - DIBERVILLE MIDDLE SCHOOL (2400004) Public School - School Plan
-Rev 0**

1. Summarize what is working in your school and why.

What's Working PROGRESS	Root Cause
Reading Interventions	Team approach, support staff assisting as needed, ongoing PD offered
Classroom Management Professional Development	Relatable, practical, easy techniques – not a “program” but a way of thinking
Bailey Consultant for ELA	Specific feedback based on individual teacher needs
Math growth and increased proficiency	Rigorous and differentiated math instruction

2. Summarize what is not working in your school and why.

What's NOT Working CHALLENGE	Action Taken to Address Weakness

Special Populations Instruction	Whole group doesn't meet every students' needs	Added PD on providing differentiated instruction and reading/math best practices
PBIS	Not consistently implemented – misunderstood as a reward program by staff	More intense training at the grade level with the assistant principal
EL Instruction	EL teacher only on campus 2 days/week. EL assistant doesn't have set schedule to push into classrooms.	Develop set schedule for EL assistant. Administration to follow up to be sure schedule is being followed.
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"):		
<p>a. Student Achievement Data</p> <ol style="list-style-type: none"> Employ support personnel Instructional supplies and equipment to support student learning Technology support to improve student achievement in ELA, Math, and Science Remedial resources to help students who are struggling in ELA and Math 		
<p>b. College and Career Readiness</p> <p>NA</p>		
<p>c. School Climate and Culture</p> <ol style="list-style-type: none"> Continued classroom management support for some teachers is needed. Support staff is needed to help manage the TBT class. Intervention to improve ADA and timely arrival is needed for some of the students at DMS. Social skills support is needed to improve interpersonal skills for many of our students. 		

d. Curriculum and Instruction

1. Technology support is needed to supplement the curriculum.
2. Smart boards assist teachers in providing interactive, engaging lessons. They are used to encourage students participation in lessons.
3. Computers programs provide supplementary instruction to reteach and extend lessons.
4. Document cameras support classroom instruction by allowing the teachers to demonstrate specific skills during lessons.

e. Professional Development

1. ELA professional development is a priority to ensure all students are receiving the most rigorous instruction possible.
2. Professional Development to support providing instruction with poverty in mind is needed to support teachers in reaching many of our students who lack the support outside of school that is needed to be successful in the educational setting.
3. Professional Development in all core subject areas to support teachers in providing effective instruction for their students.
4. Out going PD for the purpose of increasing the rigor of classroom instruction needs to be provided to teachers based on need and interest - when funds exist for this.

f. Parent and Family Engagement

1. Tools for communication between the school and home.
2. Tools to provide parents with information to assist them in helping students access the curriculum at home is needed.
3. Continued opportunities for families and school to work together after school for the common good of the students, school, and community.

- 4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs, such as programs 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. (If not applicable, enter "n/a".) Section 1114(b)(5) and Section 1115(b)(2)(F).**

The school coordinates and integrates all funding sources available to meet the needs of our students. The school works closely with our Food and Nutrition Department to provide healthy meals during the day and to meet additional needs of our students through the provision of after-school snacks when necessary, sack lunches for field trips, and educational information. The school works with D'Iberville Elementary School in preparing their students for fourth grade through school tours, registration, and any summer programs that may be available. Seventh and eighth grade students are enrolled in ICT classes, with ICT II being an opportunity to earn a Carnegie credit prior to going to the high school.

DMS has an EL teacher who services our students 2 days per week. She also serves as an interpreter when needed. A full time EL assistant helps serve the EL students when the EL teacher is not on campus. The SLP serves the students of DMS as well as preschool students in the area at DMS. DMS houses a psychometrist who serves other schools as well as DMS. An intensive

reading intervention teacher is shared between D'Iberville Elementary School and D'Iberville Middle School to provide services for those students receiving special education services who need intensive intervention in reading based on their assessment scores.

School Plan Overview

HARRISON CO SCHOOL DIST (2400) Public District - FY 2020 - DIBERVILLE MIDDLE SCHOOL (2400004) Public School - School Plan - Rev 0

Plan Items ()

1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts/writing. Specific Objectives: By 19-20 the students who are proficient as defined by MAP will increase for English Language Arts and the performance gap between subgroups of students as defined by ESSA will be reduced.

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).) School-Wide Professional Development Focus: SMART Objective (Student Achievement): By 19-20, students attaining proficiency will increase by 3% in grades 3-12 on MAP English Language Arts section.

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.

1.1.1) Target teaching and learning needs related to academic problems of low achieving students.

Description:

Fund employees, supplies and equipment.

	Benchmark Indicator: 3% increase in proficiency and growth on EOY MAAP as compared to previous year. Person Responsible: Principal Estimated Completion Date: 8/3/2020									
	<table border="1"> <thead> <tr> <th>Funding Application</th> <th>Grant</th> <th>Notes</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Consolidated</td> <td>Title I-A</td> <td>salary/benefits, supply, equipment</td> <td>\$154,949.16</td> </tr> </tbody> </table>	Funding Application	Grant	Notes	Amount	Consolidated	Title I-A	salary/benefits, supply, equipment	\$154,949.16	
Funding Application	Grant	Notes	Amount							
Consolidated	Title I-A	salary/benefits, supply, equipment	\$154,949.16							
	<p>S 1.2) District-Level: Before/after/summer school activities - School-Level: Before/after/summer school activities</p> <p>Description: District-Level: Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.</p>									
	<p>[AS] 1.2.1) Increase student learning time.</p> <p>Description: Support tutors salary/benefits and participate in district ESY program.</p> <p>Benchmark Indicator: 3% increase in proficiency and growth on EOY MAAP as compared to previous year. Person Responsible: Principal Estimated Completion Date: 8/3/2020</p>									

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	tutor salary/benefits	\$13,934.04

1.4) 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.

1.4.1) Family Engagement

Description:

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

Benchmark Indicator:

1% increase in communication with parents as measured by parent attendance at school meetings (sign in sheets) as compared to previous school year.

Person Responsible:

Principal

Estimated Completion Date:

8/3/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	family engagement supplies	\$4,057.53

2) District-Level: Mathematics - School-Level: Mathematics

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in mathematics. Specific Objective: By 19-20 the students who are proficient as defined by MAP will increase for Mathematics and the gap between subgroups of students as defined by ESSA will be reduced.

Performance Measure:

District-Level: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).) School-Wide Professional Development Focus: SMART Objective (Student Achievement): By 19-20, students attaining proficiency will increase by 3% in grades 3-12 on MAP Mathematics section.

S 2.1) 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.

A 2.1.1) Target teaching and learning needs related to academic problems of low achieving students.

Description:

Fund employees, supplies and equipment.

Benchmark Indicator:

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

Person Responsible:

Principal

Estimated Completion Date:

8/3/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	salary/benefits, supply, equipment	\$154,949.16

§ 2.2) District-Level: Before/after/summer school activities - School-Level: Before/after/summer school activities

Description:

District-Level: Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

[AS] 2.2.1) Increase student learning time.

Description:

Support tutors salary/benefits and participate in district ESY program.

Benchmark Indicator:

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

Person Responsible:

Principal

Estimated Completion Date:

8/3/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	tutor salary/benefits	\$13,934.04

[G] 5) District-Level: English Language Acquisition - School-Level: English Language Acquisition

Description:

District-Level: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Measure:

District-Level: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year. School-Wide Professional Development Focus: SMART Objective (Student Achievement): By 19-20, a 2% increase in the amount of students able to exit the EL program based on the current state exit requirements will be present.

S 5.1) 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.

 5.1.1) EL Student Support**Description:**

Fund an EL assistant teacher to work with teachers, parents and students.

Benchmark Indicator:

3% increase in the English proficiency as measured on EOY ELPT as compared to the previous school year.

Person Responsible:

Principal

Estimated Completion Date:

8/3/2020

Funding	Grant	Notes	Amount

Application			
Consolidated	Title I-A	salary/benefits for EL TA	\$32,481.61

School Plan Related Documents

HARRISON CO SCHOOL DIST (2400) Public District - FY 2020 - DIBERVILLE MIDDLE SCHOOL (2400004) Public School - School Plan - Rev 0

Required Documents

This page is currently not accepting Related Documents.