

School Planning Team

**HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - LIZANA ELEMENTARY SCHOOL (2400024) Public School - School Plan - Rev 0**

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

Melissa Garrison - Federal Programs Director  
Shelly Silvas - EL Specialist  
Michelle Patterson - Parent  
Danielle Bueno - Parent  
Christina LeNormand - K Teacher Licensed Staff  
Jennifer Peterson - 1 Teacher Licensed Staff  
Ashley Paull - 2 Teacher Licensed Staff  
Jennifer Necaie - 3 Teacher Licensed Staff  
Syndie Harris - 4 Teacher Licensed Staff  
Michelle Mills - 5 Teacher Licensed Staff  
Sandy Woodard - 6 Teacher Licensed Staff  
Nancy Calhoun - SPED Teacher Licensed Staff  
Brandis Cuevas - TA Non Licensed Staff  
Brittany Cuevas - TA Non Licensed Staff  
Stephanie Lowery -Principal  
Brian Holliman - Asst Principal  
Anna Sandel - Instructional Literacy Coach, Title I Staff  
Kara Uselton - Social Worker, Title I Staff  
Amber Deshamp -PTA President, Community Member  
Jackie Graves - District Homeless Liaison  
Temperance Reynolds - Student

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

To **develop** the plan, the schoolwide planning team meets in the fall 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 title committee meet; strengths and weaknesses are identified, and priorities are established. After a review of the evidence-based data, goals, strategies and action steps are determined. To **review and update the plan**, the schoolwide planning team and the leadership team meet at established times (see timeline) to review the plan and check progress towards goals. The plan is **revised** as necessary. The CNA data and the ongoing school data is used to **evaluate** the effectiveness of the plan. Changes are made to the plan in MCAPS by the administrator. The plan is shared with all staff members at a faculty meeting, provided a link to the plan in MCAPS, and placed on the website. The schoolwide plan is reviewed at administrative leadership meetings at a minimum of 4 times a year. This team, reviews a variety of data points (state test scores, progress monitoring data, discipline, survey results, attendance, teacher evaluation data, etc.). Progress towards goal is checked. The schoolwide plan is monitored and revised, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards.

TIME FRAME	ACTIVITY
Spring 2023	Administer CNA survey to parents, teachers and students
August 2023-September 2023	Schoolwide Planning Team Reviews CNA data
September 2023	SWP drafted
September-October	Plan shared and approved by staff/parents
Jan-March 2024	Plan approved by Federal Programs Office and shared with all stakeholders (website/Facebook)
Aug 2023-May 2024	Schoolwide Team reviews quarterly data/revise SWP as needed
Aug-Sept 2024	Plan shared with all stakeholders at Annual Title I Meeting

School Plan - Demographics

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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)

Lizana Elementary was founded in 1919 and is in the Harrison County School District located at 15341 Lizana School Road, Gulfport, MS 39503. Lizana Elementary is one of many schools located on the coastline near the Gulf of Mexico in the northwest corner of Harrison County approximately 20 miles away from downtown Gulfport. Lizana serves about 400 students in grades K-6. Our school is composed of mostly rural community students and composed of 100% qualified teachers. Before Hurricane Katrina took place, our community homes were a majority below poverty level. However, since the summer of 2005, after the hurricane made its impact, our community has grown in population size due to displacement of families, inflation costs (insurance, etc.) and the urge to get away from different bodies of water. Our school is comprised of students whose parents and grandparents attended Lizana Elementary. We are a small family community school. We have blue-collar hardworking families as well as students who are being raised by grandparents due to various factors. We have several stores and businesses that work with the school for various activities and donations such as Newks, Home Depot, Subway, Domino's Pizza, Fazzio's, Lizana Quick Stop, and Neco's.

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

Within the Lizana community, there are 3 main areas, Lizana, West Wortham, and County Farm, which cover approximately 109 square miles with an estimated population of 7,616. The community that Lizana Elementary serves is primarily rural community. Before Hurricane Katrina, Lizana was majority below poverty level but has since grown. Many stores and gas stations in the area are family owned. Lizana Youth Association also collaborates with the school in order to use facilities for the community. Our community is very active with one another with holiday events, fundraisers, and sporting events.

School Plan - Accountability Data

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Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

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

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency	61.50	73.50	71.50	74.90	83.40	86.00	81.70	96.40	91.10			
Growth All Students		80.30	78.90		97.50	105.40				100.00	98.50	100.00
Growth Low 25%		56.40	53.80		77.30	89.50						
Accountability Grade	2020-21			2021-22			2022-23					
Total Points	A			A			A			583.00		

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Proficiency																									
Growth All Students																									
Growth Low 25%																									
Accountability Grade	2020-21						2021-22						2022-23												
Total Points	Select...						Select...						Select...												

School Plan - Student Achievement (School's Performance)

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**Reading/Language Arts/Literacy (Progress Monitoring Instrument)**

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

Name of assessment tool used:

NWEA

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21	40.90	20.93	37.90	9.80	25.60	8.82
2021-22	61.10	14.28	12.06	6.77	22.03	12.90
2022-23	38.46	36.50	25.00	12.28	20.00	18.46

\* BOY means Beginning of the Year and EOY means End of the Year

**English/Language Arts (MAAP)**

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

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
2020-21	42.86	44.00	33.33	24.53			
2021-22	14.63	29.41	26.23	27.69			
2022-23	17.02	22.91	33.92	37.50			

**Mathematics (MAAP)**

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

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

2020-21	25.45	32.00	36.51	0.00			
2021-22	4.88	29.41	19.67	7.69			
2022-23	14.89	20.83	19.64	1.78			

**Special Subject Areas (MAAP)**

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

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2020-21	18.30			
2021-22	3.28			
2022-23	8.92			

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

After analyzing the data for our school and students it is evident our school **progress** came from things such as our implementation of our PBS system, implementation of Saxon Phonics, Ready Reading, Eureka Math, recruitment and retainment of teachers and on-going teacher support through intensive professional development with instruction in ELA with Kids 1st and Math with the district math trainer. These are the **root causes** of why we did so well due to the effectiveness on student achievement, professional development in areas of ELA and Math, and student behavior and attendance issues. **Challenges** have been parental involvement, instructional practices when trying to reach mastery level of each standard, and attendance. Various outside factors have contributed to attendance issues that are constantly evaluated and analyzed by the school to see where we can improve the challenge (ex. PBS). Parental involvement is also a challenge due to various reasons (jobs, monetary, transportation, etc.). This is why we have created a planner and other ways to reach our parents. Instructional practices at the mastery level have showed through our evaluations and observations as an administration team. The LAS Links scores are used to create lessons for EL when appropriate.

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

At Lizana, one of the school's **evidence-based strategies** is the MTSS process. According to What Works Clearinghouse, with demographics similar to ours, the strategy has a moderate level of effectiveness for screening and strong evidence for intensive systematic instruction in small groups. The strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective o our school campus as evidenced by our student growth in their individual target area.

Another evidence-based strategy that is implemented with fidelity at our school is the Instructional Literacy Coach program. Instructional Literacy Coaches will be utilized to help train teachers, ensure all lessons meet rigor fo the standards, guide teachers in using data to inform instruction, and provide specific, actionable feedback to teachers. Comprehensive instructional programs for teachers have a .72 effect size on student learning. Skills that Instructional Literacy Coaches will be focusing on with the teachers have the following effect size: providing formative evaluations, .48, cooperative learning, .55, explicit teaching

strategies, .57, setting learning goals, .68, and providing feedback, .70. This strategy is expected to have positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by our student growth in all areas.

Another **evidence-based strategy** that is implemented with fidelity at our school is Saxon Phonics. This is an explicit and systematic incremental approach to phonics instruction. It prepares students to be independent, successful readers and spellers. Phonics instruction is supported by John Hattie's research; it has an effect size of .54. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by the increasing percentage of students meeting or exceeding benchmark goals in grades K-2. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by the EOY benchmark data in grades K-2 greatly reducing the number of students who did not meet at/or above the benchmark goal.

Another **evidence-based strategy** that is implemented with fidelity at our school is Ready Reading. According to EdReports, this program meets expectations in the alignment and the usability categories for all grade levels. The Ready Program is based on research. When used with fidelity, this product has helped with growth and proficiency. This program has shown its effectiveness in the improving proficiency and growth on both NWEA assessments and MAAP assessments. This strategy is expected to have a positive outcome on student academic achievement.

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

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

Eureka Math is a core curriculum for students in Kindergarten through grade 6. According to EdReports, this program meets expectations in the alignment and the usability categories for all grade levels. This program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. Differentiated instruction and ongoing assessment are used to meet the needs of students at all ability levels. This strategy is expected to have a positive outcome on student academic achievement.

Not Applicable

**College and Career Readiness 11th Grade ACT Scores**

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

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

Not Applicable

**Postsecondary Preparation Opportunities for Students**

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

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



**Out-of-School Suspensions**

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

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

The discipline issues which impact student achievement the most are disruption, defiance, and disrespect. During the 2022-2023 school year, Lizana Elementary's suspension rate was 4%. Although suspended, students are provided with their work in order to stay on track with academics. Also, to help the impact of discipline on instructional time, teachers worked with students during activity time or recess. Most of our discipline is considered minor in comparison to the big three (drugs, weapons, fighting). To decrease out of school suspensions, ISR (In School Reassignment) has been implemented in the 2023-2024 school year to keep students on campus allowing students to receive services while serving the consequence of their behavior choice. In School Reassignment Teacher Assistant has been added so that students may remain on campus rather than have an out of school suspension. This option allows students to still be serviced on campus and provides a place for students to complete assignments and assessments on campus. Outside factors are impacting discipline and attendance from being even better due to monetary issues, family issues, etc. What we have put in place due to the data on discipline and attendance is provide PBS incentives, other corrective discipline actions, behavior plans, parent contacts, etc. In general, Lizana's school climate and culture is very healthy and reflective in our accountability rating. We have employed a school nurse, social worker, and school resource officer to ensure school safety for our students.

2. Name specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

The school analyzed chronic absenteeism and identified the following progress and challenges:  
 Progress: Our overall average daily attendance decreased slightly from 92.58 in 22-23. Even though the average daily attendance had a slight increase, students with chronic absenteeism decreased 25% in 21-22 to 14% in 22-23. Even though we have decreased our average daily attendance, we are still challenged by the number of students absent for short periods of time due to illness.

The school has taken several steps to reduce the loss of instructional time. These steps include incorporating attendance into our PBS system and the MTSS

Tier process. MTSS is implemented by Title 1 funded Instructional Coach and supervised by school administration. PBS is implemented by school staff and overseen by school administration. In addition, the school reduces the loss of instructional time due to student discipline by utilizing behavior monitoring charts, classroom incentives, loss of privileges, and in school reassignment rather than out of school suspensions. Students would then go back to class to be able to work on classroom academic material during the designated time in a designated area. In the event students miss classroom instruction due to OSS, they can make up the work or take it with them. Teachers also provide tutorial assistance as necessary.

At Lizana Elementary, the PBS system is implemented in all classrooms and activities through a school wide adopted system, K-2 uses colors and 3-6 use checks. Teachers notate student behavior daily in the student communicator/planner. We ask parents to sign and return the communicator/planner daily. Students earn Lizana Bucks for positive behavior and for going above and beyond exemplifying the expectations. Students spend their accumulated Lizana Bucks at the PBS store at the end of each nine weeks. Students also earn extra recess at the end of each week for having all homework & classwork completed, being in attendance every day, all day, and for having good behavior. Students who have earned PBS weekly incentive 6 out of the 9 weeks are provided the opportunity to participate in the PBS party which can consist of anything from on-campus activities to off campus field trips.

In addition, Lizana Elementary is committed to providing a safe, supportive, and healthy environment. A school nurse is employed to meet the physical needs of our students. She works daily, during school hours and see students regularly to treat minor illness that interrupt instruction such as headache or stomachache, and address major illness that develops throughout the day that need immediate action and attention such as a parent or guardian pick-up to take to see a physician. The school nurse also administers prescription medications required to be taken during the school day. These actions help ensure the school's health is controlled and attendance is impacted as little as possible to guarantee learning is taking place. The school nurse is also the leader for our Wellness Committee which meets a minimum of 3 times per year to discuss the plan and change or implement new ideas. Lizana also has a social worker on campus 3 days a week to meet the social-emotional needs of our students.

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)

Lizana has implemented multiple strategies to address problem behavior such as MTSS, PBS, and communication/behavior binders. Lizana provides all students with communication binders/planners which tracks behavior, daily schedule, academics, and parent/teacher communication. We have set up a PBS incentive for all students in our school which takes place at the end of each nine weeks. The school purchases items for the school PBS store where students use their PBS bucks, earned throughout the nine weeks for positive behavior, to purchase items of their choice. Our MTSS is implemented by identifying behavior(s) that is student specific and shows and tracks specific goals for behavior to improve. We use positive incentives as a way to motivate students in relation to their goals.

The **school coordinates all discipline activities and strategies with those carried out under IDEA.** One example is the process of IEP meetings, in which a student covered by IDEA encounters a disciplinary infraction which results in OSS that is going to meet or exceeding the 10-day limit, a manifestation determination review is held through an IEP meeting. In addition, all IEP students' OSS dates are closely monitored to ensure the student's academic needs are being met. The IEP outlines both student academic and behavior goals and activities. Students with ongoing behavioral and disciplinary actions have updated IEP meetings to determine the appropriate action steps.

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

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

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

Our school provides programs and activities such as Saxon Phonics, Accelerated Reader, Haggerty, Project Read, Ready, STAR EL Reading, Lexia, Moby Max, Khan Academy, Eureka Math, My Imagine Learning, Study Sync, Progress Learning, and Mastery Connect to strengthen our academics. Through these activities we can target weaknesses from assessment and data provided. On-going training will be provided for teachers so they will have an understanding on aligning the curriculum to the state framework and standards along with the use of data from assessments. All of these activities and programs will have a measurable and positive impact on student achievement. By utilizing this data, our methods and instructional strategies can be differentiated to meet the needs of our students and enhance student achievement.

The school also **increases the amount and quality of learning time** through activity remediation. This 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. Teachers, administrators, and school teams identify students based on the students with the greatest need according to NWEA benchmark assessments. Reports are also provided to school administration with results from the teacher. The admin team and the classroom teachers discuss progress of these students weekly and update student listings based off data to support the decisions. Remediation is provided four times a week for forty-five minutes in the area(s) of identified need.

An Instructional Literacy Coach is also provided to assist the principal, teachers, and students with the appropriate instructional strategies and delivery of curriculum.

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

The school offers the following **well-rounded education programs, activities** and courses: physical education, library, art, computer lab, SPED classes, MTSS program, as well as our transitional activities such as Kindergarten Round-Up.

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

Counseling is one of the **evidence-based strategies** that address the needs of all children in the school. The school has a full-time Social Worker whose primary responsibility is to help the students with issues that affect their school performance and behavior. She will have sessions with students one-on-one or hold sessions with a small group of students. Our social worker is employed to help students cope with personal and psychological issues that affect their school performance, behavior and socialization. Through one-on-one, classroom or school-wide sessions, our school social worker addresses issues relevant

to the student population they serve, such as school attendance, illegal drug or alcohol dangers, teen pregnancy and adjustment to the social setting of the school. They also might assist teachers and administrators in dealing with behavioral or attitude issues by communicating with students to find the causes of their distress. When appropriate or necessary, school social workers might provide information for outside support services or agencies to help students deal with economic, emotional or physical challenges. Our school social worker sometimes focusses on particular groups of students, such as those with disabilities or at-risk groups. Since our social worker is tasked with helping students function effectively in a school environment, our school social worker interacts with students to assess the areas in which they might need counseling or assistance. Communicating with parents, teachers and administrators is essential to provide a full view of the issues facing an individual student or group. Our social worker also maintains case files and reports to track student problems and progress and to recognize patterns in behavior. Once issues or behavior problems have been identified, school social workers assist in remediation by providing counseling, behavioral plans or workshops.

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

An Instructional Literacy Coach has been hired to improve Tier I instruction and manage the MTSS process at Lizana Elementary.

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).

Lizana Elementary assists preschool children to transition into Kindergarten by coordinating a date with local preschool programs of the Kindergarten Round-up. This is a time for preschool students to visit the school allowing them to become familiar with our school campus and routines. The students are provided a tour of the school campus, meet the Kindergarten teachers, and enjoy a snack and story inside the classroom with our Kindergarten teachers and students. Our Kindergarten teachers get an opportunity to talk with Head Start staff to discuss the needs of students entering the school in the fall. The school hosts a Kindergarten Round-Up in the spring of each year for parents and upcoming Kindergarten students to come out and meet the Kindergarten teachers, administration goes over the registration process, and information is provided to parents on what students need to know for Kindergarten and what Kindergarten students will learn by the end of their Kindergarten year. Prior to the first day of school all kindergarten students are invited to the school for an orientation meeting in order to help them become familiar with the school environment, students and parents meet their assigned teacher prior to the first day, and provide parents with communication information to make a smooth transition for the first day of school. Speech services are offered for preschool students.

Lizana Elementary assists our 6th grade students in transitioning from the elementary school into the middle school by coordinating with the middle school a date in which students will have an opportunity to see the middle school campus and meet the administration and teachers. During this time, they hear from the Middle School Principal or Assistant Principal about the rules and regulations for that school. Curriculum expectations are discussed, and students have an opportunity to ask questions about their concerns related to the change in schools. Students take a tour of the campus and information is provided for the students to take home to their parents. We also coordinate dates throughout the 2nd semester for extracurricular teachers from the middle school, such as band, sports, etc... to come to our campus and hold a short informational assembly with the 6th graders on being involved in their activity.

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School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2020-21	44	28	16		2	1.00	1.00	19.00	7.00
2021-22	44	28	15		3		1.00	13.00	12.00
2022-23	44	28	15		3		1.00	22.00	4.00

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

Date/Time Frame	Data Sources Identifying Needs	Professional Development Activities/Resources	Learning Forward Standard(s) Addressed	Person Responsible	Means of Assessment	District/Federal or Other Funds
8/1/2023	Surveys HCSD Policy	HCSD Professional Development Pull-Out Day	2, 7, 9, 10, 11	District Office Personnel	Observation Drills	
8/2/2023	Surveys HCSD Policy	Lizana Goals and Expectations, Updated HCSD Policy	2, 5, 6, 7, 9, 11	Administration	Observation Drills	
8/3/2023	Surveys HCSD Policy Drill History	Lizana Teacher Handbook, Drug & Suicide Training, Emergency Action Plans / First Aid Review	4, 8, 9, 10, 11	Administration Social Worker	Observation Drills	
August 2023	Drill History	CRASE Training	3, 5, 7, 11	HC Sheriff	Drills	District

Ongoing Every 1 <sup>st</sup> and 3 <sup>rd</sup> Tuesday (or as needed)	Observations Surveys Data	Faculty and Staff Meetings	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Administration ILC	Observation	
Ongoing Every Weds & Thursday	Observations Data	PLCs are held to discuss planning and data	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Administration ILC	State Data District Benchmark Data	
TBD	Observations Data	Kids First	1, 2, 3, 4, 5, 6, 7, 8, 9, 11	Natalie Breithaupt	Observation District Benchmark State Scores	Federal

**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)**

Lizana supports the growth of new teachers by Instructional Literacy coaching and visits, professional development, administration observations, and teacher mentorship assignment.

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

Timeline	PD Activity that will Impact At-Risk Students	Likelihood of Positive Impact on Student Achievement(Yes or No)	Likelihood of Impact on Teacher/Leader Capacity(Yes or No)	Need Identified in Needs Assessment
All Year	Goals & Expectations / Accountability / Benchmark Assessments	Yes	Yes	Data, Behavior, Professionalism
Yearly 1X	PBS training and expectations	Yes	Yes	Safety, Data, Behavior
Yearly	Safety & Drug Trainings	Yes	Yes	Safety, Data, Behavior

Yearly	Policies & Procedures / Wellness & Social Worker Training	Yes	Yes	Roles and Responsibilities, Wellness, Counseling
Ongoing	Kids 1st Consultant – ELA	Yes	Yes	ELA
Ongoing	Data / Goals / Expectations	Yes	Yes	Data, Goals
Ongoing	Saxon Phonics	Yes	Yes	Reading
Ongoing	Eureka	Yes	Yes	Math
Ongoing	District Math Trainer	Yes	Yes	Math
Weekly	PLCs	Yes	Yes	Data, Assessment, Instruction
Weekly	Grade Level Planning Meetings	Yes	Yes	Classroom Management, Data, Assessment, Instruction
Bi-Weekly	Faculty Meetings	Yes	Yes	All school relations

**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)**

In the Harrison County School District, the district has a New Teacher Academy to assist in training and mentoring teachers throughout the district.

At Lizana, our school assigns a mentor teacher to provide one-on-one peer tutoring for new teachers. Also, the ILC meets with new and nearly new teachers every week to ensure they are thriving in their new career. Highly Qualified teachers are also recruited at the Teacher Center Career Fair as we participate in the annual district job fair. We also utilize social media sites to engage parents, the community, and perspective teachers. We also work with colleges to take in student teachers and interns to expose them to our great school.

In an effort to retain teachers, high quality professional development is provided to ensure that best practices are being used and also to assist teachers in areas of need. Certified and non-certified teachers are recognized throughout the school year on student performance and professional responsibilities. Teacher evaluations will be based off of the state professional growth system and requirements of the state. School administrators, instructional literacy coaches, and district consultants will follow up with teachers by using coaching where the need still exists.

In order to ensure equity of teaching for low income and minority students, Lizana' s teachers plan together in weekly PLCs, grades 3-6 are departmentalized, and all classrooms are visited by administration and the instructional literacy coach to ensure effective instruction is taking place.

**HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - LIZANA ELEMENTARY SCHOOL (2400024) Public School - School Plan - Rev 0**

1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)

Name of Activity	Description	Timeline
Kindergarten Orientation	Introduction to School/Staff/Policies for Grade K  Parents and students meet assigned teacher, go to classroom, and receive classroom procedures/policies / tips on reading, math, and homework.	August
Parent Meet and Greet	Introduction to School/Staff/Policies for Grades 1-6  Parents and students meet assigned teacher, go to classroom, and receive classroom procedures/policies / tips on reading, math, and homework.	August
Academic Parent Meetings	Informative meetings with parents and teachers on student academics, progress, and provide parents strategies to be used at home to help students become successful.	August-May
PTO Meetings	Introduction to activities offered at Lizana Elementary	September - May
Title I Meeting	Parents receive newsletters and resources (Title) for academic purposes. Flashcards, home ideas, and book creation are some of the activities given.  Introduction to programs and activities offered at Lizana Elementary  Overview of Title I Program  Needs Identified by Title I Surveys	September



	MAAP results to parents	
Holiday Extravaganza Family Engagement Night	Parents and students enjoy an evening of pictures with Santa and the Grinch, ornament making, candy making, and games. PTA had a concession table for snacks and hot cocoa.	December
Academic Awards Ceremony	Parents of students receiving an academic award were invited to attend the award ceremony. Awards are provided for Perfect Attendance, A Honor Roll, AB Honor Roll, Accelerated Reader Goal, Highest Scale Score Achievement on State Assessment.	May
Title / Family Engagement Policy Review/Revision	Title I planning team gather and evaluate data used in Comprehensive Needs Process, Strengths/Weaknesses, Policies	March-April
Field Day Event	A physical education event with family engaged.	May

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)

At the beginning of each school year, a parent-school compact will be sent home for parents to view. The student, parent, and teacher all must sign agreeing that the compact outlines how the parents, the school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. Notes, newsletters, and Parent Square posts or messages will be sent home to parents informing parents of programs and updates on curriculum as needed. Parent conferences and parent meetings are scheduled throughout the year to discuss grades, attendance, behavior, academic awards, positive behavior improvements, Title I, and other school programs. Student planners and parent communicators were purchased to increase and ensure effective parent/school communication. Resources are available for parents to check out if needed for additional assistance in working with their child at home. The school also works with the PTO to implement programs throughout the school year. Evaluation and the method for determining progress takes place after each meeting through tracking of parent attendance and any parent and staff comments/input. At the end of each spring, we will meet to evaluate the year's activities and review the CNA data. Ineffective activities are removed, and new activities are added as needed.

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 engagement activities at Lizana are designed to meet the needs of those who are economically disadvantages. At Lizana Elementary, most of our students are economically disadvantaged. Our school is handicap accessible to accommodate the disabled, those in wheelchairs, and who need assistance. Our academic progress reports are provided to parents. Teachers can explain the data from the reports individually or 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 from communication with the school and ways parents can participate in their child's education. For communication purposes we inform parents through our website, Parent Square, social media page, newsletters, assessment results sent home, parent conferences (in-person & virtual), email, and by phone.

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)

Lizana' s school wide plan will be in a uniform format following the format provided by the Mississippi Department of Education. It will be written in parent-friendly language and shared verbally during the annual Title I meeting. It will also be shared on the district'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, which 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.

School Plan - Prioritized List of Needs

**HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - LIZANA ELEMENTARY SCHOOL (2400024) Public School - School Plan - Rev 0**

1. Summarize successes your school has experienced and why.

<b>What's Working - PROGRESS</b>	<b>Root Cause (why is it successful?)</b>	2. Summarize challenges your school has experienced and why.
Saxon Phonics	Explicit, systematic, scripted phonics curriculum Ongoing professional development for teachers throughout the school year	
Renaissance Accelerated Reading	Student-driven, leveled so does not cause frustration, goals are realistic so all students – EL, IEP, On-level, and advanced are working at their individual need.	
Ready Reading and Math	Differentiated instruction and supports them on their individual paths to success.	
Science	Studies Weekly hands-on materials have increased student interest and engagement. Video lessons helps support students in a virtual setting. Progress Learning reinforces 5th grade science standards for preparation of the state assessment.	
Social Studies/History	Studies Weekly curriculum engages students through informational text in a format that is visually appealing using a text structure that supports a progression of learning.	
Classroom Management	Relatable, practical strategies/interventions Frequent walkthroughs with actionable feedback School-wide discipline matrix with administration support Frequent review of progress monitoring data of behavior plans Teacher accountability Social Worker provides Why Try and Over Coming Obstacles lessons with students.	
Parent Communication	Frequent communication to parents by teachers required. Positive phone calls/notes home frequently. Transparent communication about how parents can help their child at home and lend support at school.	

Instructional Coach	Coach is able to help the teachers with proven instructional strategies and practices with focused areas of instruction.	
Benchmark Assessments/ NWEA/Case 21	Frequent review of data to ensure students are meeting growth goals and making progress.	
EL Teacher-Part Time	Provides instructional support for EL learners and collaborates with teachers to improve in class instruction.	
<b>What's NOT Working - CHALLENGE</b>	<b>Root Cause</b>	<b>Action Taken to Address Weakness</b>
Special Populations Growth	Lack of knowledge on depth of standards Student interest and engagement	SPED teachers are required to attend weekly grade level PLCs and planning meetings. Frequent data review of student progress Keeping progress monitoring data current and reviewing frequently
Kindergarten proficiency (reading & ELA)	Depth of standards being taught/teacher capacity. Student interest and engagement Parent engagement	District trainings. Requiring teachers to follow curriculum with fidelity. Weekly PLCs focused on standards and depth of instruction.  Weekly planning meetings with ILC and administration. Discussion of data review frequently to determine whether students are meeting growth goals.  Frequent observations Teacher Action Plans when needed.
Science	Lack of professional development	District trainings.

		<p>Requiring teachers to follow curriculum with fidelity. Weekly PLCs focused on standards and depth of instruction.</p> <p>Weekly planning meetings with ILC and administration. Discussion of data review frequently to determine whether students are meeting growth goals.</p> <p>Frequent observations Teacher Action Plans when needed.</p>
Math Proficiency	Lack of knowledge of mathematical practices and depth of standards	<p>Requiring teachers to follow curriculum with fidelity. Weekly PLCs focused on standards and depth of instruction.</p> <p>Weekly planning meetings with ILC and administration. Discussion of data review frequently to determine whether students are meeting growth goals.</p> <p>Frequent observations Teacher Action Plans when needed.</p>
ELA Proficiency	<p>Depth of standards being taught.</p> <p>Student interest and engagement</p>	<p>Requiring teachers to follow curriculum with fidelity. Weekly PLCs focused on standards and depth of instruction.</p> <p>Weekly planning meetings with ILC and administration. Discussion of data review frequently to determine whether students are meeting growth goals. Teacher Action Plans when needed.</p>

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

a. Student Achievement Data

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

Goal: More students will score a 4 or 5 on the state test.

Strategy: The Instructional coach will work with the teachers weekly to target specific needs once data is analyzed. We will use monitoring tools and specific curriculum-based probes based on student deficient areas.

Target 4th,5th, and 6th Grade ELA student achievement and increase growth and proficiency.

Target 3rd Grade ELA student achievement and increase proficiency.

Target 5th Grade Science student achievement and increase proficiency.

Target 4th Grade Math student achievement and increase growth and proficiency.

Target 5th Grade Math student achievement and increase growth and proficiency.

#### b. College and Career Readiness

N/A

#### c. School Climate and Culture

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

Goal: More students will feel empowered to stay in school while following the rules. Parent involvement will increase.

Strategies:

One priority is to help students cope with personal and psychological issues that affect their school performance. To do this we have employed a social worker. Our social worker has done a great job addressing the needs of all of our students. She has helped students with issues that have affected performance and behavior. Students are getting one-on-one sessions or small group sessions and learning to cope with personal psychological issues that affect their school performance. Our social worker is also working with the administration team and teachers very closely in dealing with behavior or attitude issues by communicating with students to find the causes of their distress.

A major challenge we are facing is absenteeism and outside factors effecting motivation to be present at school. Illness has played a major role in the challenges we face. The social worker is making contact with parents and building relationships with students to aid in attendance. Reward system is built into the PBIS incentives.

Due to general behaviors (e.g. defiance, disrespect) that take away from instructional minutes, we have instituted a PBIS system that will encourage the students to attend school, participate in class, and be at school on time and remain for the full school day.

#### d. Curriculum and Instruction

Strategies to get students actively engaged in the lesson.

Improving knowledge and skills in content area.

Keeping students on task and engaged while using effective questioning to promote students to think critically while maintaining effective classroom management.

Goal: For students to be more engaged in lessons through effective questioning and critical thinking and increase teachers' content knowledge and classroom management techniques.

Strategy: Meet weekly with IC to review content and plan upcoming lessons and questions that provide multiple ways for students to engage with the content, teachers, and one another. Utilize classroom observations and feedback to support classroom management. Provide effective questions to promote critical thinking.

e. Professional Development

Differentiated instruction  
Reading for at-risk students  
Specific content area  
Equitable Resources

Goal: For teachers to become more knowledgeable in their content area and to grow on their evaluations.

Strategy: Work with the ICs in PLCs to create lessons using equitable resources that provide differentiated instruction and increase the content knowledge of the teacher, provide incoming and outgoing PD, and allow teachers to do peer observations to learn from one another.

f. Parent and Family Engagement

Planners/Communication Folders  
Parent Meetings and Conferences  
Meet and Greet  
Grandparents Lunch  
Veterans' Day Breakfast  
Holiday Extravaganza  
Field Day  
Academic Award Ceremony

Goal: Increase parent involvement and family engagement

Strategy: Use Parent Square to reach parents with electronic communication and invites to attend events at Lizana Elementary School.

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 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 afterschool snacks when necessary, sack lunches for field trips, and educational information. The school works with Head Start and Pre-School Programs in preparing their students for Kindergarten through school tours, Kindergarten registration, and any summer programs/activities 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. All funding sources available to the school will be used to support goals, strategies, and action steps.

Plan Items ( )

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

Description:

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

Performance Measure:

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

1.1) District-Level: Address teaching and learning needs related to academic problems of low achieving students. - **School-Level: Address teaching and learning needs related to academic problems of low achieving students.**

Description:

District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process.

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

Description:

Fund Educational employees, such as an ILC to help with teaching and learning needs that are related to academic problems. educational software and subscriptions will be purchased to help teachers and students meet their academic goals.

Benchmark Indicator:

1% increase in growth as measured on EOY MAAP compared to last school year.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Employees, Subscriptions	\$96,412.10

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

Description:

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



**AS** 1.3.1) Family Engagement

Description:

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

Benchmark Indicator:

1% increase in 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:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	supplies	\$1,672.31

**C** 3) District-Level: Graduation - **School-Level: Graduation**

Description:

District-Level: Increased Graduation Rate

Performance Measure:

District-Level: A graduation rate of 87% or higher will be attained by all high schools.

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

Description:

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

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

Description:

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

Benchmark Indicator:

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

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salaries and Benefits	\$41,087.90