

History Log

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - CREEKBEND ELEMENTARY & MIDDLE (24000006) Public School - School Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
11/13/2023 8:47:02 AM	Stephanie Schepens	Status changed to 'LEA School Plan Reviewer Approved'.	S
11/13/2023 8:45:09 AM	Cindy Dusing	Status changed to 'School Plan Reviewer Approved'.	S
11/13/2023 8:27:35 AM	Gina Pace	Status changed to 'Draft Completed'.	S
10/27/2023 6:42:43 AM	Cindy Dusing	Status changed to 'Draft Started'.	S
4/28/2023 12:58:49 PM	MCAPS Administrator	Status changed to 'Not Started'.	S

School Planning Team

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - CREEKBEND ELEMENTARY & MIDDLE (2400006) Public School - School Plan - Rev 0

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

Melissa Garrison - District Staff: Federal Programs

Cindy Dusing - Principal

Gina Pace - Assistant Principal/EL Rep.

Brandon Waltman - Assistant Principal

Maggie Fitts - Instructional Coach

Cagney Weaver - Instructional Coach

Leah Stokes - Counselor

Cassie Killpack - Nurse

Lori Cheke - Teacher

Paige Lyons - Teacher

Sarah Diaz - Teacher - First Year

Tasha Eleuterius - Teacher

Kristina Lamey - Parent

Jaymi Lawrence - Parent

Cederic Williams - SRO

Tamkia Flyod - Community Member

School Planning Summary

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - CREEKBEND ELEMENTARY & MIDDLE (2400006) Public School - School Plan - Rev 0

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

Creekbend Elementary and Middle School was opened in August Of 2022. Stakeholders completed a needs assessment in the spring of 2022. Parents were also given drafts of documents to review and provide feedback. All data was collected and reviewed by the school wide planning team in the spring. Updates are implemented in MCAPS as needed by the administrator. The plan is revised as necessary.

Process to Monitor and Revise Plan

In addition to monthly faculty meetings, the leadership team meets frequently to review and discuss ongoing school data. The team reviews and discusses a variety of data points (state test scores, CASE Data, NWEA Data, common assessments, attendance (teacher & student), discipline, and survey results. Progress towards goals will be monitored and checked. School plans are monitored and revised, as necessary, based upon student needs ensuring all students are provided opportunities to meet the college and career readiness standards.

Planning Time Frame for FY23 SWP

Time Frame	Activity
Spring 2023	Administer CNA surveys to parents, teachers, students.
Spring 2023	Schoolwide planning team reviews the CNA, Compact, Parent Involvement Plan, Title Plan
Spring 2023	School Wide Planning Meeting
Fall 2023	School Wide Title Meeting
Spring 2024	Spring Title Planning Meeting
Spring 2024	Plan approved and shared with stakeholders (website/Facebook)
August 2023-May 2024	School Leadership Team reviews quarterly and revises SWP as needed.

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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)

Creekbend was established and opened in August 2022. For the 2023-2024 school year, all teachers are certified in their field. Creekbend Elementary and Middle School includes 69 certified and 34 non-certified staff members. Our school serves 1012 students in grades kindergarten through eighth grade. 62 % of our students receive free/reduced lunch. Approximately 6% of students in our school come from a low socioeconomic background. Our student body is 50% White, 27% African American, 7% Asian, 0.6% American Indian or Alaska Native, 0.4% Native Hawaiian or Pacific Islander, 6% Hispanic or Latino, 9% two or more races. We are located in a rural area. However, a major highway and a few small businesses are near the school. Additionally, we are located on the Mississippi Gulf Coast, which means we are prone to hurricanes and tropical weather.

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

Creekbend Elementary and Middle School is a rural residential area in Harrison County. Creekbend is located in Biloxi, MS. The Creekbend area is a flourishing community due to increased affordable multi-family housing units and other developing residential areas being constructed in the Biloxi area. Parents work across the coastal counties, but most parents only travel short distances to work. Businesses and road construction are developing in Biloxi, and several subdivisions are being constructed. Within the Biloxi area are several churches, gas stations, small businesses, private schools, junior colleges, family-owned restaurants, and small businesses. Because this area is located on the Mississippi Gulf Coast, we are prone to hurricanes and tropical weather. Additional concerns including rising rivers in low-lying areas.

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			64.70			72.80			66.70			22-23
Growth All Students			72.80			76.00						9940
Growth Low 25%			54.50			52.80						
Accountability Grade	2020-21			2021-22			2022-23			2022-23		
Total Points	Select...			Select...			Select...			A		
										46000		

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

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - CREEKBEND ELEMENTARY & MIDDLE (2400006) Public School - School Plan - Rev 0**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

Kindergarten			1st Grade		2nd Grade	
Year	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21						
2021-22						
2022-23	49.00	47.00	43.00	44.00	24.00	14.00

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

English/Language Arts (MAAP)

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

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
2020-21							
2021-22							
2022-23	14.90	36.80	37.40	41.50	37.20	45.10	

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									
2021-22									
2022-23	18.90	20.80	37.40	37.80	14.20	36.20			

Special Subject Areas (MAAP)

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

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2020-21				
2021-22				
2022-23	23.10	44.10		

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.

*Due to 2022-2023 being the year Creekbend opened, only one year of data is available.

After analyzing the student achievement data. Creekbend has identified the following progress and challenges-based state test scores:

ELA

2022-2023 - Progress was with the bottom quartile. The underlying cause for this is due to a transient population, attendance, new teacher capacity, and kindergarten students entering below state expectations.
 2022-2023 - Progress was made in the area of ELA. This score was contributed to the additional tutors and extra support provided. The tutors provided targeted instruction to students who were not performing on grade level based upon benchmark assessments.

Math

2022-2023 - Progress was with the bottom quartile. The underlying cause for this is due to a transient population, attendance, new teacher capacity, and kindergarten students entering below state expectations.
 2022-2023 - Progress was made in the area of Math. This score was contributed to the additional tutors and extra support provided. The tutors provided targeted instruction to students who were not performing on grade level based upon benchmark assessments.

Science

2022-2023 – Science-8th Grade scores were low. The underlying cause was due to student and teacher attendance, and new teacher capacity.

EL did not have a subgroup for the 2022-2023 school year

EL Las Links English Proficiency scores and the MAAP EL sub-scores have an impact on the ESL instructional program. The school team and EL teacher review and analyze the data from the Las Links proficiency test from the previous school year, as well as the subgroup data from the MAAP screeners. This data is then used to develop the learning plans for the EL students. These learning plans drive the instructional program in the classroom and any pull-out instruction.

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

One of the school's evidence-based strategies is the MTSS process. MTSS stands for Multi-Tiered System of Support. According to What Works Clearinghouse, with demographics similar to ours, the strategy has a moderate level of effectiveness for screening and strong evidence for intensive systematic instruction in small groups. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by the number of students showing growth on benchmark assessments.

Another evidence-based strategy that is implemented with fidelity at our school is the Instructional Coaches program. Instructional Coaches will be utilized to help train teachers, ensure all lessons meet the rigor of the state standards, guide teachers in using data to inform instruction, and provide specific, actionable feedback to teachers. Comprehensive instructional programs for teachers have a .72 effect size on student learning. Skills that Instructional Coaches will be focusing on with the teachers have the following effect size: providing formative evaluations, .48, cooperative learning, .55, explicit teaching strategies, .57, setting learning goals, .68, and providing feedback, .70. This strategy is expected to have a positive outcome on students' academic achievement. This strategy has been effective on our school campus as evidenced by students meeting goals on benchmark assessments.

Another evidence-based strategy that is implemented with fidelity at our school is the Saxon Phonics program. It is an explicit and systematic incremental approach to phonics instruction. It prepares student 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. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by student growth as seen on benchmark assessments.

According to Best Evidence Encyclopedia (BEE), with demographics like ours, the review concludes that small group tutors and interventionists are 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 an interventionist (certified teacher) and several part-time tutors (retired, highly effective certified teachers) to assist our struggling students. According to Hattie's research, small-group has a positive effect size of +0.49. Classroom instructional process programs, especially cooperative learning, can have very positive effects for struggling readers. The findings support a strong focus on improving classroom instruction and then providing one-to-one, phonetic tutoring to students who continue to experience difficulties. This strategy has been effective on our school campus as evidenced by our NWEA benchmark data, STAR reading data, and MAAP data. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by the growth of students receiving tutoring services.

A strategy that is used among readers is the Lexia Core 5 Reading program. 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. Core 5 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 Core 5 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 B letter students, and great success on the third grade MAAP assessment that determines if 3rd graders pass to 4th grade. Additionally, there is a middle school component of the program. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by the movement of students to on grade level with Lexia. Students have also started to complete Lexia and move into Power-Up.

Eureka and Math Nation are core mathematics curriculum for students K-8. According to What Works Clearing house, 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. This strategy has been effective on our school campus as evidenced by math data from district benchmark assessments. Eureka and Math Nation are also used in the instruction of students to strengthen core concepts.

Professional Learning Communities are conducted weekly and facilitated by the Instructional Coach. Bruce Joyce and Beverly Showers (2002) found that peer coaching produces an effect size of 1.42 (equivalent to an improvement of 42 percentile points) when all four components of Professional Development were included in a program. In John Hattie's Effect Size List (Killian, 2017) notes that Collective Teacher Efficacy has a 1.57 effect size. He also notes that Estimates of Student Achievement have an effect size of 1.62. These huge effect sizes point to the need for a collective professional learning community (PLC).

☒ 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?

Creekbend opened in August 2022:

The discipline issues facing Creekbend consists of disruptive student behavior and school bus. It affects the disruptive student as well as those around him/her. Defiance, disrespect, and technology violations are some of the disruptions that teachers encounter throughout the day. When students are suspended from school for discipline issues, student achievement is negatively affected due to the fact that students are missing instruction. Students are allowed to make up work if they are suspended from school. They also have an online platform, Schoology, to access all classroom assignments and homework. Severe habitual infractions may result in a student being placed in an alternate setting.

Misconduct on the School Bus- Habitually disruptive bus infractions result in suspensions from the bus. This impacts students if they do not have transportation nor internet service to work from our Learning Management System, Schoology.

Chronic absenteeism affects student achievement and growth. Students in alternative placement show a high rate of absenteeism. We are concerned about students who have a high referral rate because of them tend to have a high absentee rate. To address these issues, we have a counselor who calls and meets with students and their parents, plans interventions, and an in school and out of school detention/suspension teacher.

Due to the fact that the school is in its first couple of years, there is no longitudinal data for behavior.

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)

Specific Steps to address the issues are as follows:

Classroom Management-Student behavior plans are created and monitored. Teachers are trained in classroom management. At the beginning of the year, teachers set high expectations by discussing and continuously reviewing discipline procedures and daily routines. We use P.B.I.S. to provide positive behavior incentives throughout the school year to reward students for good behavior. We are also proactive with professional development with classroom management, and administrators are highly visible in the hallways and classrooms. Teachers maintain close parental contact using communication folders and planners to keep parents informed and up to date on student behavior and achievement. The school counselor is utilized in order to counsel students and parents on the importance of good behavior.

In School Reassignment has been added this year to keep students in school that would of otherwise been suspended. Students also continue working on classwork.

Misconduct on the School Bus- Depending on the severity of the infraction, students are given a warning or bus suspension.

All of the above impact instructional time and result in loss of instructional minutes. However, when students are absent they are allowed to complete their assignments through Schoology which is our Learning Management System. Students must have internet access to operate Schoology.

Students are rewarded using behavior incentives.

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)

Pursuant to IDEA, if a student demonstrates repeated misbehaviors, parents are contacted to schedule an IEP Meeting and a Behavior Plan is written. The student, parent, and faculty/staff communicate areas of concern to determine behavior interventions. Progress monitoring is conducted biweekly to monitor progress and to see if the plan is working or not. In instances where the behavior plan is not working, the MTSS process is initiated, and the data collected is reviewed to inform next steps. If necessary, the school works in correlation with our Special Education Department to discuss and determine if any other services or needed.

The school coordinates all discipline activities and strategies with those carried out under IDEA. One way this is done is through IEP meetings. Whenever a student covered by IDEA encounters a disciplinary infraction which results in OSS that is going to meet or exceeding the 7-day limit, a manifestation determination review is held through an IEP meeting. In addition, all IEP students' OSS dates are closely monitored to ensure the student's academic needs are being met. The IEP outlines both student academic and behavioral goals and activities. Students with ongoing behavioral and disciplinary actions have updated IEP meetings to determine the appropriate action steps.

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

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - CREEKBEND ELEMENTARY & MIDDLE (2400006) Public School - School Plan - Rev 0

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).

One of the school's **evidence-based strategies** is the MTSS process. MTSS stands for Multi-Tiered System of Support. According to What Works Clearinghouse, with demographics similar to ours, the strategy has a moderate **level of effectiveness** for screening and strong evidence for intensive systematic instruction in small groups. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by the number of students showing growth on benchmark assessments.

The school increases the amount of quality of learning time through the tutoring and interventionist program. According to Best Evidence Encyclopedia (BEE), with demographics like ours, the review concludes that small group tutors, an extra teacher assistant, and interventionists are 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 an interventionist (certified teacher) and several part-time tutors (retired, highly effective certified teachers) to assist our struggling students. According to Hattie's research, small-group has a positive effect size of +0.49. Classroom instructional process programs, especially cooperative learning, can have very positive effects for struggling readers. The findings support a strong focus on improving classroom instruction and then providing one-to-one, phonetic tutoring to students who continue to experience difficulties. This strategy has been effective on our school campus as evidenced by our NWEA benchmark data, STAR reading data, and MAAP data. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by the growth of students receiving tutoring services.

A strategy that is used among readers is the Lexia Core 5 Reading program. 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. Core 5 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 Core 5 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 B letter students, and great success on the third grade MAAP assessment that determines if 3rd graders pass to 4th grade. Additionally, there is a middle school component of the program. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by the movement of students to on grade level with Lexia. Students have also started to complete Lexia and move into Power-Up. This program can be utilized outside of normal school hours, so it increases the amount of learning time for students.

At the middle school level, there are cyber classes that enrich the knowledge of student's digital literacy. Stem is included in all grade levels.

The school offers the following well-rounded education programs, activities, ad courses such as: math, history, science, world geography, Mississippi Studies, ELA, P.E. art, gifted, library, and band. Additionally, our students can participate in clubs such as: student council, SAVE Club, and math. We also offer a variety of school-based sports programs such as: football, volleyball, basketball, baseball, softball, cheer, and soccer.

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

The school follows the District Instructional Plan composed of the MS College and Career Readiness Standards which includes the blueprints, scaffolding documents, exemplars, and other resources provided by MDE.

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).

PowerUp
MDE Scaffolding Document
Course Selections
Electives
Online Content area subscriptions as needed.

Explicit instruction is used. According to John Hattie (1992) in Visible Learning, the use of explicit instruction can yield a 0.82 effect size (strong) on improving academic achievement with demographics similar to ours. Differentiated instruction is also used and according to John Hattie (1992), in Visible Learning Differentiated Instruction, has a .72 effect size. An evidence-based strategy that addresses the needs of those students considered at risk of not meeting the College and Career Readiness Standards is the MTSS Process. This program provides one-on-one small group tutoring sessions to students by certified teachers. It is an evidence-based strategy to quickly identify students who are not meeting mastery of the standards and provide support as needed. All students are impacted by the Tier I program since this is critical for Tier I instruction. According to What Works Clearinghouse Response to Intervention Tier I shows moderate levels of evidence of success with demographics like ours to improve student data results.

Creekbend has employed Instructional Coaches to assist the teachers with Tier I instruction and provide professional development as needed. The Instructional Coaches are also used to help students that are not progressing toward mastery as needed. The Instructional Coaches also facilitates the Professional Learning Communities (PLCs) throughout the school.

One of the school's evidence-based strategies is the MTSS process. MTSS stands for Multi-Tiered System of Support. According to What Works Clearinghouse, with demographics similar to ours, the strategy has a moderate level of effectiveness for screening and strong evidence for intensive systematic instruction in small groups. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidenced by the number of students showing growth on benchmark assessments.

Another evidence-based strategy that is implemented with fidelity at our school is the phonics and phonemic awareness program. It is an explicit and systematic incremental approach to phonics instruction. It prepares student 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. This strategy is expected to have a positive outcome on student academic achievement. This strategy has been effective on our school campus as evidence by student growth as seen on benchmark assessments.

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Eureka and Math Nation are core mathematics curriculum for students K-8. According to What Works Clearing house, 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. This strategy has been effective on our school campus as evidenced by math data from district benchmark assessments. Eureka and Math Nation are also used in the instruction of students to strengthen core concepts.

Counseling is one of the evidence-based strategies that addresses the needs of all students in the school. The school has a full-time counselor who meets with students to address chronic absenteeism, school or family issues, behavioral issues, academic issues, and other needs a student may have that fall within the realm of a school counselor. Our school counselor meets with small groups in order to teach them growth mindset strategies as well as meets with individuals to discuss behavioral goals for classes.

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).

Preschool to Elementary Transition

Creekbend holds a Kindergarten Round-Up meeting to inform parents of kindergarten expectations in the spring before students arrive on campus. Parents attend the meeting designed to familiarize the student and parent with school procedures, rules, and personnel. We invite preschool and head start students in the area.

Elementary to Middle School Transition

Creekbend holds a parent night to discuss transition of 6th and 7th grade students. Information is provided by our school counselor about attendance, grades, credits, course selections and other items that pertain to middle school.

Middle School to High School Transition

D'Iberville High School Counselors communicate with Creekbend Counselor to schedule visits, complete schedules, and discuss graduation options. The Career & Technical Counselor from D'Iberville High School visits in the Spring and discusses the Career Technical Options afforded regarding Teacher Academy, Medical, and Engineering. A parent night is also scheduled to review high school in the Spring. Students will either visit D'Iberville High School or Counselors will visit at Creekbend.

School Plan - Professional Development

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - CREEKBEND ELEMENTARY & MIDDLE (2400006) Public School - School Plan - Rev 0

School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2020-21									
2021-22									
2022-23	51	51	0	0	14	0.00	7.00	35.00	10.00

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)

*Creekbend was not in existence until the 2022-2023 school year, data for the chart above is only complete for the 2022-2023 school year.

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

PD Activity Description for At Risk Students	Time-Line	Likelihood of Positive Impact on Student Achievement	Likelihood of Impact on Teacher/Leader Capacity	Description of Follow-up Activities
PLCs	Weekly	Yes	Yes	Observations/Data
EL Training and Strategies	Ongoing	Yes	Yes	Observations/Data
ELA Consultant	Ongoing	Yes	Yes	Observations/Data
Math Council/Meetings	Ongoing	Yes	Yes	Observations/Data

Science Meetings/Stemsscopes	Ongoing	Yes	Yes	Data/PLCs
State Test Score Review/Strategies	August 2	Yes	Yes	Observations/Data
Benchmark Data/Mastery Connect	Ongoing	Yes	Yes	Observation/Data
Staff Meetings/PD	Monthly	Yes	Yes	Observations/Data
ELA Strategies/AR/EL/Case 21/NWEA	Ongoing	Yes	Yes	Observations/Data Binder
Data Conferences	Ongoing	Yes	Yes	Data Binder
Admin Academy	Each term	Yes	Yes	Evaluation
Saxon Phonics Training	Ongoing	Yes	Yes	Observations/Data
Bullying/Suicide Training	August/Sept	Yes	Yes	Certification
Interventions: Great Leaps, Reading Detective, Lexia Skill Builders, Heggerty-Closing the Gap	Ongoing	Yes	Yes	Observations/Data
Special Education	Ongoing	Yes	Yes	Observation/Data
MTSS	Ongoing	Yes	Yes	Observation/Data
SEL/ Discipline/P.B.I.S.	Ongoing	Yes	Yes	Observation/Data
Writing Strategies	Ongoing	Yes	Yes	Observation/Data
Outside Professional Development/IC's/Admin Team	Summer	Yes	Yes	Data

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	Ongoing	Yes	Yes	Content Area- ELA, Math, Science
MTSS Strategies and Interventions	Ongoing	Yes	Yes	Engagement
Classroom Management	2 times a year	Yes	Yes	Behavior, engagement
NWEA Use of Data	2 times a year	Yes	Yes	Use of Data
Benchmark/Case 21	Ongoing	Yes	Yes	Use of Data
MAAP	Ongoing	Yes	Yes	Use of Data
EL Strategies	3 times a year	Yes	Yes	Engagement
Faculty Training Meeting	Monthly	Yes	Yes	Use of Data, Engagement, Content Area
Phonics training	Ongoing	Yes	Yes	Use of Data
New Teacher/Capacity	Ongoing	Yes	Yes	Use of Data

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Our school has implemented the following **strategies to support new teachers**: assign veteran teachers as mentors to new teachers, administrators and ICs provide efficient and effective feedback to new teachers, conferences with new teachers, weekly PLCs to discuss standards and lesson planning, and provide classroom management training. In addition, our district provides training for new teachers.

Our school has put into place **strategies to promote growth among new teachers**. These include attending both incoming and outgoing PD to strengthen their capacity in the classroom regarding specific content areas. The admin team welcomes new teachers to meet with them any time they need assistance with things such as curriculum or classroom management. We participate in the HCSD job fair and welcome student teachers and pre-service teachers into our school. They are welcome to tour, visit, observe and participate in student and parent family engagement activities, classroom activities, or campus activities. Our social media sites are engaging for parents, community members, and perspective teachers. We also partner with the HCSD Teacher Academy Program which allows potential teacher candidates, who are currently in high school, to observe teachers.

For those teachers who have demonstrated high levels of performance, the following **retention practices, incentive programs, or growth opportunities** are in place. To retain teachers, we provide professional development, frequent observation, and feedback, as well as an open-door policy to speak with administrators and ICs about questions and concerns. We also honor/celebrate our teachers for high academic student success (both at the district level and the school level).

Our school **reviews and analyzes student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students**. This is done through the hiring process for teachers. We look for state certified teachers who have a vested interest in providing our students with a quality education. As far as scheduling is concerned, students are placed in classrooms in heterogeneously grouping so that equitable instruction occurs. Our school provides **equitable access** to highly effective teachers and addresses identified disparities. We also departmentalize in grades 3-8 so that students are placed with teachers who are highly trained in their content areas in order to provide students with a quality learning experience. Teachers in K-8 participate in weekly PLCs to ensure standards are being taught at their intended rigor and that all student needs are being met. This is how our school ensures equitable access to effective teachers.

School Plan - Parent and Family Engagement

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - CREEKBEND ELEMENTARY & MIDDLE (2400006) 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)

Parents and family members are invited to attend our annual school-wide meeting that we have each fall as well as monthly meetings. During these meetings and through parent surveys, we ask parents how they would like to be more involved with their child's education. Our school provides a general description of family and community engagement activities to be implemented. Throughout the year, teachers discuss with students, parents, and other stakeholders what kinds of activities they would like to have. Many of the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school. The following chart details the school's family and community engagement activities for the 2023- 2024 school year:

Date	Activity	Description	Has Academic Focus	Engages EL Families	Virtual/ In Person
August 2023	K-8 Orientation	- Meet and Greet - Introduce procedures and policies - Classroom expectations & Curriculum	Yes	No-only translation	In Person
August 2023	Kindergarten	- Kindergarten Curriculum - How to help at home - Resources	Yes	Yes	In Person/ Virtual
September 2023	K-8	Annual Title Meeting & Orientation	Yes	Yes	In Person/ Virtual
October 2023	K-8	- Technology - How to access information - Resources for parents to help students	Yes	No-Only Translation	In Person/ Virtual

November 2023	K-8	EL · Resources for parents to help students	Yes	Yes	In Person/ Virtual
December 2023	Kindergarten	· Strong Reader Plan · KRA	Yes	No-Only Translation	In Person/ Virtual
January 2024	3 rd Grade	LBPA · Literacy Based Promotion Act · Strategies for parents to help · Practice Test	Yes	No-Only Translation	In Person/ Virtual
February 2024	8 th Grade	Transition · Transition Meeting – D'Iberville High School or Creekbend · Graduation, Credits, Attendance, Electives	Yes	No-Only Translation	In Person/ Virtual
March 2024	6 th & 7 th Grade	Transition · Credits, Attendance, Electives	Yes	No-Only Translation	In Person/ Virtual
April 2024	K-8	Parent Resources	Yes	No-Only Translation	In Person/ Virtual
May 2024	K-8	Title Review · Title Plan · School Compact · Parental Engagement Policies	No	Yes	In Person/ Virtual

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

The school involves parents and family members in the **development, implementation, and evaluation of this plan** through several ways. The parent and family engagement plan is developed and updated with parental input through the parent and family planning meetings. This committee is comprised of parents, the principal, two assistant principals, counselor, director of federal programs, student, instructional literacy coaches, special education teacher, K-8 teachers, and a teacher's assistant. The committee meets 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 and other stakeholders to implement the programs throughout the year. Evaluation and the method for determining progress takes place after 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. Teachers and administrators make a strong effort to involve parents as much as possible in the learning at Creekbend. Teachers attend training on EL support for students and families in order to review evidence-based instructional strategies and learn about appropriate accommodations for proficiency levels of EL learners.

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

The school will **provide programs that reach parents and family members at home and in the community through** virtual meetings, Schoology, parent and family engagement nights, and social media. Because some 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 parent meetings and conferences. 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. At the beginning of the year, our counselor, teachers, and EL teacher meet with EL students and parents to discuss the language service plans, and parents review the LAS links (assessment that determines English proficiency levels). It is explained to parents that the assessment will be given again in the spring to determine growth and progress throughout the school year. The grading scale, classroom accommodations, and EL interventions/programs are also explained to parents. Such interventions include STARi, Imagine Learning (online program), a class period designed to meet needs of EL learners, inclusion, pull-out tutoring, peer assistance, and translated notes. For those parents who have limited English language, the EL teacher translates information both verbally and/or written. Our school offers meetings to involve parents. We also offer EL meetings "Instructional Strategies" with parents to assist them in their efforts to help their children. This is coordinated with the assistance of our EL teacher, ELA teacher, counselor, and ICs to teach EL parents how to assist their child at home and through computer programs and other technology such as cell phones. In an effort to be in contact with parents and families, our school uses technology such as Parent Square, and Facebook, as well as automated phone calls for important messages.

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

The schoolwide plan will be in an **understandable and uniform format** following the format provided by MDE. It will be written in parent-friendly language and shared verbally during the annual Title I Meeting. A copy of it can be found in the school office in the event any stakeholder wants to read it. Information can also be located on the Creekbend website under the Title I link. 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. Throughout the school year, our school provides translated information and translator assistance as mentioned in the previous section of this plan

School Plan - Prioritized List of Needs

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - CREEKBEND ELEMENTARY & MIDDLE (2400006) Public School - School Plan - Rev 0

1. Summarize successes your school has experienced and why.

What's Working PROGRESS	Root Cause
Phonics, Reading Programs/Math Programs, online content area programs, math resources	Easy to use, systematic, ongoing PD offered.
Classroom Management Professional Development	Relatable, practical, easy techniques
EL Training	Simple strategies and translating tools to use with EL students.
Instructional Coaches	Assist struggling students and provide interventions (coach teachers)
Interventionists/Tutors/Teacher Assistant	Work one-on-one and in small groups with struggling students in math and ELA
Technology	Provides students with online programs and strategies
Take Home Readers	Provides opportunities for parents and students to engage in reading activities together
AR	Provides students with quality reading and comprehension checks
Focused PLCs	Teachers can collaborate, create lessons, discuss standards, plan vertical alignment, and discuss strategies for struggling students as well as any other concerns.
Family Guides for Student Success	Provides parents with strategies and examples of how to assist their children in reading and math- in a parent-friendly language.

2. Summarize challenges your school has experienced and why.

What's NOT Working CHALLENGE	Root Cause	Action Taken to Address Weakness
Special Populations Instruction	Students have many different needs.	Training on SPED law and strategies to meet the specific needs of students
PBIS	Not consistently implemented- misunderstood as a reward program by staff	Specific discussions with teachers about positive behavior incentives
EL	Need more staff to work with growing numbers of EL students	EL teacher comes twice a week now compared to twice a month last year.
Science	Teachers need to understand and implement new standards in science/Informational Text	Personnel change and training/meeting in PLCs/Educational magazines that provide science and social studies content using informational text.
Growth of Bottom 25% in Reading	Teachers are not implementing enough DI instruction to ensure that all students grow.	Focused PDs and PLCs on DI provided by ICs, and an ELA consultant, Data Tracking. Reviewing and revising instruction based on data
Growth of Bottom 25% in Math	Teachers are not implementing enough DI instruction to ensure that all students grow.	Focused PD's and PLC's on DI provided by ICs and district consultant, Data Tracking. Reviewing and revising instruction based on data

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.

Showing growth on the bottom quartile in reading and math
Teachers are provided adequate time to prepare their lessons.

Goal: More students will show growth in the bottom quartile in reading and math

Strategy: Tutor and Interventionist will work with student to target specific needs once data is analyzed

Needs: Ongoing, job-embedded professional development, resources/supplies for teachers and students, online subscription for teachers/students, equipment for teachers and students, family engagement materials. Goal: More students will score a 4 or 5 on the state test Strategy: The IC will work with the teachers weekly to target specific needs once data is analyzed. Tutors will target those students that are scoring below grade level. We will use STAR testing/probes growth monitoring tool/specific curriculum-based probes based on student deficit areas. Needs: Ongoing, job-embedded professional development, resources/supplies for teachers and students, online subscriptions for teachers/students, equipment for teachers and students, family engagement materials. Goal: Increase student proficiency in ELA and Math Strategy: ICs will work with the teachers weekly to target specific needs once data is analyzed. Monitoring tools will be used with specific curriculum and data binders and charts will be used to analyze data. Needs: Ongoing, job-embedded professional development, resources/supplies for teachers and students, online subscriptions for teachers/students, equipment for teachers and students, family engagement materials.	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. Strategy: Use PBIS and incentives to recognize student achievement and behavior. Provide more in person family nights to promote involvement and continue our P.T.A. organization. Needs: Adequate time for teachers to prepare for teaching, social-emotional support for students, drop out prevention support for all staff, teachers and administrators consistency in enforcement of school rules. Goal: Provide support and encouragement to students to be successful and stay in school. Strategy: Full time nurse, SRO and counselor to improve well-being and safety. Goal: To provide social and emotional support Strategy: Programs and training will be provided to improve interpersonal skills for students. Goal: To reduce out of school suspensions and increase attendance Strategy: An in school reassignment class has been added to use as a step before an out of school suspension. A teacher assistant will facilitate the class.	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 (using Mastery Connect/Case 21) 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 the 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. Use Mastery Connect to provide effective questions to promote critical thinking. Goal: Increase the number of proficient readers. Strategy: Systematic phonics program to support the five components of reading. Using Saxon and Heggerty daily and with fidelity to teach students how to read. Online content subscriptions Goal: Increase proficiency with informational text Strategy: Increase proficiency using educational magazines to support informational text. Goal: Increase student proficiency student proficiency in the area of ELA and math. Strategy: Computers, additional document cameras, smartboards, and headphones will be purchased for students to increase proficiency. Goal: Increase teacher capacity Strategy: Instructional Coaches will provide support and training for teachers in the areas of ELA and Math content, interventions, and professional learning communities. Goal: To support student achievement Strategy: Tutors will be used for low performing students, materials will be purchased to support interventions, computer programs Goal: To teach the five components of reading Strategy: School will purchase a phonemic awareness program, phonics program and reading instructional resources. Goal: To increase math proficiency Strategy: School will purchase math manipulatives to support grade level standards.	e. Professional Development Differentiated instruction Reading for at risk students Training for teachers in their specific content area Goal: Decrease classroom discipline Strategy: Provide classroom training on P.B.I.S. to reduce discipline. Goal: Increase writing proficiency Strategy: Work with teachers to develop writing strategies Goal: For teachers to become more knowledgeable in their content area and to grow on their evaluations. Strategy: Work with the IC in PLCs to create lessons that provide differentiated instruction and increase the content knowledge of the teacher, provide
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incoming and outgoing PD, and allow teachers to do peer observations to learn from one another.

Goal: Close student achievement gaps through differentiated instruction.

Strategies: Differentiated instruction will be conducted by consultants and the instructional coaches

Goal: Decrease the number of at risk students

Strategy: Teachers will participate in PLC meetings that focus on intensive targeted interventions. Tutors, an extra teacher assistant, and interventionist will be used to provide remediation for students who are performing below grade level.

f. Parent and Family Engagement

1. Involve more parent and family engagement
2. Better communicate with parents
3. Educate parents about the curriculum

Goal: To continue excellent communication between school and home while showing care for the students' wellbeing.

Strategy: Send home folders and planners daily for communication between school and home, require teachers to communicate with parents through conferences, phone calls, or a digital platform. Provide resources for parents and guardians at family night to promote academic support at home.

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

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

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 also provides daily snacks through the Fruit and Vegetable grant.

The school works with **Head Start** in preparing their students for kindergarten through school tours, kindergarten registration, and any summer programs that may be available.

Violence prevention programs are integrated through Cyber classes with our SRO and counselor.

Our school coordinates activities with the **CTE program** such as Teacher Academy. Each year in the first semester, 8th grade students attend **Pathways to Possibilities** at the Coast Coliseum where they explore different career options with hands-on activities. We also offer adult education for all parents through our parent activity nights. EL information is provided specifically for EL parents who come to our school to learn strategies and programs that will benefit their children as well as themselves.

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.

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

Description:

Fund Educational employees, such as ILCs, Tutors, and ISR TA to help with teaching and learning needs that are related to academic problems. Supplies, educational software and subscriptions, and equipment will be purchased to help teachers and students meet their academic goals.

Benchmark Indicator:

Creekbend is a new school for 22-23. We plan to show a 1% increase in proficiency and growth as measured on EOY MAAP in the upcoming years.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Employees, Supplies, Subscriptions & Equipment	\$323,500.00

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:

New school 22-23 school year - We do not have previous year data for parent involvement. The goal each year will be to increase parent attendance for meetings by 1% each year after our baseline year.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	supplies	\$3,933.48

Required Documents

This page is currently not accepting Related Documents.