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FY21 School Improvement Plan

Part II: Vision, Mission, Goals

DESOTO CO SCHOOL DIST (1700) Public District - FY 2021 - School Improvement, 1003(a) - Rev 1 - School Improvement, 1003(a) - SOUTHAVEN MIDDLE SCHOOL (1700048) -

My school is an existing CSI school, or an existing ATSI or TSI school based on the same subgroup.

Evidence-based Action Plan

The content of my currently approved CSI, TSI, or ATSI Plan will not be modified with this submission.

Use the drop-down and the table below to create an evidence-based action plan. Indicators marked "Funded" will be considered priority and will serve as the priority indicators for your plan implementation.

Indicator of Effective Practice	Funded?	Action Step: What action is being taken to improve outcomes?	Benchmark Indicator: How will you know that the action is successful (must be measurable)?	Position Responsible: What position will monitor implementation of the action step?	Timeframe for Implementation: When will the action step be successfully implemented?
HS.4.03 ▼	<input checked="" type="checkbox"/>	Additional tutoring will be provided for our students to improve the performance of our Sped subgroup. This will include after school tutoring and transportation.	The action will be deemed successful with the Sped subgroup showing an increase of 5% or higher on MAAP in math and ELA.	Building Principal	June 2021

LDR.3.07 ▼

Professional Development will be provided for our faculty and staff to improve the performance of our Sped subgroup. This will include PD travel, bringing in consultants, utilizing PD supplemental materials.

The action will be deemed successful with the Sped subgroup showing an increase of 5% or higher on MAAP in math and ELA.

Building Principal

June 2021

Part IIA: Use of Section 1003 School Improvement Funds

DESOTO CO SCHOOL DIST (1700) Public District - FY 2021 - School Improvement, 1003(a) - Rev 1 - School Improvement, 1003(a) - SOUTHAVEN MIDDLE SCHOOL (1700048) -

In the chart below, for each school that has been identified for CSI, TSI or ATSI and will be served with Section 1003 School Improvement funds as reflected on Mississippi's list of schools served, describe how Section 1003 funds will be used. Section 1003 School Improvement funds must support evidence-based interventions that meet strong, moderate, or promising evidence levels. For more information about these evidence-based requirements, please see <http://www.mdek12.org/OSI/EBP/defined>. In your narrative for each strategy: 1) provide a brief description of the evidence, 2) cite the source, 3) provide the effect size of the study being used, and 4) address whether this strategy has been implemented within the prior three years, and if so what was the result of implementation.

Improvement Status:

- CSI
- TSI
- ATSI

Strategy (See Key)	Indicator of Effective Practice	If Other, Name Strategy or enter NA	Evidence Level	Narrative Description	Cost
ILT	HS.4.03	* N/A	Moderate		\$ 59,003.00

The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD 1. Provide a brief description of the evidence: Two studies were conducted to determine the efficacy of an after-school tutoring program. Results of the studies showed that at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adult tutors. Additionally, researchers found that tutors could teach strategies during their tutoring sessions and that students could learn the strategies while they worked on their class assignments. Finally, researchers found that some students continued to be successful after tutoring ended, indicating that they were able to use the strategy they had learned in a generative fashion. 2. Cite the source: <http://connection.ebscohost.com/c/articles/4503444/effects-after-school-tutoring-program-academic-performance-at-risk-students-students-ld> 3. Provide the effect size of the study being used Study 1 Effect Size -Effect sizes were 4.14, 1.44, and 3.78 for Students 1, 2, and 3, respectively (mean effect size =3.12). Study 2 Effect Size -Effect sizes ranged from -.89 to 10.72. with a mean effect size of 3.12. 4. Address whether this strategy has been implemented within the prior three years, and if so what was the result of implementation: Provide the effect size of the study being used Our school has utilized ILT. Increased Learning Time/After-school Tutoring for the past three years. According to state test results, our school's students with disabilities average for the last three years is 230 on the MAAP Accountability scale. Our school now has a plan in place to utilize a more content focused ILT to ensure student academic growth by at least 5%.

<p>OJEPD ▼</p>	<p>LDR.3.07 ▼</p>	<p>* N/A</p>	<p>Moderate ▼</p> <p>Provide a brief description of the evidence. This study offered an in-depth review of the research on effective professional development as the basis for evaluating the current status of professional learning in the United States. In that review, "high-quality" or "effective" professional development was defined as that which results in improvements in teachers' knowledge and instructional practice, as well as improved student learning. The review included quasi-experimental studies that linked professional development to student achievement measures, as well as studies that utilized both quantitative and qualitative methods to assess interim impacts of professional development on teacher knowledge and practice. 2. Cite the source: https://edpolicy.stanford.edu/sites/default/files/publications/professional-development-united-states-trends-and-challenges.pdf 3. Provide the effect size of the study being used: Due to professional development opportunities described in the review, performance on the state standardized achievement tests showed improvement; with effect sizes improving over time to an effect size of 0.88 in the fifth year. 4. Address whether this strategy has been implemented within the prior three years, and if so what was the result of implementation: Our school has utilized Professional Development for the past three years. According to state test results, our school's students with disabilities average for the last three years is 230 on the MAAP Accountability scale. Our school now has a plan in place to utilize content focused professional development with more fidelity to ensure student academic growth by at least 2%. Implications for Educational Practice of the Science of Learning and Development Darling-Hammond, Linda; Flook, Lisa; Cook-Harvey, Channa; Barron, Brigid; Osher, David</p>	<p>\$ 16,029.00</p>
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Strategy Key

L = Leadership

HQIM = High Quality Instructional Materials

TI = Technology Integration

OJEPD = On-Going, Job-Embedded Professional Development

ILT = Increased Learning Time

ECP = Early Childhood (Pre-K) Programs

O = Other

EBIR = Evidence-based Instructional Resources

Total Title I, Part A Allocation to School: \$422,154.16
 20% of Title I, Part A Allocation to School for Evidence-Based Interventions: \$84,430.83

Strategy	Evidence Level	Narrative	Cost
On-Going, Job-Embedded Professional Development	Strong	2 COACHES	\$137,629.57

Professional Learning in the Learning Profession: A Status Report on Teacher Development in the U.S. and Abroad. Technical Report - Wei, Darling-Hammond, Richardson, Andree, & Orphanos, 2009)

1. Provide a brief description of the evidence

This study offered an in-depth review of the research on effective professional development as the basis for evaluating the current status of professional learning in the United States. In that review, "high-quality" or "effective" professional development was defined as that which results in improvements in teachers' knowledge and instructional practice, as well as improved student learning. The review included quasi-experimental studies that linked professional development to student achievement measures, as well as studies that utilized both quantitative and qualitative methods to assess interim impacts of professional development on teacher knowledge and practices.

2. Cite the source:
<https://edpolicy.stanford.edu/sites/default/files/publications/professional-development-united-states-trends-and-challenges.pdf>

3. Provide the effect size of the study being used:
 Due to professional development opportunities described in the review, performance on the state standardized achievement tests showed improvement, with effect sizes improving over time to an effect size of 0.88 in the fifth year.

Personnel Details (Regular School Year Pre K-12 School Level)

DESOTO CO SCHOOL DIST (1700) Public District - FY 2021 - School Improvement, 1003(a) - Rev 1 - School Improvement, 1003(a) - SOUTHAVEN MIDDLE SCHOOL (1700048) -

Principal Contact Information

* Name
John Sartain

* Phone Number
(662) 280.0422

* Email
john.sartain@dcsms.org

N/A

Regular School-Year Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers		
Paraprofessionals		
Instructional Facilitators		
Resource Specialists		
Guidance Counselors		

Parent Involvement			
After-School/Extended Day Tutors	60.00		30.00
PD Stipend Recipients/Participants			
Other:			
Total:	60.00		30.00

Personnel Details (Summer School Pre K-12 School Level)

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✓ N/A

Related Documents

DESOTO CO SCHOOL DIST (1700) Public District - FY 2021 - School Improvement, 1003(a) - Rev 1 - School Improvement, 1003(a) - SOUTHAVEN MIDDLE SCHOOL (1700048) -

Optional Documents

Type	Document Template	Document/Link
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Revision Form Revised on 01/25/2021 for SI 1003 **D**

 [Revision Form](#)

 [Revision Form 5/6/2021](#)

Related Documents

DESOTO CO SCHOOL DIST (1700) Public District - FY 2021 - School Improvement, 1003(a) - Rev 1 - Assurances

Optional Documents		
Type	Document Template	Document/Link

Board Approval Signature Page [Upload up to 1 document(s)] N/A

[Board Approved Signature Page](#)

DESOTO CO SCHOOL DIST (1700) Public District - FY 2021 - School Improvement, 1003(a) - Rev 1 - School Improvement, 1003(a) Checklist

This checklist is a means of communication between the MDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the MDE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the MDE may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the MDE determines that the item has been corrected, Attention Needed will be changed to OK by the MDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description (Collapse All Expand All)

1. Allocation	Attention Needed ▼	BoNita Harris	4/14/2021 9:44:26 AM
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1. Allocations - Allocation total for each school and the LEA is accurate.

Good morning!

"Your application has been returned to allow for inclusion of funds based on the FY21 revised allocations that were released 4/13/2021". Please email me at bonitaharris@mdek12.org should you have any questions.

Thanks,
BoNita

2. Part I: District Application and Budget	Not Reviewed ▼
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1. Application- The district's narrative provided sufficient detail of how the district will carry out responsibilities for CSI, TSI, and ATSI schools that receive 1003 funding for each of the items (1-7).
2. Please describe how the LEA will develop CSI plans for schools that receive Section 1003 funds.
3. If the district will receive Section 1003 funds for use in TSI schools (including ATSI schools), please describe how the LEA will support schools developing or implementing TSI plans. Note: if the district will not receive Section 1003 funds for its TSI schools, this element does not have to be addressed.
4. Please describe how the district will monitor schools receiving Section 1003 funds. (If the district will receive Section 1003 funds for TSI (including ATSI) schools, this description should address how the district will monitor the implementation of those schools' TSI plans and what additional action the district will take if the TSI plan has been unsuccessfully implemented after a number of years)
5. Please describe how the district will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the district will partner to implement strategies or interventions funded with Section 1003 funds.
6. Please describe how the district will align other Federal, State, and local resources to carry out the activities supported with Section 1003 funds.
7. Please describe how the district will, as appropriate, modify and practices and policies to provide operational flexibility that enables full and effective implementation of CSI and TSI plans.
8. Please describe process used by the school leadership team in collaboration with the district leadership to identify and select the evidence-based interventions.

3. Part II: Vision, Mission, Goals

Not Reviewed ▼

1. The vision and mission of each school is clearly articulated/stated. a.) Vision b.) Mission
2. Annual goals and subgroups are accurately identified.
3. Targeted proficiencies on MAAP assessments in ELA, Math, and Science are identified, reasonable, and attainable.
4. Indicators of Effective practices are assessed and an explanation is provided for the assessment.
5. Transformational Leadership Indicators of Effective Practice LDR.2.09: Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives. DC.1.01: LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation. DC.1.03: School aligns allocations of resources (money, time, personnel, etc.) to school improvement goals. LDR.1.06: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).
6. Transformational Leadership Indicators of Effective Practice HS.1.02: The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system. HS.1.03: The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g. attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.
7. Talent Development Indicators of Effective Practice HS.2.01: The traditional roles of the principal and other administrators (e.g. management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and students supports. LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.
8. Instructional Transformation Indicators of Effective Practice PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. HS.4.03: The school provides all students with academic supports (e.g. supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.
9. Culture Shift Indicators of Effective Practice LDR.3.10: School implements strategies and practices to improve school climate and culture. HS.5.02: The school provides all students with opportunities to learn through nontraditional educational settings (e.g. virtual courses, dual enrollment, service learning, work-based internships).
10. Evidenced-based action plan has been created with all components addressed and funded indicators have been identified. a.) Funded interventions have been identified b.) Action steps are provided c.) Benchmark Indicator has been identified d.) Position responsible has been identified e.) Timeframe for implementation has been identified and aligns with plan implementation (Period of Availability: Obligation 09/30/21; Liquidation 12/08/21).

4. Part II: A Use of 1003 Funds

Not Reviewed ▼

1. Identification- School improvement status has been identified by clicking the appropriate identification for the school
2. The intervention strategies are evidenced based and meet strong, moderate, or promising evidence level (the appropriate evidence level has been selected). a.) A brief description of the evidence has been provided. b.) The source has been cited. c.) The effect size of the study being used has been provided. d.) The response addressed whether the strategy has been implemented within the prior three years.
3. The cost of the evidence-based intervention has been provided and aligns with the 1003 budget.

5. Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools

Not Reviewed ▼

1. 20% of the identified school's Title I allocation has been populated from the approved Consolidated application

6. Personnel Details

Not Reviewed ▼

1. School information has been provided. Current information for Principal has been provided.
2. Regular School Year: School Level Personnel is accurately provided for each school, if applicable (Headcount and Full Time Equivalent equal to the amount paid from 1003 funds). For example: 100%=1, 50%=.50, 25%=.25, 20%=.20
3. Summer School: School Level Personnel is accurately provided for each school, if applicable (Headcount and Full Time Equivalent equal to the amount paid from 1003 funds). For example: 100%=1, 50%=.5, 25%=.25, 20%=.20