

School Planning Team

**DESOTO CO SCHOOL DIST (1700) Public District - FY 2020 - LAKE CORMORANT HIGH (1700082) Public School
- School Plan - Rev 0**

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

Conell Phillips, Jr.-Principal
Telitha Ball- Assistant Principal/ MTSS/PBIS contact
Bobby Davis- Assistant Principal/Fixed Assesst contact
Ida Rohrbacher- Assistant Principal/ Special Education/EL contact
Karissa Coleman- Counselor/Mental Health Coordinator
Yaminoh Childress-Dunbar- Counselor/MTSS/Dual Enrollment Coordinator
Nikki Beal- STC
Carolyn Vance- English Department Chair
Christina Morgan- History Department Chair
Joy Carpenter- Science Department Chair
Jenny Winstead- Electives Department Chair
Nick Nester- Athletic Director
Marsha Pickle- Parent and Math Department Chair
Sean Mahan- Student

School Planning Summary

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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)

The principal set the agenda for our meeting based on needs assessment survey data and district requirements for student growth, PBIS, MTSS and review of school data including assessments. The school leadership team met regularly to review the current data for trends in performance and success of the previous school wide plan, and the parental involvement plan. Open forum discussions were held to introduce new areas of concern and strategies to implement for success. From the data collected and notes from the open discussion forum, the planning team created our school-wide plan. Meeting Dates include August 9, October 25, January 3, February 14, and March 2.

Lake Cormorant High School will meet at a minimum of one time each nine weeks to discuss and revise our school-wide plan. The Leadership team will utilize various assessment data including attendance, tardies, grades, and discipline.

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
2016-17	1014	498	516	10	389		67	3	509	36	707	170	20	2	1	0		
2017-18	933	453	480	3	368	0	73	2	448	39	671	143	16	2	0	0		
2018-19	898	445	453	2	379		83	2	384	48	642	136	21	4	1			4

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2016-17	896.66	534.5
2017-18	820.82	568
2018-19	801.94	446.5

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

Lake Cormorant High School is a 9th-12th grade building currently at an approximately poverty level according to the 2019-2020 free and reduced lunch statistics. The school has 905 total students enrolled for the 2019-2020 school year, and a staff of 91 people. The student population broken down by race includes:
 42.2%-White
 45.5%-Black
 0.55%- Asian
 0.44%- Native American
 0.11%- Other
 11.2%- Hispanic
 The school is located in the rural area of the county with most households having an average annual income of \$45,870.

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

The Lake Cormorant community has a current population of approximately 2,610 people and for the Walls community approximately 1,399 people. Household average income of the community is listed at approximately \$45,870. Based on the data from the school's free and reduced lunch statistics, poverty is prevalent in our community. The unemployment rate in the area is approximately 5.3%. The average per person living in the household is approximately 2.9. 56.4% of the population are reported as married, 10.2% are divorced, 30.7% are married with children, and 7.3% are single with children.

Our population broken down by race:
 67.2%-White
 29.1%-Black
 0.1%-Asian

0.0%-Native American

0.0%-Other

3.3%-Hispanic

We are a community located in a very rural area, there are very limited businesses in the area (mostly agriculture industries). Therefore, there is limited support of the school by the community. Being located on the Mississippi river, our biggest potential of a natural disaster is the possibility of flooding

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Plan Items ()

G 1) District-Level: All Assessed Areas - School-Level: All Assessed Areas

Description:

District-Level: All students proficient and showing growth in all assessed areas

Performance Measure:

District-Level: Increase the percentage of students who pass the 3rd grade reading assessment at the first administration in each subgroup by 10%. Increase the percentage of students proficient (levels 4 and 5) on statewide assessments (grades 3-8 and high school composite) in each subgroup by 10%. ~~Decrease~~ the percentage of students scoring levels 1-3 on statewide assessments in each subgroup by 10%. Increase the percentage of students demonstrating growth on statewide assessments in each subgroup by 10% at ALL tested grade level.

S 1.1) District-Level: Implement the Literacy-Based Promotion

Description:

District-Level: Provide intensive literacy professional development and literacy resources for all PreK-3 teachers and administrators related to: (1) resources for 90-minute literacy block, (2) evidence-based reading interventions, (3) protocol for extended school time, and (4) the five components of reading (5) dedicated training on multi-tiered systems of supports, (6) provision of coaching training for all schools

S 1.2) District-Level: Prof Develop- Impact Student Achievement Gaps - School-Level: Prof Develop- Impact Student Achievement Gaps

Description:

District-Level: Provide ongoing, high-quality professional development at the school site for administrators, teachers and other instructional staff to impact gaps in student achievement.

AS 1.2.1) Professional Development Training

Description:

EL teacher and staff professional development to enhance growth of EL students in English and Math

Benchmark Indicator:

Student growth by 5% or higher on MAAP assessment results

Person Responsible:

Principal

Estimated Completion Date:

5/22/2020

S 1.3) District-Level: Before/after/summer school activities

Description:

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

S 1.4) District-Level: Technology and Online Programing that Impacts Teaching & Learning - **School-Level: Technology and Online Programing that Impacts Teaching & Learning**

Description:

District-Level: Use technology and online programs to impact the quality, content and structure of teaching and learning focused on results.

AS 1.4.1) Technology for online programming to impact student learning

Description:

Instructional technology to be purchased to aid with exiting technology to assist students individually in reaching the high academic standards.

Benchmark Indicator:

MAAP

Person Responsible:

Principal

Estimated Completion Date:

5/22/2020

S 1.5) District-Level: Prof Develop- Understand Student Needs

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

G 2) District-Level: Graduation

Description:

District-Level: Increase the Student Graduation from High School and Readiness for College and Career percentage by 10%

Performance Measure:

District-Level: Increase the percentage of students graduating from high school in each subgroup by 10%. Increase the percentage of students ready for college as measured by ACT benchmarks in each content area (public school class data, grade 11) by 10%. Increase the percentage of students participating in and passing dual credit in each subgroup by 10%. Increase the number of students participating in and passing AP in each subgroup by 10%. Increase the percentage of students career ready by 10%.

S 2.1) District-Level: Advanced Coursework

Description:

District-Level: 1. Provide expanded access for students to dual credit/dual enrollment opportunities and Advanced Placement courses. 2. Provide opportunities for students in the areas of STEM. 3. Provide opportunities for AP Teachers' training.

G 3) District-Level: Effective Teachers and Leaders - School-Level: Effective Teachers and Leaders

Description:

District-Level: Every School Has Effective Teachers and Leaders

Performance Measure:

District-Level: Increase the percentage of teachers rated effective through the teacher evaluation system by 25%. Increase the percentage of principals rated effective through the principal evaluation system by 25%. Reduce the proportion of inexperienced and non-certified teachers in low-performing schools by 25%.

S 3.1) District-Level: Enhance Teachers and Leaders Effectiveness and Improve Student Performance by Utilizing Tutors, Title I Teachers and other Instructional Staff, as well as Providing Professional Development - School-Level: Enhance Teachers and Leaders Effectiveness and Improve Student Performance by Utilizing Tutors, Title I Teachers and other Instructional Staff, as well as Providing Professional Development

Description:

District-Level: Employ supplemental instructional staff such as Title I teachers, tutors, etc. that will assist in increasing the effectiveness of teaching and learning; thus improving student performances and enhance teachers and leaders effectiveness. Additionally, provide professional development opportunities to ensure every school has effective teachers and leaders.

AS 3.1.1) Teachers and Teacher Assistants

Description:

Provide teachers and assistants for instructional strategies support.

Benchmark Indicator:

Observation

Person Responsible:

Conell Phillips

Estimated Completion Date:

5/22/2020

4) District-Level: Improve Student Academic Success through the Utilization of Mental Health Therapists

Description:

District-Level: Mental health care counselor(s) will provide free counseling services to students in need. This may be achieved through one-on-one and/or group sessions on subjects such as grief, divorce and its effect on families, coping with a parent that is incarcerated, communication skills, behavior, coping with a new diagnosis of a chronic illness, or any subject that needs to be addressed. The counselor(s) will also serve as a resource person(s) to staff.

Performance Measure:

District-Level: Student Performance and Attendance Data - An increase in Students' academic performance and/or attendance by 10% or higher

4.1) District-Level: Safe and Healthy Students- Students will receive supplemental mental health care support

Description:

District-Level: Students will receive mental health care support in areas of alcohol and drug abuse, bullying, proper social media use, domestic violence or other topics

5) District-Level: Enhance Parental and Family Engagement - School-Level: Enhance Parental and Family Engagement

Description:

District-Level: Parental and Family Engagement meetings and activities will be used to involve parents in the education of their students in order to improve academic achievement. Schools will provide opportunities for

parents to engage in the planning, development, evaluation of the Title I programs, to discuss the schools' programs and to learn how to become actively involved in the education process.

Performance Measure:

District-Level: Parent and Family participation throughout the year should increase by 10%, as should student proficiency level. Communication efforts with the school will become two-way, not just school to home.

S 5.4) District-Level: Promote effective parental and family engagement - School-Level: Promote effective parental and family engagement

Description:

District-Level: Collaborate with community and family organizations to engage parents in the education of their children

AS 5.1.1) Parental Involvement

Description:

Utilization of school funds to provide opportunities for parents to engage in school-side events/activities.

Benchmark Indicator:

Increase parental involvement and support which will increase overall growth by 5% or higher in accountability performance indicators

Person Responsible:

Conell Phillips

Estimated Completion Date:

5/22/2020

G 6) District-Level: Improving Student Academic Outcomes through the Utilization of Instructional Supplies - School-Level: Improving Student Academic Outcomes through the Utilization of Instructional Supplies

Description:

District-Level: Teachers and principals will purchase additional supplies to enhance learning and improve academic growth of students.

Performance Measure:

District-Level: Improved student performance on classwork and teacher-made assessments by 15% or higher.

S 6.1) District-Level: Instructional & Educational Materials - School-Level: Instructional & Educational Materials

Description:

District-Level: Instructional Supplies to enhance student learning

AS 6.1.1) Instructional Supplies Enhancement

Description:

The school will utilize funding to provide instructional supplies that are essential to enhancement of instruction and supports in the classroom

Benchmark Indicator:

5% or higher increase in MAAP

Person Responsible:

Conell Phillips

Estimated Completion Date:

5/22/2020

A 7) District-Level: Consolidated Cost Pool -Federal Programs Accountability Monitoring System

Description:

District-Level: Design effective measures to monitor the success of all Federal Programs toward goals.

Performance Measure:

District-Level: The district will use administrative funds to employ administrators, financial coordinator and data clerks to ensure a high quality Federal Programs department that works closely with all schools receiving Title I and Title II funds to monitor programs and budgets which will meet the academic achievement needs of students. Administrative Costs -Efficiency of the Federal Programs Department should increase by 20% or higher

§ 7.1) District-Level: Cost Pool Accountability System

Description:

District-Level: The district will use administrative funds to employ administrators and data clerks to ensure a high quality Federal Programs department that works closely with all schools receiving Title I and Title II funds to monitor programs and budgets which will meet the academic achievement needs of students.