

**Southaven Intermediate School FY20 School Improvement Application**

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

\* Vision of the School: **The DeSoto County School District will be regionally and nationally recognized as a system of superior-performing schools that ignite a passion for learning, while inspiring student success through instructional excellence and exemplary leadership.**

\* Mission of the School: **DeSoto County Schools is dedicated to ensuring world-class academic excellence within a safe learning environment, while providing a variety of exceptional extracurricular programs that foster the physical, social, and emotional growth of all students.**

**2024-25 Goals:**

**ELA: All Subgroups will attain 70% proficiency by 2024-25.**

**Math: All Subgroups will attain 70% proficiency by 2024-25.**

**Graduation Rate: All Subgroups will have 90% graduation rate by 2024-25.**

Annual Goals **(Complete the Chart)**

Area	Subgroup	Prior Year Proficiency % MAAP Spring Assessment	Target Proficiency % on MAAP Spring Assessment
ELA	Sped	17.1	15%
Math	Sped	21	10%
Science	Sped	34.7	10%

**(Complete the Chart)**

<b>Transformational Leadership Indicators of Effective Practice</b>	<b>Assessment of Practice in School</b> *Full Implementation *Limited Implementation *No Implementation	<b>Provide details to explain the reason for the selected assessment of the indicator.</b>
LDR.2.09: Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.	<b>Full Implementation</b>	The principal meets with all staff to establish a sense of urgency. Information presented (date and time) includes: *Southaven Intermediate School Action Plan – presented in August *State assessment data is disaggregated by grade span and subgroup to staff in August and is revisited throughout the year school

		<p>outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.</p> <p>*Growth plans are implemented by grade, class and student based on state test data</p> <p>* Intervention groups are formed based on state test data, formative data and are fluid</p>
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.	<b>Full Implementation</b>	<p>Southaven Intermediate School strives to attract high quality, state licensed teachers to our school. The principal attending job fairs at nearby colleges and universities to meet potential teachers. Additional district personnel sends recruiters to colleges and to provide additional support for recruitment. The district also host a job fair for all potential candidates that the principal will attend.</p>
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	<b>Limited Implementation</b>	<p>Southaven Intermediate School will focus more funds on the SPED program. We will work diligently to ensure that our funding is in alignment with our needs assessment to ensure that growth is achieved within the SPED subgroup. When this objective is fully met, our budget will show evidence of where funds have been designated to improve student achievement within the students with disabilities subgroup.</p>
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).	<b>Full Implementation</b>	<p>The Southaven Intermediate School leadership team meets twice a month. The team consists of the principal, three assistant principals, three instructional coaches, one instructional assistant, two counselors, and teachers. Current data trends among all students and subgroups, professional development needs, school norms, best practices, and issues that affect teaching and learning as it pertains to our students, receiving SPED services are among the many topics discussed during our leadership meetings.</p>

HS.1.02: The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high	N/A	
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.	N/A	
<b>Talent Development Indicators of Effective Practice</b>	<b>Assessment of Practice in School</b> <b>*Full Implementation</b> <b>*Limited Implementation</b> <b>*No Implementation</b>	<b>Provide details to explain the reason for the selected assessment of the indicator.</b>
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 student supports.	<b>Limited Implementation</b>	<p>The principal and other administrators distribute all duties to allow time for attention to instruction and student supports. Administration attends weekly grade level planning, performs informal observations on a weekly basis, and analyzes student data. Professional development is provided throughout the school year for areas of need.</p> <p>The administration, coaches, and specialist support all staff members. Areas of need are addressed and aid is provided.</p> <p>The principal brought in a consulting company to help with areas of need specifically our students with disabilities.</p>
LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.	<b>Full Implementation</b>	<p>Southaven Intermediate's professional development is based on needs obtained on the comprehensive needs assessment survey completed each year and on the Mississippi Educator and Administrator Professional Growth System. Southaven Intermediate School staff members participate in on-going PD through continually reviewing instructional plans implemented in the classroom. PLC groups review data, collaborate on best practices, and share content-specific pedagogy. Math, Science, and ELA coaches lead PLC's, model lessons, and co-teach. Overall teacher and student success</p>

		<p>improves as the PLC's focus on data to make informed decisions concerning individual student instructional plans to affect student outcomes. PD will also focus on the integration of technology into instruction.</p> <p>Achievement gaps within the SPED subgroup have been identified through reflective data analysis of state assessments and universal screeners. Additional forms of data including reading assessments, math assessments, NWEA, behavior assessments, teacher-made test. And report cards show additional trends within the same subgroup. This data will drive each all PLC's and focus on increasing student outcomes and teacher effectiveness. Title I funds will be used for professional development opportunities to help teachers and other staff to review the data and instructional methods. Teachers and staff will also attend off-campus professional development opportunities.</p>
<b>Instructional Transformation Indicators of Effective Practice</b>	<b>Assessment of Practice in School</b> *Full Implementation *Limited Implementation *No Implementation	<b>Provide details to explain the reason for the selected assessment of the indicator</b>
PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	<b>Full Implementation</b>	Southaven Intermediate School will consistently have regular data-driven meetings with teachers. At that point, a plan will be created with the help of the coach and specialist. That plan will be implemented and observed by the coach and specialist. Monthly strategies given from consultants/specialists/coaches will be monitored to determine their effectiveness in the classrooms.
PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	<b>Full Implementation</b>	Instructional teams at Southaven Intermediate School collaborate to analyze data through state, district and classroom assessments to plan and create units of study based on identified priority standards. The teams are made up of district coaches, school administration,

		<p>general education teachers, special education teacher, limited English teachers, and other related personnel. The teams work with the staff in the following capacity:</p> <ul style="list-style-type: none"> <li>*literacy and math coach – plans with general education and special education teachers, model lessons, provide PD and resources aligned to the MSCCR Standards</li> <li>*state literacy coach models lessons, provides PD based on the LBPA, conducts literacy walks, assists in IRP’s and analyzes data</li> <li>*consultants plan with all teachers, models lessons, provides PD and resources aligned to the MSCCR standards.</li> </ul>
<p>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.</p>	<p><b>Full Implementation</b></p>	<p>Students receive supplemental services that are identified as at-risk according to district guidelines. Students target deficits are identified and progress monitored. Students also identified are eligible for after school tutoring to work on deficit areas in math and reading.</p>
<p><b>Culture Shift Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b>          *Full Implementation          *Limited Implementation          *No Implementation</p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator</b></p>
<p>LDR.3.10: School implements strategies and practices to improve school climate and culture.</p>	<p><b>Full Implementation</b></p>	<p>School culture and school climate are characteristics by the values promoted by DeSoto County Schools District. School climate and school cultures are two different but highly collaborative aspects of any successful school. Changes in one aspect normally produce a change in the other. While there are numerous factors that can influence both, the following represent some of the most relevant factors impacting the climate and culture of SIS.</p> <ul style="list-style-type: none"> <li>-Feeling Safe and trust</li> <li>- Physical environment that is welcoming and conducive to academic growth</li> <li>-Classroom and instructional materials</li> </ul>

		-Quality interaction and communication between students and adults -Academic performance -School pride and participation in extracurricular programs
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).	N/A	

**(Complete the Chart)**

Evidence-based Action Plan: Use 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?
LDR.2.09 DC.1.01: DC.1.03: LDR.1.06: HS.1.02: HS.1.03: HS.2.01: LDR.3.07: PLN.4.05: PLN.1.01: HS.4.03: LDR.3.10: HS.5.02:					
HS.4.03:	YES	Before and after-school tutoring will be offered to our Sped subgroup. Tutoring will be done virtually with teachers tutoring online from the school building with the students attending virtually. Technology will be provided.	MAAP data will be utilized to track student performance in the after school program.	Building Principal	February 2020