School Planning Team

**DESOTO CO SCHOOL DIST (1700) Public District - FY 2021 - SOUTHAVEN INTERMEDIATE SCHOOL (1700047) Public School - School Plan - Rev 0**

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

Sara Jane Russell, Principal
April Rucker, Assistant Principal
Melanie Goolsby, Teacher
Brooke Burns, Instructional Coach
Allyson Dewitt, Instructional Coach
Stephanie Ammer, Interventionist
Greer Crocker, Counselor
Beth Gardner, Teacher
Mitzi Atchison, Grandparent
Desiree Lambert, Parent

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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)**

Southaven Intermediate School (SIS) developed goals using data collected from a comprehensive needs assessment. Data was collected from parents, teachers, and students. A meeting was held at the end of the 2019-2020 school year to plan for the 2020-2021 school year.

A decision was made to continue using grade-level common assessments. SIS will also continue using benchmark assessments. These assessments will be conducted twice a year and be used to identify students who have deficit areas and lack of growth. Students assigned to TST (Tier 2 or Tier 3) will be monitored by the TST/testing coordinator. They will be given tutoring through Leveled Literacy Intervention (LLI) and math interventions as needed.At-risk students will have Individualized Reading Plans (IRP).

Updates on the implementation of the School-wide Plan have been and will continue to be provided to parents during Title I meetings, parent nights, and individualized meetings. Teachers will also meet with parents throughout the school year in individualized conferences and discuss student assessment results. Due to Covid 19 these meetings and engagements may take place traditionally or virtually.

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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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2017-18 | | | | | | | | | | | | | | | | | | |
| 2018-19 | | | | | | | | | | | | | | | | | | |
| 2019-20 | | | | | | | | | | | | | | | | | | |

**School Data - Grid**

| Year | Students' Attendance Rate (%) | Teachers' Attendance Rate (%) |
|---|---|---|
| 2017-18 | | |
| 2018-19 | | |
| 2019-20 | | |

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

Southaven Intermediate School is in the DeSoto County School District in North Mississippi. The school serves 1070 students in grades 3-5. Our campus serves students traditionally and virtually. According to guidelines set forth by the Child Nutrition program, 74% of students live at or below the poverty level qualifying them for free or reduced lunch.

There are 115 faculty and staff members, 88 of whom are certified. It is the desire of all stakeholders at Southaven Intermediate School that 100% of the teachers be highly qualified. Based on the data collected of all the teachers at Southaven Intermediate School are highly qualified for the 2019-2020 school year.

Based on the Accountability Standards for the State of Mississippi in 2018, Southaven Intermediate School is considered a B school. Due to Covid-19, 2019-2020 MAAP State Assessments were suspended.

The faculty and staff members at Southaven Intermediate School strive to improve the academic performance of the students. School personnel strive to form partnerships with parents and community members to ensure the academic success of all students. Together they believe Southaven Intermediate School exists to create, foster, and provide a positive learning environment in which all students can become responsible, productive citizens of our world through academic, physical, social, and emotional growth. The school's AdvancED executive summary for 2016 states, "A Positive Behavior Interventions and Supports System (PBIS) advocates good character within the student population which enhances positive behavior and academic success."

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

As of the 2010 census, the population of the city of Southaven was 48,982, which was a growth of over 20,000 people since 2000. During that decade of growth, Southaven became the third largest city in Mississippi. The steady jump in population made Southaven one of the fastest growing cities in the Southeast during that decade. Along with the growth of Southaven, DeSoto County was also one of the fastest growing counties in the Southeast during this time period.

Being that Southaven is so close to Memphis, TN, many of its residents drive across the state line to go to work. Many residents are employed by FedEx, along with other private companies. The major employers within the city of Southaven are in the general warehousing and storage industry, and there are over 10,000 small businesses in the city.

Southaven is proud to be home to two major event centers, the Landers Center and the Snowden Grove Amphitheater. The Landers Center is a 200,000 square foot facility that hosts a professional hockey team, as well as numerous other sporting events, concerts, and seasonal attractions. The Snowden Grove Amphitheater can accommodate around 10,000 people, and hosts big name concerts each year.

The median age of the residents of Southaven in the 2010 was 33, which is slightly below the state and national average. Fifty-nine percent of people were married, and 94% spoke English as their primary language. As of the 2013, the racial makeup of Southaven was 67.5% Caucasian, 24.1% African American, and 5.0% Hispanic. Other racial groups consist of Asian, American Indian, Native Hawaiian, and mixed races. The latest figures show that income per capita in Southaven is $24,260, which is 17.4% higher that the average in Mississippi, and 13.5% lower than the national average. The unemployment rate is 5.7%, which is slightly lower than the state and national average. The poverty level is 11.9%, which is nearly half of the state average, and 3% less than the national average.

Southaven Intermediate School's mission is supported through community partnerships such as YMCA to provide before and after school care, Hunger2Hope, which provides students with food for the weekend, and Colonial Hills Baptist Church donates school supplies and clothing to students. We also partner with Southaven High School Ambassador Program, which encourages appropriate social interactions between students and provides them with a positive role model.

School Plan - Accountability Data

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**Check the box that reflects your school accountability designation**

Three-Year School Accountability Designation

| Year | Priority | Focus | CSI | TSI |
|---|---|---|---|---|
| 2017-18 | | | | |
| 2018-19 | | | | |
| 2019-20 | | | | |

Elementary and Middle Schools

| | Language Arts | | | Mathematics | | | Science | | | Participation Rate | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| Proficiency | 42.40 | 42.20 | 42.20 | 41.60 | 52.30 | 52.30 | 65.20 | 65.20 | 65.20 | | | |
| Growth All Students | 69.10 | 60.40 | 60.40 | 60.50 | 75.30 | 75.30 | | | | 98.70 | 98.70 | 98.70 |
| Growth Low 25% | 72.40 | 52.60 | 52.60 | 56.80 | 73.20 | 73.20 | | | | 98.70 | 98.70 | 98.70 |

| | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Accountability Grade | B | B | B |
| Total Points | 414.00 | 427.00 | 427.00 |

High Schools

| | English | | | Algebra | | | Biology | | | US History | | | Acceleration | | | Participation Rate | | | Graduation Rate | | | College & Career Readiness | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| Proficiency | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth All Students | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth Low 25% | | | | | | | | | | | | | | | | | | | | | | | | |

| | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Accountability Grade | Select... | Select... | Select... |
| Total Points | | | |

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

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

Name of assessment tool used:

| | Kindergarten | | 1st Grade | | 2nd Grade | |
|---|---|---|---|---|---|---|
| **Year** | **BOY*** | **EOY*** | **BOY** | **EOY** | **BOY** | **EOY** |
| **2017-178** | | | | | | |
| **2018-19** | | | | | | |
| **2019-20** | | | | | | |

* 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 |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **2017-18** | 60.20 | 60.60 | 64.20 | | | | |
| **2018-19** | 59.00 | 56.00 | 62.00 | | | | |
| **2019-20** | 59.00 | 56.00 | 62.00 | | | | |

**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 |
|---|---|---|---|---|---|---|---|
| **2017-18** | 57.60 | 56.80 | 63.20 | | | | |
| **2018-19** | 46.00 | 45.00 | 58.00 | | | | |
| **2019-20** | 46.00 | 45.00 | 58.00 | | | | |

**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 |
|---|---|---|---|---|
| **2017-18** | 34.80 | | | |
| **2018-19** | 34.80 | | | |

| | | | | |
|---|---|---|---|---|
| **2019-20** | 34.80 | | | |

**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 Covid 19, SIS students did not complete state assessments in the Spring of 2020. The data provided above reflects our school's data from 18-19 State Assessments.

**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)**

To ensure additional educational assistance is provided to students assessed as at-risk of not meeting state standards, Southaven Intermediate School targets students who are either struggling or below grade level. Teachers are required to dedicate certain periods during the school day to provide instructional interventions. The schedule is created to limit time spent outside of content-focused classroom instruction.

Southaven Intermediate has a Teacher Support Team (TST) that provides intense interventions for those students who are resistant to regular classroom instruction, and who continue to struggle when provided additional interventions by their classroom teacher. The Instructional Coaches oversee this process to ensure the school follows the district procedures for providing additional assistance to students who are at-risk of failure. In cases where intense interventions are still not enough, data is gathered and sent in to our District Review Team to determine if enough evidence warrants testing to determine if disability services need to be provided.

According to a study from Best Evidence Encyclopedia, one-to-one teaching from qualified teachers was found to be very effective for struggling readers. The study also shows that students who receive one-on-one reading instruction through tutoring also develop into more confident readers. The studies used in the report evaluated the outcomes of tutoring for children who were having difficulties learning to read in grades K-5 including students with reading

disabilities or students in the lowest 33% (or lower) of their classes. These characteristics are similar to the SPED Subgroup of students at Southaven Intermediate School. The study received a strong rating.

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Not Applicable

**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.**

n/a

Not Applicable

**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, which may include career and technical education programs and 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)**

n/a

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## Out-of-School Suspensions

| | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|
| | 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?

Insubordination is the most prevalent issues at Southaven Intermediate School, but we have seen a slight decrease among our student population this past school year. Students have been held accountable for their actions this year,

and it is evident that some issues have decreased. Effectively managing classroom discipline is an obstacle that can impede the academic performance of an entire classroom. All students, even those students who are disruptive in the classroom, are expected to show academic growth year to year. Therefore, it is imperative that the instructional time of all students is protected and students are provided an atmosphere conducive to academic growth.
Recent guidance from the U.S. Department of Education recommends schools employ a variety of strategies to assure students are not excluded from the regular education setting. Examples of those exclusionary measures include the following: out of school suspension, in school suspension, disciplinary alternative education placement, and expulsions. The premise behind the research is that students exclusion is detrimental to the educational process, and student achievement is adversely affected.

While it may be the prevailing thought to remove disruptive students from the classroom, SIS challenges its teachers and administration to find ways to manage student misconduct with effective intervention strategies for disruptive students so they can also receive a quality education. There is no cure-all intervention strategy for student discipline, so school administrators must find ways to support teachers while managing the school environment. Educators must find ways to manage student misconduct while having an atmosphere of the effects of exclusionary disciplinary practices and additional factors that can influence student's disciplinary actions. The greatest challenge is implementing intervention strategies that promote student learning and achievement for all students.

Bus misconduct is also very prevalent issue at Southaven Intermediate School. If students chose to continue to disrupt the orderly process of transportation they are suspended from the bus and parents are required to bring to school. This ensures that students are still included in the regular classroom setting and not excluded from their academic education.

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

the following safeguards have been put in place to ensure that excessive discipline does not negatively impact academic achievement:

1. Instructional Management Intervention Policy

2. School Disciplinary Policy

3. Three tier instructional intervention plan

4. Positive behavior incentive plans

5. Comprehensive counseling services and mental health therapist

6. Bimonthly presentations on positive behavior and other self-help issues by the counselors

7. Parent/ teacher/ administrative conferences

8. School Safety Plan and Safety Plan Assessments

9. School Facility Safety Checklist

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)

**For all students in Tier I, a school wide PBIS program is utilized. This model includes a monthly focus lesson presented by SIS school counselors. Students are recognized for their positive behavior successes both in the class and on the school level. SIS uses a school wide Tier I discipline program. Teachers and Administration work closely together to ensure that the PBIS plan is followed and student behaviors are noted. Parents and school counselors are notified regarding any infraction.**

**SIS uses the MTSS model to intervene with students in, Tiers II & III, and address problem behavior for those students who may not be identified under the IDEA. In the MTSS model, students who have 3 or more disciplinary infractions that have been addressed by administration are referred to the MTSS team for the creation of a behavior plan to replace the inappropriate behaviors as well as track any behavior being displayed by the student. Depending on the student, some interventions are seeing the school counselor, seeing the Region IV therapist or Title I MHT, and teaching replacement behaviors including more positive**

behavior incentives. Similarly, students identified under IDEA who have discipline concerns are also referred to the counselor, IEP meetings are held to add specific behavioral goals and possibly other accommodations to try to have more successful days, referred to have Behavior Modification Plans put into place, depending on the severity/frequency of the behavior a Functional Behavior Assessment is requested. All of these are carried out to decrease inappropriate behavior and replace with acceptable before it escalates.

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

Southaven Intermediate School bases its primary instruction for students on the content of the Mississippi College and Career Readiness Standards. In both Math and English Language Arts, teachers plan and develop common formative assessments to judge mastery of the standards taught. All assessments include questions from all Depths of Knowledge and require students to go beyond basic recall of facts. The questions are open-ended, interpretive, they require analysis, synthesis, evaluation, inquiry, inferential, and synthesis and evaluative responses.

Southaven Intermediate School uses data from benchmark testing, academic screeners , and common formative assessments to drive instruction. Teachers utilize the data during collaborative planning sessions to drive future classroom instruction and differentiation for all learners. Based on benchmark data, students are placed on an individualized learning path that is based on skills they are ready to develop. SIS uses programs such as ELA and Math intervention programs, Spotlight (gifted), ELA lab and Math Lab to provide individualized remediation and enrichment across the curriculum.

Each classroom at Southaven Intermediate School utilizes timers to increase the amount and quality of learning time.

Charger Time has been implemented in both ELA and Math for all grades. During this time, skill specific instruction; based on screeners and formative data and the phonics readiness screener is being provided for enrichment and remediation. Charger time is implemented with fidelity and benchmark data supports its effectiveness. On Fridays, students identified as lowest performing students receive 1:3 fluency remediation.

All Southaven Intermediate virtual students are afforded the same education as a traditional in person student. Small groups and after school virtual tutoring are offered to all virtual instructional students.

**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, through activities 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).**

According to a study from What Works Clearinghouse on *Positive Action*, a positive behavior program similar to the program being used at our school, programs designed to promote character development, academic achievement, develop social-emotional skills, and to reduce disruptive and problem behavior are successful and effective. The participants in this study were students in K-6, which includes the demographic age group as SIS. The study received a strong rating.

Southaven Intermediate School utilizes Positive Behavior Interventions and Supports (PBIS) to address the behavior of all students but specifically to support students with behavior challenges. The PBIS system provides students with clearly defined expected behaviors for all settings and classrooms. Teachers are trained by counselors to implement the PBIS reward/consequence system based on the expectations. Students gain points each month for positive behavior in all aspects of the school day. At the end of each month, teachers provide rewards to the students with points.

Counselors regularly visit classrooms to counsel students in areas such as: character traits, growth mindset, conflict resolution, drug awareness, bullying, empathy, career goals, and team building.

Mental health services counselors are school site based. The counselor provides behavior support to at risk students that focuses on providing responsive and effective support that promotes student success and allows flexibility of resources to target the specific needs of our students.

Southaven Intermediate School partners with the local high school Student Ambassadors program to mentor and tutor at risk students. The students visit the school weekly to assist students with classroom work, be a positive role model,

and mentor to assigned students. Due to Covid-19 restrictions, this program has been suspended temporarily.

Southaven Intermediate School is partnered with Hunger to Hope to provide students with backpacks that contain 6 nutritious child friendly meals. These backpacks are taken home over the weekend and returned to SIS to be refilled for the upcoming weekend. SIS understands that even short term nutritional deficiencies can impact student learning. Due to Covid-19 restrictions, this program has been suspended temporarily.

These programs and services are made available to our virtual students just the same as in person students.

**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).**

N/A

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| School Year | Number of Teachers | Number of Certified Teachers | Number of Non-Certified Teachers | Number of Out of Field Teachers | Number of Inexperienced Teachers (0-3 years) | Professional Growth System Number of Teachers Scoring | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1 | 2 | 3 | 4 |
| 2017-18 | 66 | 77 | 0 | 0 | 11 | | 3.00 | 74.00 | |
| 2018-19 | 75 | 75 | 0 | 0 | 16 | | 9.00 | 89.00 | 2.00 |
| 2019-20 | 68 | 69 | 0 | 0 | | | | | |

**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)**

According to What Works Clearing House, a study on utilizing reading and math coaches for professional development and building capacity in teacher teams was completed on 987 Florida schools serving suburban/rural area, which is similar to the area in Southaven Intermediate School resides. The authors reported higher reading and mathematics test score gains. The high-quality instructional plan of utilizing specialists and coaches for professional development is directly related to the district's goals. This is aligned with Mississippi College and Career Readiness Standards, Student Engagement, and Data-driven Instruction. The study received a strong rating.

Southaven Intermediate's professional development (PD) is based on needs obtained on a comprehensive needs assessment survey done each year and on the Mississippi Teacher Growth Rubric. Southaven Intermediate staff members participate in ongoing PD through continually reviewing instructional plans implemented in the classroom. Professional Learning Communities review data, collaborate on best practices, and share content-specific pedagogy. Math and literacy coaches and administrators lead PLCs, model lessons, and co-teach. Through a collaborative team effort, teachers grow through the leadership opportunities tied to PLCs. Overall teacher and student success improves as the PLCs focus on data to make informed decisions concerning individual student instructional plans to impact the student outcomes. PD will also focus on the integration of technology into instruction. Teachers may attend conferences and workshops based on their specific pedagogical needs.

** Due to Covid 19, the final Mississippi Teacher Growth Rubric was incomplete.

**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)**

1.Weekly Professional Learning Communities Meetings
2. Continuing Education classes including: Unpacking Standards, Writing Endurance, and workshops
3. Data Digs to dis-aggregate assessment data, common assessments, universal screeners, and MAAP
4. Off-campus conferences
5. On-campus classroom management seminar
6. Curriculum and Instruction consultants
7. Instructional and Curriculum Specialist

Ongoing PLC groups will also develop strategies that effectively use data to impact instruction. Providing PD will help teachers feel more confident in their teaching strategies. Through professional development teachers will be ensured they are knowledgeable in areas such as MSCCRS, literacy and math skill development, and strong technological skills. Providing this strong knowledge base in these areas and the help of additional coaches will help us improve student achievement and retain effective teachers.

Achievement gaps will be identified through reflective data analysis of state assessments and universal screeners. Other data will include reading assessments, math assessments, behavior assessments, teacher-made tests, and report card grades. This data will drive each grade level and PLC group to focus on increasing student outcomes and teacher effectiveness. Title I funds will be used for professional development opportunities to help teachers and other

school staff to review data and instructional methods. Teachers and appropriate staff will attend off-campus workshops, seminars, and conferences on topics that assessments and surveys have indicated as areas of student weaknesses and/or teacher need. In an effort to get and keep parents involved, Parent-teacher conferences will be conducted multiple times throughout the year.

Administrators will look for evidence of literacy strategies and math strategies. Common assessments will be reviewed periodically to see if adjustments need to be made. Several different forms of data results will be used to design and implement guided reading and guided math groups. Administrators will also analyze the results of these assessments to ensure all students are growing academically. Teachers will continue to go to out of district workshops in related areas and information gained will be shared in PLC's. Student progress is closely monitored, and state assessment results will be compared to previous years' data. Also, a needs assessment survey will be administered in the Spring.

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

In order to recruit and retain effective teachers, we will continue to support the use of an instructional coaches. This will allow teachers to have an additional resource in the building for instructional help. Our instructional coaches are available to help improve academics within the classrooms, along with offering ways in which teachers can make their lessons engaging and student centered. Our coaches are able to assist teachers in all subject areas, ELA, math, & science. Our district also provides additional ELA & Math specialists that come to our school weekly for teacher support as well. According to What Works Clearing House, the high quality instructional plan of utilizing specialist and coaches for professional development is directly related to the district's goals. This is aligned with the Mississippi College and Career Readiness Standards, Student Engagement, and Data-driven instruction. These specialists are able to support our teachers with understanding our state standards, model lessons, and discuss data to make effective teaching decisions within the classroom.

The Southaven Intermediate School principal attends the Desoto County Teacher Career Fair and other universities to recruit certified teachers.

New teachers and second year teachers participate in a New Teacher Mentor program at SIS. This mentor team is led by SIS veteran teachers and aspiring administrators. The teachers and mentors meet regularly to discuss any needs. The new teachers have numerous opportunities to observe veteran teachers.

The district PERKS program provides all staff with incentives in the communities.

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**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)**

Each year parents are asked to complete a Parental Involvement Questionnaire. This allows SIS to gather input from parents regarding the number of parental involvement opportunities and their value. Suggestions and feedback are reviewed by the leadership committee to ensure that our Parent-Student-Teacher Compact is relevant and up-to-date.

In the beginning of the year, parents and students are invited to Open House and Meet the Teacher Night to open the lines of communication between home and school. Due to Covid-19 restrictions, this event was held as a drive through event. Students and parents were able to meet their teachers, receive appropriate paperwork and communication tools.

Parent conferences and EL nights are additional methods Southaven Intermediate utilizes to keep the lines of communication open regarding their student's progress.

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

At the end of each year, parents and staff are asked to complete surveys to indicate what worked and did not work during that school year. This is an opportunity for parents to make suggestions in areas that they would like

more assistance in or ways they would like to see the school improve in the future. This data is used to plan for upcoming school engagement activities.

**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)**

At Southaven Intermediate School, we engage an abundance of parents and family members through our Family Literacy Night, The Living Wax Museum, EL Night, Stem Night, Book Fair nights, after school tutoring, and first responders luncheon. In their homes, parents are connected to the school through teacher/school websites, School Status messages, Parent Portal, and programs that assist students academically. Our community connects with our parents by offering tutoring services through organizations such as Desoto Grace. Our local library also provides information about programs that are available to our parents and students.

**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)**

**Our school will ensure that our SWP is written in an understandable format for our parents by writing it using simple terms. It is written using vocabulary that parents of different educational levels can understand. The plan will be reviewed by a variety of faculty and staff members, parents and community members for clarity and ease of understanding. Suggested revisions will be made as needed.**

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**1. Summarize what is working in your school and why.**

- Professional Learning Communities at Southaven Intermediate School support teacher collaboration. Our PLC meet weekly to collaborate and preview standard based lessons for the upcoming academic week. These PLC gives teachers a clear understanding of each standard prior to it being taught the next week.
- The administration at Southaven Intermediate School has a clear school vision and goals. Our administration team meets daily to discuss our short term goals and long term vision for our school. These meetings provide us with an update to date progress on our goals for our students and teachers.
- PBIS Rewards (Positive Behavior Intervention System) is used by staff and it has helped decrease discipline at Southaven Intermediate School. By utilizing PBIS our students have become self aware of their behaviors and value as a member of SIS. Students learn and apply the acronym BOLT (Be Connected (virtually or physically), Own It, Let's Be Safe and Talk It Out) to the academic and social settings daily. The positive rewards help recognize students that are adhering to BOLT.

**2. Summarize what is not working in your school and why.**

- Additional support needed for failing/struggling students at Southaven Intermediate School. At SIS, some of our teachers strictly relying on computer programs to increase student achievement. Because of this, admin agrees that we need in continue our PLC and focusing on teacher led strategies inside the classroom to decrease failing or struggling students. Also, after school tutoring has been implemented to aid in the decrease of failures.
- Communication with non-English speaking students and parents is a struggle at Southaven Intermediate School due to the lack of bilingual staff. SIS currently has 1 employee that is bilingual. She is employed as a distance learning assistant. She is able to provide resources to our Spanish speaking population. However, through EL

resources and our one employee we are working on putting systems in place to educate our staff on communication skills. The reason our communication with our non English speaking community is an issue is not because we do not have an interpreter, it is because of the time delay in the interpretation. It is not immediate causing the message to be delayed. We are not always able to have the interpreter on the spot at the exact time of need.

- There is a need for more parental Involvement to help support staff and students. Data shows a low percentage of parent involvement in regards to school programs. Our data supports low attendance rates at Title Nights here on campus. Our PTO has a low membership.

**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**

3. Several different forms of data will be used to drive instruction throughout the school year. It is important that Southaven Intermediate School look at MAAP data, Gap Assessments given due to Covid 19, assessments, nine weeks test data, and universal screeners to make decisions and drive instruction. Data will be collected twice a nine weeks in state tested subjects.

**b. College and Career Readiness**

6. NA

**c. School Climate and Culture**

4. We strive to have a team culture at SIS. Every member of our school, staff, students, faculty, cafeteria, assistants, bus drivers, parents and more are all members of our SIS team. We strive to build upon this theme of a team for the upcoming years. This team culture is expected to spill over into the family and peer relationships that our students build.

**d. Curriculum and Instruction**

2. Southaven Intermediate School will review and discuss MCCRS weekly during common planning meetings and use that information to drive instruction. Administrators and coaches will asses all stakeholders in breaking down the standards and guide teachers in best practices in the classroom. Coaches will model and co-teach with teachers throughout the school year.

**e. Professional Development**

1. Professional development for the next generation of Virtual Teaching. Topics include engaging virtual students, remediating and intervening with virtual students, target growth areas, planning, digital citizenship etc.

**f. Parent and Family Engagement**

5. SIS will continue to grow this area. Due to Covid-19 destructions, many of these opportunities will become virtual. By experiencing these activities from home virtually, in person numbers may increase.

**4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs, such as programs 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. (If not applicable, enter "n/a".) Section 1114(b)(5) and Section 1115(b)(2)(F).**

Child nutrition, behavior specialists, mental health services, district homeless liaison, and local churches are organizations which are used in conjunction with Title funds to provide for students in need.

Title I and Title II funds will be used for professional development opportunities to help teachers and other school staff to improve instruction and increase student achievement. Both Title I and Title II funds will be used to send teachers to workshops and seminars that provide training and addresses the needs of our staff. Title I and 1003a funds will be utilized for after-school tutors to increase student achievement, and literacy coaches are utilized to support our ELA low performing students.Title I funds supplement District funds for instructional supplies.

Our state superintendent has led the nation with our 1:1 device initiative and by 2021-2022 all SIS students will be 1:1.

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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 5% or higher. Increase the percentage of students proficient (levels 4 and 5) on statewide assessments (grades 3-8 and high school composite) in each subgroup by 5% or higher. Decrease the percentage of students scoring levels 1-3 on statewide assessments in each subgroup by 5% or higher. Increase the percentage of students demonstrating growth on statewide assessments in each subgroup by 5% or higher at ALL tested grade level.

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

AS 1.1.1) Title I teachers, tutors, teacher aids remediation

Description:

Title I Tutors will be paid out of Title I funds to supplement instruction completed by the district paid teacher.

Benchmark Indicator:

Assessment results will show an increase in student proficiency by 3% of higher on the MAAP Assessments

Person Responsible:

Principal

Estimated Completion Date:

5/21/2021

| Funding Application | Grant | Notes | Amount |
|---|---|---|---|
| **Consolidated** | Title I-A | Title 1 tutors, teachers, teachers aides plus ben | $180,419.33 |

S 1.2) District-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.

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) Instructional Technology and Online Programming that Impacts Teaching and Learning (Supplemental)

Description:

Purchase instructional technology and online programs to supplement exiting technology to assist students in reaching high standards in reading/language arts and mathematics.

Benchmark Indicator:

Assessment results will show an increase in student proficiency by 3% or higher on the MAAP Assessments.

Person Responsible:

Principal

Estimated Completion Date:

5/21/2021

| Funding Application | Grant | Notes | Amount |
|---|---|---|---|
| **Consolidated** | Title I-A | Instructional Technology/online Programs | $16,697.62 |

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

AS 1.5.1) PD for Instructional Staff

Description:

Based on classroom observations and evaluations in Mississippi Educator and Administrator Professional Growth System, instructional coaches and curriculum specialists will provided targeted, quality professional development to address the job embedded needs of teachers to improve student achievement.

Benchmark Indicator:

Assessment results will show an increase in student proficiency by 3% of higher on the MAAP Assessments.

Person Responsible:

Principal

Estimated Completion Date:

5/21/2021

| Funding Application | Grant | Notes | Amount |
|---|---|---|---|
| **Consolidated** | Title I-A | coaches salaries and benefits | $114,287.17 |

G 2) District-Level: Graduation

Description:

District-Level: Increase the Student Graduation from High School and Readiness for College and Career percentage by 5% or higher.

Performance Measure:

District-Level: Increase the percentage of students graduating from high school in each subgroup by 5% or higher. Increase the percentage of students ready for college as measured by ACT benchmarks in each content area (public school class data, grade 11) by 5% or higher. Increase the percentage of students participating in and passing dual credit in each subgroup by 5% or higher. Increase the number of students participating in and passing AP in each subgroup by 5% or higher. Increase the percentage of students career ready by 5% or higher.

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 10% or higher. Increase the percentage of principals rated effective through the principal evaluation system by 10% or higher. Reduce the proportion of inexperienced and non-certified teachers in low-performing schools by 10% or higher.

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) PD for Instructional Staff

Description:

Based on classroom observations and evaluations in Mississippi Educator and Administrator Professional Growth System, instructional coaches and curriculum specialists will provide targeted, quality professional development to address the job embedded needs of teachers to improve student achievement.

Benchmark Indicator:

Teacher Evaluations will show a 2% increase in the number of 4's on the Mississippi Professional Growth System. Student Assessment Data will show an increase of 2% in proficiency,

Person Responsible:

Principal

Estimated Completion Date:

5/21/2021

| Funding Application | Grant | Notes | Amount |
|---|---|---|---|
| **Consolidated** | Title I-A | professional dev dues, fees, reg. and travel | $10,000.00 |

G 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 5% or higher

S 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

G 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 5% or higher, as should student proficiency level. Communication efforts with the school will become two-way, not just school to home.

S 5.1) 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:

Utilize Title funds to supplement schools' funds that are utilized to provide opportunities for parents to engage in school-wide planning and activities.

Benchmark Indicator:

Parental Involvement and activities can be used to provide parents in the education of their students in order to improve academic achievement. Sign in sheets will show an increase of 3% or more of parents participating in school events, traditionally or virtually. Virtual Title Lit Week, To and From home take home folders weekly. Because Parent and Family Engagement will increase by 3%, student achievement is expected to increase by at least 3%.

Person Responsible:

Principal

Estimated Completion Date:

5/21/2021

| Funding Application | Grant | Notes | Amount |
|---|---|---|---|
| **Consolidated** | Title I-A | Parental involvement, supplies/books etc | $4,153.00 |

G 6) District-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 5% or higher.

S 6.1) District-Level: Instructional & Educational Materials

Description:

District-Level: Instructional Supplies to enhance student learning

G 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

S 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.

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