

History Log

DESOTO CO SCHOOL DIST (1700) Public District - FY 2023 - SOUTHAVEN INTERMEDIATE SCHOOL (1700047) Public School - School Plan - Rev 1

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Date	User	Status (S) / Comment (C)	S / C
9/27/2023 10:18:15 AM	Anna Claire Parker	Status changed to 'Revision Completed'.	S
3/3/2023 4:17:46 PM	Greg Smith	Status changed to 'Revision Started'.	S
3/3/2023 4:17:46 PM	Greg Smith	A revision to the plan was started because one or more plan program detail items were changed.	C

School Planning Team

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

Sara Jane Russell, Principal
Anna Claire Parker, Asst Principal
Loren Nelson, Asst Principal
Jonathan Newson, Asst Principal
Greer Crocker, Counselor
Christina Palmer, Counselor
Laura Booher, Teacher
Cody Hawkins, Teacher
Julie Johnson, Teacher Assistant
Brandi Harrison, Computer Assistant
Toni Peterson, 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 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 2022 school year to plan for the 2023 school year. SIS uses the comprehensive needs assessment, along with additional data collected, to drive our decision making process.

It was determined that we would continue using benchmark assessments and screeners to identify at risk students. These screeners will be conducted through a platform at the beginning and middle of the year to identify deficit areas and lack of growth. These students will be assigned to the MTSS Tier 2 & 3 model to be monitored by the school testing coordinator. They will receive interventions addressing their deficit areas. These interventions include online programs, small group/individual remediation and tutoring sessions. Our third grade students targeted as at-risk for reading will have an individualized Reading Plan (IRP). Behavior goals were created based off previous school year discipline data. Behavior incentives are put in place to address the deficit areas. Individual behavior plans, goals, and conferences are scheduled and monitored at least every two weeks.

Progress monitoring correspondence will occur regularly through Title 1 parent events (1 per semester), parent teacher conferences, weekly take home folders, benchmark and screener data (every semester), and open messaging in our schools communication platforms.

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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
2019-20	1104	492	612	12	546	3	77	2	333	131	835	169	109	2			1	16
2020-21	1055	460	595	17	522	5	85	1	288	137	1055	180	134	15		4	1	17
2021-22	1033	491	542	10	541	6	100	3	251	122	1033	169	105	17		3	2	11

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2019-20	1058.89	401
2020-21	994.46	431
2021-22	934.58	990.5

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

no change

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

no change

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year	CSI	TSI	ATSI
2019-20	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2020-21	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2021-22	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
Proficiency	42.20	42.20	52.30	52.30	65.20	65.20	54.20	54.20
Growth All Students	60.40	60.40	75.30	75.30	0.00	0.00	98.70	98.70
Growth Low 25%	52.60	52.60	73.20	73.20	0.00	0.00	98.70	98.70
Accountability Grade	2019-20 B		2020-21 B		2021-22 B		2021-22 B	
Total Points	427.00		427.00		427.00		499.00	

High Schools

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
Proficiency																
Growth All Students																
Growth Low 25%																
Accountability Grade	2019-20 Select...		2020-21 Select...		2021-22 Select...		2021-22 Select...		2021-22 Select...		2021-22 Select...		2021-22 Select...		2021-22 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:

MAAP

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2019-20						
2020-21						
2021-22						

* 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
2019-20	59.00	56.00	62.00				
2020-21	59.00	56.00	62.00				
2021-22	55.00	60.00	57.00				

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

2019-20	46.00	45.00	58.00			
2020-21	46.00	45.00	58.00			
2021-22	58.00	65.00	63.00			

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
2019-20	35.00			
2020-21	35.00			
2021-22	46.00			

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.

During the pandemic, SIS completed state testing assessments for the 19-20 and 20-21. The accountability model was frozen for the year. Over one half of our population was virtual for the 20-21 school year which reveals a large challenger in closing the educational learning gap over the next three year as revealed in our 20-21 testing unofficial MAAP testing accountability results. According to our data, SIS Math and ELA proficiency needs improvement. Our school's goal is to increase Math and ELA proficiency by 5% the 22-23 school year.

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)

During PLC teachers have engaged in data conversations and equipped with instructional and grouping strategies to attain higher growth amongst students. Instructional strategies include strategic grouping, identifying and reteaching red standards, small group instruction, creating Title tutor lists, ensuring all curriculum and materials is standard based. Our MTSS team identifies at risk students for Tier 2 & 3 through benchmark assessments and screeners (BOY and MOY). Revisions are made to the strategic plan and tier lists based off the data analyzed between BOY and MOY. All special education student IEP academic and behavior goals were reviewed and revised to reflect current benchmark assessment deficits and data. The IEP team created strategies to ensure that these deficit areas are adequately addressed with attainable measurable growth goals. These goals are reviewed by the IEP team each quarter and shared with parents. All subgroups are offered free, on sight, after school tutoring.

According to an evidence based study from Best Evidence Encyclopedia, 1:1 teaching from qualified teachers was found to be effective for struggling readers. The study also shows that students who received 1:1 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. These participants from the study are similar to the student body of Southaven Intermediate. Based on the USDE rating criteria this study received a moderate rating.

Reference:

Neitzel, A., Lake, C., Pellegrini, M., & Slavin, R. (in press). A synthesis of quantitative research on programs for struggling readers in elementary schools. *Reading Research Quarterly* 57 (1), 149-179. [doi:10.1002/rrq.379](https://doi.org/10.1002/rrq.379)

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Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2019-20					
2020-21					
2021-22					

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

Not Applicable

Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2019-20					
2020-21					
2021-22					

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce. This may include career and technical education programs and programs that broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). Section 1114(b)(7)(A)(iii)(II)

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Out-of-School Suspensions

	2019-20		2020-21		2021-22	
	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	115		167		359	
IEP	48	0.42	33	0.2	99	0.28
EL	3	0.03	3	0.02	3	0.01
Asian	0	0	0	0	0	0
BLK/AA	74	0.64	127	0.76	280	0.78
His/Lat	0	0	3	0.02	6	0.02
NAM	0	0	0	0	0	0
NH/PI	0	0	0	0	0	0
White	36	0.31	19	0.11	33	0.09

1. What specific discipline issues, if any, impact student achievement/growth?

No changes

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

No changes

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)

No changes

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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).

no changes

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

no changes

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).

no changes

School Plan - Professional Development

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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
2019-20	68	69	0	0	13	0.00	9.00	89.00	2.00
2020-21	77	77	0	0	15	0.00	0.00	0.00	0.00
2021-22	76	76	0	0	13	2.00	12.00	62.00	0.00

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

no changes

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)

no changes

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)

no changes

School Plan - Parent and Family Engagement

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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)
no changes

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)
no changes

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)
no changes

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)
no changes

School Plan - Prioritized List of Needs

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1. Summarize successes your school has experienced and why.

no changes

2. Summarize challenges your school has experienced and why.

no changes

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

no changes

b. College and Career Readiness

no changes

c. School Climate and Culture

no changes

d. Curriculum and Instruction

no changes

e. Professional Development

no changes

f. Parent and Family Engagement

no changes

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F).

no changes

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Plan Items ()

☑ 1) District-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.

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

Description:

District-Level: Provide intensive literacy professional development and literacy resources for all 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

☑ 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.

☑ 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.

☑ 1.4) District-Level: Technology and Online Programming 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.

☑ 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.

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.

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.

3) District-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.

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

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.

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

☑ 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

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.

☑ 5.1) District-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

☑ 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.

☑ 6.1) District-Level: Instructional & Educational Materials

Description:

District-Level: Instructional Supplies to enhance student learning

☑ 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, administrative assistant 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.

Required Documents

This page is currently not accepting Related Documents.