PART II: VISION, MISSION, GOALS

☐   My School is a CSI School (This section may be skipped).

Vision of the School: Our vision is to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.
Mission of the School: Our mission is to intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.
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:
ELA: _Economically Disadvantaged_____Subgroup will attain __25___% proficiency on MAAP Spring Assessment. The proficiency in the prior year was 20%.
Math: ____Stu. w/ Disabilities_____Subgroup will attain __35___% proficiency on MAAP by Spring Assessment. The proficiency in the prior year was 30%.
Science: _____EL_____Subgroup will attain __55___% proficiency on MAAP by Spring Assessment. The proficiency in the prior year was 50%.
Graduation Rate: _Economically Disadvantaged_____Subgroup will attain __85___% Graduation by Spring Assessment. The rate in the prior year was 60%.

Indicators of Effective Practice – Assessment – As part of the school's comprehensive needs assessment process, the school leadership team must assess each indicator listed below and provide an explanation for the assessment.

Transformational Leadership Indicators of Effective Practice	Assessment of Practice in School Select One	Provide details to explain the reason for the selected assessment of the indicator.
LDR.2.09 Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.	o Full Implementation o **Limited Implementation** o No Implementation	SLT only meets once a month and discussions are not driven by school data.
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.	o Full Implementation o **Limited Implementation** o No Implementation	Teachers receive one size fits all training (PD) at the beginning of the year.
DC.1.03 School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	o Full Implementation o **Limited Implementation** o No Implementation	Federal programs director oversees the school budget with limited principal input.
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).	o Full Implementation o **Limited Implementation** o No Implementation	SLT is not represented by all school staff and or disciplines.
HS.1.02 The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.	o Full Implementation o Limited Implementation o **No Implementation**	The school does not have nor implement an EWS.

	Assessment of Practice in School Select One	Provide Details
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.	o Full Implementation o Limited Implementation o **No Implementation**	Academic progress is tracked; however, behavior and attendance are not routinely monitored.
Talent Development Indicators of Effective Practice	**Assessment of Practice in School Select One**	**Provide Details to explain the reason for the selected assessment of the indicator.**
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.	o Full Implementation o **Limited Implementation** o No Implementation	The principal is responsible for all observations and feedback and a schedule is not in place for this.
LDR.3.07 Professional development of individual teachers includes an emphasis on indicators of effective teaching.	o Full Implementation o **Limited Implementation** o No Implementation	District plans all professional development for teachers.
Instructional Transformation Indicators of Effective Practice	**Assessment of Practice in School Select One**	**Provide Details to explain the reason for the selected assessment of the indicator.**
PLN.4.05 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	o Full Implementation o Limited Implementation o **No Implementation**	Data is not used as a tool for curriculum and instructional decisions.
PLN.1.01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	o Full Implementation o **Limited Implementation** o No Implementation	Units of instruction are provided by an external provider.
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.	o Full Implementation o **Limited Implementation** o No Implementation	Students are provided courses however little to no counseling is provided around these courses. After school tutoring is available but not utilized by the students due to after school conflicts.
Culture Shift Indicators of Effective Practice	**Assessment of Practice in School Select One**	**Provide Details to explain the reason for the selected assessment of the indicator.**
LDR.3.10 School implements strategies and practices to improve school culture and climate.	o Full Implementation o **Limited Implementation** o No Implementation	Parent and Stakeholders are not involved in determining rewards and consequences for student behavior and achievement.
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).	o Full Implementation o Limited Implementation o **No Implementation**	The school does not provide these courses due to lack of certified teachers.

Part II: Use the drop-down to create an Evidence-based Action Plan with no more than 3 indicators that will be funded. The selected indicators will serve as your priority indicators for plan implementation. The school leadership team may also create actions to address indicators that will not be funded.

☐ **The content of my currently approved CSI Plan will not be modified with this submission.**

Indicator of Effective Practice: (Dropdown)	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?*
DC.1.03 School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	**X**	• After School Program	• This action is successful if 80% of registered students attend consistently and show a 5% increase in ELA proficiency for economically disadvantaged subgroup on the MAAP assessment.	• Building level Administrators, Counselor, classroom, special education and after-school teachers and interventionists	• October 5, 2020
LDR.3.07 Professional development of individual teachers includes an emphasis on indicators of effective teaching.	**X**	• The principal provides professional learning opportunities to individual staff as a result of observations.	• This action is successful when students show a 5% increase in ELA, Mathematics and Science in proficiency on the MAAP assessment.	• Principal, Assistant Principal and District School Liason	• October 5, 2020
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		• Schedule changes that facilitate improved student learning (After-school). • Hire a Graduation Coach to assist with identifying and monitoring students as identified by early warning indicators.	• This action is successful if 80% of registered students attend consistently and show a 5% increase in ELA proficiency on the MAAP assessment. • This action is successful when graduation rates meets or exceeds 85%	• Building level Administrators, classroom, special education and after-school teachers and interventionists • Principal, Assistant Principal, Attendance Clerk, Teacher, Graduation Coach and Counselor.	• September 1, 2020 • May 31, 2021

Part IIA: Use of Section 1003 School Improvement Funds

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

Improvement Status:
- ☐ **CSI**
- ☐ **TSI**
- **X** **ATSI**

Strategy (See Key)	Indicator of Effective Practice	If Other, Name Strategy or enter N/A	Evidence Level	Narrative Description	Cost
Increased Learning Time	DC.1.03		Strong	**1.** The meta-analysis found mixed effects of increased learning time programs on student academic and nonacademic outcomes. Findings suggest that the impacts of these programs depend on the settings, implementation features, and types of students targeted. Across grades K– 12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs. **2.** The source of evidence can be found at www.thisismyschool.org. **3.** The effect size is .83. **4.** This strategy has not been previously implemented.	10,000
On-Going, Job-Embedded Professional Development	LDR.3.07		Moderate	**1.** Some professional development needs of the school site may not be addressable within the school district. With this being the case, there is a need for professional development outside of the school district. Research indicates a 0.6 effect size on students' increased achievement when they receive increased learning time. **2.** The source of evidence can be found at www.thisismydistrict.org. **3.** The effect size is .60 **4.** This is the 3rd year this strategy has been implemented. The result rendered an 8% increase in Math proficiency over the course of implementation and a 12% growth in Math (Bottom 25%).	15,000

Strategy Key

L= Leadership
HQIM= High Quality Instructional Materials
TI= Technology Integration
OJEPD= On-Going, Job-Embedded Professional Development ILT= Increased Learning Time
ECP= Early Childhood (Pre-K) Programs
O= Other
EBIR= Evidence-based Instructional Resources