

History Log

**HOLMES COUNTY CONSOLIDATED SCHOOL DISTRICT (2611) Public District - FY 2022 - S V MARSHALL
MIDDLE (2611011) Public School - School Plan - Rev 0**

Date	User	Status (S) / Comment (C)	S/ C
2/25/2022 3:10:35 PM	Furlinda Travis	Status changed to 'LEA School Plan Reviewer Approved'.	S
2/25/2022 3:08:45 PM	Cathy Roundtree	Status changed to 'School Plan Reviewer Approved'.	S
2/25/2022 2:49:00 PM	Bridgett Wheaton	Status changed to 'Draft Completed'.	S
2/25/2022 2:20:54 PM	Shimelle Mayers	Status changed to 'School Plan Reviewer Returned Not Approved'.	S
2/25/2022 1:35:28 PM	Bridgett Wheaton	Status changed to 'Draft Completed'.	S
2/7/2022 11:24:27 AM	Furlinda Travis	Status changed to 'School Plan Reviewer Returned Not Approved'.	S
2/7/2022 11:11:24 AM	Bridgett Wheaton	Status changed to 'Draft Completed'.	S
2/7/2022	Bridgett	Status changed to 'Draft Started'.	S

11:11:08 AM	Wheaton	S
4/15/2021 9:03:27 AM	MCAPS Administrator	Status changed to 'Not Started'.

**HOLMES COUNTY CONSOLIDATED SCHOOL DISTRICT (2611) Public District - FY 2022 - S V MARSHALL
MIDDLE (2611011) Public School - School Plan - Rev 0**

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

Bridgett Wheaton, Principal
Timothy Ginn, Assistant Principal
Porche Dixon, Instructional Coach
Erica Dumas, Counselor
Alberta Jefferson, MSIS Clerk
Talana Robinson, Teacher
Retha Greer, Elective Teacher
Sophia Williams, Inclusion Teacher
Lashonda Washington, Assistant Teacher
Coletta Brown, 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)

The SVM planning team was created with a goal to ensure that every facet of the school was represented by its members. Our initial meeting will allow us the opportunity to complete a root cause analysis based on the comprehensive needs assessment data that was collected. The needs assessment allows the team to focus on the priority needs listed below:

- Curriculum and Instruction (MSCCRS/Textbooks/Lesson Plans/Pacing guides/Instructional Practices/Protection of Instructional time/Instruction Strategies that support engagement)
- Assessment and Intervention (ELSI/I-Ready Learning Path for ELA and Math/Standards Mastery/Quick Five Weekly Assessment)
- Instructional Data (State assessment data/Quick 5 Weekly Data analysis/ELSI/I-Ready)
- Funding and Resources (Fiscal resources/District and School Budgeting meeting/Equitable access for all)
- Mission and Vision (Vision state finalization/Mission/Core Values)
- Strategic Planning (Goal Setting/Monitoring Progress)
- Family/Stakeholder Engagement (Positive Relationships/Two-way communication/Family feedback and input/Community and Cultural value)
- School Management (Laws and policies)
- School Climate, Culture and Safety(Conducive learning environment/SEL practices/Strong relationship building)
- Operational Data (Student attendance/Teacher attendance/Improvement cycle)
- Use of Technology (School Status/Black board Connect/Robo Calls)
- Recruiting and Mentoring Staff (Qualified and Effective teachers/mentor programs)
- Professional Learning Communities (Job embedded PD/Collaborative learning/Observations/Feedback/Coaching/Shared Leadership)

The SVPT will convene a minimum of 3 times a year. This allows the opportunity to review, revise and monitor plan implementation. Team member are aware that plan may be adjusted based on the priority needs identified. Plan may also be revised based on needs.

School Plan - Demographics

HOLMES COUNTY CONSOLIDATED SCHOOL DISTRICT (2611) Public District - FY 2022 - S V MARSHALL MIDDLE (261101) Public School - School Plan - Rev 0

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP Learners	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
2018-19																		
2019-20																		
2020-21																		

School Data - Grid

Year	Students' Attendance Rate (%)		Teachers' Attendance Rate (%)	
	2018-19	2019-20	2020-21	2020-21

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

SVMM serves 374 students in grades sixth through eight. S.V. Marshall middle is located on Hwy 12 West, Lexington, MS. Even though it has a Lexington address, it is slightly closer to the city of Tchula, MS. SVMM serves as the middle school for Lexington, Tchula, and other surrounding cities.

Enrolled in Middle School(Grade 5-8) in Tchula, Mississippi have a Poverty Rate of 78.0%. 100% of the student population receives free and reduced lunch.

Tchula, MS is a Very High Risk area for tornadoes. According to records, the largest tornado in the Tchula area was an F5 in 1971 that caused 510 injuries and 47 deaths. In 2019 the Tchula and Lexington communities suffered flooding

The economy of Tchula, MS employs 459 people. The largest industries in Tchula, MS are Manufacturing (180 people), Health Care & Social Assistance (56 people), and Educational Services (\$29,583), and Manufacturing (\$26,719). people), and the highest paying industries are Educational Services (\$31,406), Educational Services, & Health Care & Social Assistance (\$29,583), and Manufacturing (\$26,719).

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

The poverty rate in Tchula is 60.4%. One out of every 1.7 residents of Tchula lives in poverty. The Poverty Rate of black residents in Tchula, Mississippi is dramatically higher than the national average of 25.2%. 1,097 of 1,818 black Mississippians live below the poverty line. Approximately 98.5% of the total population of Tchula, Mississippi are black.

Tchula is a city located in Holmes County, Mississippi. With a 2020 population of 1,806, it is the 109th largest city in the United States. Tchula is currently declining at a rate of -2.22% annually and its population has decreased by -13.84% since the most recent census, which recorded a population of 2,096 in 2010. Spanning over 1 miles, Tchula has a population density of 1,282 people per square mile. The average household income in Tchula is \$20,142 with a poverty rate of 54.14%. The median rental costs in recent years comes to \$325 per month, and the median house value is \$58,200. The median age in Tchula is 30.7 years, 26.2 years for males, and 39.5 years for females.

The economy of Tchula, MS employs 459 people. The largest industries in Tchula, MS are Manufacturing (180 people), Health Care & Social Assistance (56 people), and Educational Services (55 people), and the highest paying industries are Educational Services (\$31,406), Educational Services, & Health Care & Social Assistance (\$29,583), and Manufacturing (\$26,719). SVMM is located between Lexington, MS and Tchula, MS. The United States census listed the following details on Wikipedia regarding the demographics of this community;

As of the census of 2000, there were 2,332 people, 724 households, and 524 families residing in the town. The population density was 1,683.6 people per square mile (647.8/km²). There were 772 housing units at an average density of 557.4 per square mile (214.4/km²). The racial makeup of the town was 3.43% White, 95.93% African American, 0.09% Native American, and 0.56% from two or more races. Hispanic or Latino of any race were 0.4% of the population.

There were 724 households, out of which 38.1% had children under the age of 18 living with them, 21.4% were married couples living together, 45.4% had a female householder with no husband present, and 27.5% were non-families. 25.1% of all households were made up of individuals, and 8.8% had someone living alone who was 65 years of age or older. The average household size was 3.22 and the average family size was 3.92.

In the town, the population was spread out, with 37.9% under the age of 18, 13.0% from 18 to 24, 25.1% from 25 to 44, 14.7% from 45 to 64, and 9.4% who were 65 years of age or older. The median age was 24 years. For every 100 females, there were 80.6 males. For every 100 females age 18 and over, there were 71.5 males.

The median income for a household in the town was \$11,571, and the median income for a family was \$14,773. Males had a median income of \$22,250 versus \$16,310 for females. The per capita income for the town was \$6,373. About 49.4% of families and 54.4% of the population were below the poverty line, including 66.6% of those under age 18 and 55.8% of those age 65 or over.

In 2010, Tchula had the fifth-lowest median household income of all places in the United States with a population over 1,000.

Tchula, MS is 73.7 miles from the nearest metro area of Jackson, MS to the South. Tchula, MS is 24.8 miles from Greenwood, MS. to the North.

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year

2018-19

2019-20

2020-21

 ATSI

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Proficiency	16.80	7.60	15.00	50.70	7.60	50.70	15.00	7.60	50.70	15.00	7.60	50.70
Growth All Students	43.20	49.50	62.10	57.30	62.10	57.30	57.30	62.10	57.30	57.30	62.10	57.30
Growth Low 25%												
Accountability Grade	D	D *	D	D *	D	D	D *	D	D	D	D	D
Total Points	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Proficiency																								
Growth All Students																								
Growth Low 25%																								
Accountability Grade	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...									
Total Points	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	285.00	

2018-19

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2019-20

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2020-21

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2042-43

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School Plan - Student Achievement (School's Performance)

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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:

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2018-19						
2019-20						
2020-21						

* 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
2018-19				88.50	80.00	86.20	

2019-20						
2020-21						

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
2018-19				91.50	78.00		83.40
2019-20							
2020-21				99.91	96.00	97.30	

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
2018-19		81.30		
2019-20			81.30	
2020-21			91.50	

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.

Progress: 2020-2021 State Assessment and 21-22 Benchmark Assessment Data Comparison

Progress:

- Hiring of Interventionist Consultants to support teacher content
- Identification of all students at risk, IEP students at risk of not meeting growth
- Decrease in the percentage of students in the 1A-1B Performance Level on All Midterm and Benchmark Assessments
- Increase in the percentage of students scoring proficient
- Increase in the percentage of student showing growth(moving the the bottom quartile to top quartile of the performance levels)
- Increase in Science Proficiency from the 2021 MAAP to current Midterm data

Challenges:

1. Attendance continues to be an issue across grade spans. During the 2020-2021 SY all 6th-8th grade students participated in Virtual Learning for the entire school year. The students were expected to log into classes via Zoom with the use of google classroom. Due to the lack of student attendance during this year, MAAP proficiency was minimal.
2. ELA Proficiency
3. Math Proficiency
4. Science Proficiency
5. Instructional Delivery
6. Teacher content knowledge
7. Lesson Planning
8. Use of data to guide instruction

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 111(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)

Evidence Based Strategies Implemented

- School-wide uniformed Agenda aligned to the components of an effective lesson.
- Lesson planning support to ensure alignment to the MS SCCRS and the Kirkland Group C3D curriculum document
- Textbook adoption aligned to High Quality Material
- Use of the Explicit Direct Instruction (EDI) Strategies
- TGR Observation, Feedback and Coaching sessions
- Authentic Tier I instruction with a focus on Modeling and Direct Instruction
- Small group instruction for all students
- Interventions that target student Learning Paths (I-Ready)
- Wraparound Services such as Life Help and Marion Counseling
- 100 minute Blocks for subject area classes to support testing

How will identified challenges be addressed:

- Goal setting with each student. (Student data cards)
- Goal setting with each teacher. (Accountability)
- Data Analysis by grade level and by teacher.
- Strategic Planning (School based and individual teacher)
- Professional Learning Communities
- Professional Development from high quality administrator and consultants
- Interventionist hired to support struggling learners identified through data.
- Consultants provided subject area support in ELA/Math/ and Science.
- Administrative Coach to support school leadership team.
- Small Group Intervention (Interventionist and Consultant pullout groups)
- Wraparound Services (Life Help/Marion Counseling)

School Plan - College and Career Readiness

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Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2018-19					
2019-20					
2020-21					

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
2018-19					

2019-20		
2020-21		

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)

School Plan - School Climate and Culture

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Out-of-School Suspensions

	2018-19		2019-20		2020-21	
	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?

Due to the Pandemic that began in 2020, the middle school transition to virtual learning from Spring of 2020 to August 2021. Our students had not received face-to-face direct instruction which significantly impacted their academic progress. We also noticed that because of this gap where students were not in a physical school building,

they began to display anxiety that stemmed from isolation from peers, lack of socialization and in some cases even trauma. **The major issue identified from the 2020-2021 data collected was lack of academic virtual participation. Students either chose not to login to class or did not have access to connectivity.**

Based on the data collected from August 2021 to presents, we have 200 discipline infractions identified. 27% of the student populations has received one or more office referrals.

- 374 Students enrolled
- 101 Students have received an ODRs
- 24 students with 3 or more ODRs
- 20 students with 2 or ODRs
- 57 students with at least 1 ODRs
- 27% of the student population has received at least 1 ODR
- 12% of the students with ODRs are our CWD-IDEA Students

We have identified the following based on data collected from August 2021- Present as some of the specific issues that have impacted student achievement growth:

- Attendance related to Covid
- Disrespect for authority
- Defiance
- Aggression towards peers

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)

The following steps have been taken to protect our instructional time:

- Return to in-person learning for the 2021-2022 School year.

- Ensuring that safety protocols were established to ensure families/faculty/staff were returning to a safe and conducive environment.
- Schools/District has access to a full time Social Workers and Homeless Liaison to make home visits when necessary for family support.
- Continued Contact
- Consistent communication with families through robo-calls, district updates via website, newsletters and School status to keep parent abreast of their individual children and school updates.
- Early Warning Systems in place to assist with identifying students "At-Risk" academically and behaviorally/socially.
- Student and Parent Surveys to gather data as it relates to technology, school culture and climate.
- Afterschool Programs through the school year.
- High Quality Formative/Summative Assessments (ELS/USA Test Prep/Delta Math)
- Second Step Program implemented by school based counselor to support Social and Emotional Learning.
- Life Help and Marion Counseling on-site to provide wraparound services.
- MTSS referral process to identify students with academic or behavioral needs.
- Adopting and using high-quality instructional materials
- Providing necessary professional learning for teachers and educators as it relates to student relationships and the SEL standards.
- Ensuring all students have access to grade-level instruction
- Reexamining and creating support structures to accelerate learning.
- Educating students with disabilities alongside their peers
- Redesigning and accelerating curriculum
- Using continuous formative assessments to track student progress
- Prioritizing inclusion of students with disabilities.
- Use of online tools such as I-Ready, Achieve 3000, ELS, Delta Math, USA Test prep, etc.
- Family Engagement through grade level parent meetings.

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)
- S.V. Marshall Middle School has a diverse MTSS/PBIS team comprised of administrators, classroom teachers, counselors and parent support. We began the school year by first reviewing any students who may have populated through MSIS, also known as our "20 day" students. The MTSS team meets monthly to review student progress and

receive any referrals made to the MTSS team. Tier 1 instruction is provided by the classroom teacher. Tier 2 small group interventions are conducted by the classroom teacher and Tier 3 interventions are conducted by the subject area interventionist.

The team begins each year by analyzing the MS framework as it relates to MTSS/SEL and PBIS (ReachMS) standards. The team then set goals based around the MTSS/PBIS standards.

Implementation of MTSS/PBIS will consist of the following:

- Review of MS MTSS

The Three Tier Instructional Model is designed to meet the needs of every student and consists of three tiers of instruction:

- Tier 1: Quality classroom instruction based on Mississippi standards.
- Tier 2: Focused supplemental instruction.
- Tier 3: Intensive interventions specifically designed to meet the individual needs of students.

If Tier 1 and 2 instruction is unsuccessful, students must be referred to the Teacher Support Team (TST). The TST/MTSS is the local team responsible for interventions developed at Tier 3

- The team analyzes the following data weekly/biweekly/monthly. The data is used as an early warning to identify students in need of academic and behavior support, to track student progress towards meeting individual goals and mastery of standards.

Attendance data

Universal Screener data (I-Ready Reading/Math)

Mid-Term and Benchmark Assessment Data Review

Weekly Subject area data analysis

Discipline Reports

The development of the PBIS and MTSS teams further supports our students with disabilities because it allow the opportunity to teach and reteach behavioral expectations. This also supports our efforts to increase family engagement for our CWD. General Education and Special Education teachers are equally involved in improving ALL

student outcomes. This is able to happen by ensuring that quality Professional Development if offered for all teachers

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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).

The following methods and instructional strategies have been implemented to strengthen our academic program:

- School-wide Uniformed Agenda aligned to the components of an effective lesson.
- Increased instructional from 57 minutes to 100 minute blocks.
- Afterschool Programs through the school year.
- Teacher Assistants used to assist with the facilitation of learning.
- Instructional Coach available to support instruction, professional learning and professional growth.
- ELA, Math and Science Consultants used to build teacher sustainability and small group support for students.
- Formative/Summative Assessments Tools (ELS/USA Test Prep/Delta Math) to monitor student progress
- Weekly subjects area data analysis meeting
- Adopting and using high-quality instructional materials
- Providing necessary professional learning for teachers and staff.
- Ensuring all students have access to grade-level instruction
- Reexamining and creating support structures to accelerate learning.
- Educating students with disabilities alongside their peers
- Redesigning and accelerating curriculum through the implementation of the C3D document that included grade level pacing guides, lesson plans, scaffolding support
- Using continuous formative assessments
- Prioritizing inclusion of students with disabilities.
- Use of online tools such as I-Ready, Achieve 3000, ELS, Delta Math, USA Test prep, etc.
- Family Engagement through grade level parent meetings.

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).

Evidence Based Strategies Implemented to address the needs of all students, specifically our "At-Risk" students:

- ELA Interventionist hired
- Intervention period in 6th-7th grades that are imbedded into their weekly/daily schedule.
- Lesson planning support to ensure alignment to the MS/CCRS and the Kirkland Group C3D curriculum document
- Textbook adoption aligned to High Quality Material
- Use of the Explicit Direct Instruction (EDI) Strategies
- Use of In School Detention and In-School Suspension to ensure remain in school
- Authentic Tier I instruction with a focus on Modeling and Direct Instruction
- Small group instruction for all students
- Small group Counseling services
- Saturday School
- SEL Classroom Lessons by the school level counselor
- Student Beta Clubs
- Future Educators of America
- Interventions that target Student Learning Paths
- School based counseling Services
- School Nurse on site weekly
- Wraparound Services such as Life Help and Marion Counseling
- 100 minute Blocks for subject area classes

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

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	Number of Teachers Scoring 2	Number of Teachers Scoring 3	Number of Teachers Scoring 4
2018-19	46	23	15	8	15	2.00	21.00	25.00		
2019-20	46	23	15	8	15	2.00	21.00	25.00		
2020-21	24	24	0	5						

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)

Based on the academic assessment data and discipline reports, the SVMM SWPT identified and implemented the following EBPD to address the needs of all students and the students at-risk:

- Job Embedded Professional Development through Professional Learning Communities (Learning Forward) with the application of a cycle of continuous improvement and consultants who specialize in content areas identified through the data using the strategies below:
 - The use of data to determine student and educator learning needs;
 - Identification of shared goals for student and educator learning;
 - Professional learning to extend educators' knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments;
 - Selection and implementation of appropriate evidence-based strategies to achieve student and educator learning goals;
 - Application of the learning with local support at the work site;
 - Use of evidence to monitor and refine implementation; and
 - Evaluation of results.
- Teacher Growth Rubric
 - Reflective practices that will expose teachers to strategies that will allow them to reflect on their instructional practices.
 - Observation, Feedback and Coaching allow for immediate support for all teachers, which will in turn have a direct impact on student outcomes.
 - Explicit Direct Instruction Book study and implementation to ensure best practices are in place.
 - Inspect what you expect- Once the protocols and expectations have been set, it is imperative to monitor implementation for fidelity and to determine if it has a direct impact on student outcomes.

Alignment to 5 E's to instructional delivery based on the following Agenda:

1. Do Now
2. Fluency

3. Standard/I Can Statement;
4. Explicit Vocabulary Instruction
5. I Do-Introduction/Modeling (Engagement)
6. We Do-Guided Practice (Exploration)
7. You Do-Independent Practice (Explanation)
8. Closure (Elaboration)
9. Exit Ticket (Evaluation)

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)

The following activities will be implemented and available for all faculty and staff of SVM/M:

Improve Instruction:

- Weekly Professional Learning Communities
- High Quality PD focused on curriculum and instructional delivery- C3D documents
- Lesson Plan training sessions and feedback
- Professional Development offered throughout the school year for all new programs (I-Ready; Ready; ELS; MyOn)
- Weekly Feedback and Coaching sessions
- Peer Observation opportunities provided
- Improvement Plans implemented when necessary.

Use of Data

- Spring 2021 State assessment data analyzed.
- Teachers use of Schoolwide Tracker to track student progress or lack of.
- "Quick 5" Formative Assessments given weekly using online assessment tools.
- Weekly Data Analysis meetings- Teachers have to analyze and present their weekly data based on the Power standards from the MAAP.
- Data used to guide instruction for whole group and small group instruction

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)

SVM/M is located between Lexington, MS and Tchula, MS. The United States census listed the following details on Wikipedia regarding the demographics of this community;

As of the census of 2000, there were 2,332 people, 724 households, and 524 families residing in the town. The population density was 1,683.6 people per square mile ($647.8/\text{km}^2$). There were 772 housing units at an average density of 557.4 per square mile ($214.4/\text{km}^2$). The racial makeup of the town was 3.43% White, 95.93% African American, 0.09% Native American, and 0.56% from two or more races. Hispanic or Latino of any race were 0.47% of the population.

There were 724 households, out of which 38.1% had children under the age of 18 living with them, 21.4% were married couples living together, 45.4% had a female householder with no husband present, and 27.5% were non-families. 25.1% of all households were made up of individuals, and 8.8% had someone living alone who was 65 years of age or older. The average household size was 3.22 and the average family size was 3.92.

In the town, the population was spread out, with 37.9% under the age of 18, 13.0% from 18 to 24, 25.1% from 25 to 44, 14.7% from 45 to 64, and 9.4% who were 65 years of age or older. The median age was 24 years. For every 100 females, there were 80.6 males. For every 100 females age 18 and over, there were 71.5 males.

The median income for a household in the town was \$11,571, and the median income for a family was \$14,773. Males had a median income of \$22,250 versus \$16,310 for females. The per capita income for the town was \$6,373. About 49.4% of families and 54.4% of the population were below the poverty line, including 66.6% of those under age 18 and 55.8% of those age 65 or over.

In 2010, Tchula had the fifth-lowest median household income of all places in the United States with a population over 1,000.

Tchula, MS is 73.7 miles from the nearest metro area of Jackson, MS to the South.

Tchula, MS is 24.8 miles from Greenwood, MS. to the North.

Given these demographics, SvMM will implement the following strategies to recruit and retain effective teachers:

- Attend University/College Recruitment programs
 - School based mentoring program for all 1st year teachers.
 - Direct support added for subject area teachers by way of building level admin and consultants.
- Classroom Management Support
- Professional Development ongoing
 - School-wide Discipline Alignment training
 - Modeling and Coaching support
 - Recognition of accomplishments
 - Teacher and Staff recognition of the month

School Plan - Parent and Family Engagement

**HOLMES COUNTY CONSOLIDATED SCHOOL DISTRICT (2611) Public District - FY 2022 - S V MARSHALL
MIDDLE (2611011) Public School - School Plan - Rev 0**

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)

The SVMMSWPT consist of not just school employees, but parents and community members as well. Unfortunately, every parent cannot be a member of the team, so we rely heavily on survey to gain input from the parents, students and the community.

The following are three main ways we will involve parents and stakeholders in the development and evaluation of this plan:

We host Title I planning meetings for families and the community. This is another way to gather feedback regarding plan revisions and updates.

We will also host Grade level planning meeting with parents, which allows us the opportunity to further gain feedback.

End of year Parent and Student Surveys allows us the opportunity during summer months to host SWPT meeting for revisions before the new school year starts.

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)

- As we created our plan the SWPT had to gather any parent engagement data that was available from the 2020-2021 school year.
- First we reviewed the Family Engagement Plan to determine the goals and expectations outline as apart of the FEP.
- We then reviewed assessment data from the 2020-2021 MAAP (SPRING).
- Data collected is then analyzed to prioritize needs.
- Goals are then set that targets each priority need.

- The SWPPT shares information collected, needs addressed and goals set with all stakeholders via parent meeting, robocalls, website, etc.
- The SWPPT then designates specific indicators that will be used to monitor the progress of implementation.

The following will be tools used to monitor progress of goals and academic achievements:

- Parent Meetings Sign-In Sheets, Agendas, Minutes
- Universal Screening Data (BOY-MOY-EOY)
- Midterm/Benchmark Testing Data
- Weekly Assessment Data
- Student Attendance Reports
- Teacher Attendance Reports
- Discipline Reports
- Surveys

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)

In January of 2020, we faced a global wide pandemic. This pandemic closed school for face to face instruction from March of 2020 to July of 2020. In the Fall of 2020, our district decided to continue with virtual instruction. To serve our families we continued to host virtual grade level parent meeting, SWPPT meetings and Title I parent meetings.

The SWPPT determined that we would continue to host parent meeting. These parent meetings will focus on academic and behavioral expectations. Some of the parent meetings hosted will include, but are not limited to, Grade Level Parent Meeting, Family Reading Night, Family Math Night, Family Science Night, MAAP Informational Meetings, Individualized Instructional Planning Meetings for 7th/8th Grades, etc.

The goal of each meeting is to share information, provide support and gather feedback.

We also ensure that we send virtual updates to parents via School Status and our school based website.

We also share important information and updates with parents through our Blackboard Connect robocalling system.

Funding is also set aside to purchase material and resources for our onsite Parent Centers. Materials include School-to-Home Communication folders, copy paper, pamphlets and flyers, test preparation materials, and informational packets.

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)

The SWPT wanted to ensure that as we created our plan it had to be the point and written in a way that was easily understandable and accessible to all.

Our plan, once approved will be made available for all parents and community member via the school/district website. Copies of the plan will also be available for parents upon request.

Dates will also be determined to share this information with parents during a designated parent meeting. This gives parents the opportunity to ask questions and provide feedback.

It will also be helpful to add notes to the plan as we share with the community. These notes would be presented as annotation that will give a brief description of what each component entails and what data will be used to monitor progress of the plan.

School Plan - Prioritized List of Needs

HOLMES COUNTY CONSOLIDATED SCHOOL DISTRICT (2611) Public District - FY 2022 - S V MARSHALL MIDDLE (2611011) Public School - School Plan - Rev 0

1. Summarize successes your school has experienced and why.

Summarization of Successes:

- Return to in-person learning due to school reopening post pandemic
- Hiring of an Assistant Principal to support operations, safety and positive behavior
- Increase in parent participation through in-person and virtual parent meetings.
- Increase of ELA proficiency based on benchmark data from 7% to 14%. (2021 MAAP to 2nd Benchmark)
- Increase of Math proficiency from 8% to 21%. (2021 MAAP to 2nd Benchmark)
- Decrease in the percentage of students in the PL1 category as we compared MAAP 2021 and Benchmark 2. Details listed below:
 - ELA 6th Grade PL1 29% to 21%
 - ELA 7th Grade PL1 32.2% to 13%
 - ELA 8th Grade PL1 24.8% to 12%
 - MATH 6th Grade PL1 53% to 8%
 - MATH 7th Grade PL1 56% to 13%
 - MATH 8th Grade PL1 56% to 8%
 - 3% of the teaching staff is not highly qualified. 1/29 teachers

2. Summarize challenges your school has experienced and why.

Challenges:

- 1. Attendance continues to be an issue across grade spans. During the 2020-2021 SY all 6th-8th grade students participated in Virtual Learning for the entire school year. The students were expected to log into classes via Zoom with the use of google classroom. Due to the lack of student attendance during this year, MAAP proficiency was minimal.

2. ELA Proficiency
3. Math Proficiency
4. Science Proficiency
5. Instructional Delivery
6. Teacher content knowledge
7. Lesson Planning
8. Use of data to guide instruction

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

- ELA Proficiency
- Math Proficiency
- Science Proficiency
- Growth of the CWD
- ELA Growth for ALL
- Math Growth for ALL
- ELA Growth for LPS
- Math Growth for LPS

b. College and Career Readiness

N/A

c. School Climate and Culture

- Implementation of PBIS
- School- Family Engagements'
- Increase in the percentage of students receiving one or more office discipline referrals
- Teacher student relationship building

- Teacher Family relationship building
- Teacher Motivation
- Student Motivation

d. Curriculum and Instruction

- ELA/Math High Quality Instructional Material
- Technology
- Pacing guide alignment
- Outline for Effective Instruction

e. Professional Development

- Teacher content knowledge
- Use of data to drive instruction
- Delivery of Instruction
- Effective Coaching and Feedback

f. Parent and Family Engagement

- Increase parent participation on school based committee
- Increase teacher/parent communication
- Support parents through grade level parent meetings and support groups
- Provide virtual and in-person meeting attendance options

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).

- Assistant Teachers
- Instructional Coach
- Interventionist
- Consultants to support tested area teachers and students
- Administrative coaching support
- Instructional Supplies and supplemental resources
- Parent Meeting materials

School Plan Overview

HOLMES COUNTY CONSOLIDATED SCHOOL DISTRICT (2611) Public District - FY 2022 - S V MARSHALL MIDDLE (2611011) Public School - School Plan - Rev 0

Plan Items ()

G 1) District-Level: Academic Outcomes - School-Level: Academic Outcomes

Description:

District-Level: Every School and District is Rated "C" or Higher

Performance Measure:

District-Level: Increase the growth of Holmes County Consolidated School District of Transformation from and F-rating to a C-rating of 536 points.

S 1.1) District-Level: Instructional Support - School-Level: Instructional Support

Description:

District-Level: The LEA will provide district-wide planning and support for the development of strong literacy, numeracy, and instructional skills in teachers, support staff, and leaders.

AS 1.1.1) Contractual services

Description:

Secure contractual services to support teacher retention, instructional delivery and content knowledge.

Benchmark Indicator:

SVM will increase student outcomes as it relates to proficiency in ELA and Math from 7% (ELA) and 8% (Math) to 15% on the Spring 2022 MAAP.

Person Responsible:

Bridgett Wheaton

Estimated Completion Date:

12/17/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Professional Development	\$18,000.00

[AS] 1.1.2) Supplemental Educational Resources

Description:

Provide supplemental educational resources to schools to support differentiated instruction

Benchmark Indicator:

SVM will increase the amount of students meeting growth as it relates the MS Accountability System. The growth from the Spring 2021 and the Spring 2022 data will compared. The goals will be as follows, for ALL students and the "Promising 25%": ELA- Growth for All 65%; ELA Growth for P25% 70%; Math- Growth for ALL 65%; Growth for P25% is 70%.

Person Responsible:

Bridgett Wheaton

Estimated Completion Date:

8/27/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Workbooks that support Literacy/Math Instruction	\$5,122.73

[AS] 1.1.3) Instructional Support - Teacher Assistants

Description:

Teacher Assistants will support the development of students in the areas of ELA and Math by working side-by-side with teachers to provide quality instruction.

Benchmark Indicator:

SVMM will increase student proficiency and growth by at least 10% from previous state assessment data.

Person Responsible:

Bridgett Wheaton

Estimated Completion Date:

9/30/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	3 Teacher Assistants	\$123,636.63

 1.1.4) Instructional technology and professional learning

Description:

Under the guidance of the Chief of Academic Officer, the Coordinator for Instructional Technology and Fine Arts will support instructional and instructional leadership staff in best practices in use of instructional technology.

Benchmark Indicator:

SVMM will increase the use of instructional technologies to ensure that every teacher and/or student has access to technology. The Cyber foundations lab will be updated to support student needs.

Person Responsible:

Bridgett Wheaton

Estimated Completion Date:

12/31/2022

Funding Application	Grant	Notes	Amount

Consolidated	Title I-A	Computer Program for Cyber Foundations/Laptop Cart	\$18,103.67								
AS 1.1.5) Supplemental Educational Resources- General Supplies											
Description:	Provide supplemental educational resources to schools to support differentiated instruction	Benchmark Indicator:									
	SVMM will ensure that all teachers and students have access to equipment and General Supplies needed for daily instruction. Examples include but are not limited to: Chart paper, copy paper, notebook paper, pencils, dry erase markers, binders, etc.										
Person Responsible:	Bridgett Wheaton	Estimated Completion Date:	8/31/2022								
<table border="1"> <thead> <tr> <th>Funding Application</th> <th>Grant</th> <th>Notes</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Consolidated</td> <td>Title I-A</td> <td>General Supplies</td> <td>\$5,122.72</td> </tr> </tbody> </table>				Funding Application	Grant	Notes	Amount	Consolidated	Title I-A	General Supplies	\$5,122.72
Funding Application	Grant	Notes	Amount								
Consolidated	Title I-A	General Supplies	\$5,122.72								
G 2) District-Level: Effective Teachers and Leaders - School-Level: Effective Teachers and Leaders											
Description:	District-Level: Every School Will Have Effective Teachers and Leaders	Performance Measure:	District-Level: Increase the percentage of teachers rated effective through the teacher evaluation system. Increase the percentage of principals rated effective through the principal evaluation system. Reduce the proportion of inexperienced and non-certified teachers.								

S 2.1) District-Level: Leadership Support and Talent Development - School-Level: Leadership Support and Talent Development

Description:

District-Level: Support leadership growth throughout the district and recruit and retain talent to improve student outcomes.

[AS] 2.1.1) Daily observation, analysis, feedback and support for instructional support.

Description:

Instructional support staff will observe and analyze instruction daily. Instructional support staff including principals, Deans of Instruction, Instructional coaches, Coordinators, will provide timely feedback and support of teachers based on the observation and analysis in classrooms.

Benchmark Indicator:

Principal and IC will observe instruction weekly. Principal will oversee all with a focus on Math and Sciences and IC with a focus on ELA and Social Studies. The goal is to ensure that each teacher is observed at least once a week to include a minimum of 1 formal observation per year.

Person Responsible:

Bridgett Wheaton

Estimated Completion Date:

8/27/2022

[AS] 2.1.2) Leadership Development

Description:

Professional development for leaders and aspiring leaders focused on instructional leadership.

Benchmark Indicator:

Building Administration will participate in professional organizations and attend training available to improve leadership skills and school turn-around efforts.

Person Responsible:

Bridgett Wheaton
Estimated Completion Date:
12/31/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Membership Fees and Travel	\$5,865.25

G 3) District-Level: Culture and Safe Schools

Description:

District-Level: Cultivate safe, positive learning environments

Performance Measure:

District-Level: Out-of-school suspensions will decrease by 75%. Attendance will improve by 5%. Family, student and staff surveys on school climate and culture will improve by 25%.

S 3.1) District-Level: Support Students Physical/Social/Emotional Needs

Description:

District-Level: Provide the supports for students who are at-risk to improve students' academic experience and prepare them for a future beyond K-12.

G 4) District-Level: Family and Community Engagement - School-Level: Family and Community Engagement

Description:

District-Level: Connect, communicate, and engage with families, the community, and all stakeholders.

Performance Measure:

District-Level: 25% more parent participation in school/parent engagement events and participation in surveys will improve by 20%.

4.1) District-Level: Create opportunities for schools to engage with parents and community. - **School-Level: Create opportunities for schools to engage with parents and community.**

Description:

District-Level: The LEA will provide opportunities for parents to be involved in activities and have an open communication with schools. The LEA will provide support structures for family and community engagement.

4.1.1) Parent and Community Involvement

Description:

Provide a parent liaison to support relationships between students, teachers, the school, parents, and the community. Provide resources, materials, equipment and travel to support the parent liaison.

Benchmark Indicator:

SVM will increase parent engagement by providing a cohesive manner to streamline communication through the use of school home communication folders, use of Blackboard Connect (Robo Calls), and Informational materials shared through parent meetings and folders.

Person Responsible:

Bridgett Wheaton

Estimated Completion Date:

8/27/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Parent involvement resources and materials	\$3,402.00

5) District-Level: Support Private School

Description:

District-Level: Provide Instructional Support to the local Privates

Performance Measure:

District-Level: Private school partnership.

5.1) District-Level: Provide Support to the local private school

Description:

District-Level: Meet with the headmaster to determine the needs of the school.

School Plan Related Documents

**HOLMES COUNTY CONSOLIDATED SCHOOL DISTRICT (2611) Public District - FY 2022 - S V MARSHALL
MIDDLE (2611011) Public School - School Plan - Rev 0**

Required Documents

This page is currently not accepting Related Documents.