

**Vicksburg Warren School District**  
**Instructional School Plan**  
**2019-2020**

**School: Vicksburg High School**

**Principal: Tameka H. Davis, Ed.D.**

**Date: September 2019**

**All goals must be Specific, Measurable, Attainable, Realistic, and Timely (SMART).**

**ELA Goal:** To increase the proficiency rate from 26.1 to 35.0, growth for all points from 51.6 to 75.0, and growth for the lowest performing students from 55.4 to 75.0 by April 2020.

VHS Academic Instructional Team reviewed the 2018-2019 ELA Scores from the MAAP assessment to determine areas of improvement for students in English II. Based on the data from 2018, which includes the current 10th grade cohort, performance levels were identified as the following:

PL1: 60 students

PL2: 50 students

PL3: 76 students

PL4: 31 students (Proficiency-1070 and above)

PL5: 2 students

**Math Goal:** To increase the proficiency rate from 16.8 to 29.0, growth for all points from 74.9 to 85.0, and growth for the lowest performing students from 99.0 to 100.0 by April 2020.

The VHS Academic Instructional team reviewed the 2018-2019 8th grade Math scores to determine accommodations for Ready Math 9 students. There were 67 students at PL1, 130 students at PL2, and 107 students at PL3 currently enrolled in the ninth grade. There are 69 tenth and eleventh grade first time test takers;  $\frac{1}{3}$  of those students are below PL2.

Proficient students were selected based on 8th grade Math scores as well as the On Ramp Diagnostic from Algebra Nation. Although the percentage of proficiency in 8th grade is 18%, students will be made aware of the major increase of the percentage of proficiency in Algebra I, 50%. Students with scale scores ranging from 850 above were deemed proficient.

**Science/Biology Goal:** The number of points obtained for Biology proficiency will increase from 15.95 to 25 based on the 2019 Administration of the Mississippi Subject Area Test Program Biology I Assessment. According to student's previous year's 8th grade Science test results and current EADMS assessments, we estimate that we will have 54 proficient students on the Spring Biology Assessment. We have 2 students who scored PL5, 15 who scored PL4,

and 37 who scored PL3. We will do this by ensuring that teachers are knowledgeable of the standards, provide quality Tier I instruction that is standards and assessment driven, we will also provide data led interventions with bubble students (blue, orange, and yellow according to EADMS), implement more lab experiments, and intervening after each assessment if a student scores below 70 percent.

There will be 171 Biology I first time testers assessed during the Spring administration of 2020. Operating under the assumption that with effective Tier I instruction and support, a proficient student in 8<sup>th</sup> grade science will score proficient on the Biology I Assessment.+ **4.85**

**U.S. History Goal:** To increase the proficiency points from 11.0 to 25.0 by April 2020.

The VHS Academic Instructional Team reviewed the 2018-2019 and the 2017-2018 8th grade MAAP ELA scores to determine accommodations for Humanities and American Democracy in the fall and U.S. History in the spring. Collectively, there were 60-63 students at PL1, 50-56 students at PL2, 76-82 students at PL3, 31-34 students at PL4, and 2 students at PL5. Students performing at PL1 and PL2 will be placed in teacher-led interventions and all students will participate in small groups; the Academic Coach will make EADMS assessments that will be used to track standards mastery and differentiated interventions. Proficient students were selected based on English II scores. Students with scale scores ranging from 1060 and above were deemed proficient. Targeting preconceptions during Tier I planning and instruction will allow students to develop an understanding of facts and ideas in the context of a conceptual framework.

**How will academic achievement within each block on the accountability model be improved? (be specific)**

**ELA Proficiency**

- 30 students have been identified in the top tier of proficiency PL4 or PL5 based on the results retrieved from School Status of their 8th grade MAAP test, and 76 students were identified as PL3 using the same formula.
- Those students with a cut score of 860 were identified as bubble students for PL4 and students with cut scores of 840 were identified as bubble students for PL3.
- With this design in mind, students who are on the cusp of moving to another performance level or those being maintained in the performance level, will be instructed by English II teachers Y. Atkinson and S. Houston using the recommendation of the ELA commission by providing direct instruction 55% and test prep 40% of the instructional block during those scheduled blocks .
- Center PLCs around unpacking state standards using the MDE scaffolding document. This will allow teachers to determine what should be covered in each standard and provide a rubric for mastering standards in the same format as the state assessment.
- PL 3 and PL 4 students will not only be given rigorous Tier I instruction 55% of the instructional block, but will provide enrichment opportunities and increased rigor with text complexity through small group instruction with tiered lessons. Students will focus more on DOK 3 level questions from standards that are seen on the EOC and once formative and summative assessments are administered, depending on the data, students can rotate to different performance levels depending upon how they perform on that standard.
- Tiered lessons will be implemented in order to reach the needs of all students. This will ensure standards mastery for all students.
- Weekly standards-based quick checks prior to administering a summative.

	<ul style="list-style-type: none"> <li>● We will implement a 75 minute block incorporating direct instruction, small group instruction, and intervention.</li> <li>● Provide Quality Tier 1 instruction 70% of the time using the MDE scaffolding document to ensure skills and learning targets are aligned to the standards.</li> <li>● Lesson plans will be reviewed weekly by the VHS instructional team for the alignment of instruction and state standards.</li> <li>● Interventions will take place during the instructional block with micro-teaching and will be monitored with a pre-assessment and post-assessment in EADMS, USATESTPrep, and/or ELS. Data tracking sheets should be used to monitor progress.</li>   <li>● Students will communicate effectively and apply critical thinking skills through writing utilizing English II writing standards.</li> <li>● Students will utilize the KASE strategy or test prep for EOC exam.</li> <li>● Implement writing instruction with fidelity. Provide writing- to- learn activities such as an analysis of events or learning logs daily</li> <li>● Implement writing on demand strategies.</li> </ul>
<p><b>Math Proficiency</b></p>	<ul style="list-style-type: none"> <li>● The Algebra I team will provide equitable, relevant, and rigorous learning opportunities that engage all students and foster the skills, knowledge, and work habits to be proficient or advanced on the Algebra I state assessment.</li> <li>● The Algebra I team will provide-and promote explicit direct instruction, measurable and transferable learning targets from the district's pacing guides and clarify expectations necessary to demonstrate proficiency of 60% or higher.</li> </ul>

- PLCs will be centered around unpacking state standards. This will allow teachers to determine what should be covered in each standard.
- The Algebra I team along with their students will document student progress by tracking data after each benchmark and summative. Challenges and strengths will be addressed through remediation and enrichment. Engagement will be enhanced by relevant, real world learning opportunities provided through standards-based learning stations, remediation, enrichment, and extra mathematical practice. Stations will alter weekly through the lesson plans.
- Direct Instruction will be used 70% of the block time.
- Tiered lessons will be implemented to ensure standards mastery for all students.
- Preconceptions and misconceptions will be targeted through Tier 1 planning and instruction. We will implement a 75 minute block incorporating direct instruction, small group instruction, and intervention.
- Students will be taught the skills needed to master the calculator (which can be used on the state assessment).
- Lesson plans will be reviewed weekly by the instructional team for the alignment of instruction and state standards.
- Test Prep will be focused on for 30% of the instructional block.
- KASE strategies will be used to breakdown assessment items.
- Interventions will take place during the instructional block with micro-teaching and will be monitored with a pre-assessment and post-assessment in EADMS, USATESTPrep, or ELS. Data tracking sheets should be used to monitor progress.
- Proficient & Advanced Students

	<ul style="list-style-type: none"> <li>● Provide opportunities for Cooperative Learning at least twice a week during Tier 1 instruction</li> <li>● Flipped Classrooms - provide students the opportunity to watch the Algebra Nation lessons prior to class. Then, allow these students opportunities to teach portions of the lesson, with guidance from the classroom teacher.</li> </ul>
<p><b>Science Proficiency</b></p>	<ul style="list-style-type: none"> <li>● Research based intervention strategies will be used and intervention plans will constantly be updated according to the individual needs of students including working in small groups and in some cases one on one instruction.</li> <li>● We will implement a 75 minute block incorporating direct instruction, small group instruction, and intervention.</li> <li>● We will conduct more hands on experiment activities to help understand the objectives. The activities will be aligned to standards. Based on the competencies in Biology, we will place a strong emphasis on the objectives that will be covered. Bell Ringers will be given weekly to check for understanding. We will use EADMS as our monitoring tool.</li> <li>● Lesson plans will be reviewed weekly for the alignment of instruction and state standards.</li> <li>● Interventions will take place during the instructional block with micro-teaching and will be monitored with a pre-assessment and post-assessment in EADMS, USATESTPrep, or ELS. Data tracking sheets should be used to monitor progress.</li> <li>● Use KASE strategies to breakdown assessment items.</li> <li>● Implement the use of informational text to support learning in Science.</li> <li>● Formatively assess students daily.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use the data from summative assessments to guide your center/station activities (or small groups). Assessments items that more than 50% of the class answered incorrectly should be reviewed in whole group. Items that less than half missed should be reviewed in small groups. Use the Standards based report in EADMS for to determine which standards should be reviewed whole group or small group.</li> <li>● Students who are scoring at PL3 need to work with teachers in small group often to address misconceptions. The goal is to move them to PL4 or PL5.</li> <li>● Use state sample assessment items for guidance on how standards will be assessed.</li> <li>● Center PLCs around unpacking state standards. This will allow teachers to determine what should be covered in each standard.</li> <li>● Once standards have been unpacked, plan all activities (lecture, hands-on, group work, and independent work) around the standards.</li> <li>● Standards should not be taught in isolation. Be certain students can see the connection amongst or between the standards.</li> <li>● Use the gradual release model daily. Use a timer to stay on track.</li> </ul>
<p><b>U.S. History Proficiency</b></p>	<ul style="list-style-type: none"> <li>● Tiered lessons will be implemented to ensure standards mastery for all students.</li> <li>● Students will communicate effectively, engage in creative problem-solving, collaborate face-to-face, and apply critical thinking skills through variations of on-demand writing tasks inclusive of writing to learn activities such as an analysis of events or learning logs daily.</li> <li>● When applicable the English II writing standards and MDE writing rubrics will be</li> </ul>

embedded within the academic content to both reinforce and assess student understanding.

- Students will utilize the KASE test prep strategy to prepare students for multiple choice type assessment of content.
- The proficiency-based learning environment will call for the team to promote explicit direct instruction, measurable, and transferable learning targets from the district's pacing guides and clarify expectations necessary to demonstrate proficiency of 60% or higher.
- The US History team along with their students will document student progress and academic strengths and challenges will be addressed through remediation and enrichment using a data tracker for benchmarks and summatives.
- Strategies and supports for meeting those goals will be identified and placed into interventions according to EADMS and ELS assessments.
- The team will utilize the metacognitive approach to instruction to help students learn to define learning goals and monitor their progress.
- Engagement will be enhanced by relevant, real world learning opportunities that require problem solving, creative thinking, and leadership. There is an expectation for struggle as a productive part of the learning process specifically through learning stations and the Academy Model.
- We will implement a 75 minute block incorporating direct instruction, small group instruction, and intervention.
- Lesson plans will be reviewed weekly for the alignment of instruction and state standards.
- To ensure proficiency is being maintained, teachers will keep track of standard-based data tracking sheets and discuss performance during subject area PLC meetings.
- All students will be monitored using standard-based assessments from EDAMS or ELS. A preassessment will be given to determine the students' performance level.

	<p>After direct instruction students will be given 3 formal common formative assessments from EADMS or ELS to monitor student progress. Students who score less than 60% on the pre-assessment and/or the first formative assessment will be given remediation and intervention during class. After the second formative is given students who do not show growth or failing to meet 60% on the same standards will be remediated during advisory or early morning. To determine readiness for summative assessments, each student will need at least 60% on three formatives in EADMS.</p> <ul style="list-style-type: none"> <li>● Instruction will be reinforced with tiered lesson activities based on the skills for each standard in the MDE scaffolding document. Differentiated instruction will be used in independent and small group practice to ensure all students' needs are met.</li> <li>● Interventions will be done in the classroom with teacher-led small group instruction with a pre-assessment at the start of interventions and post-assessment to measure the effectiveness of interventions.</li> <li>● Planning will be collaborative with ELA teachers to implement reading comprehension and analyzing informational text RI 1-4.</li> </ul>
<p><b>ELA Growth for All</b></p>	<ul style="list-style-type: none"> <li>● Teachers are analyzing state test data for current students and creating instructional plans for individual students based on tested standards.</li> <li>● Teachers will be using scaffolding and the gradual release of responsibility within the classroom to deliver instruction to all.</li> <li>● Teachers will be progress monitoring throughout the year and intervening from the results. Progress monitoring will be done every two weeks both EADMS and ELS.</li> <li>● Teachers will be using EADMS and ELS to formulate remediation and enrichment plans for students along with small group instruction. This will be done daily as needed to ensure student mastery. Tier</li> </ul>

- Data from summative assessments will be used to guide instructional activities and small groups. Assessments items that more than 50% of the class answered incorrectly should be reviewed retaught in whole group or during small group instruction.
- Items that less than half missed should be reviewed in small groups. Small group instruction will focus on reteaching assessment items based on standards with less than 50% proficiency. Use the Standards based report in EADMS to determine which standards should be reviewed whole group or small group.
- Tiered lessons will be implemented in order to reach the needs of all students. This will ensure standards mastery for all students.
- We will use technology programs such as USA Test Prep and Odysseyware for remediation, intervention and enrichment. Collaborating weekly to provide support and professional development in areas of weakness.
- We will use best practices, academic vocabulary, writing across the curriculum.
- To ensure proficiency is being maintained, teachers and students will keep track of standard-based data tracking sheets and discuss performance during subject area PLC meetings and student led conferences.
- During direct instruction (“I do”) teachers will model the reciprocal teaching strategies- summarizing, questioning, etc. During direct instruction, teachers will use close reading strategies such as annotating a text and provide strategies such as state, cite, and explain (RI1) to provide explicit instruction on how to achieve learning targets.
- KASE strategies will be used in order to assist students in critical thinking and to eliminate misconceptions in reading or test questions.
- Writing will be assessed using MDE writing rubric. Writing activities will require students to perform a task similar to the state assessment such as writing on demand, comparing two similar text,

	<p>narrative writing and evaluating the effectiveness of the author’s claim. \</p> <ul style="list-style-type: none"> <li>● Writing instruction will provide opportunities for self-assessment and reflection by using peer editing strategies.</li> <li>● To improve writing on demand skills: 1. Assign writing prompts to all writing assignments. 2. Provide writing planning instruction with a graphic organizer to focus thoughts. Students will also be timed when completing a writing task.</li> <li>● Students who score less than 60% on EADMS or ELS summative will be placed on the intervention schedule until mastery of the skills-based on EADMS or ELS intervention post-assessment.</li> </ul>
<p><b>Math Growth for All</b></p>	<ul style="list-style-type: none"> <li>● Tiered lessons will be implemented to ensure standards mastery for all students.</li> <li>● Teachers are analyzing state test data for current students and creating instructional plans for individual students based on tested standards.</li> <li>● Math teachers will be utilizing Algebra Nation 3 times a week which now includes scaffolding and remediation resources with links to online tutorials that can be done both in the classroom and at home.</li> <li>● Teachers will be using scaffolding and the gradual release of responsibility within the classroom to deliver instruction to all.</li> <li>● Teachers will be progress monitoring throughout the year and intervening from the results. How will this be tracked?</li> <li>● Data from summative assessments to guide your activities (or small groups). Assessments items that more than 50% of the class answered incorrectly should be reviewed in whole group.</li> <li>● Items that less than half missed should be reviewed in small groups. Use the Standards based report in EADMS for to determine which standards should be reviewed whole group or small group.</li> <li>● We will use technology programs such as USA</li> </ul>

	<p>Test Prep and Odysseyware for remediation, intervention and enrichment.</p> <ul style="list-style-type: none"> <li>● Weekly PLCs to provide support and professional development in areas of weakness.</li> <li>● To ensure proficiency is being maintained, teachers will keep track of standard-based data tracking sheets and discuss performance during subject area PLC meetings.</li> <li>● Bubble Students (Students within 3 points of the next proficiency level) <ul style="list-style-type: none"> <li>● Instructional Bootcamp twice a week</li> <li>● Teach Calculator Strategies for power standards</li> <li>● Target areas of weaknesses revealed through district benchmarks</li> <li>● Use Test Yourself tool in Algebra Nation as a pre-test and post-test for each unit to check for understanding more frequently.</li> </ul> </li> <li>● Identify standards of weakness from 8th grade MAAP data. Use standard alignment resources from pacing guide to determine which Algebra Power standards will be most affected by those areas of weakness in 8th grade. These should be a target area for growth for all students.</li> </ul>
<p><b>ELA Growth for Bottom 25%</b></p>	<ul style="list-style-type: none"> <li>● 68 students have been identified as being in the bottom 25% based on the results of the 8th grade MAAP test and pulled from the data in School Status. Students were then identified by teacher and block, based on their performance levels. (PL 1 and PL 2)</li> <li>● The Academic Coach, Miranda Kincaid, along with Inclusion teacher, Misty Brown, will teach the bottom 25% and PL 1 and PL 2 level students.</li> <li>● Tiered lessons will be implemented in order to reach the needs of all students. This will ensure standards mastery for all students.</li> <li>● With this design in mind, students with the Academic Coach and M. Brown will be in one</li> </ul>

	<p>classroom teaching the same standards, but with scaffolding instruction. PL 1 and PL 2 will use more manipulatives and other methods to strengthen gaps in skills. Once a week, a summative assessment using EADMS and ELS based on the standards taught, will be administered and students can move from performance levels depending upon their progress.</p> <ul style="list-style-type: none"> <li>● Interventions will be done Tuesday-Thursday in every block, with summative assessments to be administered on Fridays. Interventions times may increase depending upon individual student needs and mastery of standards.</li> <li>● LPS and Bottom 25% will be serviced through co-teaching, peer tutoring, cooperative learning, and teacher-led small group instruction 50% of the instructional block.</li> </ul>
<p><b>Math Growth for Bottom 25%</b></p> <p>See comments above</p>	<ul style="list-style-type: none"> <li>● Tiered lessons will be implemented to ensure standards mastery for all students.</li> <li>● LPS students will be receiving tutorial/intervention with our Math specialist with the help of Green Educational Services.</li> <li>● There are currently 89 students in the bottom 25% for Math.</li> <li>● The last 15 minutes of each block will be devoted to interventions, which have already been built into the instructional block. The interventions will be performed by R. Brown, K. Williams, Taylor, Ivory, and Banks. Attached your lesson plan template as your monitoring tool</li> <li>● The team will be using the results of the summative assessments to determine the area of deficits for those students.</li> <li>● Students will also be receiving small group instruction within the classroom with their classroom teacher.</li> <li>● LPS and Bottom 25% will be serviced through co-teaching, peer tutoring, cooperative learning, and teacher-led small group instruction 50% of the instructional block.</li> </ul>

<p><b>Graduation</b></p>	<ul style="list-style-type: none"> <li>● VHS will follow all recommendations set by the High School Accountability Commission for graduation.</li> <li>● All seniors who are not on track to graduate because of state testing are enrolled in Hinds Dual Credit night classes. Dr. Walker and Mr. Olivier will progress monitor. <ul style="list-style-type: none"> <li>○ There are 9 students enrolled in College Algebra and 20 students enrolled in Dual Credit Composition I.</li> <li>○ Currently, there are 71 Seniors that have failed state assessments. Of those students, 69 are enrolled in dual credit college courses for state assessments.</li> </ul> </li> <li>● As an innovative and proactive building, Dr. Davis has assigned a Teacher Support Team Coordinator and Data Analysis Coordinator, Cody Olivier, to assist the counselors in identifying the appropriate exit strategy for students as well as at-risk students. Mr. Olivier works with the Instructional Team and the Career Academy Coach to identify interventions that will suit the needs of the students and their exit strategy towards their college, career, entrepreneurship, or military goals.</li> <li>● Mr. Olivier will triangulate state test and ACT results, GPA by term, and attendance by term in order to track senior progress towards graduation and identify students in need of intervention.</li> <li>● Using the RTI process and data tracking, the graduation rate of Vicksburg High School will increase from 141.6 to 155.0.</li> </ul>
<p><b>Acceleration</b></p>	<ul style="list-style-type: none"> <li>● Increase the number in the acceleration component from 38.7 to 42.0 by April 2020.</li> <li>● This will be done by enrolling students in dual credit classes offered by Hinds Community College. There are currently 103 students enrolled in dual credit classes.</li> </ul>

<p><b>College and Career Ready</b></p>	<ul style="list-style-type: none"> <li>● VHS will follow all recommendations set by the High School Accountability Commission for graduation: link to the commission doc</li> <li>● We are currently offering ACT Prep classes as well as embedding ACT standards into English III, Algebra II, Geometry, and Chemistry classes.</li> <li>● Vicksburg High School was awarded two sections of the JumpStart ACT Prep from MDE. The district is purchasing the two other components, which come with access to online facilitators and consumable workbooks.</li> <li>● Vicksburg High School also has access to Odysseyware, which has an ACT component with data tracking. This program also boasts success rates of students scoring 25 or better.</li> <li>● With approximately 160 juniors scheduled to take the ACT in the spring, VHS has identified instructional opportunities to deliver ACT prep classes to students. T. Stewart (Algebra II), R. Nix (English III), A. Bennett (ACT Prep Facilitator) and US History(Tadlock, Nettles, Cable, Hodge), Chemistry (C. Lovette) and Physical Science (M.Presson) classes will provide extra support for the test.</li> </ul>
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<b>Bottom 25%</b>		
	<b>Number of Students in Bottom 25%</b>	<b>Plan for Support of Students in Bottom 25%</b>
<b>ELA</b>	<b>68</b>	<ul style="list-style-type: none"> <li>● LPS students will be receiving tutorial/intervention with our Academic Specialist and Inclusion teacher (M.Kincaid and M. Brown)</li> <li>● Interventions will be done Tuesday-Thursday in every block, with summative assessments to be administered on</li> </ul>

		<p>Fridays. Interventions times may increase depending upon individual student needs and mastery of standards.</p> <ul style="list-style-type: none"> <li>● With this design in mind, students with the Academic Coach and M. Brown will be in one classroom teaching the same standards, but with scaffolding instruction. PL 1 and PL 2 will use more manipulatives, stations, and other individualized methods, such as Tiered lessons, KASE strategies, VWSD C&amp;I suggested resources, and peer tutoring to strengthen gaps in skills. Once a week, a summative assessment based on the standards taught, will be administered and students can move from performance levels depending upon their progress.</li> <li>● Students who perform with a 60% mastery on standards will be rewarded with incentives aligned to academic performance and progression.</li> </ul>
<b>Math</b>	<b>89</b>	<ul style="list-style-type: none"> <li>● LPS will be placed in teacher-led interventions and small groups which will include Patricia Taylor, Grangerette Ivory, Richard Brown, Kristen Williams, and Dr. Jerry Pittman; Stacey Banks, inclusion teacher, will assist inclusion students in small groups during the intervention schedule. Students are grouped by their 8th grade scale scores; intervention will occur Monday-Thursday during the specified intervention time. Students will remain in specified groups until data has been retrieved and reviewed from Algebra Nation, EADMS, Khan Academy, and the initial district benchmark, October 8, 2019.</li> <li>● Students will need to score 60% or above on summative assessments. Incentives have been aligned with academic performance and progression.</li> <li>● Stations and small groups will be differentiated and/or scaffolded to accommodate all learners and to develop [20 days over the course of the semester. The consultant group along with the academic coach (math specialist) will aid teachers in supplemental Tier I instruction and small group instructional planning as well.</li> </ul>

**Additional Required Elements**

<p><b>What project based learning will take place for the school year. ( At least one per semester is required.)</b></p>	<ul style="list-style-type: none"> <li>● Biology I- Escape Room and Jeopardy with Team</li> <li>● Algebra I- Creative Polynomials and Equations Puzzles</li> <li>● US History- A Picture Is Worth A Thousand Words and Does Voting Really Matter?</li> <li>● English II- Does Voting Really Matter? Are You Smarter Than Your English Teacher?</li> </ul>
<p><b>What career experiences will be provided for students? ( Grades Pre-K -12 must be included)</b></p>	<p>Job shadowing with local businesses, seniors will have internships and tenth graders will have the opportunity to go on industry visits. Students may also earn community service hours by working in the community in the field that they are interested in working in when they graduate high school.</p>
<p><b>How will you implement the four exit strategies in your building?</b></p>	<p>Career cruising to target job interests, offer entrepreneur courses offered to students who want their own business. Students will have the opportunity to take the ASVAB and gain exposure to different branches of the military by allowing the military to speak with students at school. We will have the college fair and students will have the opportunity to visit colleges online via a virtual tour. Students will also have the opportunity to earn certification for employment when they graduate, which will afford them the opportunity to make meaningful wages.</p>
<p><b>NISL Building Blocks (Only building blocks 2-8 are applicable)</b></p>	<p><b>2. Provide More Resources for At-Risk Students Than for Others</b></p> <p>Students who are more at-risk will have caring, sustained relationships, reachable goals, realistic, hopeful pathways, and</p>

engaging school and community settings. Students who are more at-risk will have caring, sustained relationships, reachable goals, realistic, hopeful pathways, and engaging school and community settings. In addition we will provide the following:

IEP in place for students

Tier Process

Behavioral Specialist (Mr. Cooksey) staffed on site to assist students.

Hinds Community College/Dual Credit Courses/to help students with another pathway when failing state tests.

Small groups/Intervention

Mrs. Ivory/Tutors students that has failed state test/or failing Algebra.

Teachers being consistent

Teachers can give at-risk students a very basic introduction to the subject before starting the lesson for the entire class.

Make sure students are engaged/not bored.

Teachers continuing to repeat and rephrase major points of the lesson/to make sure students are grasping the information.

Upward Bound Program/Provides tutoring for students

Build relationships

Be intentional with your lesson planning

Use a balanced data approach

Have high and consistent expectations

Scaffold instruction to grade level standards

Teach vocabulary explicitly

Getting students engaged and excited about coming to school and learning

Reflect and reflect often

**Tier II Practices**

Small Group Learning with interventions/progress monitoring  
Behavior Plans with progress monitoring

**Tier III Practices**

State Test Students Hinds community college classes with tutoring labs to assist students with state testing classes at night  
Behavior Specialist: Mr. Cooksey

**3. Develop world-class, highly coherent instructional systems**

Teachers will use standards and assessments to guide instruction and use data to guide enrichments, reteaching, and enrichments. Progress monitoring will be done every three weeks and teachers will make adjustments to the instruction to support the individual needs of students. Teachers have set days for PLCs and understand the importance of attending those meetings. Teachers collaborate on a regular basis and state tested teachers have the same planning period, which affords the opportunity for common planning and support. Teachers know exactly what to expect and everything that takes place at Vicksburg High School is routine and systematic.

**4. Create clear gateways for students through the system, set global standards, no dead ends**

Students will receive encouragement to take higher level courses and change the mindset of parents about students taking higher courses. Students will be afforded the opportunity to take college classes and earn certifications related to the career of their

choice. Students will learn the necessary skills so that they will be confident and have the ability to compete with their peers locally and globally.

**5. Assure an abundant supply of highly qualified teachers**

Teachers will be recruited throughout the school year to fill vacancies for the upcoming school year and administrators will work to retain effective teachers. Because data is collected often, members of the instructional and administrative actively recruit throughout the school year, especially when we see a potential vacancy. Both teams are very proactive and work to recruit top talent.

**6. Redesign schools to be places in which teachers will be treated as professionals, with incentives and support to continuously improve their professional practice and the performance of their students**

Teachers have been awarded meeting the expectations such as leaving for lunch, they have classroom autonomy, and they are a vital of the decision making for the school. They know their input is valued and they have been given the resources needed to be successful. A rapport between teachers and every member of the leadership team has been established so that teachers know that their input is valued and they are continuously poured into and grown as teacher leaders. They are held to a high standard and understand the importance of building relationships with students. Teachers are asked to share their best teaching practices with other members of the staff and have an active voice in PLCs.

**7. Create an effective system of career and technical education and training**

Students are afforded the opportunity to take college classes at the Vocational Center and earn certification for the career of their choice. Students have been placed in career academies to help guide them on their chosen career path.

**8. Create a leadership development system that develops leaders at all levels to manage such systems**

Highly capable staff has been recruited and retained so that the vision can be carried forward. The members on the instructional team who are highly qualified and skilled at in their content area. Miranda Kincaid serves as Vicksburg High School's ELA specialist, Kristen Williams serves as Vicksburg High School's U.S. History and Algebra I specialist, and April Green serves as Vicksburg High School's Biology specialist. Each member of the team understands their defined role and works diligently to move Vicksburg High School forward. Academy principals lead their academies (CAB, HHS, ACME) and have chosen teachers to serve as their academy leads. PLC's for academies are once a week where lead teachers within the academy lead the meetings. Everyone within the organization has well-defined roles and understands that the system is designed part to whole, meaning everyone will do their part to ensure that Vicksburg High School is moving in the right direction with a system of checks and balances. The entire leadership team meets every Friday at 7:30AM to

	<p>communicate the happenings at Vicksburg High School develop a plan to maintain a safe and orderly environment.</p>
<p><b>WIGS</b></p>	<ul style="list-style-type: none"> <li>● Increase the English II proficiency points from 26.1 to 35.0 by April 2020.</li> <li>● Increase the English II growth for all points from 51.6 to 75.0 by April 2020.</li> <li>● Increase the English II growth for the lowest performing points from 55.4 to 75.0 by April 2020.</li> <li>● Increase the Algebra I proficiency points from 16.8 to 29.0 by April 2020.</li> <li>● Increase the Algebra I growth for all points from 74.9 to 85.0 by April 2020.</li> <li>● Increase the Algebra I growth for the lowest performing points from 99.0 to 100.0 by April 2020.</li> <li>● Increase the Biology I proficiency points from 15.9 to 25.0 by April 2020.</li> <li>● Increase the US History proficiency points from 11.0 to 25.0 by April 2020.</li> <li>● Increase the Graduation Rate points from 141.6 to 155.0 by April 2020.</li> <li>● Increase the College and Career Readiness points from 7.85 to 16.0 by April 2020.</li> <li>● Increase the Acceleration Rate points from 38.7 to 42.0 by April 2020.</li> </ul>
<p><b>PD Plan (All PD should reflect staff deficits and areas of growth)</b></p>	<p>The teachers at Vicksburg High School will receive instruction in the following areas: Google Classroom, EADMS, School Status,</p>

	<p>Thought Exchange, ACT Prep, ELS (EZ) Assessment. In-house professional development will be on the following areas: Class Dojo, Creative Breakthrough for High Quality Student Engagement, Data Tracking Using TLIM, and Teacher Leadership and School Reform.</p>
<p><b>Intelligence about academic/accountability measures</b></p>	<ul style="list-style-type: none"> <li>● Student-led conferences will be done regularly and students will have data tracking sheets.</li> <li>● Information about the accountability model will be posted and discussed on the state tested hallway and in the classroom.</li> <li>● Data from previous years will be used to make decisions regarding instruction and intervention.</li> <li>● The individual names of students who need enrichment and remediation will be listed so that intervention and enrichment is intentional and monitored.</li> <li>● Constant adjustments will be made according to data so that the individual needs of students will be met.</li> </ul>
<p><b>Instructional Responses from intelligence</b></p>	<ul style="list-style-type: none"> <li>● Data will be used to drive remediation, intervention, enrichment, and small groups.</li> <li>● The individual needs of students will be met by providing effective Tier I instruction that is standards and assessment driven.</li> <li>● Adjustments will be continuously made in accordance to data and the intervention plans will continuously change.</li> </ul>

	<ul style="list-style-type: none"> <li>● Data will be at the focal point of all decisions made regarding instruction.</li> </ul>
<p><b>Plan for successful practices for quality teaching and equity in each classroom</b></p>	<ul style="list-style-type: none"> <li>● Teachers have a common planning period and met weekly to plan together.</li> <li>● Using assessments and standards to drive instruction and making decisions regarding personnel to provide instruction that is high quality and what is best for children.</li> <li>● Information from classroom observations, feedback Fridays, PLCs, and common planning with teachers will be used to make decisions so the Vicksburg High School’s Wildly Important Goals are met and there is an increase in points to move Vicksburg High School from a letter grade of D to a letter grade of C.</li> <li>● Decisions will be made as a team and teachers will be provided with the resources that they need in order to be successful.</li> <li>● The expectation is that teachers provide high quality instruction on a daily basis, keep constant contact with parents, and use their planning period to plan effective lessons, communicate with parents, tutor, and reflect and/or research effective instructional practices so that ALL students are successful.</li> <li>● It is the belief at Vicksburg High School that we are only as strong as our lowest performing student.</li> </ul>
<p><b>Other goals or initiatives ( Must be tied to budget expenditures, feel free to attach elements of your federal plan)</b></p>	<ul style="list-style-type: none"> <li>● We are working with our student LEAD Team (Student Ambassadors) to create more ways for students to share their voice at school.</li> <li>● The administrative team and adult LEAD Team plan to meet with the student LEAD Team once per month</li> </ul>

	to plan ways for them to lead within the building.
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