

- SY 2025-2026 Assessment Data -

<i>Teacher</i>	<i>OVERALL SMHS</i>	<i>Barber</i>	<i>Barrett</i>	<i>Bradford</i>	<i>Bridges</i>	<i>Jackson</i>	<i>Jamieson</i>	<i>Leyens</i>
Students	309	41	15	84	13	60	36	60
<i>SPED</i>	<i>21</i>	<i>3</i>	<i>0</i>	<i>2</i>	<i>3</i>	<i>2</i>	<i>4</i>	<i>7</i>
MP25	74	12	1	17	9	14	5	16
Overall Growth	211/275 76.7%	34.5/37 93.24%	4.25/10 42.5%	59.75/81 73.8%	5.25/10 52.5%	53.25/55 96.8%	18/29 62.1%	36/53 67.9%
MP 25% Growth	32.5/74 43.9%	6.5/12 54.2%	0/1 0%	9.5/17 55.9%	4.25/9 47.2%	6.25/14 44.6%	1/5 20%	5/16 31.3%
Prof./ Adv.	197/309 63.8%	29/41 70.7%	7/15 46.7%	56/84 66.7%	2/13 15.4%	47/60 78.3%	21/36 58.3%	35/60 58.3%
<i>SpEd Growth</i>	<i>7.5/15</i> <i>50%</i>	<i>1.25/1</i> <i>125%</i>	<i>n/a</i>	<i>2/2</i> <i>100%</i>	<i>0/1</i> <i>0%</i>	<i>1/2</i> <i>50%</i>	<i>0/2</i> <i>0%</i>	<i>3.25/7</i> <i>46.4%</i>
<i>SpEd Prof.</i>	<i>6/21</i> <i>28.6%</i>	<i>2/3</i> <i>66.7%</i>	<i>n/a</i>	<i>1/2</i> <i>50%</i>	<i>0/3</i> <i>0%</i>	<i>0/2</i> <i>0%</i>	<i>1/4</i> <i>25%</i>	<i>2/7</i> <i>28.6%</i>

- SY 2023-2024 SpEd Growth: 33.6% ■ SY 2024-2025 SpEd Growth: 47.8% -

Strategies

- Common Assessments/BM/Test Prep
- Teachers remediate during after school tutoring, early bird, bootcamp (reteach/retest)
- Added Learning Strategies Class (2 LS Teachers) to accommodate SPED students in need of more interventions.
- School schedule strategically emphasizes identifying SPED and MP25 students and prioritizing their schedule to make sure they have inclusion teachers in English II and Learning Strategies class if needed (based on performance data, benchmark scores, etc.)
- Target standards from MAAP data
- Use tutors for reading intervention
- Track data after each assessment AND review most missed items
- Adjust benchmark schedule/time (one class period and MP25 pulled to a different room to complete if needed)
- Continue daily/weekly timed writing
- Structured class: *using timers
 - 30-40 minutes of direct instruction (informational text x2, literature x1, poetry x1 per week)
 - 30 minutes of breaking down prompts followed by a constructed response
 - 30 minutes of independent practice
- Resources: Reading PLUS, Problem Attic, Mastery Connect, South Mississippi Writing Project

How Funds Will Be Utilized

- After-school tutoring and instructional bootcamps. (District Tutoring funds)
- Supplemental resources aligned to English II MAAP standards
- Professional development focused on evidence-based literacy instruction and instructional strategies for students with disabilities
- Intervention materials and MDE practice test resources
- Supplemental instructional support personnel (tutors and learning strategies teachers) to provide targeted remediation
- Classroom resources that support structured literacy instruction and evidence-based writing practices (Reading PLUS and South Mississippi Writing Project)