U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet[ ] Choice

Name of Principal <u>Mr. Gregory Elliott</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)
Official School Name <u>Caledonia High School</u>
(As it should appear in the official records)

School Mailing Address <u>111 Cavalier Drive</u>
(If address is P.O. Box, also include street address.)

City <u>Caledonia</u>   State <u>MS</u>   Zip Code+4 (9 digits total) <u>39740-9406</u>

County <u>Lowndes County</u>

Telephone <u>(662) 356-2001</u>   Fax <u>(662) 356-2036</u>

Web site/URL <u>https://chs.lowndes.k12.ms.us</u>   E-mail <u>gregory.elliott@lowndes.k12.ms.us</u>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*_<u>Mr. Sam Allison</u>_____E-mail_<u>sam.allison@lowndes.k12.ms.us</u>_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Lowndes County School District</u>   Tel. <u>(662) 244-5000</u>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mrs. Jane Kilgore</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

Non-public Schools: If the information requested is not applicable, leave blank.

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district   3 Elementary schools (includes K-8)
   (per district designation):   2 Middle/Junior high schools
                                   3 High schools
                                   0 K-12 schools

                                   8 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district**.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

   [ ] Urban (city or town)
   [ ] Suburban
   [X] Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	210
10	143
11	150
12 or higher	149
Total Students	652

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):

    0 % American Indian or Alaska Native
    0.8 % Asian
    17.4 % Black or African American
    3.8 % Hispanic or Latino
    0 % Native Hawaiian or Other Pacific Islander
    74.8 % White
    3.2 % Two or more races
    100 % Total

 (Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 5%

    If the mobility rate is above 15%, please explain:

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred **to** the school after October 1, 2021 until the end of the 2021-2022 school year	16
(2) Number of students who transferred **from** the school after October 1, 2021 until the end of the 2021-2022 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2021	641
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

    Spanish, Japanese, Popti', and Kiche'

    English Language Learners (ELL) in the school: 2 %

    10 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %

    Total number students who qualify: 267

8. Students receiving special education services with an IEP: 10 %
            Total number of students served   62|

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

    8 Autism   4 Multiple Disabilities

    0 Deafness   1 Orthopedic Impairment

    0 Deaf-Blindness   23 Other Health Impaired

    0 Developmental Delay   28 Specific Learning Disability

    11 Emotional Disturbance   3 Speech or Language Impairment

    1 Hearing Impairment   0 Traumatic Brain Injury

    3 Intellectual Disability   0 Visual Impairment Including Blindness

9. Students receiving special education services with a 504:   3 %
            Total number of students served: 19

10. Number of years the principal has been in the position at this school: 3

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	40
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	96%	94%	94%	91%
High school graduation rate	87%	90%	86%	88%	90%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	146
Enrolled in a 4-year college or university	16%
Enrolled in a community college	46%
Enrolled in career/technical training program	6%
Found employment	14%
Joined the military or other public service	3%
Other	15%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.
     Yes ___   No X

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Challenge all students to attain their greatest potential.

17. Provide a URL link to the school's nondiscrimination policy.

https://lowndes.msbapolicy.org/DistrictPolicies/ViewsAdmin/SelectedDocumentReadOnly/tabid/3055/Default.aspx?docId=125767

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Caledonia High School (CHS), established in 1908, is the only high school in the small farm town of Caledonia, Mississippi. The town of Caledonia is in Northeast Mississippi with a population of 1,137, and the school serves the local town and surrounding areas as well as the Columbus Air Force Base (CAFB). CHS began as the typical one room schoolhouse; however, as the student load increased, buildings were enlarged and erected on the original five-acre tract of land. The first graduates were the class of 1910, consisting of four students, whereas the class of 2022 graduated 141 students.

Today, the school grounds consist of over 40 acres, which includes classrooms, a gymnasium, a fieldhouse, and adjacent athletic fields. New growth and industrial development in the area has necessitated construction upgrades to buildings and facilities. Grades K-12 are housed on the same 40-acre complex with a total of over 2,200 students on campus, with the high school serving over 650 students from multiple ethnic backgrounds, making it the center of this small town.

Many of our students and families are connected to CAFB through active-duty military or contractor companies employed by the Air Force. In 2023, CHS became a Military Star School that ensures support to our active military families through geographic and academic transitions. Free services by a Military Family Life Counselor, peer mentoring, and continual contact with a local CAFB liaison aid the continuity of learning for our mobile students.

The administrators and teachers are highly qualified, many with National Board Certifications and advanced degrees. Professional development occurs every Wednesday from 2:00-4:00, creating opportunity to collaborate and build rigorous and effective lessons interdepartmentally. The established athletic, art, music, and physical education departments include programs such as, football, cheerleading, cross country, volleyball, basketball, soccer, softball, baseball, track and field, tennis, golf, and powerlifting. Many of our athletic programs have been highly successful. The CHS volleyball team is the current 4A State Champions, along with multiple individual state championships in tennis and powerlifting. The CHS band also shines with all superior ratings this past fall in state competitions. A host of clubs and honor societies exist within our school that contribute to the success of our students.

Students are greeted by teachers, the principal and assistant principal each morning as they arrive on campus. On Fridays, many of our high school athletic students volunteer at the elementary school drop off, enthusiastically greeting the younger students in our community in their athletic uniform. A member of the Student Government Association begins each academic day with morning announcements followed by the Pledge of Allegiance. Our students choose their academic path with the individual assistance of two school counselors, each focusing on particular grade levels, to facilitate guidance and assistance during the spring semester. Because our school mission is to help our students "attain their greatest potential" we offer core classes, a wide range of electives, dual enrollment courses, Advanced Placement (AP) classes, and vocational classes. CHS is also a 1:1 technology school and students are issued a MacBook they utilize throughout the year at school and home. If a student does not have internet access at home, the school provides a hotspot for residential use.

The school was assigned an A-Rating from the Mississippi Department of Education (MDE) for exemplary scores during the 2021-2022 academic year. On a 1,000-point scale, the school grew from a 688 in 2020-21 to a 780 in 2021-22. This accomplishment for our high school students, teachers, and staff reflects their dedication and belief in our mission statement: "Challenging All Students to Obtain Their Greatest Potential."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The heart of the school's curriculum is developed based upon MDE frameworks and College-and Career-Readiness (CCR) Standards.

The English Department is structured to facilitate student success on all levels. Students thrive under the instruction of our highly qualified ELA teachers, who strive to create engaging and rigorous lessons to further students' academic growth. Students scoring in the bottom 25% on the 8th grade subject area test are automatically enrolled in a foundational writing course prior to taking English II. In addition, 9th grade students, with low STAR reading scores and/or teacher recommendation are also considered for the course. Students traditionally take English I in 9th grade, English II in 10th grade, English III in 11th grade, and English IV in 12th grade, but there are also varied options for remediation, early graduates, and advanced learners. High achieving students have the option of taking Honors English I and II, and students meeting the pre-requisite ACT English score of 17 are offered Dual Credit English Composition I and II. English electives offered by the department are creative writing and public speaking. Following the MS Curriculum Framework, teachers use a variety of instructional methods to teach thematic units. These units consist of varying levels of text complexity, different modes of writing, a mixture of informative and narrative texts, as well as vocabulary studies and grammar. Instruction is supplemented with data driven computer programs such as IXL, Common Lit, Paper, NoRedInk, Actively Learn, Newsela, and Turntin. Collaboration among the ELA teachers is key to students' success, their academic goals, and teaching learning standards. Instruction is scaffolded and builds from English I through English IV. Students are actively engaged in writing development, researching informational texts, and studying literary works, and modern and historical cross-curricular concepts.

Instructional goals are adjusted so that qualitative and quantitative measures are met while teaching state instructional standards and ensuring student engagement to help students further their academic and social growth. The rigor within writing also increases through expanding writing modes within each grade level English course. The department strives to prepare all students for success at the collegiate level or within the work force. English I and II students are assessed using Educational Learning Solutions (ELS) benchmarks at the beginning and end of each semester, and teachers use this information to help project future state assessment scores. The English II MAAP End-of-Course Assessment measures students' growth and proficiency levels. College and Career Readiness is assessed during the spring semester when all juniors take the ACT. Classroom assessments also include the use of ELS to identify deficiencies in student performance. This data is then used to isolate specific areas of need by standard, and teachers tailor instruction to address any gaps in performance. Along with standardized methods of assessment, teachers use internally generated assessments not only to evaluate comprehension but also strengthen skills necessary to achieve the desired academic outcome. During the 2021-22 school year, 59.9% of English II students scored proficient, while the school's overall growth in English II was 65.1%. The state average growth was 62.1%.

1b. Mathematics curriculum content, instruction, and assessment:

The school's Mathematics Department is structured in a scaffolding manner similar to the ELA Department. Freshmen students, depending on their level of mastery, begin their high school math courses taking either SREB Math, Foundations of Algebra, or Algebra I. Upon completion of Algebra I, students traditionally take Geometry and then Algebra II. The school also offers Algebra III where students learn Pre-calculus and Trigonometry. Other options for advanced math electives, including Dual Credit College Algebra, AP Statistics, and AP Calculus AB. AP classes follow the College Board Course Exam description and objectives. All teachers are highly qualified, teaching within their field, and the AP teachers are AP certified. Mississippi CCR standards are utilized as the guidelines for instruction for Foundations of Algebra, SREB, Algebra I, Geometry, Algebra II, and Algebra III. Dual Credit College Algebra classes use

My Math Lab by Pearson for coursework and aligns with standards set forth by East Mississippi Community College (EMCC), and the Institution of Higher Learning (IHL). Teachers use district pacing guides, scaffolding, MAAP (State subject area) testing blueprint, practice resources and utilize practice ACT questions during class instruction.

Our mathematics teachers utilize diverse instructional strategies to strengthen each student's knowledge and accommodate their individual learning styles and needs. These instructional strategies include inquiry-based learning, scaffolding, gradual release of responsibility, visual presentations, individual instruction, independent practice, and cooperative learning. The department heavily utilizes a concept referred to as spiral content as an instructional strategy which entails teaching a concept and then moving on to the next concept but revisiting that concept throughout the year as students continue to learn new material. This reinforces the previously learned content and builds upon prior learning. Instructional resources such as IXL, Khan Academy, and spiral class are utilized to enrich instruction and to provide remediation as needed.

For assessment, our mathematics department utilizes quick formative assessment each day (bellringers) at the beginning of class or exit tickets at the end of class. Application of learned skills for homework, informal assessment through observation and questioning, online quiz games, quizzes, pair and share, ELS practice benchmark assessment for summative assessment, group and individual project-based presentations, interdisciplinary projects and presentations, traditional tests online and paper, term exams, objective mastery testing all ensure constant learning in multiple modalities. Specifically, Algebra I tests are modeled after the MAAP test and incorporate use of Desmos, which is a tool embedded in the test, and uses the TI-84 Calculator to correlate with what is allowed on the ACT. For AP Statistics and AP Calculus AB, tests are modeled after the AP Exam formatting (Multiple Choice and Free response) and context-based applications. The department utilizes STAR test data for early identification of struggling students. Eighth grade scores are used to make predictions, measure growth and identify gaps, strengths, and weaknesses of individuals and student groups. The ELS Benchmark assessments are used to inform instruction and measure growth from 8th grade scores and from one ELS test to another. Assessment data from the ELS benchmark assessments, MAAP subject area state tests, and STAR universal screener are all used to identify and closely monitor the lower 25% as they progress through the course to inform instruction. Quality foundational instruction increases growth for the lowest performing students, which will provide students an academic advantage while closing gaps. For 2021-22 CHS scored 95.4% proficient in Algebra I with an overall growth for all students in Algebra I at 87.2%.

1c. Science curriculum content, instruction, and assessment:

The science department facilitates cross-curricular learning on multiple academic levels with a hands-on approach because students learn best kinesthetically and visually. Students are placed in differentiated classrooms based on data compiled from their 8th grade state science test, current STAR reading, and/or overall grade in science. Honors/foundational classes are provided in Biology and Chemistry. Most classes are one credit, including Chemistry, Biology, Anatomy and Physiology, Earth/Space, Physical Science, and Physics. Several are only one term including Marine Aquatics I/II, and Zoology I/II.

ELS pre/post assessments are used, and the data collected is analyzed for teachers to correct any gaps in students' learning. Some instructional approaches include labs, which employ inquiry-based learning, claim, evidence, reasoning (CER), critical thinking scenarios, and/or demonstrations that correct misconceptions students have about certain concepts. Self-paced lessons, virtual learning, in class lectures, flipped classrooms, guest speakers, projects and group work are all incorporated into daily formative assessment and learning. Flow/anchor charts, concept maps, small tests, and vocabulary quizzes are utilized to check mastery of skills. After school tutoring is provided various times throughout the week for any student who may need help understanding a concept.

Teachers incorporate word studies to dissect science terminology to enable better comprehension of key science terms. Using formative assessments and ELS benchmark post-test, teachers predict how his or her students will perform on state assessments. After analyzing the data, teachers create review and enrichment supports that target skills students need the most practice with prior to state assessments. When state assessment scores are released, the department reviews which concepts students excelled in and which ones

they did not. This analysis drives planning and instruction for the next semester, in the science curriculums. During the 2021-22 school year, CHS scored 85.4% proficient in Biology, as compared to the state average of 55% proficient.

1d. **Social studies/history/civic learning curriculum content, instruction, and assessment:**

The Social Studies Department's focus is on gaining historical and social science knowledge that will further student success and academic growth. Social studies courses offered are World Geography, Mississippi Studies, World History, United States (US) History, AP US History, Sociology, Psychology, American Government, and World Economics. All social studies teachers are highly qualified and teach within their content area. Junior and senior students who hold a 3.0 GPA can dual enroll in college-level social studies courses and AP US History. Cross-curricular content throughout the curriculum is incorporated. Historical statistics, period music, protest music, essay and research paper writing strengthen students' reasoning skills through questions utilizing primary historical documents and current event articles. Teachers of Mississippi, World and US History, incorporate state test related vocabulary, supplemental reading, video clips, projects, and war comparisons. US History teachers focus the first three weeks of each semester with review of content based on the 5th grade and 8th grade MDE standards to close any gaps in historical knowledge. Assessments are reflective of standardized test format and open response questions to assess content knowledge. The cross-curricular focus aimed to close any content knowledge gaps, at the beginning of each course, is one of the factors that helps CHS achieve 80.3% proficiency on the MAAP test in comparison to the state proficiency at 69.4%.

1e. For schools that serve grades 7-12:

In accordance with state graduation requirements, all students take a CCR course provided on campus. Students also have access to career coaching services and the option to enroll in our district vocational program housed at the district Career Technology Center (CTC).

CCR prepares students in their postsecondary endeavors and ensures students will leave high school enrolled in college, enlisted in the military, or employed in the workforce. In this course, students participate in mock interviews, complete sample new hire paperwork, write academic and professional resumes, fill out college applications, write college essays, apply for scholarships, complete the FAFSA, invest in the stock market, write checks, and file taxes.

ACT Prep is a required elective. Student in grades 9-12 can acquire test taking strategies through practice ACT tests and WorkKeys. Teachers utilize official ACT practice books, an online site called Learning Express, daily test questions from Kaplan Academy, and strategy videos from ACT.org. The ACT helps students gain admission to college and potentially receive scholarships and the WorkKeys test provides proof of ability to a future employer in the industry sector.

Vocational electives are offered off campus at our district CTC. Students enroll during their 10th grade year. Electives in Automotive Service Technician, Construction, Culinary Arts, Engineering & Robotics, Health Sciences, Industrial Maintenance, Educator Preparation, Welding is offered. Work Based Learning/Internship Opportunities are implemented for third year students. Several certifications are acquired through this program.

A career coach helps students explore careers and plans for postsecondary education or vocations. Career coaching, job shadowing, internship placement, career exploration services, college scholarship application help are available through our career coach. Career days, college field trips and CTC tours are scheduled throughout the year in partnership with industry leaders, college recruiters and guest speakers invited to campus.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Visual and preforming arts courses offered are Art I, Art II, Choral Music, General Music, and Band to all grade levels. Students in these groups attend many regional and state level assessments, consistently earning high ratings in performance and sight reading. Students are given opportunities to perform in a variety of nationally recognized venues through their collaborative efforts with their school and community. This year the band received All Superior ratings at every competition, but most notably at the MHSAA State Marching Evaluation in Tupelo. The programs utilize the Mississippi CCR standards to engage students in artistic investigation that unlocks problem solving, communication, collaboration, and innovation skills by crossing subject content areas. Students utilize opportunities to create using various mediums, interpret and give feedback on artistic works, and visit local art galleries and theater productions. This year the Art Club partnered with the Choir to see the Golden Triangle Theatre's production of Annie Jr. Also, the Art Department was given a donation of pottery kilns and slip-casting molds for ceramics. This addition has enriched the program enabling creation, firing, and glazing to be done in house. Students compete in several competitions yearly like the Mississippi Farm Bureau Federation Ag Art Contest, the College Savings Mississippi Ag Art Contest, and the Mississippi Association of Conservation Districts "One Water" Poster Art Contest. In recent years, our students have placed on the school and regional level in these contests.

2b. Physical education/health/nutrition

Students in grades 9-12 are required to take one physical education (PE) elective. Individuals involved in extracurricular athletics are enrolled in a sport's specific PE course where they focus on physical education pertaining to their sport of interest, physical conditioning, weightlifting, sports theory, collaborative learning, teamwork, and leadership skills. Extra PE courses count as additional electives toward graduation. Nutrition and Wellness and Health courses are offered to grades 9-12, teaching applicable life skills, such as CPR, and healthy meal preparation. A classroom containing five kitchenettes for hands-on learning working is used. Both courses work collaboratively using food log apps to analyze their daily nutritional choices and involve guest speakers. This year, a local narcotics agent discussed drugs, addictions and their impacts on individual's health, family, and community.

2c. Foreign language(s), if offered (if not offered, leave blank)

Students may take Spanish I, II, or III on campus in grades 9-12. During their Junior and Senior year, they may enroll in dual credit foreign language courses that are offered by partnering universities, such as EMCC. Spanish teachers utilize online visual and audio curriculum for instructional support, auditory immersion-based learning, and language/grammar practice. They use online curriculum, such as the Somos Curriculum, for written practice. Students upload their completed work to teachers utilizing our learning platform. For literary enrichment, students learn from Spanish leveled novels and reading excerpts, Spanish grammar practice, and class discussions held in Spanish. Students are required to listen, speak, read, and write in the target language daily. A variety of groupings, including whole group, small groups, partners are used daily. Introduction of new skills is presented audibly, kinesthetically, and visually reaching many modes of learning. Students are assessed orally for feedback on proper pronunciation and formatively on vocabulary and grammar. Summative assessments occur every one to two weeks, depending on the complexity of the lessons. Spanish cultures are researched through projects such as biographies, country reports, food, location specific traditions, dress, and holidays. These are presented through plays, PowerPoints, fashion shows, and songs. Students create Hispanic specific arts and crafts to display throughout the school to share the culture they are learning.

2d. Technology/library/media

The Library Media Center provides the school support in our 1:1 technology initiative, enabling every student a MacBook that is used throughout the year. Each classroom teacher is issued a MacBook and has

interactive smartboards for instruction, along with wireless internet access. In addition, the library focuses on information access and digital literacy for the student population with on and offline resources. It provides an environment conducive to learning to enable them to become productive, responsible, and successful citizens in a rapidly changing and increasingly complex society in a quiet space for independent study and research. One librarian and one paraprofessional, operate the facilities and accommodate college recruiters, parent/family engagement events, collaborative teaching lessons, and small group learning sessions. The library media center is an integral part of the school's growth through resources, technology, and instructional services that align with state and curriculum standards and plans instruction that meets the diversity of students' needs. The library firmly believes in information access, inquiry based learning, and responsible digital citizenship, along with encouraging a love for literature. The librarian actively assesses library needs based on collection analysis, student interest surveys, and curriculum needs based on collaborative planning and staff request.

2e. Any other interesting or innovative curriculum programs you would like to share

Students have access to Personal Finance, Accounting, Business Law, and Driver's Education, to complete their high school schedule. Accounting and Business Law teach fundamentals to help students explore content areas that might lead to future careers in the business world. Personal Finance classes utilize real world content-based instruction through project-based learning. It requires the students to create monthly budgets using data from online retailers, current cost information of services, utilities, and amenities. Students create grocery lists and conduct store cost comparisons. Good money management skills are supported through critical thinking, problem solving, and mathematical operations. One real world project involves doing research to buy a car by comparing new and used cars as well as comparing different dealerships. Students choose their car, price range, amenities, and consider their personal budget based on their chosen career. In Driver's Education, students learn basic driver's safety and hands-on instruction where students learn to physically operate a vehicle with one of the school's licensed Driver's Education instructors within our local community.

3.   Academic Supports

3a. Students performing below grade level:

The school supports students performing below grade level through the Multi-Tiered System of Supports (MTSS). A Response-to-Intervention (RtI) coordinator trains teachers annually on how to identify struggling learners and implement interventions accordingly. Students needing interventions or remediation are identified based on classroom performance, state test scores, universal screeners, and teacher observations. Foundational classes are offered to students enhancing exposure to curriculum content. Within foundational classes, research-based strategies and scaffolding of information, are used daily. Reading material on lower Lexile levels for students are provided using tools such as Newsela. Focused vocabulary building techniques such as, word drills, reciprocal teaching to improve reading comprehension, activating prior knowledge by building on ideas the students are familiar with, and cover, copy, compare for students who struggle with multiple step problems, are other strategies that are used. One-on-one is offered to all students who desire additional aid within all course subjects.

Because not all low performing students lack academic ability, teachers review historical test data and universal screener results to help identify students with high potential and low performance. These students receive behavioral based interventions which are comprised of mentor-based interventions (check in/check out), managing anxiety within the classroom, individually created classroom checklists for student self-management, and weekly academic counseling and reflection. Students who show no measurable progress within a 4-5 week period are then referred for additional help with a school interventionist. Direct, daily interventions are conducted in a one-on-one environment. Gaps in students learning are addressed and remediation is provided, all while using effective research proven strategies and programs.

3b. Students performing above grade level:

For students performing above grade level, honors classes, dual credit enrollment, and AP classes are offered. These classes differentiate assessments by incorporating student chosen projects, portfolio-based assessments, open-ended, critical thinking scenarios. Students design questions, developing divergent-thinking skills, by showcasing multiple ways of problem solving. Classroom discussions, debates, and peer learning opportunities help our advanced learners thrive by taking an active role in their own instruction. College level course work and independent research studies allow above level students to learn at their own pace and within their chosen fields of study.

Enrichment standards are included in several MDE frameworks and CCR standards. Teachers use these to guide instruction. Interdepartmental collaboration between teaching staff help to make enriching lessons accurate with corresponding courses. For example, in Honors Geometry, students are taught the enrichment standards and instruction is adapted so students must prove geometric theorems before they implement them. These are the same skills needed in Algebra II and other upper-level math classes. In English III, novels are selected based upon Lexile levels and student interests.

3c. Students with disabilities:

Students with disabilities (SWD) receive support services from special/general education teachers, speech and language pathologist, counselors, occupational therapists, etc. Those listed are part of a team, who develops thorough and detailed IEPs according to the academic and functional levels of each student.

This team helps design instruction that promotes growth among students with disabilities, however, in science and history, SWD are performing lower than our overall students. In science this subgroup is 57.1% proficient and in history this subgroup is 54.5% proficient while overall the school has 85.4% in Biology and 80.3% in U.S. History. To improve these areas, a certified Biology/US History teacher works specifically with SWD within regular education and resource classrooms. There is a focus on vocabulary, key words, analyzing graphs/images, and comprehension of test questions. Programs like Progress Learning are utilized for practice of content as well as ELS pathways quizzes that provide instant feedback to deepen understanding of contextual concepts, most of which occur in small groups or one on one settings. In English, students with disabilities (53.7%) and economically disadvantaged (27.6%) are below the school's 65.1% rate of proficiency. Students in these groups are provided scaffold-based lessons with an additional writing course that focuses on improving language quality and quantity with academic vocabulary enrichment before English II with the help of IXL, Classworks, and ELS snapshots. Internet hot spots are also provided for students who do not have access, and 24-hour virtual tutoring is available (Paper Tutoring) with certified educators.

The Special Education Department collaboratively works with the Mississippi Department of Rehabilitation Services to connect students with a case manager, if interested, to help plan postsecondary options while continuing to receive access to disability-based support services post high school. Special education teachers work with guardians/parents to help guide them through the graduation requirements and future planning to transition to independent living and employment. The Special Education Department plans annual academic and behavioral IEP goals to help students close in the gap to better access the general education curriculum. According to MDE, 57.8% of our SWD are enrolled in accelerated classes compared to 44.6% state average.

3d. English Language Learners:

To support English Language Learners (ELLs), a full-time English Language (EL) district teacher is on staff. The EL teacher is responsible for providing services and instruction to ELL twice a week and is available for inclusive support in grade-level classes. To effectively help students succeed, our EL teacher collaborates with the grade level English teachers to align standards and better support students. Some technological platforms used to support ELL students include Nearpod ELL, BrainPop ELL, Paper Tutor (Virtual 24/7 Multilingual Tutor Access Sponsored by MDE), and IXL. These programs help align students to their proficiency level while also introducing classroom content. Students are taught how to navigate Google Translate to communicate while they transition and build a foundation in the English language. The school librarian is also consulted to create literacy growth units for ELL with education gaps. These units

meet students' current reading levels and build on comprehension skills with scaffolded excerpts, logs, quizzes, study guides, and tests. Each ELL is given a language service plan that documents legally binding accommodations for classroom instruction and testing, such as extended time and translated content in their native language. Classroom teachers are trained with an EL support coach to display best practices such as cueing, modifying assignments, previewing academic content, making instruction visuals, and using manipulatives. Student evaluation team meetings are held every nine weeks to effectively support ELL students. These meeting include the student's EL teacher, grade-level content teachers, administrators, parents, and additional support staff, such as counselors and academic coaches. Students' grades, proficiency progress, behavior, attendance, student engagement, and social emotional learning are discussed and documented, while the team discusses additional ways to continue to support each student. Despite the language barrier, ELL students are scoring only 5% lower than that general education population.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Because the school's vision is to "provide a superior educational system that challenges all students to attain their greatest intellectual, social, and personal potential," student engagement within the classroom is essential. The school demonstrates a partnership between teachers and students working toward a common goal, and teachers strive to maintain positive interactions with students to create a classroom culture conducive to learning.

Within the classroom, teachers capitalize on each student having a Macbook by centering some lessons around technology. For example, teachers enjoy using Kahoot!, Quizziz, Quizlet Live, Blooket, and Actively Learn to engage students. These online educational programs not only help with the teaching/review of educational concepts but also give teachers immediate feedback to aid with areas of weakness. Because they feature a game-like platform, even the most reluctant of learners will participate. Teachers also use collaborative learning activities, small groups discussions, and classroom debates to engage students. To help with writing instruction, English teachers also conduct individualized conferences to provide feedback on essays and many of the math and science classes use project-based learning activities to teach challenging concepts.

The school also fosters student engagement through our extracurricular activities, clubs, and award ceremonies and estimates that over 70% percent of our student body is involved in either vocational based curricula, a school club, or school-based sport. Many of the school's clubs and athletic teams also have academic grade or GPA requirements that help motivate student engagement. Clubs offered are the Anchor Club, Beta Club, Chess Club, Family, Career, and Community Leaders of America, National Honor Society, Spanish Honor Society, Student Government Association, and Yearbook.

The school also utilizes the Positive Behavior Intervention System to reward students for academic achievements, perfect attendance, and exemplary behavior. The school has provided pizza for students scoring proficient or higher on state tests and hosts gift-card drawings for attendance and discipline each term. The school also hosted an A-Day Celebration to reward teachers and students for attaining an A-rating during the 2021-2022 school year.

2. Engaging Families and Community:

For family and community engagement, the school utilizes flyers, email, phone calls, social media (Facebook), ParentSquare, and Schoology. ParentSquare is a communication tool used to make mass school related posts for all parents to view, or it can be used for personal messaging between parents and teachers or staff. Schoology is a Learning Management System where parents can use their account to see school or club related messages and view their child's grades in real time. Parents also receive an automated ParentSquare message every time their child is absent from school and can immediately send in an electronic parent excuse or explanation. Teachers also contact parents when a student is struggling academically or behaviorally.

Parent and Family engagement events are also scheduled throughout the year, and we have a designated Parent Coordinator on campus to serve as a Parent Liaison as well as a PTO. This year the school has hosted three FAFSA day events where senior students and their parent or guardian meet with East Mississippi Community College representatives and receive help completing the FAFSA and state financial aid application. We have also hosted a Teen Mental Health information night, where the school hosted licensed family counselors as guest speakers, and an ELL family information event where the school invited all non-native English Speakers to make sure all parents and guardians had access to their parent communication (Schoology and Parent Square) accounts and to answer any school related questions pertaining to their child and the services available to them.

Campus athletic events also connect the school to the community, and each athletic program has a booster

club with massive parental support. In addition to athletic and award events where parents are welcome, the school also plans community-wide events. The school hosts a Veteran's Day parade and community homecoming bonfire pep rally and parade during homecoming week. The school also hosts an open-house event before the first day of school that allows students and parents to meet teachers and tour the campus.

The clubs within the school also help within the community by organizing food drives for the Caledonia Food Pantry and helped stuff stockings for soldiers during Christmas. Currently, the school is collecting monetary donations to help a neighboring county school who suffered major tornado damage to their athletic facilities. The baseball team also spent a Sunday afternoon in the county helping clean damaged areas within the county.

3. Creating Professional Culture:

Professional growth is critical to the continuous cycle of improvement of the school and its staff. The district and school strive to make teachers feel valued, supported, and heard. The school starts each year by attending the Educators Are Essential community sponsored event by Columbus-Lowndes Chamber of Commerce. This event, hosted by the Mississippi University for Women, includes motivational and educational speakers and an opportunity for teachers to collaborate with teachers across the district.

PLC meetings, professional development, and other professional growth opportunities are built into our academic calendar to help support teacher professional growth. Our PLCs meet throughout the year in subject level meetings on Wednesday afternoons to discuss growth, predict performance levels, and to collaboratively plan instruction and intervention strategies. The PLCs are all part of the MTSS/RtI Teacher Support Team, and the faculty works as a team to work on academic and behavioral interventions together. All teachers also attended valuable CRASE (Civilian Response to Active Shooter Events) training to evaluate possible active intruder situations and how to take action if needed.

Each year English and math teachers attend training provided by the district with an outside testing consultant who targets specific strategies to improve student weaknesses on the state's subject area tests. English teachers also attended a Mississippi Writing for Thinking Institute workshop at Mississippi State University during the fall to learn new and innovate ways to teach writing. To help improve ACT test preparation, all three of the school's CCR instructors attended the Southeast ACT Conference in December. Additionally, the district also pairs all new teachers with a mentor at the beginning of each school year. The Mentor/Mentee program has proven invaluable.

4. School Leadership:

Caledonia High School has strong leadership that consists of administrators, counselors, teachers, and support staff. Caledonia High School's leadership team consist of two administrators one principal and one assistant principal, two counselors, 43 teachers, and an office support staff. Our school leadership team values an equitable education for all our students and supports the districts and school's mission to challenge all students to obtain their greatest potential. The school leadership sets high expectations for students and staff. School leadership understands the importance of building community by involving all stakeholders in the learning process.

The leadership team analyzes data to drive decisions that will encourage a positive learning environment and raise student achievement. Administration and teachers use state testing data, educational leadership solutions, and classroom data to drive student scheduling and instruction. Teachers also provide leadership through subject area meetings, and teachers use these meetings to analyze student data to determine appropriate classroom instructional needs and how best to achieve student growth in their classrooms.

In addition to being instructional leaders, our administration also oversees student discipline, attendance, transportation, maintenance, budgetary concerns, and athletics. Our administrators perform formal and informal evaluations of each employee in the school and hold conferences with these educators to discuss their observations and help them grow as professionals. Our leadership team is also responsible for revising and editing the school improvement plan.

The administration at Caledonia High School has the large task of overseeing the education of our community's youth and, must value each stakeholder of Caledonia High School, which encompasses all of our students, their families, past alumni, and our community while representing our school needs at the district and state level.

5. Culturally Responsive Teaching and Learning:

Caledonia High School embraces the diversity of our student population. According to the most recent census data, the average African American population of the United States is 13.6% and our current African American population of Caledonia High School is 17%. Our Hispanic student population is an estimated 4%, and 3% of our student population identifies as two or more races. Caledonia High School is also a small rural community where an estimated half of the student population is probably multi-generational natives to the area while the other half are from families who work in local industry that has been built in the recent decades within our county or have transferred to Columbus Air Force Base. Ten of our students or 1.56% of our population also receives EL Services, and we have more students who are also bilingual. Caledonia High School values student diversity and our school promotes a family oriented, equitable atmosphere that is supported by staff professional development, PBIS precepts, and the creation of an inclusive classroom environment through planned social-emotional lessons. Our student population also has 24/7 access through their Schoology account to contact their academic counselors or teachers about any perceived concerns or needs. In addition, our staff takes part in professional development to further their understanding of the adversity that military connected families face since approximately 7% of our student population is also military connected. Our academic counselors also have district and community-based information to help families in need that qualify for homeless services or are faced with a challenge or situation of adversity. Our families also have access to several independent community-based counselors and counseling agencies who accommodate them by offering counseling services to their children on campus in a private setting. Their help allows our working families access to services with the least impact to school attendance and their personal employment. Our military families also have access to free counseling services on campus through a Military Family Life counselor.

We are fully aware of cultural barriers and socioeconomic barriers, but we still hold high expectations of all our students, and this is reflective through our state data. Our College and Career readiness subgroup data from MDE shows that our female, African American, economically disadvantaged, and disabled students all scored higher than the district and state average. We strive to create an environment of equity daily, and while we feel this is evident through observation among our students on an average school day, we also have data that reflects what we witness on a daily basis. Our teachers truly have a heart for student growth and that love for teaching encompasses the whole student body.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that has been the most instrumental for Caledonia High School is data driven instruction. Our teachers utilize past state test data, ELS Benchmark test, universal screening data (STAR), academic performance, self-created standards-based pre and post-test, informal assessments, scaffolding instruction, and probing questions to assist them with data gathering to create a relevant instructional experience for their students. Teachers have access to curriculum-based material, pacing guides, 1:1 technology, and professional advice, and they use the data available to them regularly to assess their students' specific needs and to tailor differentiated cross-curricular instruction to meet each student's instructional needs. Our teachers' data driven instructional decisions are made initially at the beginning of the year during professional subject area meetings to map out annual instructional goals. Teachers use the data from the previous state test to determine students' instructional needs. Teachers really focus on growing all students. Teachers adjust their instructional strategies on a weekly basis while planning their lessons. They also utilize assessment data to create accurate instructional strategies to meet the needs of their students. Finally, teachers use data gathered from observation and interaction with their students to find the most effective and engaging instructional strategies for their students.

Our administration also utilizes data to create school wide goals and direction for our teachers. School wide learning goals are actively discussed in professional development meetings, including subject area meetings and Teacher Support Team meetings. Subject area meetings are used for administration and teachers to determine school and student goals based on previous state testing data. This data helps to determine our strengths and weakness by standards. Our RtI Coordinator also collaborates with our Teacher Support Teams to navigate and provide counsel related to data driven intervention decisions. This collaboration with teachers helps develop individual intervention strategies with an interventionist for a student when needed. Progress monitoring provides data that both the classroom teacher and our interventionist use to gauge success.

While there are numerous factors that help make Caledonia High School a success, data-driven decision making has been instrumental in fostering academic growth. Our faculty works as an educational team and uses data to tailor instruction to meet the needs of all our students.