



Mississippi State Board of Education Strategic Plan Status Report Additional Details About Key Actions to Advance Goals 2016-17 February 15, 2018

View the complete Strategic Plan Status Report at www.mdek12.org/MBE

Goal 1: All students proficient and showing growth in all assessed areas

1. Provided on-demand training to districts in targeted areas including using assessment and accountability data to improve outcomes and close achievement gaps and using data analysis to provide supports and interventions to struggling students (Goals 1, 2, 5)
2. Conducted item writer workshops for 900 teachers in the areas of English language arts (ELA), mathematics, and science assessments, resulting in teacher-developed statewide assessment items (Goals 1, 4)
3. Conducted the MTSS Professional Learning Institute for 250 educators (Goal 1)
4. Provided Multi-Tiered System of Supports (MTSS) training to administrators and teachers on the effective implementation of the Tier Process, differentiating classroom instruction, developing intervention teams, data analysis, and allocating resources (Goals 1, 4, 6)
5. Provided state and district professional development efforts in ELA, math, early childhood, instructional supports, science, and social studies to improve student outcomes in assessed areas (Goals 1, 2, 4)
6. Provided training for PreK-6 grade teachers on the effective use of technology in the classroom to impact literacy instruction (Goals 1, 3, 4)
7. Launched statewide Chronic Absenteeism initiative in collaboration with the national and state level Campaign for Grade Level Reading organizations (Goals 1, 5, 6)
8. Updated the Guidelines for English Learners and presented informational webinars to teachers (Goals 1, 4)
9. Provided literacy coaching support to 179 schools identified under the Literacy-Based Promotion Act (Goals 1, 4)
10. Piloted SREB Ready for High School courses for grade 7, 8 and 9 students, and students with special needs in grades 6 or higher, in need of interventions prior to entering Algebra I and English II (Goals 1, 2)
11. Implemented Algebra Nation for year 2 in 33 schools to improve student outcomes in Algebra I (Goals 1, 2)

12. Adopted the Mississippi College and Career Readiness Science standards and facilitated initial training on the standards (Goals 1, 2, 4)
13. Published district-level *Special Education Performance Determination Reports* to inform stakeholders about how well special education students are served in their districts (Goals 1, 2, 5)
14. Continued development of Mississippi Academic Assessment Program Alternate (MAAP-A) alternate assessments in collaboration between the Office of Student Assessment and the Office of Special Education (Goals 1, 2)
15. Developed ancillary tools related to statewide assessments (scored annotated writing samples, additional item testlets, additional writing guidance) (Goals 1, 2)
16. Provided technical assistance to elementary and secondary teachers on strategies and accommodations for students with dyslexia (Goals 1, 4)
17. Collaborated with MS universities to provide specific training related to dyslexia (Goal 1)
18. Developed the Multitiered System of Support (MTSS) Guidance Document (Goal 1)
19. Provided training for MDE staff on Universal Design for Learning (UDL) (Goals 1, 2, 4)
20. Conducted *Phonics First*, an Orton-Gillingham based training for special education and general education teachers (Goals 1, 4)
21. Provided continued training on the *Exemplar Lesson Plans* and *the Family Guides for Student Success* (Goals 1, 4)
22. Highlighted effective instructional practices through monthly Board Spotlights, and quarterly *Focus* and *Connections* publications (Goal 1)
23. Revised Gifted Education Outcomes and provided six regional trainings and monthly webinars to support effective implementation (Goal 1)
24. Developed regional trainings on the adopted 2018 World Language standards and guidelines (Goals 1, 2, 4)
25. Adopted the 2018 Dance, Media Arts, Music, Theatre, and Visual Arts standards and facilitated training on the standards (Goals 1, 2, 4)
26. Convened social studies educators to revise social studies standards slated for Board approval in Spring 2018 (Goal 1)

Goal 2: Every Student Graduates from High School and is Ready for College and Career

1. Participated in state-wide efforts to increase the skill level of individuals entering the workforce through joint meetings and planning sessions with community colleges, State Workforce Development Board (SWIB), and Local Regional Workforce Boards (Goal 2)
2. Launched the new statewide Job Scout app that links student interests with postsecondary and career opportunities in Mississippi (Goal 2)
3. In collaboration with Get2College, launched College Countdown Mississippi to increase Free Application for Federal Student Aid (FAFSA) completion (Goals 2, 4)
4. Approved new Graduation Ready traditional diploma requirements and endorsement options for students entering grade 9 in 2018-2019 (Goal 2)
5. Hosted three regional CTE directors / Community College Deans meetings to ensure

- articulation and alignment between high school and community college CTE programs (Goals 2, 4)
6. Collaborated in a dual credit/dual enrollment task force with IHLs and community college stakeholders to produce a *Dual Enrollment / Dual Credit Procedures* manual for district use (Goals 2, 4, 6)
 7. Conducted 16 regional Graduation Ready team-based trainings (Superintendent, High School Principal, Middle School Principal, Middle and High School Counselors, Special Education Directors, CTE Directors) (Goal 2)
 8. Conducted Graduation Ready training for Institutions of Higher Learning and Community College faculty (Goals 2, 4)
 9. Conducted regional elementary principal meetings on the new graduation requirements and to promote course alignment and rigor in elementary school. (Goals 2, 4)
 10. Initiated the development of requirements for students to earn a Certificate of Completion (Goal 2)
 11. Conducted Certificate of Completion listening sessions at all 16 regional principal meetings and established a taskforce to make recommendations to the Commission on School Accreditation and the State Board of Education (Goals 2, 4)
 12. Developed Graduation Ready implementation resources for districts
 13. Conducted counselor and student service coordinator workshops in 8 different sites to take a deeper dive into graduation options, importance of career and technical education for all students, and the role of these individuals in student success plans (Goals 2, 4)
 14. Hosted Webinar Wednesdays to provide free ACT/AP resources Continued phase-in of College and Career Readiness and acceleration components of accountability system (Goals 1, 2, 5, 6)
 15. Conducted ACT workshops and best practices using Canvas as an online learning platform (Goals 2, 4)
 16. Conducted trainings both face-to-face and through webinars on Advanced Placement (AP), dual credit and the braiding of Title IV funds (Goals 2, 4)
 17. Hosted and posted a recorded webinar series for educators, administrators, parents and students providing guidance for free online resources for improving ACT, SAT, and AP student outcomes (Goals 2, 4)
 18. Provided professional development to administrative teams on the ACT results over a three-year period to identify ACT performance gaps by subgroup, course taking sequences, and the analysis of student schedules to ensure that students with special needs are in high quality classrooms and working toward a standard diploma (Goals 1, 2, 4, 6)
 19. Initiated a Middle School Taskforce of teachers and administrators (Goals 1, 2, 4, 6)
 20. Expanded CS4MS Computer Science initiative to include additional pilot sites (Goal 2)
 21. Enhanced CS4MS resources and training with the incorporation of Project Lead the Way computer science principles and Advanced Placement computer science principles (Goals 1, 2, 4, 6)
 22. Convened a Computer Science workgroup of educators to design the K-12 Computer Science Standards (Goal 2)

23. Continue to increase work-based learning and externship opportunities for both students and teachers (Goals 2, 4)
24. Continue to increase the number of students graduating high school as MS Scholars and MS Tech Masters through a coordinated effort with the Mississippi Economic Council; to date, MEC reported more than 43,000 students graduated with these credentials (Goals 2, 4)
25. Implemented new State Board of Education (SBE) requirements that districts provide students with the opportunity to take the Essentials of College Literacy and Essentials of College Math to reduce remediation at the postsecondary level (Goals 1, 2, 4)
26. Expanded Districts of Innovation from three in 2016 to six in 2017 (Goal 2)
27. Completed the requirements for implementation of suicide/bullying prevention as outlined in new legislation with both face-to-face and webinars training for school districts (Goals 2, 4)
28. Conducted numerous professional development sessions at conferences on the Early Warning System to decrease dropout rates (Goals 2, 4, 6)
29. Expanded the District of Innovation process to include protocols for district mentoring and collaboration to share best-practices across the state (Goals 2, 4, 6)
30. Revised processes and managed Mississippi Virtual Public School (MVPS) program to ensure equity for students and focus on providing required courses for underserved senior students (Goals 2, 6)
31. Networked with national organizations to increase knowledge of best practices to support student achievement (Goals 1, 2, 4, 5, 6):
 - **Council of Chief State School Officers (CCSSO):** High Quality Instructional Materials and Professional Learning Initiative, Career Readiness Initiative, Innovation Lab Network, High Quality Early Childhood Programs Initiative, Family Engagement
 - **Southern Regional Education Board (SREB):** Essentials of College Math and Essentials of College Literacy, Literacy Design Collaborative, Birth to Grade 3 Initiative, and Math Design Collaborative
 - **Education Counsel and Education Commission of the States:** Birth to Grade 3 Alignment Initiatives
 - **American Institutes of Research:** Rural Schools Initiative
 - **Johns Hopkins University:** School Improvement and Low Performing High Schools Initiative
 - **Campaign for Grade-Level Reading:** Expanding community focus on chronic absenteeism / Birth to grade 3

Goal 3: Every child has access to a high-quality early childhood program

1. Provided training opportunities for early learning teachers and administrators that included: pre-K boot camp, early childhood conference, lesson planning, scheduling, developmentally appropriate practices, executive function, CLASS, Brigance, LETRS, behavior management, early learning standards and guidelines, and Instructional

Strategies (arts, science, technology, library/literacy, approaches to learning, math, physical development and dramatic play) (Goals 1, 3, 4)

2. Created “*Kindergarten Center Activities*” (literacy/integrated) document (Goal 3)
3. Launched a comprehensive early childhood screener (Brigance Screen III) in Early Learning Collaboratives (Goals 1, 3)
4. Analyzed MKAS² beginning-of-year, mid-year, and end-of-year reports to support teachers in the design of appropriate instructional supports (Goals 1, 3, 4)
5. Collaborated with the Build Foundation Initiative and the Center for Enhancing Early Learning Outcomes (CEELO) to initiate the *Early Childhood Educator Preparation Learning Table* to address the pre-K teacher shortage and increase the number of effective early childhood teachers (Goals 3, 4)
6. Met with IHLs to discuss pre-K teacher shortages, higher education practices and how to get more early childhood teacher preparation programs accredited to increase the early childhood workforce (Goal 3)
7. Conducted Early Learning Collaborative Classroom Assessment Scoring System (CLASS) observations in classrooms for four-year olds and CLASS training for teachers and administrators (Goals 1, 3, 4)
8. Convened meetings with stakeholders to begin revision process for Early Learning Guidelines and Standards (Goal 3)
9. Provided schools with technical assistance (via phone calls and visits) focused on effective scheduling, CLASS, observations, and braiding funding to enhance high quality early childhood programs (Goal 3)
10. Conducted the Early Childhood Data Summit with Office of Special Education to ensure students are placed in pathways to earn a standard diploma (Goals 2, 3)
11. Conducted Early Learning Collaborative monitoring observations statewide (Goal 3)
12. Conducted audits of the 14 Early Learning Collaboratives as well as accreditation audits of PK public/non-public programs (Goal 3)
13. Participated in partnerships with other state agencies and national organizations to increase in knowledge and awareness around best practices to improve student outcomes (Goal 3):
 - **Head Start:** Conducted 18 presentations at Head Start conferences
 - **CCSSO:** High Quality Early Learning initiative to increase the quality of early learning classrooms
 - **CCSSO:** Family Engagement technical assistance opportunity with to develop a family engagement framework that encourages school districts to engage families of
 - opportunity with Education Counsel to align projects and initiatives by addressing whole child development
 - **Kellogg Foundation:** Initiated planning phase \$6 million grant activities to improve child outcomes
 - **SECAC Early Care and Learning Committee:** This subcommittee of the State Early Childhood Advisory Committee works to establish models to ensure that all child care and early learning programs can provide a healthy, safe, and nurturing environment to children in the early childhood years (birth through age 8)

- **Help Me Grow Leadership Team:** A system that builds collaboration across sectors, including child health care, early care and education, and family support. Through comprehensive physician and community outreach and centralized information and referral centers, families are linked with needed programs and services. Ongoing data collection and analysis helps identify gaps in and barriers to the system. This is a national model being created in Mississippi with Kellogg funds.
- **Mississippi Child Health Council:** Collaboration between UMMC, Mississippi State University, head of pediatrics at UMMC and MDE focusing on improving health outcomes for ages birth to grade 3
- **Mississippi State Health Assessment and Improvement Committee Member (UpRoot):** UpRoot is a collaborative effort to assess and improve the health of Mississippi. This effort includes the input of over 90 partner organizations, including business groups, non-profits, and state agencies. These organizations were convened by the Mississippi State Department of Health beginning in 2014 to complete various components of the State Health Assessment and the State Health Improvement Plan. This effort includes MDE participating in work groups and participated as a part of the accreditation interview process for MSDH to gain accreditation.
- **Thrive by Third:** Coalition devoted to launching a statewide media and advocacy campaign that increases 3rd grade literacy of Mississippi children by targeting holistic early childhood development. The focus is on engaged families, quality early education, healthy children, exceptional teachers, and extraordinary schools. The work group is helping set the vision for this campaign so that business leaders and more affluent Mississippi natives will offer funding to support reaching the goals of the focus areas.
- **MS Interagency Early Childhood Collaboration:** Work between MDE, Mississippi Department of Health, and Mississippi Community College Board to align training and technical assistance for all types of early learning providers through the implementation of the state's Unified and Integrated Early Childhood System Plan
- **REACH MS:** Collaboration with University of Southern Mississippi on the delivery of behavior interventions and classroom management training for teachers and administrators (Goals 3, 4)
- **National Board Early Childhood Professional Learning Community:** The National Board Early Childhood PLC helps reinforce best practices to teach children in grades pre-K and kindergarten through targeting early career teachers (teaching less than three years) from the metro area in order to encourage them to become highly qualified in the area of early childhood. Teachers met four times during the school year and were introduced to strategies and research in literacy, technology and differentiated instruction. Teachers were encouraged to apply information learned during the sessions in the classroom to improve instruction in the grades of pre-K through grade 3. This effort was supported by various MDE staff and the Southwest Mississippi World Class Teaching Initiative. (Goals 3, 4)

- **MDE Early Childhood Specialized Training:** The Mississippi Department of Education, in partnership with the North Mississippi Education Consortium and the University of Mississippi Graduate Center for the Study of Early Learning, offered a free two-week summer training opportunity for pre-K teachers, assistant teachers, and administrators that work in public schools, private schools, Head Start, and child care entities. This training opportunity was offered through distance learning at sites across the state in Biloxi, Hattiesburg, Meridian, Jackson, Oxford, and Greenville. The training featured hands-on activities supported by an engaging facilitator. The facilitator assisted the trainers in delivery of the content and answered participant questions. The completion of this training program and online assignments is the equivalent of twelve (12) hours of early childhood course work. Teachers who complete training and have a kindergarten license can add the 122 (pre-K) endorsement to their license.

Goal 4: Every school has effective teachers and leaders

1. Reorganized the Office of Educator Licensure into the Office of Teaching and Leading which includes Educator Licensure, Educator Effectiveness, and Educator Preparation (Goal 4)
2. Partnered with The University of Florida's Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) to strengthen the licensure structure to include mentoring, induction, and teacher leadership (Goal 4)
3. Established the Teaching Learning Solutions Group (TLSG) comprised of institutions of higher education, PK-12 educators, administrators, and MDE program offices to develop strategies to improve licensure, educator effectiveness, and educator preparation (Goal 4)
4. Reconvened the Teacher Leadership Task Force (Goal 4)
5. Initiated an induction and mentoring plan for beginning teachers during the first four years of teaching to ensure educators receive necessary mentoring and professional development needed to be fully prepared to impact K-12 student learning and development (Goal 4)
6. Revised and added options to the special non-renewable temporary license to address teacher shortage (Goal 4)
7. Maintained an Office of Educator Misconduct tasked with the investigation and prosecution of certified educators and administrator (Goal 4)
8. Executed on behalf of the State Board of Education licenses and certification for principals, teachers, and all other school personnel according to statute and policy (Goal 4)
9. Ensured the system for investigating allegations of professional and personal misconduct on the part of license holders was effective and when warranted, revoked licenses (Goal 4)
10. Signed a partnership agreement with the Council for the Accreditation of Educator Preparation and adopted national standards (Goal 4)

11. Collaborated with Educator Preparation Providers (EPPs) to ensure the preservice teacher observation instrument, the Teacher Intern Assessment Instrument (TIAI) is aligned to the Mississippi Professional Growth System (PGS) (Goal 4)
12. Participated in Governor's Literacy Task Force to strengthen and align pre-service coursework and licensure requirements with pre-K through 12 literacy initiatives (Goal 4)
13. Collaborated with The University of Florida's Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) to rewrite the Process and Performance Guidelines for Educator Preparation to ensure the standards for educator preparation are aligned to national and state standards (Goal 4)
14. Collaborated with CEEDAR, The University of Mississippi, Delta State University, and William Carey University to strengthen programs in the areas of literacy and culturally responsive pedagogy (Goal 4)
15. Collaborated with Educational Testing Services (ETS) to provide hands-on training for Educator Preparation Providers (EPPs) in the use of the ETS Data Management System (Goal 4)
16. Hosted three beginning teacher summits for 133 teachers with 3 years or less teaching experience (Goal 4)
17. Convened networks to support new administrators in CTE Programs, Federal Programs and Special Education Directors (Goal 4)
18. Developed the Curriculum Coordinators professional learning community which convenes quarterly to review standards, resources, and exemplary practices (Goals 1-6)
19. Conducted a statewide Educator Job Fair (Goal 4)
20. Assigned a district lead contact from MDE to support special education teachers and administrators at the district and school levels (Goal 4)
21. Approved Local Education Agency (LEA) Title II professional development plans within the federal programs application with an emphasis on evidence-based expenditures (Goals 1, 4 and 6)
22. Hosted a series of Classroom Management "Deep Dive" workshops for 223 educators (Goal 4)
23. Hosted a Special Populations conference for 250 educators of English Learners, Homeless, and Neglected and Delinquent students (Goal 4)
24. Hosted Professional Learning Institute for 267 teachers and administrators focused on supports for struggling learners (Goal 4)
25. Collaborated with Mississippi College and the University of Southern Mississippi to host a dyslexia conference for over 200 parents and educators (Goals 3, 4)
26. Provided intensive literacy training to teachers using Literacy Essentials for Teachers of Reading and Spelling (LETRS), ABCs of Coaching, Passport to Literacy (K-2), and Rethink Literacy (3-5 and 6-12) for all teachers, principals and universities (Goals 1, 3, 4)
27. Conducted Chronic Absenteeism conference for over 300 educators (Goals 2, 4)
28. Provided quarterly training for new school counselors to ensure knowledge of the MDE's counseling resources and services (Goals 2, 4)
29. Provided quarterly training specific for experienced counselors to ensure awareness of MDE updates as related to academics K-12, CTE, and special populations (Goals 2, 4)

30. Provided on-demand professional development opportunities to schools based on the updated Menu of Services (12,650 educators served), giving preference to SIG schools (Goals 2, 4, 6)
31. Created and provided regional trainings on the implementation of exemplar curriculum units in English language arts and mathematics (Goals 1, 4)
32. Hosted the Mississippi Advanced Placement Teacher Workshop for 78 AP teachers which is required for licensure endorsement and renewal (Goals 2, 4)
33. Conducted annual Career and Technical Education Conference for over 1,400 participants (Goals 2, 4)
34. Conducted workshops for 111 paraprofessionals and teacher assistants to provide information on the pathways to teacher licensure (Goals 3, 4)
35. Facilitated the Mississippi National Board Networking Meeting for 42 National Board-Certified Teachers (NBCT) (Goals 2, 4)
36. Developed the Professional Growth System (PGS) which was a result of the redesign of M-STAR and M-PES; the system was created by Mississippi educators to provide educators with high-quality feedback to inform professional learning (Goal 4)
37. The PGS provides a common language for dialogue focused on instruction and leadership; the system supports feedback regarding critical conversations centered around performance (Goal 4)
38. Collaborated with Southern Region Education Board (SREB) and Education First to monitor the progress of the implementation of the Professional Growth System (PGS) and to gather educator feedback in an effort to ascertain areas for improvement (Goals 2, 4)
39. Collaborated with the Southeastern Comprehensive Center (SECC) and Center on Great Teachers and Leaders (GTL Center) to convene the Assessing Teacher Impact on Student Learning Task Force to gather teacher feedback on the identification of student outcome measures (Goals 2, 4)
40. Provided Professional Growth System (PGS) training for 1,300 educators (Goals 2, 4)
41. Developed Professional Growth System resources for teachers, administrators, and evaluators; the Teacher Growth Rubric Guidebook provides observation and feedback processes, rationale, and resources ([Observation and Feedback Guidebook](#)) (Goal 4)
42. Partnered with the Education Counsel to provide training on the Teacher Growth Rubric and the Administrator Growth Rubric. Feedback from the 2015-16 training aided in the revision of training materials implemented during the summer and fall of 2017 (Goal 4)

Goal 5: Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

1. Led the development and design of new MDE website and conducted training and content migration with new website projected launch Spring 2018 (Goals 4, 5)
2. Increased backup and storage capacity to support data dashboards and provide disaster recovery and mitigation for primary services (Goal 5)

3. Developed advanced recovery solutions for primary data services that provides near zero data loss during disaster recovery and added second, independent broadband Internet connection to prevent a single point of failure and ensure primary service access for stakeholders (Goal 5)
4. Conducted district evaluations of technology and infrastructure in all districts (Goal 5)
5. Aligned MSIS to the Common Education Data Standards, which allows MSIS data to be connected with research topics generated by national organizations (Goal 5)
6. Delivered internal data dashboards and training (Goal 5)
7. Enhanced data warehouse to support data dashboards and project/office specific data marts to better inform stakeholders (Goal 5)
8. Negotiated a new support contract for existing ELMS software and new Teacher Evaluation and Accreditation systems (Goal 5)
9. Procured statewide Mississippi IEP Accountability Data System (MIDAS) (Goal 5)
10. Established Data Governance Guidelines and Committee, and held regular committee meetings (Goal 5)
11. Upgraded SharePoint to increase usability and security (Goal 5)
12. Participated on the ITS Enterprise Network Council to develop requirements for RFP 5,000 for Statewide Telecommunication Services, including state agencies, K-12, IHL, community colleges - awarded December 2017 (Goal 5)
13. Represented MDE in the State of Mississippi Statewide Cloud Advisory Council as a member of the Education, Health, and Social Service Committee (Goal 5)
14. Conducted the Mississippi Education & Technology Innovation Symposium (METIS) 2017, with over 800 attendees (Goal 5)
15. Produced data sets for accountability system and district verification, including demographic data, FAY, senior snapshot, assessment data, graduation cohort, and accountability measures data (Goal 5)
16. Fulfilled approximately 500 internal and external data requests (Goal 5)
17. Strengthened data edits in MSIS to improve data quality (Goal 5)
18. Established Office of Research and Analytics for analytical use of K-12 data (Goals 4, 5)
19. Developed Research Agenda to transform K-12 data as well as P-20W data to research, and to translate research into innovative practices (Goals 2, 4, 5)
20. Conducted research on the topic of the impact of Mississippi's early learning collaboratives and drafted the research document, using data contained in the K-12 warehouse (Goals 3, 5)
21. Collaborated in the design phase for the new interactive Report Card (Goals 4, 5)
22. Initiated implementation of Generate (Special Education Federal Reporting Tool) (Goal 5)
23. Created new District-level reports for Special Education District Determinations, CTE District Targets, and new Chronic Absenteeism calculations (Goal 5)
24. Produced the first District Network Survey Report (Goal 5)
25. Offered District and School New User Training on MSIS (Goal 5)

Goal 6: Every School and District is Rated “C” or Higher

1. Based on interviews with district and school leadership in schools that were Rated F based on 2017 Accountability data as part of the Schools At-Risk Process, provided personalized feedback to focus and priority school teams (superintendent, board member, principal, teacher, parent/community member) to develop strong action plans (Goal 6)
2. Collaborated with districts to improve accountability and performance levels, resulting in 60 schools improving from a “F” rating in 2016-17, and 70% of districts being rated “C” or higher (Goals 1, 6)
3. Provided Data Coaching (Data PLCs) through Amplify to seven low performing schools as part of legislative initiative (Goal 6)
4. Conducted 210 instructionally focused site visits to Priority and SIG schools (leadership consultation, classroom walk-throughs) (Goal 6)
5. Launched FY17 Title I School Improvement Application through Mississippi Comprehensive Automated Performance-based System (MCAPS) (Goals 1, 2, 4, 6)
6. Hosted a statewide training session for priority, focus, and SIG districts on school improvement requirements for 2017-18
7. Awarded school improvement grants to 10 schools in six districts (Goals 1, 2, 4, 6)
8. Deployed four lead school improvement coaches and six school improvement specialists to support Priority, SIG, Focus and Schools At-Risk (onsite and virtual) (Goals 1, 2, 4, 6)
9. Networked with national organizations to strengthen supports for low-performing schools (Goal 6):
 - **American Institutes for Research (AIR):** Talent for Turnaround Leadership Academy (four districts)
 - **Center on School Turnaround:** Development of Statewide System of Support based on Four-Domain Framework to align state and local practices with four key areas of school improvement (leadership, talent development, instructional transformation, cultural shift)
 - **Academic Development Institute:** Strategic performance management to ensure coherence in supports for schools
 - **Johns Hopkins / CCSSO:** Evidence-based high school redesign cross-state collaborative
 - **Regional Education Laboratory Southeast (REL-SE):** Evidence-based self-study guide