

Navigating Through the School Improvement Process

New Principals Training



mdek12.org

Office of School Improvement



MISSISSIPPI
DEPARTMENT OF
EDUCATION

September 15 – 16, 2021





1

ALL Students Proficient and Showing Growth in All Assessed Areas

EVERY School Has Effective Teachers and Leaders

4

2

EVERY Student Graduates from High School and is Ready for College and Career

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5

3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School and District is Rated "C" or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community





What Will I Learn?

School Improvement Overview (Identifications)

Interventions/Strategies for School Improvement

Four Domains Framework

Plan Monitoring

Activity

- When the music begins, walk the room until the music stops.
- Once the music stops, the person that you are closest to will be your partner.
- Introduce yourself and answer the question on the screen.

**What would be your
perfect getaway location
and why?**

**What is your favorite
college football team?
What is your connection to
this team?**

What is one thing that has gone amazingly well this year? Explain?



Which superhero strength will you use most this year? Why?



**What is one question that
you'd like to get answered
during this session?**



Identification Methods

CSI (Three Year ID Cycle)

- Graduation rate less than or equal to 67%; OR
- Bottom 5% of Title IA schools; OR
- Previously identified Additional TSI school with 3 consecutive years of subgroup proficiency performance (no improvement)

TSI – Consistently Underperforming Subgroup (Annual Identification)

- Subgroup in lowest 50% of overall accountability index; AND
- Subgroup in lowest quartile of 3-year average gap-to-goal; AND
- Subgroup scores in lowest quartile of 3-year improvement toward gap-to-goal closure
- Results are rank-ordered and bottom 5% are identified for TSI

ATSI – Low Performing Subgroup (Annual Identification)

- 3-year average subgroup performance is at or below that of all students in the lowest performing schools (CSI)

School At-Risk – State Designation (Annual Identification)

- School level accountability grade of F

School Improvement Exit Criteria

CSI Exit Criteria

- After 3 years and graduation rate above 67%
- After 3 years and above the bottom 5% of Title IA schools;
AND
- an increase in the accountability letter grade; OR
- an increase in the accountability letter grade that crosses over the midpoint of the letter grade

TSI Exit Criteria

- School no longer meets criteria for identification

ATSI Exit Criteria

- Subgroup performance above that of all students in the lowest performing schools;
AND
- an increase in the accountability letter grade; OR
- an increase in the accountability letter grade that crosses over the midpoint of the letter grade

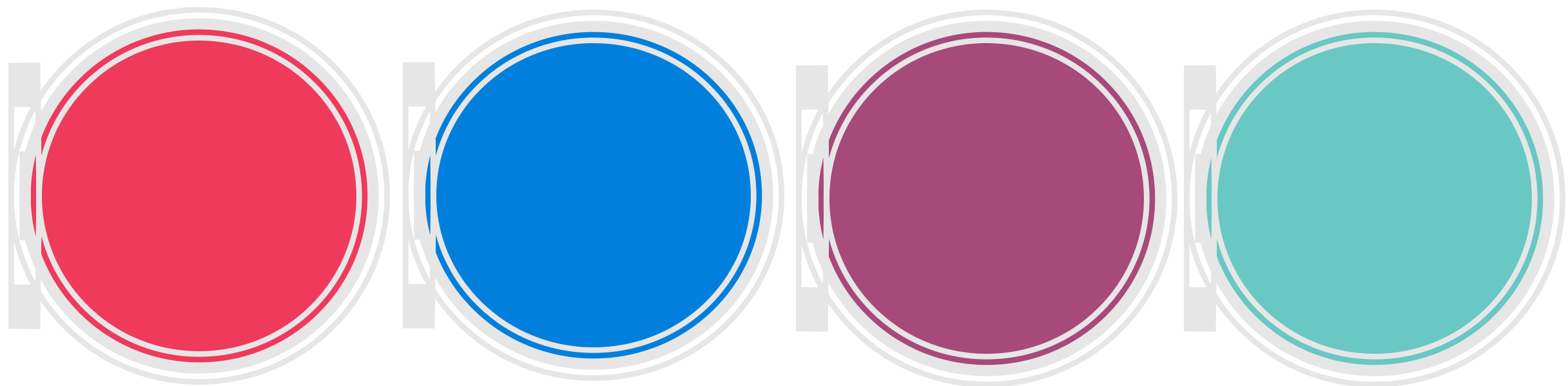
SAR Exit Criteria

- Improve accountability grade to D or higher

School Supports

- Look at the pictures on the next slide.
- Determine what picture best represents the supports you currently need as a new administrator. Write the name of the picture down.
- Once instructed, go to the corresponding picture in the room. Discuss with your group your selection and the rationale for your selection.
- Select a reporter for your team.





Principal Support	Work collaboratively with principals to examine and understand data to inform instructional direction for the school (for example: Data meetings, classroom observations, feedback loop, learning walks, scheduling)
School Leadership Team Support	Work collaboratively with the decision-making leaders in the school to use current and relevant data to inform plans and processes being implemented that are based on evidence (for example: action plans, leveraging funds, coordination of efforts across the school and district).
Teacher Support	Work collaboratively with teachers through and with the principal to identify and implement effective instructional strategies (lesson planning, differentiation, intervention practices)
Professional Learning Support	Support the principal and teachers through professional learning opportunities (facilitating PLCs, providing topic specific PD, and providing support with identifying and selecting services through the Professional Development Catalog).

- MCAPS support
- Monitoring Compliance
- Site Visits

Technical Assistance Form

Office of School Improvement

District: <u>Sample Consolidated School District</u>		School: <u>Sample Elementary School</u>		Principal: _____	
Date: <u>09/15/2021</u>		Start Time: <u>1:30 pm</u>		End Time: <u>2:30 pm</u>	
Focus Points					
<input type="checkbox"/>	Classroom Observations	<input type="checkbox"/>	District Leadership Team (DLT)	<input type="checkbox"/>	Comprehensive Support and Improvement (CSI) Touchpoint
<input type="checkbox"/>	Administrator Feedback	<input type="checkbox"/>	School Leadership Team (SLT)	<input type="checkbox"/>	Professional Learning Communities (PLC)
<input type="checkbox"/>	Early Warning Indicators (EWS)	<input type="checkbox"/>	Multi-Tiered Systems of Support (MTSS)	<input type="checkbox"/>	MCAPS Plan Review
<input type="checkbox"/>	Data (Academic/Behavior)	<input type="checkbox"/>	Individual Reading Plans (IRPs)	<input type="checkbox"/>	School Board Updates
<p>Indicators of Effective Practice (1 & 2)</p> <p>Domain I (Transformational Leadership): Choose an item. Choose an item. Choose an item. Choose an item.</p> <p>Action Steps to be Taken:</p>			<p>Indicators of Effective Practice (3 & 4)</p> <p>Domain III (Instructional Transformation): Choose an item. Choose an item. Choose an item. Choose an item.</p> <p>Action Steps to be Taken:</p>		

The Office of School Improvement provides ongoing support by providing focused professional learning for identified schools.



- All schools that have a designations receive funding allocations from the Office of School Improvement
- Funds should be leveraged to support the systematic improvement of schools

SCAN ME



Four Domains of Rapid School Improvement

Participation Signals



Self
Reflect



Virtually
Connect



Teamwork



The transformational leader has the key
to unlock “*what is*” in order to discover
“*what can be*”!





1. Transformational Leadership
2. Talent Development
3. Instructional Transformation
4. Culture Shift



1. Transformational Leadership

- Prioritize improvement and communicate its urgency
- Monitor short- and long-term goals
- Customize and target support to meet needs

2. Talent Development

- Recruit, develop, retain, and sustain talent
- Target professional learning opportunities
- Set clear performance expectations

3. Instructional Transformation

- Diagnose and respond to student learning goals
- Provide rigorous evidence-based instruction
- Remove barriers and provide opportunities

4. Culture Shift

- Build a culture focused on student learning and outcomes
- Solicit and act upon stakeholder input
- Engage students and families in pursuing education goals





Activity: “Let’s Align It”

Materials:

- *2 work mats*
- *12 post-it notes*

Directions:

- Determine which Domain the Indicators of Effective Practice align to and place them on the correct work mat.
- Identify the behaviors (looks fors/listen fors) that could be evidence that the indicator is taking place in the school.

Indicators of Effective Practice

Look For / Listen For

LDR.2.09 Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.

Meetings are driven by data and discussion includes all members of the SLT as evidenced by meeting agendas, sign-in sheets, and minutes.

DC.1.03. School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.

Meeting agenda/minutes that capture budget discussions are evident.

HS.1.03. The Leadership team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g. attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.

Team members can speak about implementation of the early warning system process.

Indicators of Effective Practice

Look For / Listen For

HS.2.01. The traditional roles of the principal and other administrators (e.g. management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.

Roles and responsibilities of leaders defined

LDR.3.07 Professional development of individual teachers includes an emphasis on indicators of effective teaching.

The principal provides evidence of professional learning opportunities assigned to staff as a result of observations.

DC.1.02. LEA and school recruit, screen, select, and evaluate external providers.

School goals are monitored regularly and cross-referenced with support provided by external providers utilizing benchmarks of progress.

Indicators of Effective Practice

Look For / Listen For

LDR.2.04: The principal monitors curriculum and classroom instruction regularly.

Teachers are observed weekly, and lesson plans are cross-referenced during observations.

LDR.1.08: The Leadership Team regularly looks at school performance data and aggregated classroom observation data and used that data to make decisions about school improvement and professional development needs.

Teachers are provided with job embedded professional development based on formal/informal teacher observations conducted by both school and district administrators.

PLN1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade-level.

Staff regularly collaborates with peers, shares expertise, and holds themselves accountable for professional learning and improved practice.

Indicators of Effective Practice

Look For / Listen For

LDR.3.10: School implements strategies and practices to improve school climate and culture.

Expectations are posted in a way that students and visitors can review and implement.

LDR.2.08: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.

Principals discuss frequency for informing parents and opportunities they give parents to obtain information.

HS.5.02: The school provides all students with opportunities to learn through nontraditional education settings (e.g. virtual courses, dual enrollment, service learning, work-based internships).

Students can name a variety of options available to them to complete graduation requirements.

Reflection

1. Transformational Leadership
3. Instructional Transformation

As you watch the video, use the handout questions to reflect on your practice.



Presentation



SCAN ME

Monitoring Actions for Plan Implementation

Monitoring Actions for Plan Implementation

School:	Principal:	SI Facilitator:	Coach:	
Total Allocation:	FY20:	FY21:	FY22:	
Touchpoint Date:				
1.	Priority Indicator/ Funded Action	Describe progress toward plan implementation and MAAP goals	Has the action step been completed? Yes or No, explain.	Has a revision been completed and submitted? Yes or No. If yes, please answer the following questions: Where are you in the revision process? What are you changing? How is it aligned to your needs?
	Priority Indicator:	Plan Implementation Progress:		
	Funded Action Step:	MAAP Goals Progress:		
	Allocated Funding Amount:	Remaining Balance:		
	FY22: \$	FY22: \$		
	FY21: \$	FY21: \$		
	FY20: \$	FY20: \$		
	SUM:	SUM:		

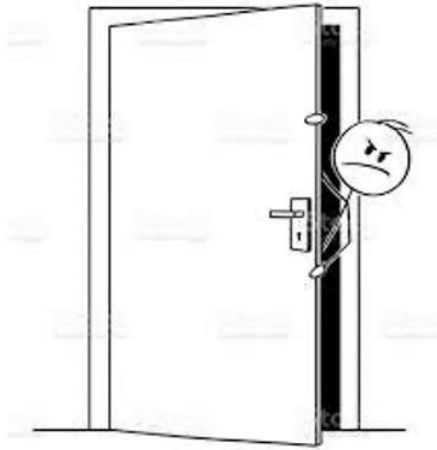


BEGIN with
the **END** in mind.

PURPOSE



What resonates with you as you look at these images? 44







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