Information Refresher

Office of School Improvement

September 15, 2020

Dr. Sonja Robertson

Executive Director of School Improvement
601-359-1003

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Mississippi Department of Education

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

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MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

1 — All Students Proficient and Showing Growth in All Assessed Areas

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

3 — Every Child Has Access to a High-Quality Early Childhood Program

4 — Every School Has Effective Teachers and Leaders

5 — Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 — Every School and District is Rated "C" or Higher
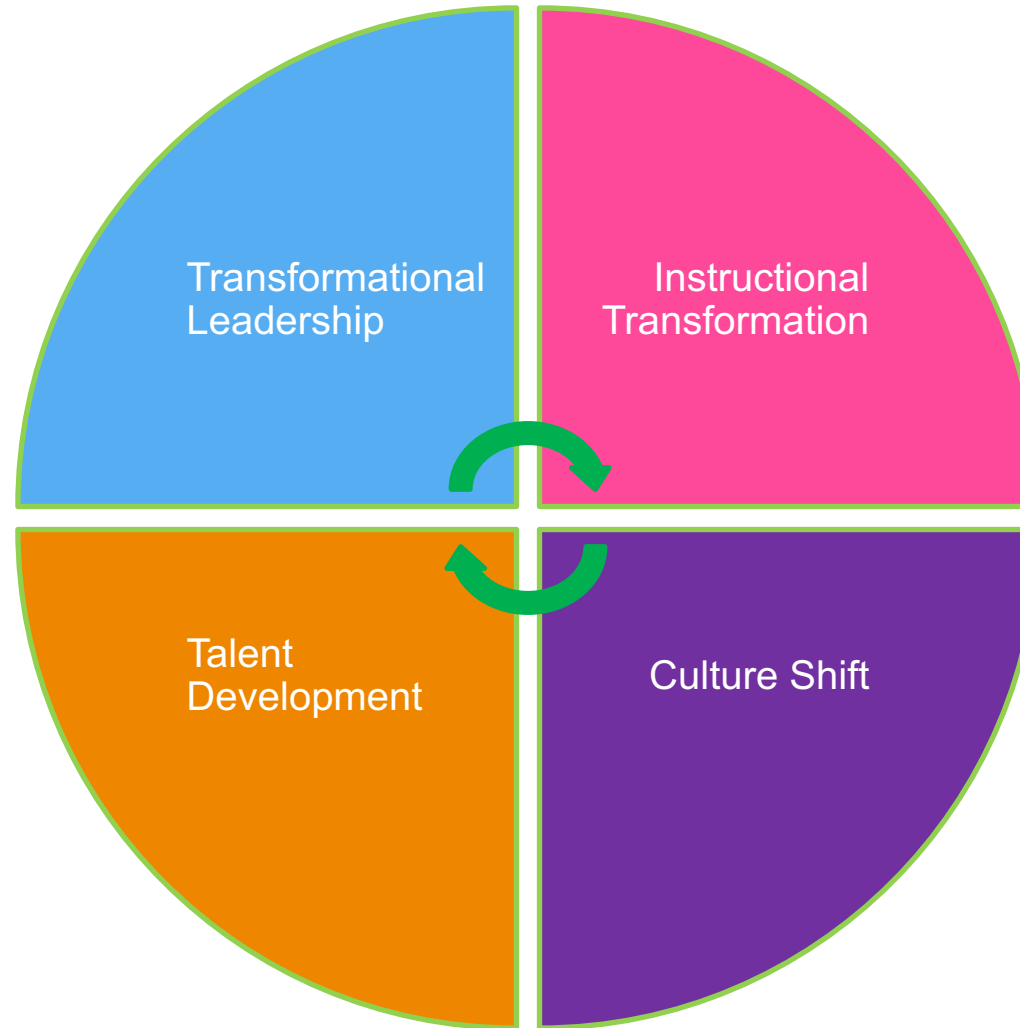
School Improvement Overview
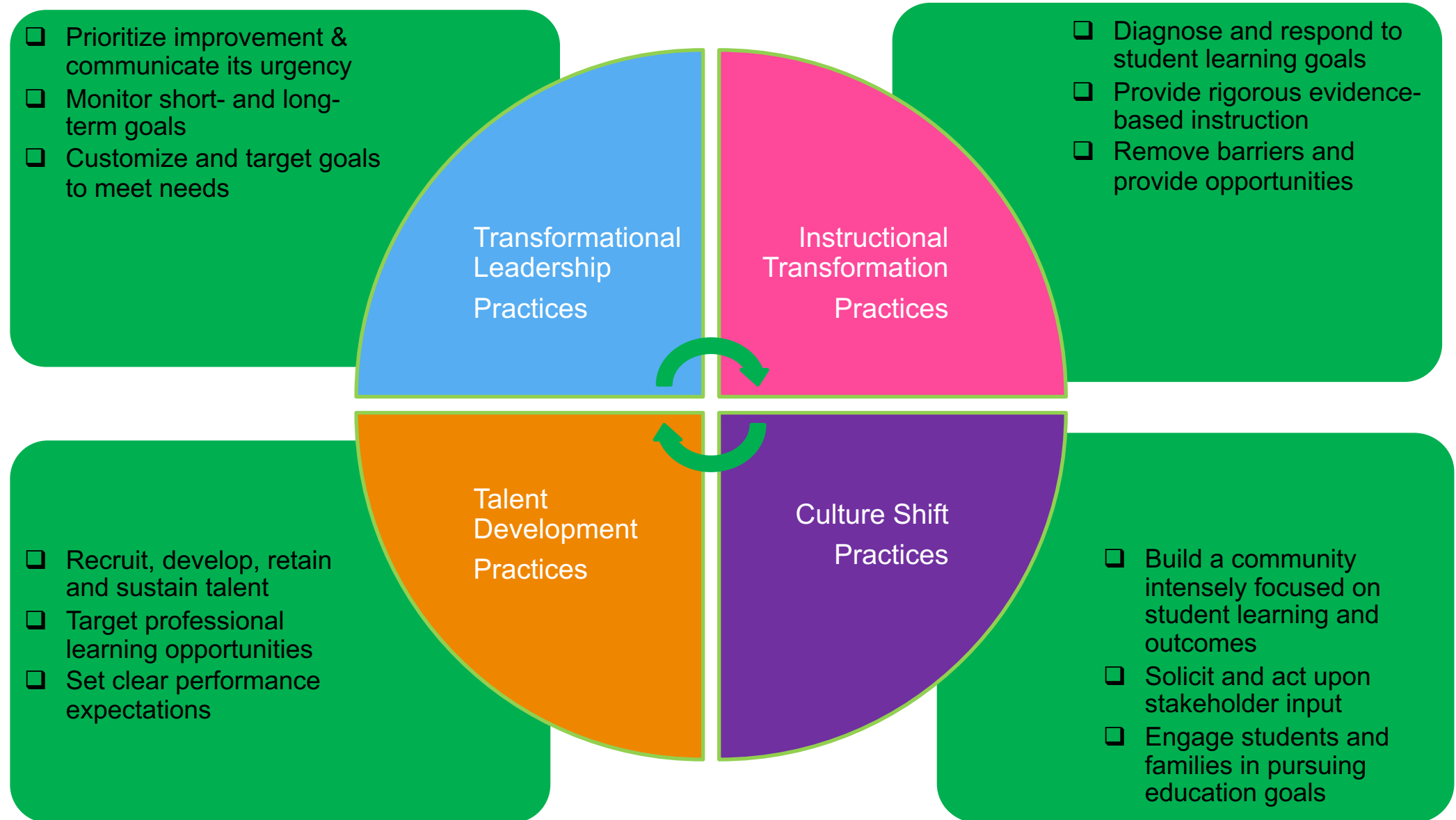
❑ School Improvement Framework

❑ District and State Supports

❑ Updates/Reminders

Center on School Turnaround at WestEd – 4 Domains Framework

Using the Framework

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

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

Transformational Leadership Practices

Instructional Transformation Practices

Talent Development Practices

Culture Shift Practices

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

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

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Indicators of Effective Practice

Indicators of Effective Practice are a collection of **research-based "best practices"** that provide guidance for *meaningful* and *intentional* change designed to increase student achievement.

Indicators of Effective Practice

Domain 1 – Transformational Leadership	Domain 2 – Talent Development
Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.	Professional development of individual teachers includes an emphasis on indicators of effective teaching.
LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation.	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.
School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals	
A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).	
The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system	
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.	

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Indicators of Effective Practice

Domain 3 Instructional Transformation	Domain 4 – Culture Shift
Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies	School implements strategies and practices to improve school culture and climate.
The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).
Instructional Teams develop standards-aligned units of instruction for each subject and grade level	
The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness	

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SIG Components

SIG Components	
	Organizational Structures
	Leadership
	Personal and Professional Development
	Curriculum and Instruction
	Support Systems/Strategies

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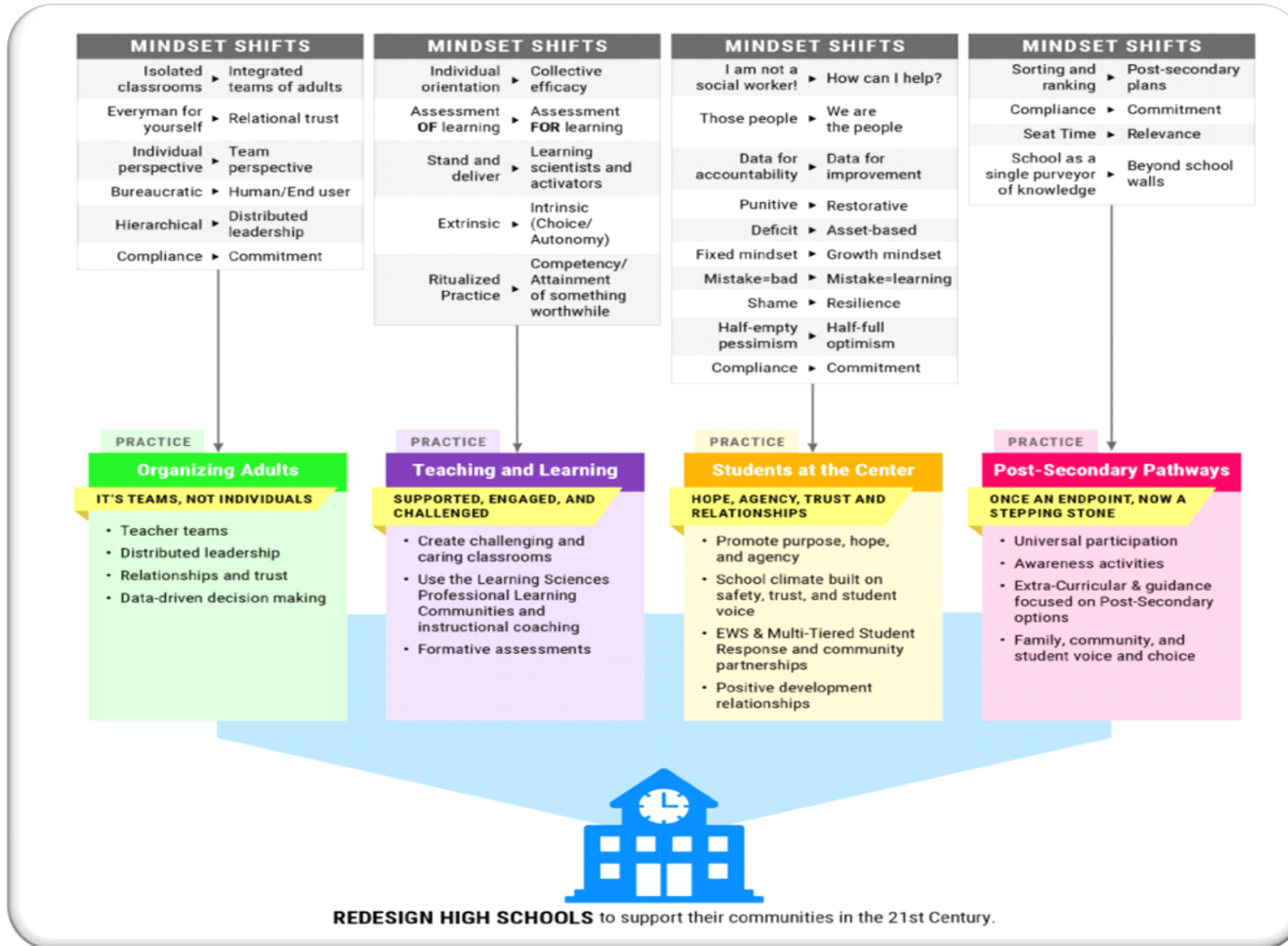
Continuous Improvement Cycle

District and State

School Improvement Support Efforts

How Do We Support?

What is our Strategy/Intervention?

What is our school improvement strategy for identified schools?

1. **Coaching Administrators/Leadership Teams/Teachers**

2. **Federal Funding**

3. **Professional Learning Opportunities**

4. **Technical Assistance**

What does our strategy/intervention look like?

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).

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The Power and Purpose of District "Impact"

District "Impact" – Providing Direction

Domain 1
Transformational Leadership

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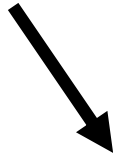
- ➤ Ensuring development and sustainability of School Leadership Teams
- ➤ Establishing district mentor programs
- ➤ Conducting regularly scheduled meetings with Federal Programs Directors
- ➤ Scheduling times to attend School Leadership Team meetings
- ➤ Monitoring established district protocols and/or established procedures
- ➤ Following up on next steps outlined in the school's plan and/or SLT

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Technical Assistance

How Do We Document the Work?

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Technical Assistance

Identifying Information

Technical Assistance Form

Office of School Improvement

District: Sample Consolidated School District	School: Sample Elementary School	Date: 09/15/2020

Support: ☐ Level I ☐ Level II ☐ Face-to-Face ☐ Virtual **Start Time:** 1:30 pm **End Time:** 2:30 pm

Designation: ☐ Comprehensive Support and Improvement (CSI) ☐ Additional Targeted Support and Improvement (ATSI)

☐ School Improvement Grant (SIG)

Focus Points

☐	Classroom Observations	☐	District Leadership Team (DLT)	☐	Comprehensive Support and Improvement (CSI) Touchpoint
☐	Administrator Feedback	☐	School Leadership Team (SLT)	☐	Professional Learning Communities (PLC)
☐	Early Warning Indicators (EWS)	☐	Multi-Tiered Systems of Support (MTSS)	☐	MCAPS Plan Review/SIG Plan Review
☐	Data (Academic/Behavior)	☐	Individual Reading Plans (IRPs)	☐	School Board Updates

Technical Assistance

Focus Points

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Technical Assistance

Indicators of Effective Practice

Domain I (Transformational Leadership):
Choose an item.   Choose an item.
Action Steps to be Taken:

Domain II (Talent Development):
Choose an item.   Choose an item.
Action Steps to be Taken:

Domain III (Instructional Transformation):
Choose an item. Choose an item.
Action Steps to be Taken:

Domain IV (Culture Shift):
Choose an item.   Choose an item.
Action Steps to be Taken:

Additional Comments:

_____   _____
MDE Representative   **School/District Representative**

Technical Assistance

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Action Steps to be Taken:

Additional Comments:

_____   _____
              MDE Representative   **School/District Representative**

Updates/Reminders

Office of School Improvement

District School Improvement Facilitator

❑ **Who** – Assigned by the Superintendent

❑ **What** – Directly supports school improvement initiatives

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Newly Identified Personnel

❑ Superintendent

❑ Principal

❑ Federal Programs Director

❑ School Improvement Facilitator

Please provide the email address and phone number of all newly identified personnel to the Office of School Improvement

Submit information to: tsi@mdek12.org

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School Board Updates

School Board Update Report
2020 – 2021

Date of School Board Meeting:								☐ Virtual		☐ In-Person	
District Name:											
School Name:				School Identification:		☐ CSI	☐ TSI	☐ ATSI		☐ SAR	☐ SIG

School Goals and Progress Toward Goals					Name of Benchmark Assessment:				
Overall School Goal					**1st Benchmark Assessment Results**				
	Reading	Math	Science			Reading	Math	Science	
% Proficient					% Proficient				
% Growth of all					% Growth of all				
% Growth of bottom 25%					% Growth of bottom 25%				
2nd Benchmark Assessment Results					**3rd Benchmark Assessment Results**				
	Reading	Math	Science			Reading	Math	Science	
% Proficient					% Proficient				
% Growth of all					% Growth of all				
% Growth of bottom 25%					% Growth of bottom 25%				
Describe the school's progress toward plan implementation (CSI/TSI/ATSI/SIG)									

School Board Updates

	October 2020	March 2021	June 2021
Total School Enrollment			
Tradition School Enrollment			
Hybrid School Enrollment			
Virtual School Enrollment			
Student ADA			
% of students with 2 or more absences for the month (*chronic absences*)			
Teacher attendance rate			
# of discipline referrals			

Allocation of Resources: School Improvement Funding 1003 or SIG- School Improvement Grant Funding			
Allocation as of July 1, 2020 FY21	**1st Quarter Remaining Balance**	**2nd Quarter Remaining Balance**	**3rd Quarter Remaining Balance**	**4th Quarter Remaining Balance**
$			
Remaining Balance			
Allocation as of July 1, 2020 FY20	**1st Quarter Remaining Balance**	**2nd Quarter Remaining Balance**	**3rd Quarter Remaining Balance**	**4th Quarter Remaining Balance**
$			
Remaining Balance			
Allocation as of July 1, 2020 FY19	**1st Quarter Remaining Balance**	**2nd Quarter Remaining Balance**	**3rd Quarter Remaining Balance**	**4th Quarter Remaining Balance**

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P16 Implementation

P-16 Community Engagement Council
Implementation Timeline

September 2019	**Release of Accountability Data** ❑ A district that has been designate as Failing (F) as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P16) Council ❑ A district and/or school designated as a D or F shall establish a community-based pre-kindergarten through higher education (P16) Council
December 2019	**Initiator's Meeting** ❑ District and Community Representatives Meet ❑ P16 Mission Statement Developed ❑ Agreement developed on number of representatives from each category ❑ Public meeting date, time and location determined and Publicized
February 2020	**Selection Meeting** ❑ Community Members from all P16 categories meet together ❑ Community is briefed on P16 purpose and rules ❑ Community members split into six (6) categories ❑ Members in each category select their representatives for the P16 Council
April 2020	**Formation Meeting** ❑ Category representatives meet as newly independent P16 council ❑ P16 members select officers ❑ P16 Council selects date of next P16 meeting ❑ P16 members seek introduction at next school board meeting ❑ P16 Council becomes independent of the local school district or school
August 2020	**Reminders** ❑ Set calendar for continuation of meeting dates (i.e., monthly) ❑ Revisit mission statement and bylaws ❑ Ensure the council is representative of a broad-section of the community (Constituent Categories) ❑ Continue making assessments of the strengths and limitations for the school district and its schools as a basis for recommending effective approaches to create quality, healthy schools

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Parent Notifications

- Only schools that were part of a reconfiguration are required to update the parent notification.

Revised Date

- Complete by *September 30, 2020*

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Upcoming PD Reminder

Title	Date	Time
Navigating Through the School Improvement Process: New Principals of Identified Schools	September 15	10:30 – 12:30
Navigating Through the School Improvement Process: Assistant Principals of Identified Schools	September 22	10:00 – 12:00
Fiscal and Program Monitoring	September 29	1:00 – 2:00
Cross State High School Collaborative *Landscape Analysis Due: October 9, 2020*	October 19	9:00 – 10:30

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Identification Cycle

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