

# Navigating Through the School Improvement Process

Assistant Principals of Identified Schools

September 22, 2020



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright *future* for every child

**Office of School Improvement**

601-359-1003

## VISION

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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

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

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



# Session Targets

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- School Improvement Overview (Identifications)
- 4 Domains Framework, Theory of Action, Indicators of Effective Practice
- Interventions/Strategies for School Improvement
- MCAPS

# Welcome Assistant Principals to OSI

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If 2020 was a  
candy, what would  
it be and why?

# On the scale of memes, how are you feeling?

1



2



3



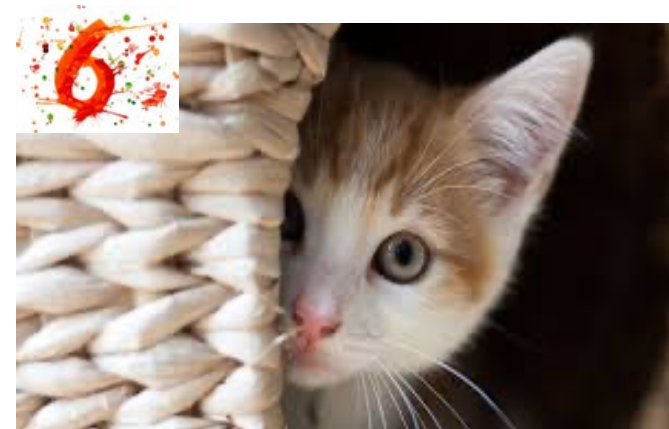
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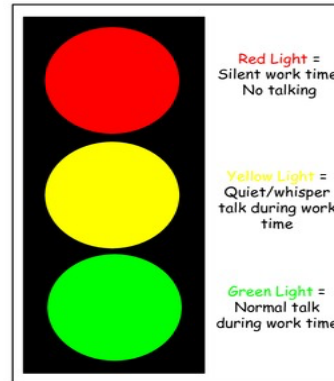
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6



# Purpose





# School Improvement Identification Criteria

## 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)...***ID begins in the 2021-22 School Year***

## 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

# Comprehensive Support and Improvement (CSI)

## Frequency of Identification

- Every 3 years

## MDE Support

- Approve, monitor, and review plan
- Provide technical assistance as requested/needed (face to face/virtual)
- Quarterly regional leadership meetings and webinars

## 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

# Targeted Support and Improvement (TSI)

## Frequency of Identification

- Annually

## MDE Support

- Provide funding to support evidence-based interventions (if available)
- Provide access to technical assistance as requested/needed
- Quarterly regional leadership meetings and webinars

## Exit Criteria

- School no longer meets criteria for identification

# Additional TSI (ATSI)

## Frequency of Identification

- Annually** (*identification based on most recent 3 year data trend*)

## MDE Support

- Provide funding to support evidence-based interventions (if available)
- Provide access to technical assistance as requested/needed
- Quarterly regional leadership meetings and webinars

## 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

# School At-Risk (SAR)

## Frequency of Identification

- Annually

## MDE Support

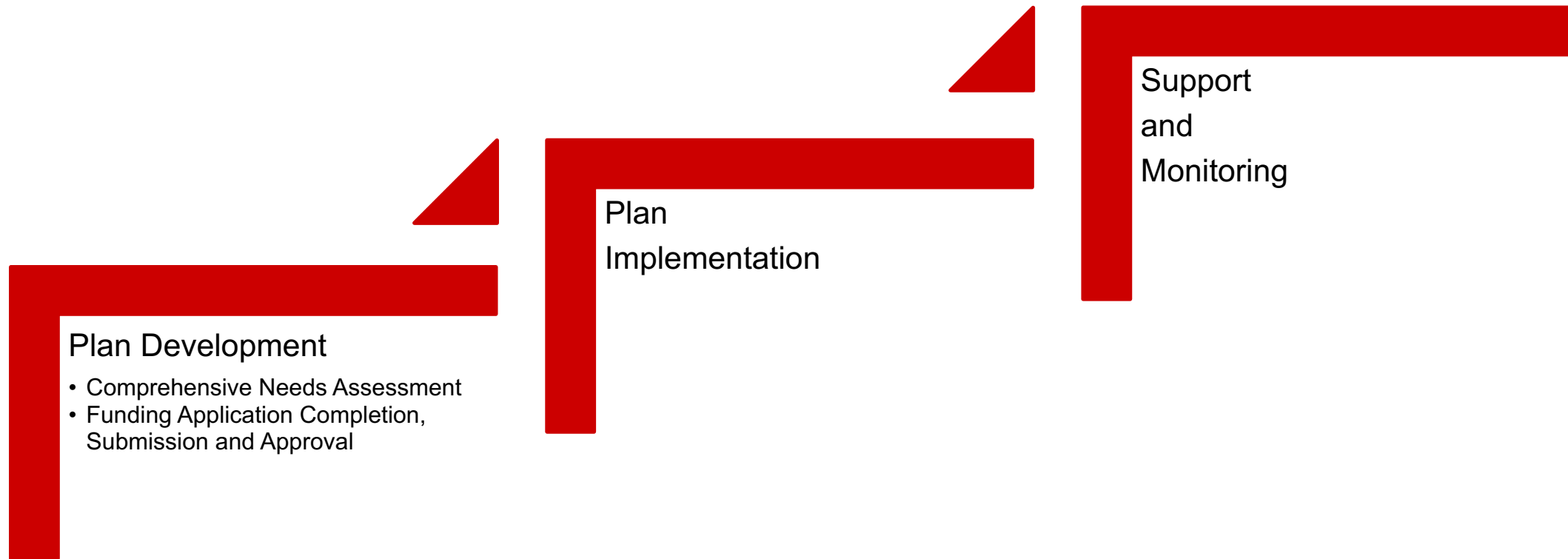
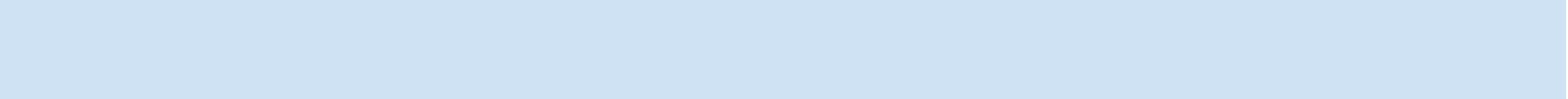
- Provide access to technical assistance as requested/needed
- Quarterly regional leadership meetings and webinars

## Exit Criteria

- Improve accountability grade to D or higher

# Exit Criteria

<b>Designation</b> <i>(What is my label?)</i>	<b>Duration</b> <i>(How long will the designation last?)</i>	<b>Exit Criteria</b> <i>(What will I need to do to be removed from the designation?)</i>
Comprehensive Support and Improvement (CSI )	<input type="checkbox"/> 3 years	<input type="checkbox"/> After 3 years graduation rate above 67% <input type="checkbox"/> After 3 years (3-year average subgroup performance is above the bottom 5% of Title IA schools; <b>AND</b> <input type="checkbox"/> an increase in the accountability letter grade; <b>OR</b> <input type="checkbox"/> an increase in the accountability letter grade that crosses over the midpoint of the letter grade
Targeted Support and Improvement (TSI)	<input type="checkbox"/> 1 year, unless re-identified in subsequent year	<input type="checkbox"/> School no longer meets criteria for identification <input type="checkbox"/> 3-year average growth in <u>subgroup proficiency</u> exceeds <u>target proficiency growth rate</u> projected for the <u>same statewide subgroup</u>
Additional Targeted Support and Improvement (ATSI)	<input type="checkbox"/> Same as TSI	<input type="checkbox"/> Subgroup performance above that of all students in the lowest performing schools <b>AND</b> <input type="checkbox"/> an increase in the accountability letter grade; <b>OR</b> <input type="checkbox"/> an increase in the accountability letter grade that crosses over the midpoint of the letter grade
School At- Risk (SAR)		<input type="checkbox"/> Improve accountability grade to D or higher



# 4 Domains

School Improvement Framework





# Instrument Family

## Brass



## Percussion



## Woodwinds



# The Center For School Turnaround and Improvement (CSTI)

- ❑ National recognized leader for research and development of solutions that support systematic improvement for all schools.
- ❑ Help sustain evidence-based, promising practices that ensure equity and drive systemwide change for rapid improvements.
- ❑ Created the Four Domains For Rapid School Improvement

# Four Domains For Rapid School Improvement

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- ❑ Research-based approach to school turnaround
- ❑ Proven to help states, districts, and schools in effectively leading and managing rapid school improvements

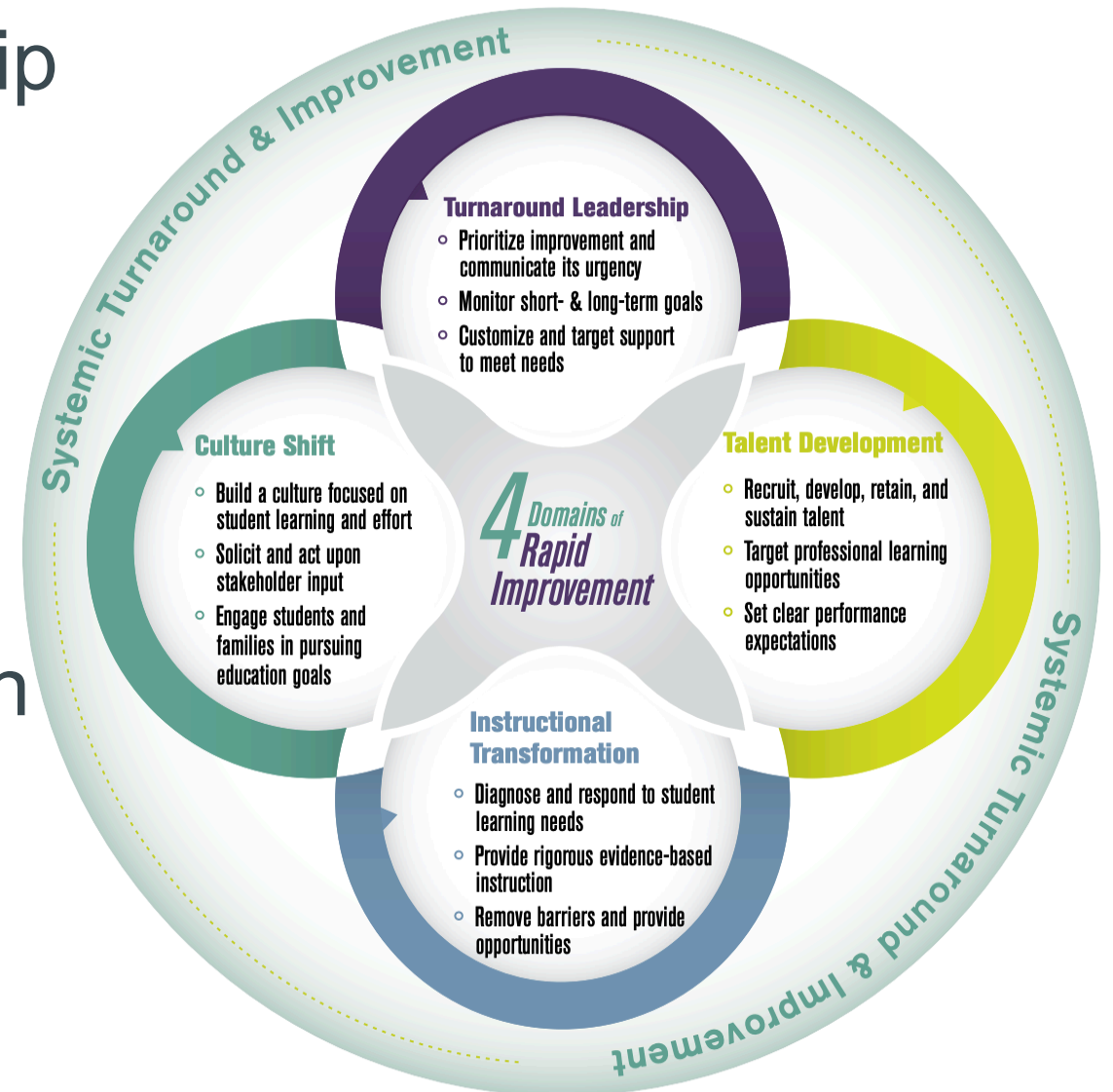
# Four Domains For Rapid School Improvement

Transformational Leadership

Talent Development

Instructional Transformation

Culture Shift



# Domains in Action

## State

(Practice, Indicator, Sources of Implementation Evidence)



## District

(Practice, Indicator, Sources of Implementation Evidence)

## School

(Practice, Indicator, Sources of Implementation Evidence)



# Domains in Action (Cont.)

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## Practice

Provides the reader with an example of the actual application of a specific domain

## Indicator

Provides the reader with an example of how to enact the practice

## Sources of Implementation Evidence

Provides the reader with an example of specific documentation to support the indicator

# Transformational Leadership (State)



## Practice

Establish an office for supporting policy, programmatic, and implementation efforts that guide school improvement work.

Share clear expectations and provide exemplars of high performing schools

## Indicator

State leadership sets a clear direction for the state with a stated vision, theory of action, goals, and strategies for the state's continuous and sustained improvement

## Source of Implementation Evidence

Direction document, agendas, and meeting minutes demonstrating where the vision has been shared

# Transformational Leadership (District)



## □ Practice

- Select senior level district official(s) to lead local school improvement efforts including overseeing principal support and growth, policy expansion, district-wide data inquiry, and overall strategic plan direction.
- Provide tiered support to principals and school leadership teams to help create action items, timelines, and responsibilities aligned with their school's improvement plan.
- Identify and prioritize the needs of schools; ensure needs are supported by data and school capacity

## □ Indicator

- District Leadership Team (or other team appointed by leadership) oversees the district's improvement benchmarks and other transformational school initiatives

## □ Source of Implementation Evidence

- Names and roles of team members, description of team's responsibilities, and meeting minutes, sign-in sheets, and agendas that reflect focused work



# Transformational Leadership (School)



## □ Practice

- Build leadership teams, cultivate leadership capacity, and foster **reflective practices** for school transformation.
- Provide faculty and staff with opportunities to be engaged in the school's improvement work.
- Disseminate leadership responsibilities among faculty and staff to strengthen commitment, increase collaboration, and provide faculty and staff with opportunities to improve their professional practice

## □ Indicator

- Communication strategies, as outlined in a plan developed by school leadership, are used to routinely share improvement priorities with faculty and staff, with students, and with the school's broader community.

## □ Source of Implementation Evidence

- Communication plans; examples of communication to staff, faculty, and community articulating improvement priorities (e.g., agendas, sign-in sheets, emails, letters, staff/community meeting minutes).

# Domains in Action

When one of the Domains in Action is not in sync



# Transformational Leadership (Questions For Focus)

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- What are your school goals?
- How do you define success regarding meeting school goals?
- What measures will be monitored to identify successes and challenges in student outcomes for school transformation?
- Who will determine what interim assessments will be administered and analyzed?
- What is your plan for engaging parents and other community stakeholders in your process?

# Four Domains

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Transformational Leadership



Talent Development

Instructional Transformation

Culture Shift

# Brainstorming Activity

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Using the bitly link, list some of the practices, indicators and Sources of Implementation Evidence that you would more than likely see at the state, district and school Level.

**Group 1** – Talent Development

**Group 2** – Instructional Transformation

**Group 3** – Culture Shift

# Domains in Action



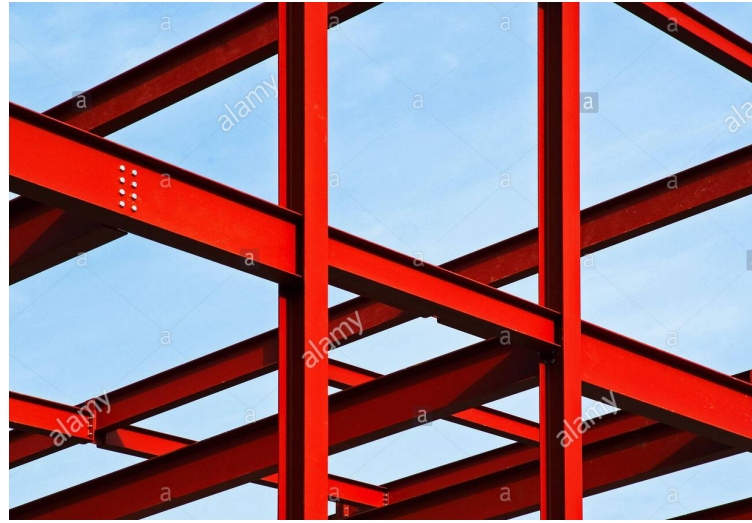
# Questions



# School Supports



# What does support look like?



# Breakout Session

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- Determine what picture best represents the supports you currently need as a new administrator. Write the name of the picture down.
- Discuss with your group your selection and the rationale for your selection.

# What is our Strategy/Intervention?

What is our school improvement strategy for identified schools?



1. Coaching Administrators/Leadership Teams/Teachers
2. Technical Assistance
3. Professional Learning Opportunities
4. Federal Funding

# What does our strategy/intervention look like?



<b>Principal Support</b>	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)
<b>School Leadership Team Support</b>	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).
<b>Teacher Support</b>	Work collaboratively with teachers through and with the principal to identify and implement effective instructional strategies (lesson planning, differentiation, intervention practices)
<b>Professional Learning Support</b>	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).

# Coaching Administrators/Leadership Teams

- ❑ The Office of School Improvement provides face-to-face coaching support to Level I Comprehensive Support and Improvement Schools (CSI) and failing Additional Targeted Support and Improvement (TSI) schools.
- ❑ Virtual coaching support is provided to Level II Comprehensive Support and Improvement Schools (CSI) and Additional Targeted Support and Improvement (ATSI) schools.

# Technical Assistance

## Identifying Information



### Technical Assistance Form Office of School Improvement

District: <u>Sample Consolidated School District</u>	School: <u>Sample Elementary School</u>	Date: <u>09/15/2020</u>
Support: <input type="checkbox"/> Level I <input type="checkbox"/> Level II <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Virtual	Start Time: <u>1:30 pm</u>	End Time: <u>2:30 pm</u>
Designation: <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI) <input type="checkbox"/> School Improvement Grant (SIG)		

### 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/SIG Plan Review
<input type="checkbox"/>	Data (Academic/Behavior)	<input type="checkbox"/>	Individual Reading Plans (IRPs)	<input type="checkbox"/>	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

## Indicators of Effective Practice

### Domain I (Transformational Leadership):

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#### Action Steps to be Taken:

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Choose an item. Choose an item.

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## Additional Comments:

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# Technical Assistance

## Indicators of Effective Practice

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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

# Professional Learning Opportunities

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



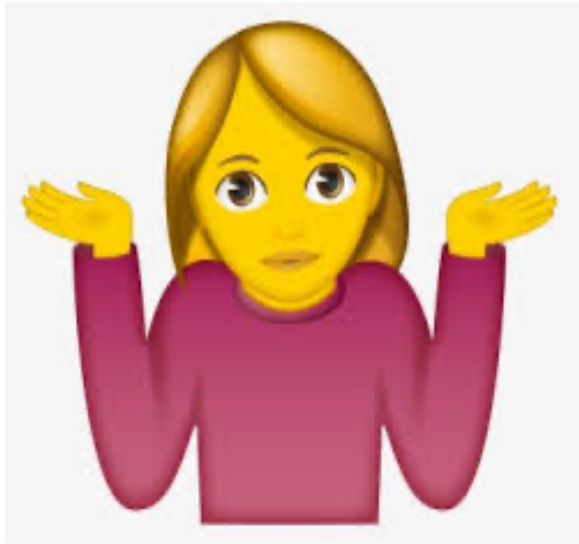
# Funding

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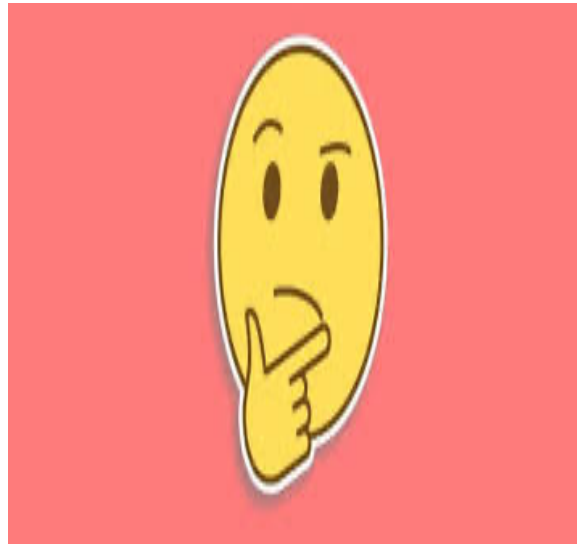
- All schools that have a designations receive funding allocations from the Office of School Improvement
- Funds should be leveraged to support the systematic improvement of schools

# MCAPS

# Let's Test Your Knowledge



1



2



3

# What is MCAPS

□ What



Platform utilized to house school improvement plans for CSI, TSI, and ATSI identified schools

□ When



Funding allocations are awarded to identified schools

□ Where



Mississippi Comprehensive Automated Performance-based System (MCAPS)

[mcaps.mdek12.org](https://mcaps.mdek12.org)

□ How



In collaboration with the Federal Programs Director and/or other identified district support personnel



# MCAPS – Indicators of Effective Practice

**Indicators of Effective Practice - Assessment - As part of your school's comprehensive needs assessment process, the school leadership team must assess each indicator listed below and provide an explanation for the assessment.**

Transformational Leadership Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
LDR.2.09: Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.	* <input type="text" value="Select..."/>	* <input type="text"/>
DC.1.01: 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.	* <input type="text" value="Select..."/>	* <input type="text"/>
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* <input type="text" value="Select..."/>	* <input type="text"/>
LDR.1.06: 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).	* <input type="text" value="Select..."/>	* <input type="text"/>

# MCAPS – Indicators of Effective Practice

Indicator of Effective Practice	Funded?	Action Step: What action is being taken to improve outcomes?
PLN.4.05	<input checked="" type="checkbox"/>	Provide Academic Interventionists to support instructional remediations
LDR.3.07	<input checked="" type="checkbox"/>	Provide quality professional development via Saturday Teacher Academy to increase teacher capacity and student achievement
DC.1.03	<input checked="" type="checkbox"/>	Provide instructional classroom supplies to include, but not limited to, manipulatives for math and small group readers for ELA.



Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies



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



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

# Bringing It All Together

- ❑ Four Domains
- ❑ Indicators of Effective Practice
  - ❑ Supports
  - ❑ Funding



# Are You Ready?

# How are you feeling?

Time to be real and tell how you feel!



# How Did We Do?



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