

Utilizing MS SOARS as a Tool for Improving Student Outcomes

Deeper Dive into MS SOARS:
Indicators of Effective Practice

October 26, 2018



Office of School Improvement

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

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



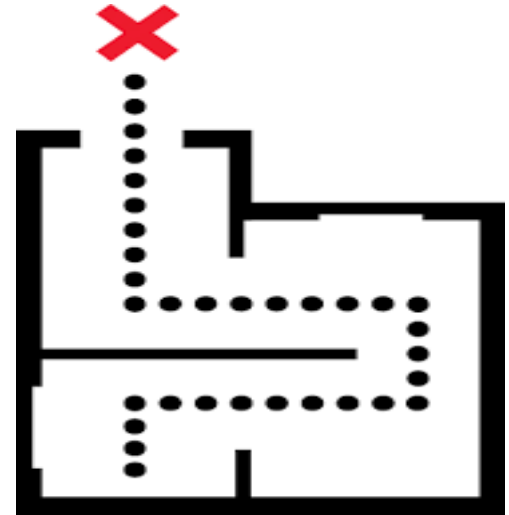
Learning Target

To frame, for participants, the Office of School Improvement's context around utilizing MS SOARS as a tool for improving student outcomes.

To guide schools through the process of plan development in MS SOARS

The School Improvement Journey

Once the accountability system identifies a school for improvement, schools begin the transformation process through the development of plans.



The School Improvement Journey

Poor Planning Yields Poor Results	Strategic Planning Yields Positive Outcomes
Don't address priority challenges and root causes	Identify what's important
Are "shelved" and collect dust	Review, Review, Review
Tackle too much (i.e. too many strategies)	Prioritize
Don't include clear owners/timelines, etc.	Determine who is accountable
Aren't realistic (goals are not SMART)	Set short term milestones, Be specific, Measure actions as well as progress

Plan Development in MS SOARS



The School Improvement Journey

A plan is only as good
as the process that
produces the plan

Plan Development

Plan Development in MS SOARS

Is what I'm doing, or about to do, going to improve student achievement?

How does this decision improve the quality of instruction and outcomes for ALL students?

Plan Development in MS SOARS

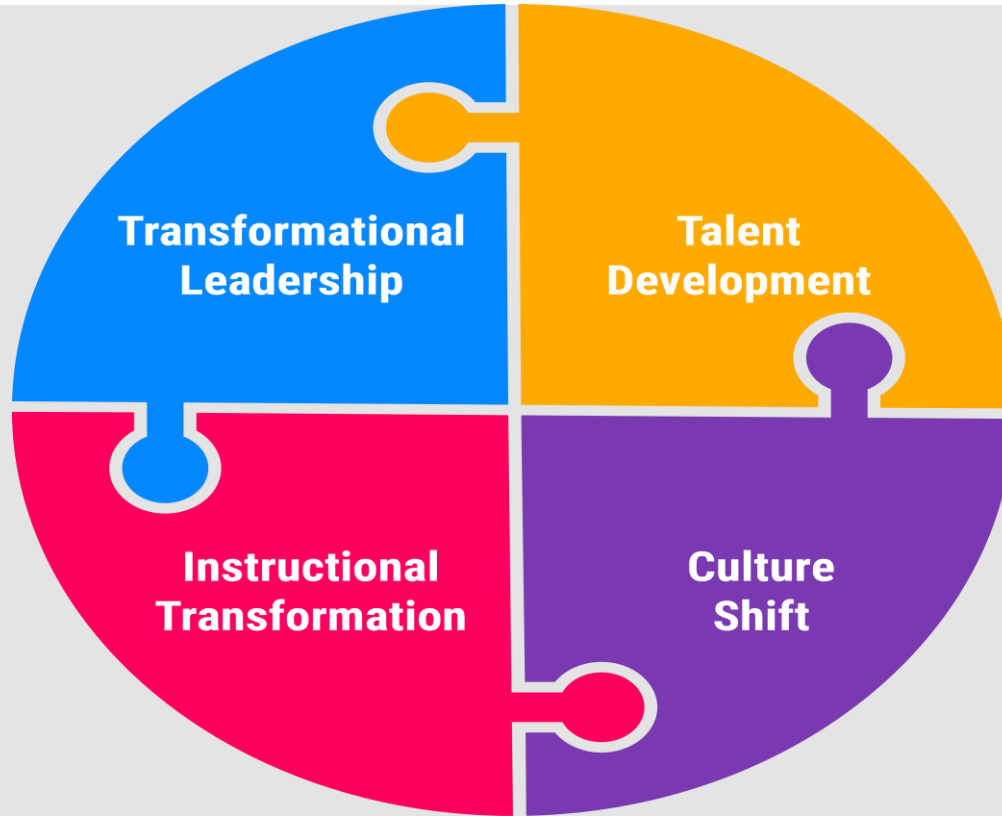
Mississippi SOARS

Schools Obtaining Academic Results for Success



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Four Domains of Rapid School Improvement



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 in low-performing schools.

Indicators of Effective Practice

Domain 1 – Transformation Leadership

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

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.

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).

Domain 2 – Talent Development

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

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

Indicators of Effective Practice

Domain 3 – Instructional Transformation

The principal keeps a focus on instructional improvement and student learning outcomes

The principal monitors curriculum and classroom instruction regularly.

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

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

Instructional Teams develop standards-aligned units of instruction for each subject and grade level

Domain 4 – Culture Shift

School implements strategies and practices to improve school culture and climate.

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

Indicators of Effective Practice- High Schools

Domain 1 – Instructional Transformation	Domain 2 – Culture Shift	Domain 3 – Instructional Transformation	Domain 4 – Culture Shift
<p>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</p>	<p>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.</p>	<p>The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation</p>	<p>The school routinely provides all students with information and experience in a variety of career pathways</p>
<p>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.</p>		<p>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</p>	<p>The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs)</p>

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Clear Process Manager

Save School Information

Team Members

Here you will enter information pertaining to the members of your Leadership team. This team should include your principal, the process manager (if other than the principal), and others you choose to include from the school or community.

Add a Team Member

Team Member	Association	Phone	Email
renona jackson	District Staff		sjackson@abe.k12.org

School Demographics (optional)

Show School Demographics

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Set Direction

In the first two steps below, your Leadership Team summarizes important components of its strategic direction. This information enables you to determine, in Step 3, which Effective Practices are most important when selecting Indicators to focus your work in the Success Cycle.



Considering your Mission and Goals as well as the review of important data sources, the Leadership Team now selects Effective Practices and Indicators on which it will focus its work in the coming months.

1. Match the conclusions from your Mission and Goals and your data review with the Effective Practices below that are most in need of attention.
2. Select the Indicators within each Effective Practice that will inform your implementation plan in the Success Cycle.

Note: Select a number of Indicators that the Team will be able to concentrate on until implemented. Be sure to include Key Indicators if they are tagged in your system. As some Indicators are implemented, the Team may return here and

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Note: Select a number of Indicators that the Team will be able to concentrate on until implemented. Be sure to include Key Indicators if they are tagged in your system. As some Indicators are implemented, the Team may return here and add more to replace them.

Filter(s): Choose a filter to narrow

Not Assessed Previously Achieved

No Actions Has Actions

Achieved Selected Indicators ONLY

Remove Filter(s)

Display all Indicators

0 of 0 Key Indicators

15 of 147 Indicators

 = Previously Achieved Indicator

✓ --Select Crosswalk--

Required Indicators for CSI-TSI-SAR Elem & MS

Required Indicators for CSI-TSI-SAR High Schools

District Context and Support for School Improvement

Effective Practice

Subsection I

Subsection II

Selected

Progress Status

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- NO ACTIONS
- HAS ACTIONS
- Achieved
- Selected Indicators ONLY

Remove Filter(s)

Display all Indicators

0 of 0 Key Indicators

8 of 13 Indicators

 = Previously Achieved Indicator

4 Domains Framework


Effective Practice	Subsection I	Subsection II	Selected	Progress Status
▶Domain 1: Transformational Leadership			0 of 4	
▼Domain 2: Talent Development			0 of 2	
▼Domain 3: Instructional Transformation			0 of 5	
▼Domain 4: Culture Shift			0 of 2	

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4 Domains Framework

Effective Practice	Subsection I	Subsection II	Selected	Progress Status
▼Domain 1: Transformational Leadership			0 of 4	
<input type="checkbox"/>	LDR.2.09	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives. (6624)		Not Assessed
<input type="checkbox"/>	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. (6602)		Not Assessed
<input type="checkbox"/>	DC.1.03	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals. (6604)		Not Assessed
<input type="checkbox"/>	LDR.1.07	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). (6611)		Not Assessed
▼Domain 2: Talent Development			0 of 2	
▼Domain 3: Instructional			0 of 5	

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4 Domains Framework

Effective Practice	Subsection I	Subsection II	Selected	Progress Status
▼Domain 1: Transformational Leadership			1 of 4	
<input type="checkbox"/>	LDR.2.09	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives. (6624)		Not Assessed
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<input checked="" type="checkbox"/>	LDR.1.07	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). (6611)		Not Assessed
▼Domain 2: Talent Development			0 of 2	

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Set Direction

The first two steps below, your Leadership Team summarizes important components of its vision. This information enables you to determine, in Step 3, which Effective Practices are most important to focus work in the Success Cycle.

- 1 Mission and Goals
- 2 Data Review
- 3 Indicator Selection
- 4 View Selected Indicators in Success Cycle

Your Vision

Your vision is a statement that portrays your organization in its ideal form.

Rich text editor: B I U X' X, 16 A [bulleted list icon] [numbered list icon]

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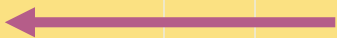
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**past due target dates*

🔑 Key Indicator

Print Page

			Assess	Create			Monitor		
⚠️	🔑	Indicator/Objective (Count 8)	Initial Implementation	Index Score	Assigned to:	Target date:	# of Actions:	Progress Status	Completed Date
<p>School Leadership and Decision Making - Establish a team structure with specific duties and time for instructional planning - Leadership Team</p>									
		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). (6611)		0					



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Core Function: School Leadership and Decision Making

Effective Practice: Establish a team structure with specific duties and time for instructional planning

Indicator: 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).

Characteristics of Effective Leadership Teams

- Assist in continuously monitoring and evaluating the effectiveness of curriculum, instruction and assessment
- Ensure that resources and instruction are adapted to address learning differences of students
- Collect, monitor and respond to benchmark/interim data
- Meet regularly to review and adjust the school's action plan (based on data)
- Embrace courageous conversations about the students' academic progress
- Utilize formative and summative assessments

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Core Function: School Leadership and Decision Making

Effective Practice: Establish a team structure with specific duties and time for instructional planning

Indicator: 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).

Assess Wise Ways Indicator in Action Tools 🖨️

Initial Level of Development: No Development or Implementation Limited Development or Implementation Full Implementation Save

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Assess

Wise Ways

Indicator in Action

Tools

Initial Level of Development:

No Development or Implementation

Limited Development or Implementation

Full Implementation

Priority Score:

3 - Highest priority 2 - Medium priority 1 - Lowest priority

Opportunity Score:

3 - Easy to address

2 - Accomplished in current policy/budget

1 - Requires changes in current policy/budget

Describe your current implementation efforts:

🔍 **B** *I* U X² X₂ 16 ▾ **A** ▾ 🔗 ☰ ☰

The school has a leadership team who meets monthly. The team consists of the principal, assistant principal, instructional coach, counselor and one team member from each grade level. Meetings are held monthly to discuss current data, professional development needs and any other issues or concerns that affect teaching and learning.

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Create & Monitor

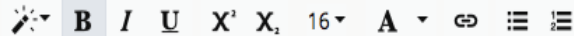
Assign a team member to monitor this objective:

renona jackson

Establish a target date to fully implement this objective:

11/02/2018

Describe below how it will look when this objective is being fully met. Also describe the information you will need to provide evidence that this objective is fully met.



The school leadership team will meet bi-monthly to discuss the implementation of the school's action plan, as well as current successes and challenges around data, scheduling, professional development needs, PLCs and any other areas that affect the teaching and learning environment. The school leadership team will meet regularly with a member(s) of the district's leadership team to review the school's action plan, data, professional development needs and any other areas we identify as a challenge that may affect student outcomes. Minutes and sign-in sheets from all meetings will be documented as well as any changes or professional development conducted as a result of the identified needs.

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The screenshot displays a plan development interface. At the top, there is a large empty rectangular area. Below this area, on the left, is a blue button labeled "Add Action" with a plus icon and a question mark. On the right is a blue button labeled "Save". At the bottom of the interface, a green horizontal bar contains the text: "No Actions setup yet. Click Add Action to add one."

Plan Development in MS SOARS

The screenshot displays the Indistar software interface. On the left is a navigation menu with items like 'Main Menu', 'Our Direction', 'Our Meetings', 'Success Cycle', 'Our Progress', and 'Resources'. The main content area shows a dialog box titled 'Add / Update an Action'. The dialog has a close button (X) in the top right corner. It contains the following fields and labels:

- * Create one action in the series for this objective.** (Instructional text)
- A text input field containing: "The school will identify specific meeting dates and times for monthly meetings."
- * Assigned to** (Label) with a dropdown menu showing "- Select a Team Member -" and a text input field containing "Bonita Harris".
- * Target Date** (Label) with the subtext "Date this action will be completed or will become routine:" and a date input field containing "10/31/2018".
- * Recurrence** (Label) with a dropdown menu showing "Recurrence".
- Notes:** (Label) with an empty text area below it.

Four purple arrows point to the text input field, the dropdown menu, the date input field, and the recurrence dropdown menu.

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In the “**Notes**” section, teams should be sure to include the following:

- If funding will be allocated for this action step
- If funding is allocated, how will the school measure its effectiveness
- The process used to select the intervention and whether the intervention has been previously used by the school
- If the intervention has been previously used, what data has been provided to indicate improvement in the outcomes for student achievement

Recurrence

Notes:

Save Close

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In the **“Notes”** section, teams should be sure to include the following:

- If funding will be allocated for this action step
- If funding is allocated, how will the school measure its effectiveness
- The process used to select the intervention and whether the intervention has been previously used by the school
- If the intervention has been previously used, what data has been provided to indicate improvement in the outcomes for student achievement

Notes:

1003 funding will be allocated for this action step. The school will monitor the effectiveness of this action step by _____. The school leadership team and the school's district liaison met to identify practices and strategies that were evidenced-based and supported the reason for identification. This selected intervention was shared with school staff to obtain school wide buy in. This intervention has not been previously used.

Were all questions answered?

Save Close

Plan Development in MS SOARS

In the “**Notes**” section, teams should be sure to include the following:

- If funding will be allocated for this action step
- If funding is allocated, how will the school measure its effectiveness
- The process used to select the intervention and whether the intervention has been previously used by the school
- If the intervention has been previously used, what data has been provided to indicate improvement in the outcomes for student achievement

Notes:

1003 funding will be allocated for this action step. The school will measure the effectiveness of the action step by _____. The school leadership team and the school's district liaison met to identify practices and strategies that were evidence-based and supported the reason for identification. This selected intervention was shared with school staff to obtain school wide buy in. This is the third year the school has implemented this strategy to support struggling readers. The school has seen a 10 point increase in Reading proficiency during the years of implementation.

Were all questions answered?

Save Close

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Save

➕ Add Action [?]

Action	Frequency	Assigned	Target	Completed
The school will identify specific meeting dates and times for monthly meetings.	No Recurrence Selected	Bonita Harris	10/31/2018	<input type="text"/>

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🔑 Key Indicator

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⚠️	🔑	Indicator/Objective (Count 8)	Initial Implementation	Index Score	Assigned to:	Target date:	# of Actions:	Progress Status	Completed Date

School Leadership and Decision Making - Establish a team structure with specific duties and time for instructional planning - Leadership Team

		LDR.1.06 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (6611)	Limited 10/22/2018	9	renona jackson	10/31/2018	1	0%	
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REPEAT THE PROCESS FOR EACH ASSESSED INDICATOR

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A plan is only as good
as the process that
produces the plan

Frequently Asked Questions



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Our Direction	Our Meetings	Success Cycle	Our Progress
 Normative Objectives (Ongoing) 0	 Leadership Team Meetings (Last 90 Days) 0	 Actions Completed (Last 90 Days) 0	 Objectives Met (Last 90 Days) 0
Update Profile	Manage Meetings	Assess, Create, Monitor	View Reports
Set Direction Mission/Goals - Data Review - Select Indicators			View Feedback

- Complete Forms
- Submissions
- Snapshot

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Complete Forms ▾

Submissions ▾

Snapshot ▾

Click on each form to update, save, and/or send for review, if applicable. To submit a copy of the form, please go to 'Submissions'.

*This icon denotes a reviewable form. 

Form	Status	Description/Instructions
Local School Board Approval Signature Form		Please complete this form to document approval of the school's plan and Title I School Improvement Funding Application <ul style="list-style-type: none">Complete, Sign, Scan, & Upload
Monthly Plan Update - Required Elements		(Reference Document only) All schools with an identification of SAR, CSI, TSI, ATSI and SIG must address the required elements during the local school board meeting.
Monthly Plan Update Template (SAMPLE)		(Reference Document only) This template serves as a guide to assist schools with addressing required

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Monthly Plan Update - Blank Template

All schools with an identification of SAR, CSI, TSI, ATSI and SIG must address the required elements during the local school board meeting.

- Complete & Upload

Status of School Performance - Parent Notification

All schools with an identification of CSI, TSI and ATSI must inform parents of the school's performance against the State's goals for academic achievement.

- Complete & Upload

P16 Community Engagement Council

Schools that meet the requirement to establish a P16 Community Engagement Council must document information regarding the council's establishment and school/district engagement.

- Complete & Upload

HS Redesign Blueprint Narrative

To be completed by *CSI High Schools Only!*

- Complete & Upload

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Indistar Success Stories

📅 Indistar 3.0 Redesign: Step-by-Step

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