

# Navigating Through the School Improvement Process

New Principals of Identified Schools

September 15, 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



# Learning 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

# New Administrators to OSI

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WELCOME

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

1



2



3



4



5



6



# 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

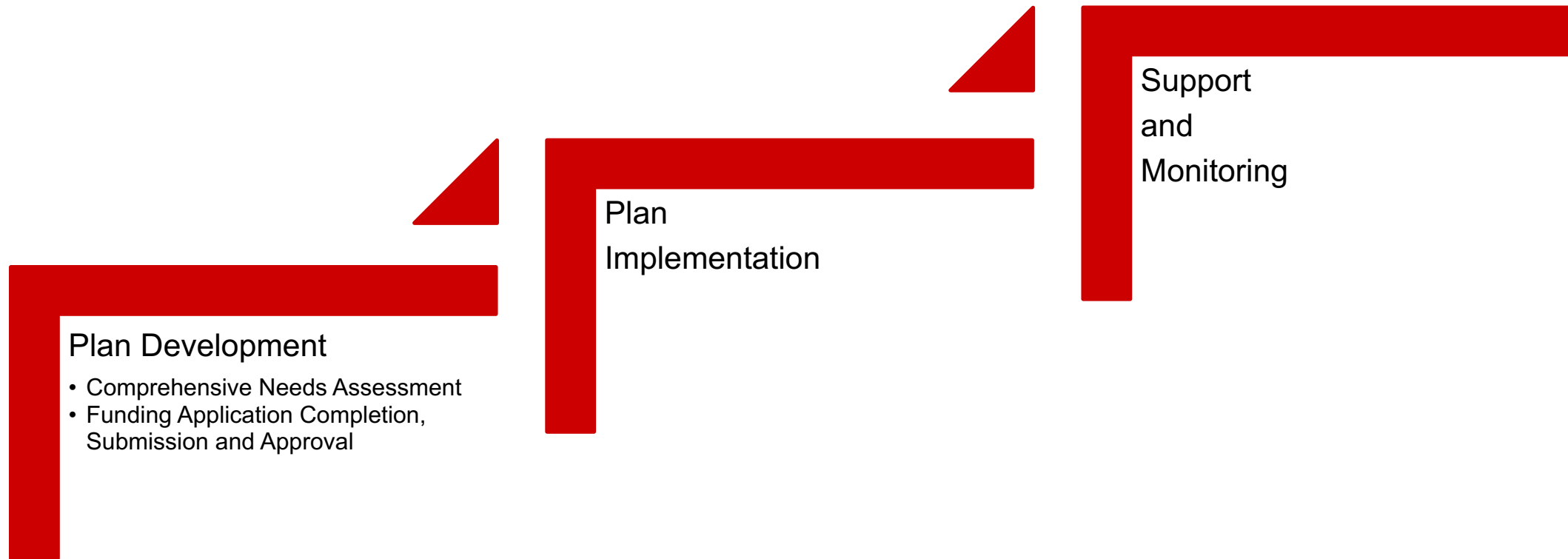
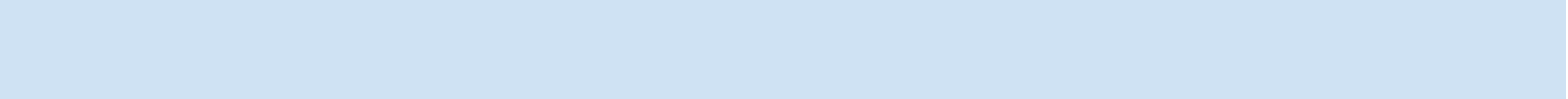
- Provide access to technical assistance as requested/needed
- Quarterly regional leadership meetings and webinars

## 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



## Woodwinds



## Percussion



# 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

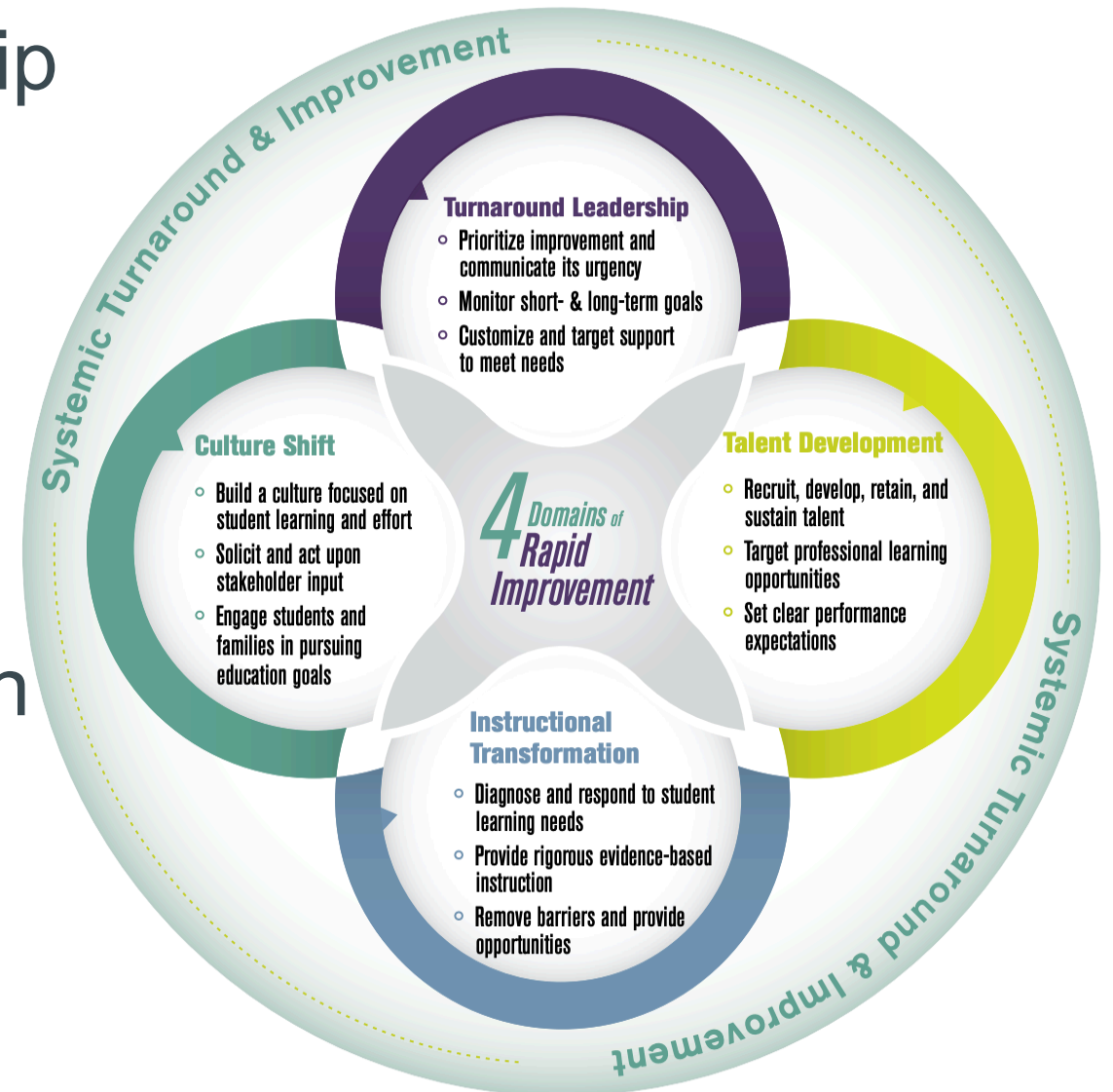
# Four Domains For Rapid School Improvement

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



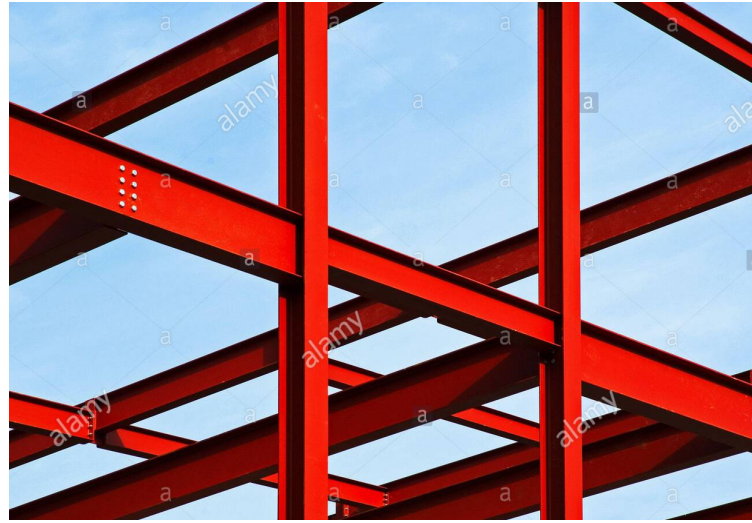
# Questions



# School Supports

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# 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?



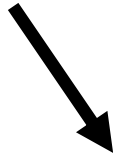
<b>Principal Support</b>	Work collaboratively with principals to examine and understand data to inform instructional direction for the school (for example: Data meetings, classroom observations, feedback loop, learning walks, scheduling)
<b>School Leadership Team Support</b>	Work collaboratively with 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):

Choose an item. Choose an item.

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## Additional Comments:

\_\_\_\_\_  
MDE Representative

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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.



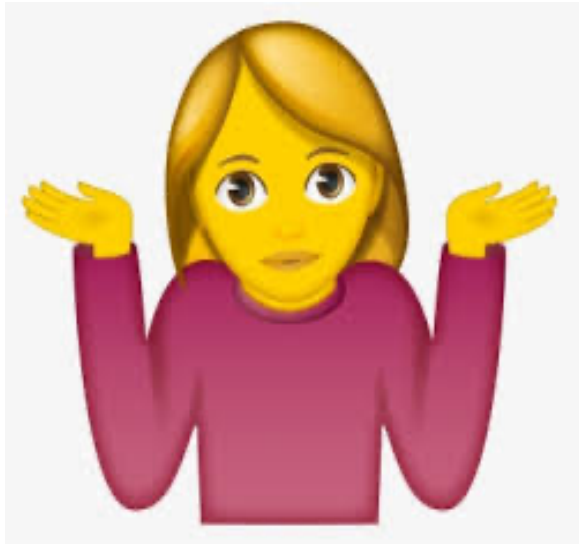
# Funding

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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



# Let's Test Your Readiness

# How Was Today's Training?

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