MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

SCHOOLS AT-RISK (SAR)

2019-20 ACTION PLAN

SCHOOL NAME:

DISTRICT NAME:

School Name: **Grade Configuration:**   **Number of Students:**

School Address:

Contact Information	Name	Phone Number	Email Address
Superintendent			
Principal			
Assistant Principal			
Federal Programs Director			
District Administrator for School Improvement			

The Office of School Improvement aligns its work with the Center on School Turnaround's research addressing the Four Domains of Rapid School Improvement. Each of the four domains are aligned with indicators of effective practice that can drive meaningful and intentional change. These evidence-based practices, found on pages 5-6, will guide schools and districts through creating their plan. The indicators of effective practice will be assessed and lead to the development of prioritized actions based on identified areas of need.

- Transformational Leadership
- Talent Development
- Instructional Transformation
- Culture Shift

OVERVIEW OF DOMAINS

Transformational leadership ensures that there are coordinated efforts by the team charged with executing improvement and leading those involved to a shared vision. Rapid improvement efforts are also prioritized, and its urgency explicitly communicated. Short- and long-term goals are routinely monitored, and targeted support is customized to meet improvement needs.

Rapid school transformation requires experienced and dedicated personnel at the school, district and state level. As such, there must exist a commitment to recruit, develop, retain, and sustain passionate talent. Additionally, targeted professional learning opportunities are essential to *talent development* while clear performance expectations are essential to transform underperforming schools. Talent development requires a two-pronged effort to select devoted and experienced personnel at each level. The commitment to recruit, sustain, develop, and retain talent is essential to the clear demonstration of performance expectations.

Instructional transformation requires system-wide support that involves an analysis of relevant student data with appropriate responses to student learning goals. Effective instructional practices should involve strong standards-based instruction as demonstrated through the MS College and Career Readiness Standards where barriers have been eliminated and opportunities for academic growth provided for every student.

A *culture shift* is required for rapid school transformation that involves open dialogue, trust, and shared accountability and equity. Building a culture focused on student learning and achievement, requires concerted efforts with engaged stakeholder input. Cooperatively, students and families must pursue educational goals geared toward academic excellence. Additionally, school districts and state leaders must work toward ensuring that "every student has access to the resources and educational rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, family background or income" (a). Users of this resource engaged in the work of improving outcomes for ALL students are moved to actions under tremendous responsibility of improving learning outcomes for the children in Mississippi's public schools. The goal of this resource is to serve as guidance for schools, districts, and the state in this effort.

PART II: VISION, MISSION, GOALS

Vision of the School:
Mission of the School:

2024-25 Goals:
ELA: All Subgroups will attain 70% proficiency by 2024-25.
Math: All Subgroups will attain 70% proficiency by 2024-25.
Graduation Rate: All Subgroups will have 90% graduation rate by 2024-25.

Annual Goals:	
ELA:	The proficiency in the prior year was _____.
Math:	The proficiency in the prior year was _____.
Science:	The proficiency in the prior year was _____.
Graduation Rate:	Graduation rate in the prior year was _____.

Indicators of Effective Practice – Assessment – As part of the 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 Select One	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.	o Full Implementation o Limited Implementation o No Implementation	
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.	o Full Implementation o Limited Implementation o No Implementation	
DC.1.03 School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	o Full Implementation o Limited Implementation o No Implementation	
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).	o Full Implementation o Limited Implementation o No Implementation	
HS.1.02 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.	o Full Implementation o Limited Implementation o No Implementation	
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.	o Full Implementation o Limited Implementation o No Implementation	
Talent Development Indicators of Effective Practice	Assessment of Practice in School Select One	Provide Details to explain the reason for the selected assessment of the indicator.
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.	o Full Implementation o Limited Implementation o No Implementation	
LDR.3.07 Professional development of individual teachers includes an emphasis on indicators of effective teaching.	o Full Implementation o Limited Implementation o No Implementation	

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

Instructional Transformation Indicators of Effective Practice	Assessment of Practice in School Select One	Provide Details to explain the reason for the selected assessment of the indicator.
PLN.4.05 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	o Full Implementation o Limited Implementation o No Implementation	
PLN.1.01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	o Full Implementation o Limited Implementation o No Implementation	
HS.4.03 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.	o Full Implementation o Limited Implementation o No Implementation	
Culture Shift Indicators of Effective Practice	**Assessment of Practice in School Select One**	**Provide Details to explain the reason for the selected assessment of the indicator.**
LDR.3.10 School implements strategies and practices to improve school culture and climate.	o Full Implementation o Limited Implementation o No Implementation	
HS.5.02 The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).	o Full Implementation o Limited Implementation o No Implementation	

Part IIA: Schools will create an evidence-based action plan and identify action steps to be taken to meet desired outcomes. The school must address a minimum of one action step for each domain that has indicators assessed as limited or no implementation.

Domain:	Action Step: *What action is being taken to improve outcomes?*	Benchmark Indicator: *How will you know that the action is successful (must be measurable based on the MAAP assessment).*	Position Responsible: *What position will monitor implementation of the action step?*	Timeframe for Implementation: *When will the action step be successfully implemented?*

Schools At-Risk (SAR) Local School Board Approval Signature Form

Please complete this form to document approval of the Schools At-Risk Plan by the local school board.

School District Name: _(Enter District Name)_

The individuals listed below have reviewed and approved the final plan submitted by the principal of:

School Name: _(Enter School Name)_

Required Signatures:

Superintendent (Typed Name and Signature)	Date	E-mail address
LEA Board President (Typed Name and Signature)	Date	E-mail address
Federal Programs Director (Typed Name and Signature)	Date	E-mail address
Principal (Typed Name and Signature)	Date	E-mail address