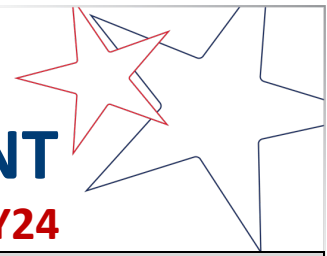


# OFFICE OF SCHOOL IMPROVEMENT

## Part I: District Application – Sample Responses – FY24



1.

In collaboration with the school's leadership team, the LEA will review the school comprehensive needs assessment, accountability results, benchmark data, and stakeholder feedback in order to prioritize the areas to target for the greatest impact on student academic outcomes. After determining the needs of each school, the district and school leadership team will determine which evidence-based strategies/intervention to fund.

- MRO Schools - What will the LEA do in response to the Instructional Process Standards review feedback regarding ELA and Math?

The district will ensure effective implementation of HQIM for both ELA and Math by maintaining inventory, conducting instructional walkthroughs, and identifying and providing professional learning on the components of the resource. The district team will work with the MDE to identify, plan and host professional learning on the HQIM.

2.

The LEA will support the principals in developing and implementing the plan. The support will consist of providing targeted professional development, engaging in bi-weekly team meeting, and reviewing assessment and progress monitoring data. The LEA will ensure that the schools have needed resources to ensure plan implementation.

3.

The district will monitor schools receiving Section 1003 funds by requiring monthly updates of plan implementation (ex: agendas, minutes). The district and school leadership team will meet monthly to review strategies funded with 1003 funds and discuss what is working and the needed changes or updates to meet their goals. The district will consistently aid in planning and the implementation of goals for the school.

- MRO Schools - How will the LEA monitor their action in response to the instructional process standards review feedback?

The district and school leadership will meet quarterly to review progress toward implementation of the HQIM. Based on feedback received through the quarterly review, adjustments, as needed to ensure effective implementation will be made.

4.

a. The school improvement team will consist of stakeholders from all levels of the school community to support the development of the plan. We will identify the plan goals and objectives. We will meet with the school improvement team to share the selected interventions, discuss how they support the goals and objectives, review progress monitoring data, and receive feedback for implementation.

b. Additional action will be taken by the LEA after the school has been identified for 2 consecutive years.

5.

Recruitment: The district will actively seek out and engage with potential external partners through various means, such as issuing requests for proposals, conducting outreach to relevant organizations and experts, and attending relevant events and conferences and reviewing prior performance of potential vendors.

Screening: The district will screen potential partners based on a set of criteria, such as their experience, qualifications, and track record in implementing similar programs or interventions.

Selection: Based on the results of the screening process, the district will select a shortlist of potential partners to move forward to the next stage of the process. The selection may be based on a combination of factors, including the partners' qualifications, experience, and the potential for the partnership to achieve desired outcomes.

Evaluation: The district will evaluate the performance of external partners throughout the implementation of strategies or interventions funded with Section 1003 funds. This may involve regularly reviewing data and reports, conducting site visits inclusive of classroom observations, and engaging in ongoing dialogue with the partner to monitor progress and identify areas for improvement.



**6.**

a. Other federal resources will be used to hire interventionists.

b. State resources will be used to hire certified staff. Those funds will also be used to purchase needed instructional supplies and equipment.

c. Local Resources: The district will engage with local organizations, businesses, and community groups to identify resources that align with supporting 1003 activities, including local funds received through taxes.

**7.**

There will be a periodic review of district policy and practices. If there is any policy or practice that is impeding the implementation of the plan, the district administration will examine the policy and/or practice. If the policy or practice modifications are needed, assigned personnel will work with the superintendent or his/her designee, and the school board to make the modifications.

**8.**

a. The school leadership team, representative of the school staff, reviews student data to identify areas of low student performance. The district collaborates with the school leadership team to identify and recommend evidence-based interventions. Aspects such as funding, staffing, and materials are considered when identifying interventions.

b. The school leadership team and district review the high-quality instructional materials list from the Mississippi Department of Education and the What Works Clearinghouse to determine which evidence-based interventions to select. The district will also consider factors such as feasibility, cost, and availability.

**9.**

a. Resource inequities may be identified through the LEA's budgeting procedure which involves meeting with principals, superintendent, and business manager to discuss needs and possible inequities. Resource inequities may also be identified during quarterly meetings with the assistant superintendent, when student data, discipline, attendance, and spending are reviewed.

b. The district will identify resource inequities by conducting analyses to review existing disparities through the following:

- Data collection: The district will collect data on the distribution of resources, including funding, staffing, and materials.
- Analysis of data: The district will analyze the data to identify any patterns or trends in resource allocation that may indicate resource inequities.
- Identification of resource inequities: Based on the analysis of data, the district will identify any resource inequities that may be present. These may include disparities in funding, staffing, or materials.
- Review of budgeting processes: The district will review its budgeting processes, including its allocation formulas, to ensure that they are fair and equitable. This may involve examining factors such as the district's funding priorities, the distribution of resources to different schools, and the use of evidence-based practices in budgeting.