Improving Student Outcomes for ALL Children

School Improvement Process for Identified Schools

October 5, 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
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
Key Questions

• Why does this process for identification exist?

• Why was my school identified and how do I exit?
  • Comprehensive Support and Improvement (CSI)
  • Targeted Support and Improvement (TSI)
  • Additional Targeted Support and Improvement (ATSI) or
  • School At-Risk (SAR)

• What process will my school be required to implement?

• What is the timeline for implementation?

• What are the next steps?
Background

By state law we are required to identify Schools At-Risk and conduct an evaluation, provide assistance and report on those schools that are in need of improvement (MS Code 37-18-3 and 37-18-5).

By federal law (ESSA) we are required to identify schools that are identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), & Additional Targeted Support and Improvement (ATSI) schools beginning with the 2018-19 school year.

The MS State Consolidated Plan, also known as MS Succeeds provides the specific criteria for identifying and addressing schools as required by ESSA.
School Improvement Categories

CSI Identification
- 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 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

ATSI Identification
- 3 year average subgroup performance is at or below that of all students in the lowest performing schools (CSI)

School At-Risk Identification
- School has accountability rating of F
Comprehensive Support and Improvement (CSI)

Frequency of Identification
❑ Every 3 years

MDE Support
❑ Approve, monitor, and review plan
❑ Provide funding to support evidence-based interventions
❑ Provide technical assistance as requested/needed (face to face/virtual)
❑ Leadership meetings and webinars (some meetings may be held regionally)
❑ Coaching support for a minimum of 30% of identified schools

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 technical assistance (face to face/virtual)
- Leadership meetings and webinars (some meetings may be held regionally)

Exit Criteria
- School no longer meets criteria for identification
TSI Calculations

- Schools that meet the n-count for each component of the 700 and 1000 point scale are determined (600 point schools are included)

- The bottom 50% of those schools are identified based on subgroup scores

- The bottom 25% are then flagged for both gap and improvement for each subject and for each subgroup

- The schools that flag for gap and improvement in at least one subject and in at least one subgroup get put together in one list and rank ordered

- The bottom 5% are identified as TSI based on overall subgroup performance (subgroup accountability score)
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 technical assistance as requested/needed (face to face/virtual)
- Leadership meetings and webinars (some meetings may be held regionally)

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
ATSI Calculations

• For each of the 3 years, schools that meet the n-count for each component of the 700 and 1000 point scale are determined (600 point schools are included)

• For schools that meet the minimum n-size criteria, the 3-year average overall score for subgroups is calculated

• The 3-year overall average for the All students subgroup is calculated for Title IA schools and the bottom 5% are identified to determine the cut score (the top of the bottom 5% of Title IA schools)

• Any school that has one or more subgroups with a 3-year average below the cut score is identified for ATSI
For 1000 point schools, the cut point for the bottom 5% of schools is 463 points.

The school has an overall accountability score of 532 for 2017-18 and an accountability score of 382 for students with disabilities.

The school’s 3-year average for students with disabilities (SWD) is 398.

The 3-year average accountability score for SWD of 398 is below the cut score of 463, therefore the school is identified for ATSI.
School At-Risk (SAR)

Frequency of Identification
- Annually

MDE Support
- Provide access to technical assistance as requested/needed
- Leadership meetings and webinars (some meetings may be held regionally)

Exit Criteria
- Improve accountability grade to D or higher
## School Improvement Status

<table>
<thead>
<tr>
<th>Designation (What is my label?)</th>
<th>Identification Criteria (What caused the designation?)</th>
<th>Duration (How long will the designation last?)</th>
<th>Supports (What will the MDE provide because of the designation?)</th>
<th>Exit Criteria (What will I need to do to be removed from the designation?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive Support and Improvement (CSI)</strong></td>
<td>❑ 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</td>
<td>❑ 3 years</td>
<td>❑ Approve, monitor, and review plan ❑ Provide technical assistance as requested/needed (face to face/virtual) regional leadership meetings and webinars ❑ Provide funding to support evidence-based interventions</td>
<td>❑ 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</td>
</tr>
<tr>
<td><strong>Targeted Support and Improvement (TSI)</strong></td>
<td>❑ 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</td>
<td>❑ 1 year, unless re-identified in subsequent year</td>
<td>❑ Provide funding to support evidence-based interventions (if available) ❑ Provide access to technical assistance as requested/needed ❑ Regional leadership meetings and webinars</td>
<td>❑ School no longer meets criteria for identification</td>
</tr>
</tbody>
</table>
## School Improvement Status

<table>
<thead>
<tr>
<th>Designation (What is my label?)</th>
<th>Identification Criteria (What caused the designation?)</th>
<th>Duration (How long will the designation last?)</th>
<th>Supports (What will the MDE provide because of the designation?)</th>
<th>Exit Criteria (What will I need to do to be removed from the designation?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Targeted Support and Improvement (ATSI)</td>
<td>- 3 year average subgroup performance is at or below that of all students in the lowest performing schools (CSI)</td>
<td>- 1 year, unless re-identified in subsequent year</td>
<td>- Same as TSI</td>
<td>- 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</td>
</tr>
<tr>
<td>School At-Risk (SAR)</td>
<td>- School has accountability rating of F</td>
<td>- 1 year, unless re-identified</td>
<td>- Provide access to technical assistance as requested/needed - Regional leadership meetings and webinars</td>
<td>- Improve accountability grade to D or higher</td>
</tr>
</tbody>
</table>
Questions

You may also submit questions via the dedicated email address

csi@mdek12.org

tsi@mdek12.org

sar@mdek12.org
Schools that Will **NOT** Engage in the Interview Process

**TSI & ATSI** schools that do **not** have a Rating of F

**Plan Development**
- Comprehensive Needs Assessment
- Funding Application Completion, Submission and Approval

**Plan Implementation**

**Support and Monitoring**

**TSI & ATSI** schools require LEA Approval for Plans and both LEA and MDE Approval for Funding Applications
All Schools with a Rating of F (School At-Risk) and CSI schools will participate in the interview process.

**Artifacts**
- MDE Interview Process

**Interview**
- Comprehensive Needs Assessment

**Feedback**
- MDE Interview Process

**Plan Development & Approval**

**Funding Approval**

**Plan Implementation**

**Support and Monitoring**

**SAR**
Schools require LEA Approval for Plans – No Funding Awarded

**CSI**
Schools require LEA and MDE Approval for Plans and Funding Applications (Funding Awarded)
School Improvement Expectations

<table>
<thead>
<tr>
<th>Comprehensive Needs Assessment</th>
<th>MDE Interview Process</th>
<th>Plan Development MS SOARS</th>
<th>LEA School Board Plan Approval</th>
<th>MDE Plan Approval</th>
<th>20% School's Title I Reservation</th>
<th>SI Funding (1003a)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>TSI</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ATSI</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SAR (Any School with F Rating)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Pending Availability of Funds and Title I Eligibility

D and F Schools and Districts are Required to Create P16 Community Engagement Council

Any school with an F Rating regardless of SI Identification must engage in the MDE Interview Process.
Plan and Funding – Approval Process

**Release of Plan Platform and Funding Application**
- October 2018

**Plans**
- **Due December 2018**
  - **CSI** - Submit plan which contains evidence-based interventions to the local school board and MDE
  - **TSI/ATSI** - Submit plan, which contains evidence based interventions to the local school board for approval
  - **SAR** - Submit plan, which contains evidence based interventions to the local school board for approval

**Funding Applications**
- **Due December 2018**
  - **TSI/ATSI and CSI Only** - Submit application, which contains evidence based interventions to the local school board and MDE for approval (TSI/ATSI receive funding, if available)
  - **SAR** - Funds are not awarded

**Implementation of Approved Plan**
- January/February 2018
By state law we are to categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).

By federal law we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).

By State Board of Education expectations, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.
Evidence-Based Resources

- What Works Clearinghouse: developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
- Results First Clearinghouse Database: developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
- Best Evidence Encyclopedia: developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
- Evidence for ESSA: developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- RAND report on school leadership interventions under ESSA: (categorized in ESSA evidence tiers)
- Next Generation High Schools: developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)
- Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools, developed by the Every Student Graduates Center at Johns Hopkins University
- Results for America: RFA advocates for programs and practices that use evidence and data to improve quality
- Preschool Curriculum Report: developed by the National Center on Quality Teaching and Learning
- SERP Institute: Strategic Education Research Partnership
- SIG Network: a library of relevant tools and resources
- Synthesis of Evidence Resources: a synthesis of resources and literature on evidence-based practices in school improvement
- National Center for Education Evaluation and Regional Assistance: NCEE conducts unbiased, large-scale evaluations of education programs supported by federal funds
- Ed Reports: educator-led, evidence-based reviews of K-12 instructional materials
- Implementing Evidence-Based Literacy Practices: developed by the Florida Center for Reading Research
- Evidence Provisions within ESSA: MDE PowerPoint Presentation, March 2017
- High-Performance Leadership: Darden/Curry Partnership for Leaders in Education (PLE), is a joint venture of the University of Virginia Darden School Of Business and the Curry School of Education

- Evidence-Based Programs
- "Evidence-Based" Defined
- USOE Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments
- Identifying Evidence-Based Programs
What’s Next for Non-Interviewing Schools?

**Develop Plan in MS SOARS**
Address areas that caused the identification (subgroup)
Include evidence-based interventions (strong, moderate, promising)
Complete Funding Application, if awarded

**Approve Plan and Funding Application**
Submit Local School Board (LSB) approved plan through MS SOARS
Plans require LSB approval
Submit LSB approved funding application, if awarded, through MCAPS

**Following Approval of Plan and Funding Application**
Funding must be approved by MDE
Provide [monthly update](#) during the LSB meeting and upload into MS SOARS monthly (Template provided)
Implementation of Plan

**District Monitoring of Plan Implementation**

**Release of 2019 Accountability Results**
# Important Dates for Non-Interviewing Schools

<table>
<thead>
<tr>
<th>WHAT (Activity Description)</th>
<th>Who (Intended Audience)</th>
<th>WHEN (Key Dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webinar - Overview</td>
<td>District Superintendents, Central Office Staff, School Administrators, School Leadership Teams, School Board Members</td>
<td>October 5, 2018</td>
</tr>
<tr>
<td>Webinar – Plan Development</td>
<td>Principals, Curriculum Director, Federal Program Director</td>
<td>October 10, 2018</td>
</tr>
<tr>
<td>Training- Evidence Based Interventions</td>
<td>District/School Personnel</td>
<td>October 22, 2018&lt;br&gt;October 26, 2018&lt;br&gt;October 31, 2018</td>
</tr>
<tr>
<td>Training- P16 Community Engagement Councils</td>
<td>District and School Team</td>
<td>October 23, 2018&lt;br&gt;October 25, 2018</td>
</tr>
<tr>
<td>School Improvement Convening</td>
<td>District and School Team</td>
<td>November 7-9, 2018</td>
</tr>
<tr>
<td>Submit Plan through MS SOARS</td>
<td>District and School Team</td>
<td>December 2018</td>
</tr>
<tr>
<td>Submit Funding Application through MCAPS</td>
<td>District and School Team</td>
<td>December 2018</td>
</tr>
</tbody>
</table>
School Improvement Resources

- CSI Quick Reference
- TSI Quick Reference
- Evidence-Based Programs
- MS Succeeds Plan (Consolidated State Plan)
- P16 Community Engagement Councils
Questions

You may also submit questions via the dedicated email address

csi@mdek12.org

tsi@mdek12.org

sar@mdek12.org
Schools Participating in the Interview Process

- *CSI High Schools
- CSI Schools (Elementary and Middle)
- TSI Schools (Elementary, Middle, and High) with F Ratings
- ATSI Schools (Elementary, Middle, and High) with F Ratings
- SAR (Elementary, Middle, and High)
The Cross State High School Redesign Collaborative (CSHSC) is a joint effort of seven participating states, Illinois, Louisiana, Massachusetts, Mississippi, New Mexico, New York, and Ohio supported by the Everyone Graduates Center at Johns Hopkins University School of Education, the Council of Chief State School Officers (CCSSO), and Civic Enterprises.
The District/School Team Interview

Schools Engaging in the Interview Process
The Interview Presentation Process

- Develop a PowerPoint presentation using MDE designed template
- Submit specific artifacts through MS SOARS
  - School Staff Summary (Total #certified staff: by grade, subject area, license type, years of experience (0, 1-3, 5-10, +10) – please do not provide names of personnel)
  - Intervention Programs (include documentation of evidence-base)
  - District/School Assessment Schedule (Biweekly, Common, Interim, District, etc.)
  - External Providers (years used, scope of work, and outcome expectation, RFP)
  - Dropout Prevention Plan for High Schools
  - School and District Professional Development Plans
- Interview between MDE team and the district team that is comprised of a school board member, superintendent, school principal, teacher representative, and parent/community member
- Receive written Feedback from the MDE
- Submit plan for Local School Board (LSB) approval
- Submit LSB approved plan to MDE for approval (CSI Only)
- If funding awarded – submit LSB approved funding application to MDE for approval
- Support/Monitoring from LEA and MDE
Presentation Overview

- **Who:** Select 1-2 members from your district interview team to deliver the presentation.

- **What:** Deliver a 25-minute presentation that provides a narrative of the school’s current status/context and next steps to address causes for identification.

- **When:** Presentations must be submitted to the Office of School Improvement no later than October 26, 2018, via MS SOARS. Interviews will take place November 13 - December 7.

- **How:** Each school will receive a pre-scheduled time to present within a 45-minute block (25 minutes to present, 15 minutes for Q&A, and 5 minutes to transition).

- **Where:** Schools will be scheduled to present in Jackson, MS.
The following PowerPoint template has been created for School/District presentations. School/Districts must use the template as provided.

- School/Districts should not add photos, change the color of the template or the font.
- The only portion of the template the School/District may customize is the content, which should be provided in sentences, bulleted concepts, tables, charts or graphs.
- PowerPoints must have **no more than 21 slides**, not including the title slide or questions slide;
- Presentations must be **25 minutes or less**; and,
- Fonts may be no smaller than 18pt.

*Note: Suggested slide limits have been given as additional guidance.*
Improving Student Outcomes for
ALL Children

(These slides are to serve as the template that should be used to outline the school’s plan of action)
Name of District

School’s Vision
School’s Mission
School’s Goals

(1 slide)
School Snapshot

Teacher turnover for 2016-2017_______% and for 2017-2018 ______% 

<table>
<thead>
<tr>
<th>Attendance Data</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>2016-17 Average Daily Attendance</td>
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<tr>
<td>2017-18 Average Daily Attendance</td>
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<tr>
<td>2016-17 Teacher Attendance Rate</td>
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<td>2017-18 Teacher Attendance Rate</td>
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<tr>
<td>2016-17 Chronic Absenteeism Rate</td>
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<tr>
<td>2017-18 Chronic Absenteeism Rate</td>
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</tr>
</tbody>
</table>

Percentage of teachers rated ≥ 3 in 2016-2017 _________% and for 2017-2018 ________%

(1 Slide)
## School Snapshot

<table>
<thead>
<tr>
<th>Administrator Experience</th>
<th># Years at this School</th>
<th># Years of Experience as Principal</th>
<th># Years of Experience of Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal</td>
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</table>

<table>
<thead>
<tr>
<th>Number of Certified Teachers</th>
<th>YEAR</th>
<th>AAAA</th>
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<td>2016 - 2017</td>
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<td>2017 - 2018</td>
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<table>
<thead>
<tr>
<th>GRADE</th>
<th>Average Years of Experience</th>
<th>GRADE</th>
<th>Average Years of Experience</th>
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<tbody>
<tr>
<td>PK</td>
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<td>K</td>
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<td>6</td>
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</tbody>
</table>
## School Snapshot

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Total</th>
<th>% by Race</th>
<th># Male</th>
<th>% Male</th>
<th># Female</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
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<tr>
<td>Black</td>
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<td>Multi-Racial</td>
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<td>White</td>
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<tr>
<td>Pacific Islander</td>
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<td>TOTAL</td>
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</table>

### Other Pertinent Information

<table>
<thead>
<tr>
<th>Information</th>
<th>%</th>
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<tbody>
<tr>
<td>Free and Reduced Lunches</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
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<tr>
<td>Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>Migrant</td>
<td></td>
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<tr>
<td>Homeless</td>
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</tbody>
</table>
Describe the top strengths in your School/District that were uncovered through deep examination of the following areas: *(Please Bullet)*

- **Accountability (Academic Achievement, Acceleration, CCR, Grad Rate, etc.)**
- **Multi-tiered System of Support Implementation (High Quality Tier I Instruction, Early Warning Indicators addressing attendance, behavior and course performance, and Interventions)**
- **Fiscal and Human Resources**

*(3 slides)*
Describe the most critical gaps identified by your school that were uncovered through deep examination of examination of the following areas: *(Please Bullet)*

- Accountability (Academic Achievement, Acceleration, CCR, Grad Rate, etc.)
- Multi-tiered System of Support Implementation (High Quality Tier I Instruction, Early Warning Indicators addressing attendance, behavior and course performance, and Interventions)
- Fiscal and Human Resources

*(3 Slides)*
Summary of Key Findings

• Briefly describe the top findings from the data analysis, including how the findings are supported by performance outcomes for the prior 3 years.

• Describe how the findings will inform the school's actions in the provision of equitable access to a high quality instructional program for ALL student sub-groups in your school (instructional practice, professional learning, and the utilization of supplemental funding).

(2 Slides)
Summary of Key Findings

• Describe the evidence-base and research behind the specific strategies that were used in the prior 3 years to address identified needs and the results.

• Describe what was learned about equitable access to ensure that ALL students have access to highly effective, experienced teachers?

(2 Slides)
Provide the Per Pupil Allocation being provided for this school.

<table>
<thead>
<tr>
<th>Source</th>
<th>Per Pupil Amount</th>
<th>Use/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I</td>
<td></td>
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<tr>
<td>IDEA</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
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</table>
Resource Analysis: District Supports

- How do district support strategies differ from previous school improvement strategies used in this school?

- Does the school currently have external providers that support the instructional practices of the school? If yes, identify those providers, their scope of work, the frequency of services, the number of years used between 2015-16 and 2017-18, and the process used to measure provider efficacy.

(2 slides)
Resource Analysis: District Supports

Does the district currently have partnerships with regional educational service agencies (i.e. RESA) or other educational service groups? If yes, identify those providers, their scope of work, the frequency of services, the number of years used between 2015-16 and 2017-18, and the process used to measure provider efficacy.

(1 Slide)
**Action Plan for Improving Student Outcomes**

Address the concrete outcomes expected and how the district and school will monitor outcomes that will lead to success in the school’s transformation.

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Position Responsible</th>
<th>Next Steps</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational Leadership</td>
<td></td>
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<tr>
<td>Instructional Transformation (Instruction and Assessment)</td>
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<tr>
<td>Talent Development</td>
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<tr>
<td>Cultural Shift (Equity, Culturally Responsive Teaching, Parent and Community Engagement)</td>
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</tbody>
</table>
Planning for Long-Term Sustainability

- What are your strategies to sustain improvement efforts created through your plan?
- Which MDE Resources will be utilized to support your work?

(1 Slide)
Questions from State Team

(List the **name and title** of each school and district team member who is present at the interview so that clarifying questions may be directed to specific individuals)
What’s Next for Schools Participating in the Interview?

Before the Interview

- Convene leadership teams
- Identify team responsible for drafting interview presentation
- Identify lead presenter for the interview presentation (1-2 individuals)
- **Confirm** interview date, time, and location
- Regional Evidence-based Intervention Trainings (October 22, 26, and 31)
- P16 Community Engagement Council Training (October 23, 25)
- Submit requested artifacts by October 26th
- **November 7th – 9th** Team of 4 to attend School Improvement Convening (Principal & Federal Programs Director required), Instructional Staff member (lead teacher, counselor, curriculum director)

Interview at MDE
What’s Next for Identified Schools?

Following the interview

• Finalize plan
• Submit Local School Board (LSB) approved plan through MS SOARS
  - CSI plans also require MDE approval
  - TSI/ATSI plans require LSB approval
  - SAR plans require LSB approval
• Submit LSB approved funding application (CSI, TSI, ATSI) through MCAPS
• Provide **monthly update** during the local school board meeting and upload into MS SOARS each month
• Implementation of Plan
  - CSI 3-year comprehensive plan
  - Coaching Support (CSI)
  - TSI/ATSI/SAR Plan 1 year plan
• Release of 2019 accountability results
MS SOARS Document Upload Process

Log in to MS SOARS → Click the “Document Upload” folder icon located in the top right corner. → Select “Upload a New File”

Click "Choose File" and select the file you want to upload. → Give the document being uploaded a “Title”. → Select the correct folder for the document to be uploaded into.
Provide a brief description of the document.

Uploaded by
(place the name of the person uploading the document)

Click Upload
## Important Dates

<table>
<thead>
<tr>
<th>WHAT (Activity Description)</th>
<th>WHO (Intended Audience)</th>
<th>WHEN (Key Dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webinar - Overview</td>
<td>District Superintendents, Central Office Staff, School Administrators, School Leadership Teams, School Board Members</td>
<td>October 5, 2018</td>
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<tr>
<td>Webinar – Plan Development</td>
<td>Principals, Curriculum Director, Federal Program Director</td>
<td>October 10, 2018</td>
</tr>
<tr>
<td>Training- Evidence Based Interventions</td>
<td>District/School Personnel</td>
<td>October 22, 2018, October 26, 2018, October 31, 2018</td>
</tr>
<tr>
<td>Training- P16 Community Engagement Councils</td>
<td>District/School Personnel</td>
<td>October 23, 2018, October 25, 2018</td>
</tr>
<tr>
<td>Power Point Presentation and Artifacts Due to MDE</td>
<td>District Designee</td>
<td>October 26, 2018</td>
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<tr>
<td>School Improvement Convening</td>
<td>District and School Team</td>
<td>November 7-9, 2018</td>
</tr>
<tr>
<td>Interview</td>
<td>District and School Team</td>
<td>November - December 2018</td>
</tr>
<tr>
<td>Receive Interview Feedback</td>
<td>District and School Team</td>
<td>Following Interviews</td>
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<tr>
<td>Deployment of Supports Trainings, Technical Assistance (Virtual and Face to Face)</td>
<td>District and School Team</td>
<td>November 2018</td>
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<tr>
<td>Submit Plan through MS SOARS</td>
<td>District and School Team</td>
<td>December 2018</td>
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<tr>
<td>Submit Funding Application through MCAPS</td>
<td>District and School Team</td>
<td>December 2018</td>
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<tr>
<td>Name</td>
<td>Title</td>
<td>Email</td>
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<tr>
<td>Office of School Improvement</td>
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<tr>
<td></td>
<td>359 North West St.</td>
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Questions

You may also submit questions via the dedicated email address

csi@mdek12.org

tsi@mdek12.org

sar@mdek12.org