CSI Plan Implementation, Monitoring, and Transformation Academy

Monitoring Implementation

August 16, 2019

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Office of School Improvement
Dr. Sonja Robertson

Mississippi Department of Education

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
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

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

Essential Questions

Part I:

How will the district be expected to monitor implementation of plans for identified schools?

How will school level teams in engage in monitoring plan implementation?
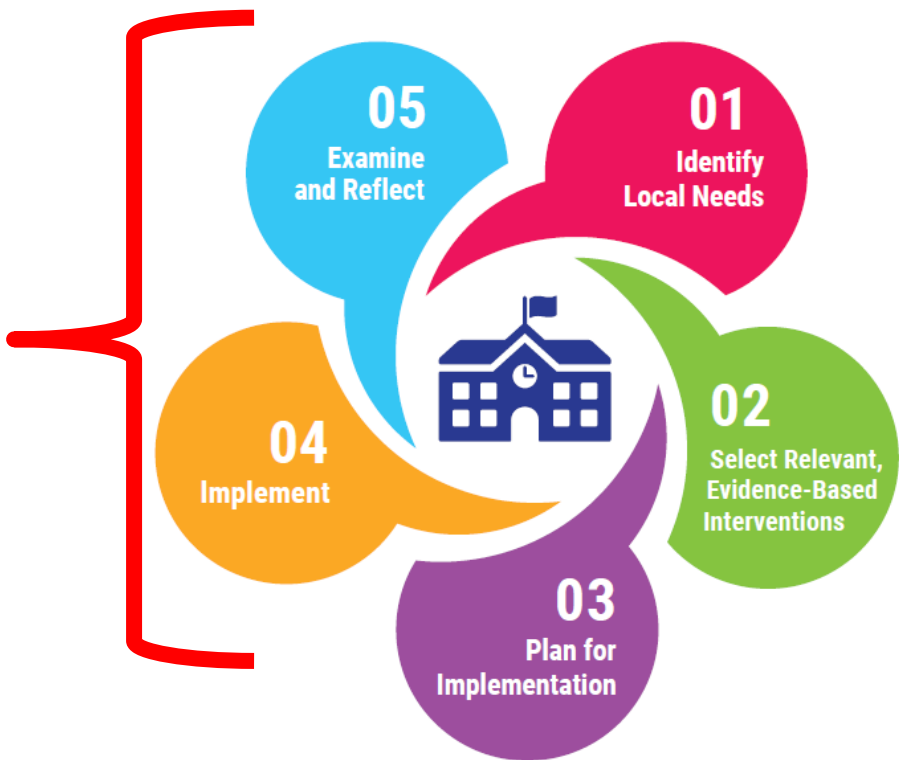
How will the Office of School Improvement facilitate monitoring plan implementation?

What are the important updates from the Office of School Improvement?

Part II:

What is the Transformation Academy, why was I selected and what are the expectations?

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

Continuous Improvement Cycle

IDENTIFY LOCAL NEEDS
Identify local need based on improvement identification.
Collect and analyze data (what are data being examined – how do the data connect to the reason for identification).

SELECT RELEVANT, EVIDENCE-BASED INTERVENTIONS
What evidence-based strategies or high-quality resource materials are being vetted for addressing the cause of identification?
How do they align with the school's current context?
Does the evidence demonstrate a positive effect on improving student outcomes? How do you know?
How was this decision made?

PLAN FOR IMPLEMENTATION
Now that the evidence-based strategies or high-quality resources have been selected, what does the school's CSI, TSI, or ATSI plan for implementation look like?
Has it been developed and approved by the appropriate entities?
Has the process for implementing the plan along with the evidence-based interventions been clearly conveyed or laid-out to engender increased likelihood for fidelity of implementation.

IMPLEMENT
As plan is being implemented, what on-going supports or guidance is being provided and by whom to ensure fidelity of implementation?

EXAMINE AND REFLECT
Same as 4, what meaningful reflection is taking place to determine quality and effectiveness of efforts (what data are being examined – leading and lagging, formative and summative to validate implementation efforts?

Theory of Action

If the OSI supports district and school leaders in building capacity to support school reform, **then** district and school leaders' capacity to make courageous decisions that are necessary to drive change will be strengthened; and **if** district and school leaders make courageous decisions that are necessary to drive change, **then** they will be equipped to create and sustain conditions necessary for schools to fully and effectively impact measurable student outcomes.

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

Logic Model

INPUTS ▶ Who supports the work?	ACTIVITIES ▶ What does the SEA do?	OUTPUTS ▶ What happens immediately?	OUTCOMES ▶ What are our goals?	IMPACT What are our long-term results?
• Office of School Improvement • Office of Federal Programs • Office of Teaching and Leading • Office of Secondary Education and Career Technical Education • Local Education Agencies • Office of School Safety • Office of Elementary Education and Reading • Office of Special Education • Office of Professional Development	Support LEAs and schools in implementing the *"Support Schools: A Framework for Practice"*	• Monitor implementation of *"Support Schools: A Framework for Practice"* • Deliver professional support that builds capacity • Provide targeted resources to address specific needs	All schools and districts are rated "C" or higher	Systems in place that support improved and sustained student achievement
PLANNED WORK		**INTENDED RESULTS**		

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Seven Areas of SEA Responsibility

❑ Supporting local needs assessment and data use for school improvement

❑ Supporting LEA use of funds for school Improvement

❑ Developing and delivering technical assistance to LEAs

❑ Strengthening school leadership as a strategy for school improvement

❑ **Developing a strategy to monitor school improvement**

❑ Supporting LEA engagement of stakeholders

State responsibilities and opportunities for school improvement under the Every Student Succeeds Act, Policy Studies Associates & CCSSO, March 2019.

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright *future* for every child
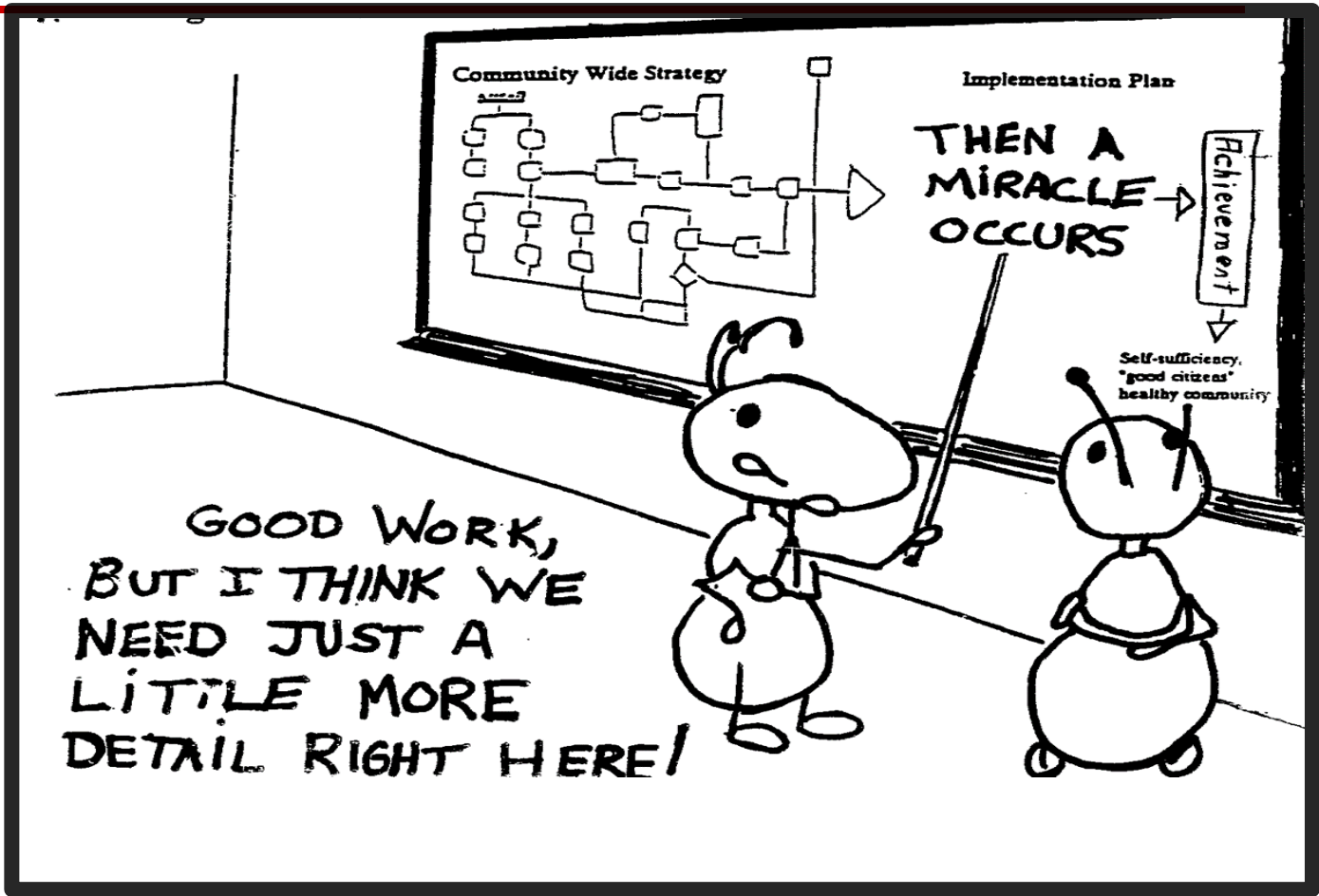
How Will We Know Whether…

the plan is being implemented with fidelity?

Key Considerations:

Who are the persons responsible at each level of the system for checkpoints?

What are the priority indicators?

What are the interventions?

What data are collected and analyzed?

When are data collected and analyzed?

What are our metrics?

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

What is Our Process?

How do we monitor school improvement implementation of plans and interventions; who _owns_ this at the MDE, the district, and the school; and what does it look like at each level?

What's in Our Plan?

Indicators of Effective Practice			
DC.1.01	HS.1.02	HS.4.07	DC.1.03
DC.1.02	HS.1.03	HS.4.08	LDR.1.06
LDR.1.09	HS.2.01	HS.5.01	LDR.2.09
LDR.2.02	HS.3.01	HS.5.02	PLN.1.01
LDR.2.04	HS.3.02	HS.1.06	PLN.4.05
LDR.2.08	HS.3.03	HS.6.02	
LDR.3.07	HS.4.02	HS.6.03	
LDR.3.10	HS.4.04	HS.6.04	

Blue (Elementary & Middle Schools)
Green (High Schools)
Black (All Schools)

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

What Does ESSA Require?

- ❑ State Educational Agencies (SEAs) monitor technical compliance for the federal program.

- ❑ SEAs must approve CSI plans, then monitor implementation.

- ❑ Local Educational Agencies (LEAs) must approve and monitor implementation of TSI plans.

- ❑ SEAS must monitor LEAs, CSI schools, TSI and ATSI schools receiving School Improvement Grants, including Lea responsibilities for monitoring plan implementation
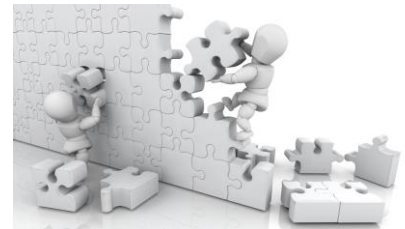
Rethinking DuFour's Essential Questions

❑ What do we expect our schools to implement?

❑ How will we know they are implementing?

❑ How will we respond when it is not being implemented?

❑ How will we respond when it is being implemented?

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

Implementation Specialist Practice Profile (NIRN, 2018)

"**Ongoing Improvement:** Implementation specialists **support** the <u>use of quantitative and qualitative feedback</u> *at* **each stage of implementation**, **through** <u>regular individual, team, and stakeholder debriefings</u> to support improvement (Damschroder et al., 2009). **Ongoing improvement** includes <u>dedicating time for reflecting or debriefing to promote shared learning and improvements</u> **along the way**. **Ongoing** <u>feedback on interventions and approaches</u> should <u>use practical, relevant measures of progress</u>, and <u>organizational learning</u> should be a **core value** of the implementation setting. Core components that **support ongoing improvement** <u>include</u> <u>assessing need and context</u>, applying and integrating implementation science approaches, and <u>conducting improvement cycles</u>"

Implementation Specialist Practice Profile (NIRN, 2018)

Improvement Cycles:

"**Use data throughout** implementation to purposefully reexamine implementation processes and continuously improve practice, organization and systems changes. **Through** the **ongoing** use of data, implementation specialists conduct cyclical tests of change to ensure iterative improvements in implementation processes."

Monitoring by MDE (Office of School Improvement)

Who will be involved?

❑ School Leadership Team

❑ District School Improvement Facilitator (District Leadership Team Representative)

❑ MDE School Improvement Coach

❑ Office of School Improvement Staff

Monitoring by MDE (Office of School Improvement)

What is the Process?

❑ **Continuous, on-going, checkpoints each semester**

    ❑ Touchpoint 1 - Implementation Progress Check *(SI Coach, SLT, DLT)*

    ❑ Touchpoint 2 - Implementation Progress Check *(SI Coach, SLT, DLT)*

    ❑ Touchpoint 3 - Implementation Progress Check
       (SI Coach, SLT, DLT, OSI Internal Staff)

Monitoring by MDE (Office of School Improvement)

What will Take Place During Each Stage of the Process?

❑ **Touchpoint 1 and 2 Implementation Check**

   ❑ Review of Progress toward Implementation of Priority Indicators in Plan (those that have been funded with School Improvement Funds).

   ❑ Feedback to support implementation next steps

   ❑ Official Feedback will be captured in Site Visit Reports

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

Monitoring by MDE (Office of School Improvement)

What will Take Place During Each Stage of the Process?

❏ **Touchpoint 3 Implementation Check**

    ❏ Review of Progress toward Implementation of Priority Indicators in Plan (those that have been funded with School Improvement Funds).

    ❏ Review of Progress toward Non-Priority Indicators in Plan (those that are not funded with School Improvement Funds).

    ❏ Feedback to support implementation next steps

    ❏ Official Feedback will be captured in Site Visit Reports

Monitoring by MDE (Office of School Improvement)

What will Take Place During Each Stage of the Process

❏ **Touchpoint 3 Implementation Check**

    ❏ CSI Schools must participate in the Comprehensive Needs Assessment Interview Process (this will be aligned with the Touchpoint 3 check in the Fall of 2019)

Monitoring by MDE (Office of School Improvement)

What will Take Place During Each Stage of the Process

❑ **What documentation will be needed from Schools?**

  ❑ CSI Plan
  ❑ List of Interventions within the Plan
  ❑ Evidence-base Supporting Interventions in Plan
  ❑ Relevant Data Documenting Progress (Implementation of Plan and Interventions)
  ❑ Monthly Board Reports
  ❑ Site Visit Reports
  ❑ Technical Assistance Reports
  ❑ 1003 Expenditure Report

Monitoring by Schools and Districts

❑ **Local Educational Agencies (LEAs) must approve and monitor implementation of TSI plans.**

    ❑ If the district will receive Section 1003 funds for use in TSI schools (including ATSI schools), please describe how the **LEA** will **support** **schools** **developing** or **implementing** TSI plans.

    ❑ Please describe how the **district** will **monitor** **schools** receiving Section 1003 funds. (If the district will receive Section 1003 funds for TSI (including ATSI) schools, this description should address how the district will **monitor the implementation** of those schools' TSI plans and **what additional** action the district will take if the TSI plan has been **unsuccessfully implemented** after a number of years.

Monitoring by Schools and Districts

- ❑ What process is in place at the district and school level to monitor implementation of the school's CSI, TSI, or ATSI plan?

- ❑ What process was described in the 1003 District Application (Questions 2 and 3)?

- ❑ Who in the district leads this process?

- ❑ What are the checkpoints?

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

Application/Plan Update

- ❑ All schools with approved CSI Plans have been notified via email

- ❑ Please complete any requested revisions to the plan

- ❑ Transformation Academy Alignment of Early Actions must be included in plan (Cohort I and II completers)

- ❑ Funding Applications must be submitted for approval by August 31, 2019

Use of 1003 Funds

There will be multiple checks: (*Directly connected to Priority Indicators and Evidence Base*)

❑ Updates are provided in Monthly School Board Reports

❑ Progress on Spending will be Reviewed During Implementation Checkpoints

❑ Additional Monitoring for FY19 Funds will take Place During Federal Programs Monitoring Process

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

MS SOARS

The Office of School Improvement is currently migrating from MS SOARS.

❑ MS SOARS will no Longer be Available after September 30, 2019.

❑ Download any Documentation from your 2018-19 School Year that is Needed for Your Files.

❑ The Last Date for Schools to Retrieve Documents will be September 13, 2019.

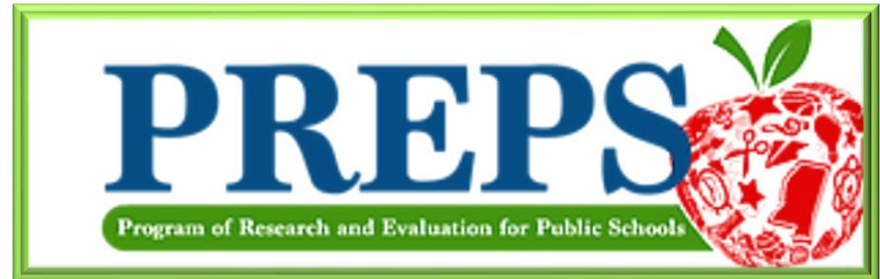❑ All School Improvement Work will be Completed in One Platform – MCAPS during the 2019-20 SY.

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

Questions

Transformation Academy

Cohort III

August 28, 2019 – December 11, 2019

Partnerships

Domains of Rapid School Improvement

PRACTICES
- Prioritize improvement and communicate its urgency
- Monitor short- and long-term goals
- Customize and target support to meet needs

PRACTICES
- Recruit, develop, retain, and sustain talent
- Target professional learning opportunities
- Set clear performance expectations

Transformational Leadership

Talent Development

Instructional Transformation

Culture Shift

PRACTICES
- Diagnose and respond to student learning goals
- Provide rigorous evidence-based instruction
- Remove barriers and provide opportunities

PRACTICES
- Build a culture focused on student learning and outcomes
- Solicit and act upon stakeholder input
- Engage students and families in pursuing education goals

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

31

Instructional Transformation

❑ High-Impact Domain

❑ Transformation Academy Focus

❑ Core of 4 Domain Work Supported by Remaining 3 Domains (Talent Development, Turnaround Leadership and Culture Shift)

Overview

The purpose of the Transformation Academy is to provide leaders with ***Early Actions*** to jumpstart the instructional process as schools work toward operating an effective instructional system aligned to the Four Domains.

Structure: The Transformation Academy is based on four monthly days of training for transformation leaders, with assigned work between sessions to meet the objectives established for the bullets below.

❑ Establish Practice-Focused Collaboration
❑ Map the Instructional System
❑ Set the Course for Change
❑ Launch the Transformation

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright *future* for every child

Overview

Instructional Transformation
90-Day Jump Start
Early Actions

Establish Practice-Focused Collaboration — What's the Point?

Objectives
1. Model practice-focused collaboration with the A-team by increasing the time the principal devotes to instruction.
2. Model practice-focused collaboration with the A-team by looking closely at the learning experience through the eyes of students.

Map the Instructional System — What's the Point?

Objectives
1. Create a clear description of the current instructional system.
2. Pinpoint steps in the system that address the data-revealed student learning needs.
3. Identify elements of the current system most in need of immediate attention.

Set the Course for Change — What's the Point?

Objectives
1. Prioritize transformation strategies with faculty input.
2. Draft a 90-Day Action Plan and get faculty feedback.

Launch the Transformation — What's the Point?

Objectives
1. Finalize the 90-Day Action Plan.
2. Implement the 90-Day Action Plan and monitor progress.

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

34

Overview

❑ **Establish Practice-Focused Collaboration**

Objectives

❑ Model practice-focused collaboration with the Action team (A-team) by increasing the time the principal devotes to instruction.

❑ Model practice-focused collaboration with the A-team by looking closely at a specific instructional practice.

Overview

❑ **Map the Instructional System**

Objectives

❑ Create a clear description of the current instructional system.

❑ Pinpoint steps in the system that address the data-revealed student learning needs.

❑ Identify elements of the current system most in need of immediate attention.

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

Overview

❑ **Set the Course for Change**

Objectives

❑ Prioritize transformation strategies with faculty input.

❑ Draft a 90-Day Action Plan and get faculty feedback.

Overview

Launch the Transformation

Objectives

❑ Finalize the 90-Day Action Plan.

❑ Implement the 90-Day Action.

❑ Plan and monitor progress.

Between Session Activities

❑ Following each session, an activity will be assigned. It will be based on the learning from that day's session.

❑ This process will be clearly laid out before each session concludes to ensure that each participant understands what must be completed before the next session.

Overview

❑ 2 Cohorts (25 Schools that represent 14 Districts Spring 2019)
❑ Cohort III (19 Schools representing 11 Districts Fall 2019)
❑ CSI School Principal and Curriculum and Instruction Director
  (the principal of the identified school and 1 instructionally focused district representative with decision making authority)
❑ MDE Office of School Improvement Personnel and Coaching Staff

Outcomes: Participants will have a CSI plan aligned to the learnings from participation to strengthen focus on instructional transformation. Participants will be able to apply evidence-based practices to support the instructional transformation in their schools.

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

Overview

❑ **PREPS will provide lunch for each session and facilitate the process for those who want** 3 hours of graduate credit through William Carey University.

❑ While there are **no registration costs** for participants, **participants will be responsible for costs associated with travel** to and from each session.

❑ **NMEC will provide snacks for each session**.

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright *future* for every child

Participants & Logistics

Participating Schools

Cohort III – Oxford, MS	
District	**School**
North Bolivar Consolidated	Northside High
West Bolivar Consolidated	McEvans
	West Bolivar Middle
East Tallahatchie School District	Charleston Middle School
Tate County	Coldwater High
	Coldwater Elementary
MS Achievement School District	Yazoo City High
	Ida Greene Elementary
Marshall County School District	Galena Elementary
Jackson Public	Lanier High
	Calloway High
	Wingfield High
	Blackburn Middle
	Brinkley Middle
Leake County	Leake County High
South Tippah	Blue Mountain High
Philadelphia	Philadelphia High
Coahoma County	Coahoma Jr./Sr. High

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

Participating Schools

❑ Submit names and email addresses of participants via email by close of business, Monday, August 19, 2019 to verify attendance.

❑ Email information to srobertson@mdek12.org

Dates/Locations

August - December 2019

August 16, 2019	Webinar (Overview)
August 28, 2019	Oxford Conference Center
October 2, 2019	Oxford Conference Center
November 6, 2019	805 Insight Park Avenue (Oxford)
December 11, 2019	805 Insight Park Avenue (Oxford)

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

Questions

Dr. Sonja Robertson

Executive Director –
School Improvement
srobertson@mdek12.org