

LEA Plan Guidance for Whole School Reform Model

RFP Development
Guidance for Eligible Schools
April 2017



- Part I
 - Introduction
- Part II
 - District Leadership

- Part I

- Introduction

- A. Descriptive Information

- B. Consultation with Stakeholders

- C. Disclosure of External Party Application Assistance

- A. **Any person who is not a regular employee of the district or of MDE who may have collaborated on the development of the grant in whole or in part.**

- Part II
 - District Leadership
 - A. District Governance (Analysis of Policy)
 - A. How does policy create barrier to reform?
 - B. How will policy be amended?
 - C. When will changes be enacted?
 - D. School Board Approval
 - E. External Provider Contracting Process
(Recruitment, Screening, Selection Process)
 - 1. Request for Proposal
 - 2. Memorandum of Understanding

- Part II
 - District Leadership
 - B. District Capacity for Selected Intervention
 - A. Experience
 - B. Leadership
 - C. Role in Supporting and Monitoring Implementation
 - D. Record of Success in School Improvement
 - E. Performance History (Accountability)
 - F. Fiscal Responsibility (Audit/Questioned Costs)
 - G. Supplemental Plans (Title I Schoolwide, 1003a)
 - H. Previous SIG Experience

- Part II
 - District Leadership
 - C. District Capacity for Selected Intervention
 - G. Sustainability

Submit questions to:

sig@mdek12.org



School Improvement Contact Information

Dr. Sonja J. Robertson
Executive Director
srobertson@mdek12.org

Mrs. Shakinna Patterson, Ed.S.
Bureau Director II
spatterson@mdek12.org

Mrs. Maisah Holloman
Staff Officer III
mholloman@mdek12.org

Ms. Vanessa Smith
Project Officer II
vsmith@mdek12.org

Office of School Improvement
359 North West St.
P. O. Box 771
Jackson, MS 39205-0771
(601) 359-1003

<http://www.mdek12.org/OSI>

School Improvement Grant (SIG) Guidance

Whole School Reform Model

Guidance for RFP Development

April 2017



To:

**Provide a Deeper Dive into one of the
School Improvement Grant (SIG) Models:**

- Whole School Reform Model

School Proposal

- Part I: Introduction
- Part II: Teaching and Learning
- Part III: Operations and Support Systems

- Part I: Introduction
 - A. Descriptive Information
 - A. Determination of Grant Years
 - B. Needs Assessment Alignment
 - C. Intervention Requirements Alignment

- Part I: Introduction

- D. Foundation Laid

- A. School Improvement measures taken

- B. Teams to Support School Improvement

- C. History with SIG

- E. Implementation Milestones

- Part II: Teaching and Learning
 - A. Curriculum
 - A. Use of Standards
 - B. Research-Based Methods
 - C. Vertical Alignment

- **Part II: Teaching and Learning**
 - A. **Approved Evidence-Based Whole School Reform Model**
 - A. Success for All
 - B. Institute for Student Achievement
 - C. Positive Action
 - D. Small Schools of Choice
 - B. **Fit with Student Instructional Outcomes**
 - C. **Instructional Leadership and Staff**
 - A. Current Instructional Staff
 - B. Proposed Instructional Staff



RESOURCES

<http://www.successforall.org/resources/>



About ISA

Why ISA?

Senior Staff

About ISA

Thanks for learning more about us!

ISA has impacted over 80,000 students and over 4,000 teachers, counselors and school leaders.

<https://www.studentachievement.org/>



Positive Action



Positive Action®

Positive Action is based on the intuitive philosophy that we feel good about ourselves when we do positive actions.

The Thoughts-Actions-Feelings Circle (TAF) illustrates how this works in life: our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts.



<https://www.positiveaction.net/>

When this cycle is positive, students want to learn.

What Are Small Schools of Choice (SSCs)?

- Small Schools of Choice (SSCs) are schools that are organized around smaller, more personalized units of adults and students, giving students a better chance of being known and noticed. However, they are more than just small in size and function; they are formed around three core principles: academic rigor, personalized relationships, and relevance to the world of work. In addition, these schools are academically nonselective and provide a realistic choice for students with widely varying academic backgrounds. They are mission-driven and established via a demanding authorization process that requires a prospective school leadership team to articulate its educational philosophy and demonstrate how it would motivate teachers, community members, and partner organizations around it.
- <https://www2.ed.gov/programs/sif/sigevidencebased/smallschoolofchoicenarrative.pdf>

- Part III: Operations and Support Systems
 - A. Allocation of Financial Resources
 - B. School Leadership
 - C. Organizational Structures and Management
 - A. Governance
 - B. Whole School Reform Model Developer
 - D. Family and Community Engagement
 - A. Alignment with Family and Community Engagement Needs
 - B. Engagement in School Improvement
 - C. Opportunities for Families and Community to engage in the School Improvement Process

- Part III: Operations and Support Systems
 - E. Sustainability

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