

School Plans for School Leaders

School Year 2018-2019

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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



Agenda

Agenda

- Overview of Schoolwide Programs
- School Planning Team
- Demographics
- Accountability Data
- Student Achievement
- College and Career Readiness
- School Climate and Culture

Agenda

- Curriculum and Instruction
- Professional Development
- Parent and Family Engagement
- Prioritized List of Needs
- School Plan Overview
 - Goals
 - Strategies
 - Action Steps

Overview of Schoolwide Programs

What are Schoolwide Programs?

- Schoolwide



- Targeted Assistance



Why do we have to write this plan?

- ESSA Section 1114 and Section 1115



School Planning Team

School Planning Team Question

Please identify all school planning team members, including titles.

Section 1114(b)(2)

School Planning Team

Points to Consider

- The school plan must be developed in consultation with teachers (across the grade level), principals, other school leaders, paraprofessionals in the school, students (if a secondary school), other appropriate school personnel, and **parents** of students.

*Minimum required stakeholders includes teachers, principals, administrators (including administrators of Title I programs), and other appropriate school personnel, parents of Title I children, and at least one representative who can address English learner needs, if the school has English learners.

School Planning Team Question

Briefly describe the process the planning team used to develop the Schoolwide Plan or Targeted Assistance Plan based upon a comprehensive needs assessment. Include the process that the school will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. For a Targeted Assistance Plan, please include the process for selecting students.

Section 1114(b)(1, 3 and 6) and Section 1115(b)(1)

School Planning Team

Points to Consider

- There is a detailed description of the process used to develop, review, and update the school plan throughout the year. The description includes timelines throughout the year, engagement activities to gather input, staff involved, methods for determining progress, and procedures for making needed updates.

Demographics

School Plan Demographic Chart

School Plan Demographic Chart																		
Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Muti-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Child	Military Child
15-16																		
16-17																		
17-18																		

School Data Grid		
Year	Students' ADA (%)	Teachers' ADA(%)
2015-2016		
2016-2017		
2017-2018		

Demographics Questions

1. Provide a description of the **school's** characteristics (i.e., census, poverty, rural status, businesses/industries, natural disasters).
2. Provide a description of the **community's** characteristics (i.e., census, poverty, rural status, businesses/industries, natural disasters).

Accountability

Data

School Accountability Data Chart

Three-Year School Accountability Designation

Year	Priority	Focus	CSI	TSI
2015-2016				
2016-2017				
2017-2018				

School Accountability Data Chart

Elementary and Middle School

	Language Arts			Mathematics			Science			Participation Rates		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Proficiency												
Growth All Students												
Growth of Lowest 25%												
	2015-2016			2016-2017			2017-2018					
Accountability Grade												
Total Points												

School Accountability Data Chart

High Schools

	English II			Algebra I			Biology I			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	15 - 16	16 - 17	17 - 18	15 - 16	16 - 17	17 - 18	15 - 16	16 - 17	17 - 18	15 - 16	16 - 17	17 - 18	15 - 16	16 - 17	17 - 18	15 - 16	16 - 17	17 - 18	15 - 16	16 - 17	17 - 18	15 - 16	16 - 17	17 - 18
Proficiency																								
Growth All Students																								
Growth of Lowest 25%																								
	2015-2016						2016-2017						2017-2018											
Accountability Grade																								
Total Points																								

Student

Achievement

Student Achievement Chart

Reading/Language Arts/Literacy (Progress Monitoring Instrument)

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please place "n/a" in the appropriate box.

Name of assessment tool used _____.

	Kindergarten		1 st Grade		2 nd Grade	
Year	BOY*	EOY*	BOY	EOY	BOY	EOY
2015-2016						
2016-2017						
2017-2018						

* BOY means Beginning of the Year and EOY means End of the Year

Student Achievement Chart

English/Language Arts (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please place "n/a" in the appropriate box.

Year	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	English II
2015-2016							
2016-2017							
2017-2018							

Student Achievement Chart

Mathematics (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please place "n/a" in the appropriate box.

Year	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	Algebra I
2015-2016							
2016-2017							
2017-2018							

Student Achievement Chart

Special Subject Areas (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please place "n/a" in the appropriate box.

Year	5 th Grade Science	8 th Grade Science	Biology I	U.S. History
2015-2016				
2016-2017				
2017-2018				

Student Achievement Question

1. After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children. Include all local data analyzed as part of the comprehensive needs assessment.

Student Achievement

Points to Consider

- The school has provided a description of the progress and challenges faced at the school level all students and subgroups, as applicable.
- Reflect on some of prior year strategies and impact on achievement

Student Achievement

Points to Consider

- The school's description of the progress and challenges faced identifies at least one root to explain the reasons for the progress and challenges based on the school's data.

Student Achievement Question

2. Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards?

Section 1114(b)(7)(A)(i-ii)

Student Achievement

Points to Consider

- The school's description of the progress and challenges faced includes some reflection on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes.
- The school has provided some detail on how the subgroup data will be used to inform the instructional programs, especially EL and Special Education programs through evidence-based strategies.

Student Achievement

Points to Consider

- Describe evidence-based strategies that will be implemented to address the listed challenges, especially that address the underlying reason, for all children.
 - EL, Migrant, Students with disabilities, gifted and talented, and other identified populations

College and Career Readiness

College and Career Readiness Chart

College and Career Readiness: 11th Grade ACT Scores

Year	Composite	English	Mathematics	Reading	Science
2015-2016					
2016-2017					
2017-2018					

College and Career Readiness Question

1. **ACT Scores-** Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

College and Career Readiness

Points to Consider

- All ACT data analyzed, and a general description of the progress and challenges faced for all content areas and applicable subgroups
- Information regarding the goal of increasing the number of students scoring above the State average of 18 on the ACT
- At least one way to address identified ACT challenges

College and Career Readiness Chart

Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment/ Credit	Early College High School	Career and Technical Programs	Other
2015-2016						
2016-2017						
2017-2018						

College and Career Readiness Question

2. Postsecondary Preparation Opportunities for Students-

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Section 1114(b)(7)(A)(iii)(II)

College and Career Readiness

Points to Consider

- How is the school providing equitable access to all students to participate in AP, IB, dual credit/enrollment, early college high school course, or CTE classes.

School Climate and Culture

Out of School Suspensions **Chart**

Out of School Suspensions

	2015-2016		2016-2017		2017-2018	
All						
IEP						
EL						
Asian						
BLK/AA						
HIS/LAT						
NAM						
NH/PI						
White						

School Climate and Culture Question

1. What specific discipline issues, if any, impact student achievement/growth?
2. Identify specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

School Climate and Culture

Points to Consider

- The school has provided specific discipline issues that impact student achievement or growth.
- The school has provided at least one step to be taken to reduce lost instructional time due to student discipline.

School Climate and Culture Question

3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

School Climate and Culture

Points to Consider

- Data analysis on interventions provided by the school
- At least one area of progress in the implementation across grades where problem behavior
- Coordination of activities with other activities carried out under IDEA.

Curriculum and Instruction

Curriculum and Instruction Question

1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B)

Curriculum and Instruction

Points to Consider

- Describe how the school will provide Title I students with programs, activities, and academic courses necessary to provide a well-rounded education.
- Describe how the school will use methods and instructional practices that strengthen the academic program for Title I students.

Curriculum and Instruction Question

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C)

Curriculum and Instruction

Points to Consider

- Describe the evidence-based strategies that will be implemented that will provide **all students** support which may include a variety of supports such as counseling, mental health support, individual specialized instructional supports, etc.

Curriculum and Instruction Question

3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box.

Section 1114(b)(7)(A)(iii)(V)

Curriculum and Instruction

Points to Consider

- What evidence-based strategies will the school use to assist preschool children transition to elementary school?

Professional Development

Professional Development Chart

						Professional Growth System Number of Teachers Scoring			
School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	1	2	3	4
2015-2016									
2016-2017									
2017-2018									

Professional Development Question

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Professional Development

Points to Consider

- The school has provided a general description of evidence-based professional development that will be implemented to address the needs of ALL at risk students.

Professional Development Question

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment?

Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Professional Development

Points to Consider

- The school has provided a general description of planned professional development activities for teachers and leaders.
- The planned professional development activities are described to demonstrate the likelihood of positive impact on student academic achievement and teacher and leader capacity.

Professional Development

Points to Consider

- The professional development activities described address at least one of the needs identified in the needs assessment.

Professional Development Question

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects?

Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Professional Development

Points to Consider

- The school has provided a general description of the process used to review and analyze student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.

Professional Development

Points to Consider

- The school has provided at least one procedure to ensure equitable access to highly effective teachers and address identified disparities.

Parent and Family Engagement

Parent and Family Engagement Question

1. Describe how the school will involve parents and family members in the development and evaluation of this plan.

Section 1116(c)(3) and Section 1115(b)(2)(E)

Parent and Family Engagement

Points to Consider

- The school provides a general description of family and community engagement activities to be implemented.
- At least half of the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school.
- There is at least one activity to engage parents and families of English learners. (if applicable)

Parent and Family Engagement Question

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance.

Section 1116(d) and Section 1115(b)(2)(E)

Parent and Family Engagement

Points to Consider

- There is a detailed description of the process used to develop, implement, evaluate, and update the parent and family engagement policy/plan throughout the year. The description includes timelines throughout the year, engagement activities to gather input, persons involved, methods for determining progress, and procedures for making needed revisions.

Parent and Family Engagement Question

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as, at school.

Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

Parent and Family Engagement

Points to Consider

- The school address various activities specifically designed to engage the parents who are economically disadvantaged, are disabled, have limited literacy, or are of any racial or ethnic minority background at home, in the community and at school.

Parent and Family Engagement Question

4. Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand.

Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

Parent and Family Engagement

Points to Consider

- Describe the activities used to disseminate information to parents and families in an understandable format and language. If applicable, address activities specifically designed to engage the parents and families of English learners.

Prioritized List of Needs

Prioritized List of Needs Questions

1. Summarize what is working in your school and why.
2. Summarize what is **not** working in your school and why.

Priorities

Points to Consider

- The school has provided a description of the progress and challenges faced at the school level for all of the identified prioritized needs for all students and particular subgroups, as applicable.

Priorities

Points to Consider

- The school's description of the progress and challenges faced identifies at least one root cause for each prioritized need to explain the reasons for the progress and challenges faced that are within the school's control to act on, and vary appropriately based on the school's data.

Priorities

Points to Consider

- The school has provided some detail on how the subgroup data will be used to inform the instructional programs, especially EL and Special Education programs.

Prioritized List of Needs Question

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):
 - a. Student Achievement Data
 - b. College and Career Readiness
 - c. School Climate and Culture
 - d. Curriculum and Instruction
 - e. Professional Development
 - f. Parent and Family Engagement

Priorities

Points to Consider

- Has the school reviewed their data and captured and identified at least 3 needs as a priority?
- Has the school's identified needs through analysis and examination of data across multiple areas of data including data pertaining to Achievement and Growth, College and Career Readiness, Opportunity to Learn, and Educators?
- The prioritized needs generally align with the progress and challenges identified in the data.

Prioritized List of Needs Question

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs, such as programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. (If not applicable, enter “n/a/”.)

Section 1114(b)(5) and Section 1115(b)(2)(F).

Priorities

Points to Consider

- Description of how the school is braiding funding to improve the school's core academic program.
- Listing funding sources that will be used to support goals, strategies, and action steps.

GOALS, STRATEGIES, & ACTION STEPS

Prioritized Goals and Strategies



Goals Alignment with Priority Needs

Points to Consider

- The school-level goals align with the district goal (if applicable goal).
- The school-level goals directly align with the progress and challenges identified in the prioritized needs.
- The school provides detailed descriptions of the school-level goals and includes multiple high-quality performance measures.

Strategy Alignment with Goal

Points to Consider

- Strategy/strategies show a thoroughly detailed and logical connection to the identified goal(s) and are appropriately named.
- All goals have identified strategies.
- Strategy descriptions are explicit in providing details, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal.

Action Step Alignment with Strategy

Points to Consider

- All strategies have at least one identified action step.
- Action steps show a generally logical connection to the strategies and are appropriately named.

Action Step Alignment with Strategy

Points to Consider

- Descriptions of the action steps provide general detail regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the action step to the stated goal and strategy, and how it will be completed.

Action Step Alignment with Strategy

Points to Consider

- The person responsible is a specific school staff person's title (not a person's name) and is an appropriate individual for the action step.
- Estimated dates of completion are appropriate.
- At least one well-developed benchmark indicator exists for each action step identified in the plan.

Benchmark Alignment with Action Step

Points to Consider

- The benchmark indicators identified are sufficient for showing progress of the associated action step toward meeting the goal using data and evidence.
- The benchmark indicators identified are collected frequently enough to serve as leading indicators (e.g., more than once a year).

Funding Source Alignment with Action Step

Points to Consider

- Each Action Step must have a funding source identified.

Questions



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