

School Plans for School Leaders

How to Meet Expectations for FY20



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Office of Federal Programs

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
- Required Updated Components of the School Plan
- Questions

Required Revised Components

- The MDE will require updates to **certain sections** of the FY20 School Plan.
- However, if the school makes any adjustments in the practices/strategies for FY20 (based on the needs assessment) that varies from those implemented in the FY19 School Plan, the School must edit the section where adjustments occurred.

School Planning

Team Section

School Planning Team- Required

School Planning Team

- FY 2020 -

Public School - School Plan - Rev 0

Go To



Please identify all school planning team members, including titles. Section 1114(b)(2)

Go To



School Planning Summary- Required

School Planning Summary

ABERDEEN SCHOOL DIST (4820) Public District - FY 2020 - ABERDEEN ELEMENTARY SCHOOL (4820006) Public School - School Plan - Rev 0

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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)

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School Plan Needs Assessment

Accountability Data- Required

School Plan - Accountability Data

- FY 2020 School - School Plan - Rev 0

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Check the box that reflects your school accountability designation

Three-Year School Accountability Designation				
Year	Priority	Focus	CSI	TSI
2016-17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2017-18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2018-19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Proficiency	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Growth All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Growth Low 25%	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Accountability Grade	2016-17 Select... ▼			2017-18 Select... ▼			2018-19 Select... ▼					
Total Points	<input type="text"/>			<input type="text"/>			<input type="text"/>					

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Proficiency	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Growth All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Growth Low 25%	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Accountability Grade	2016-17 Select... ▼						2017-18 Select... ▼						2018-19 Select... ▼											
Total Points	<input type="text"/>						<input type="text"/>						<input type="text"/>											

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Student Achievement- Required

School Plan - Student Achievement (School's Performance)

Public District - FY 2020 - School - School Plan - Rev 0

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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 leave the appropriate box blank.

Name of assessment tool used:

	Kindergarten		1st Grade		2nd Grade	
Year	BOY*	EOY*	BOY	EOY	BOY	EOY
2016-17						
2017-18						
2018-19						

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

Student Achievement- Required

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 leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
2016-17	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2017-18	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2018-19	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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 leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I
2016-17	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2017-18	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2018-19	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Student Achievement- Required

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 leave the appropriate box blank.

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2016-17	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2017-18	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2018-19	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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.

←

College and Career Readiness- Required

If applicable, complete the chart.

School Plan - College and Career Readiness

- FY 2020 Public School - School Plan - Rev 0

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☐ Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2016-17	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2017-18	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2018-19	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Professional Development- Required

School Plan - Professional Development

FY 2020

Public School - School Plan - Rev 0

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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)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2016-17									
2017-18									
2018-19									

Prioritized List of Needs- Required

School Plan - Prioritized List of Needs

- FY 2020Public School - School Plan - Rev 0

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1. Summarize what is working in your school and why.

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

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

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).

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DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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School Plan

Overview

School Plan Overview- Required

- Goals and Strategies from the previous year will roll over to the FY20 School Plan.
- Schools are responsible for creating actions steps and funding sources for the strategies that are listed.
- **IF the strategy will not be implemented during the 2019-2020 school year the school should edit them to reflect what will be implemented.**

School Plan Overview- Required

- Schools must create an action step for each strategy provided.
- Every action step must have a funding source.

Action Step Alignment with Strategy

- 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
 - Who will benefit from the action(s) implemented
 - How the action step aligns to the stated goal and strategy
 - How will the action step be completed

Action Step Alignment with Strategy

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

Please ensure...

- The person responsible is a specific school staff position (not a person's name) who is responsible for implementation of 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.

Action Step Alignment with Strategy

Example

Title: Curriculum Specialists

Description: Curriculum Specialists (Title I and Title II) will provide ongoing, targeted professional development to teachers and administrators on a weekly basis based on identified needs from benchmark assessments and end of year assessments to increase the percentage of students meeting at or above proficiency.

Benchmark Alignment with Action Step

Example

Benchmark Indicator: There will be an increase of 10% growth to proficiency based upon identified needs from benchmark assessment and the end of the year assessments. The implementation of the action step will also be evaluated through the implementation of strategies presented weekly through teacher observations. During the observations, teachers should score a 3 or higher on the rubric used.

Person Responsible: Curriculum Specialists, Principals and Teachers.

Estimated Completion Date: May 28, 2019

Additional Alignments with Action Step

Example-Funding Source

Funding Application: Consolidated

Grant: Title I-A

Amount: \$65,437.00

Notes: Salary and Benefits for Curriculum Specialist including supplies

Additional Alignments with Action Step

Example- Component Relationship

Component: School-wide Plan

Item Name: Professional Development

Component Item Description: Address high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

Please Contact Your Federal Program Director

- Due date for submission to the district.
- ALL School Plans must be LEA School Plan Reviewer Approved by **Monday, January 13, 2020** in MCAPS.

Questions



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