School Plans for School Leaders

How to Meet Expectations for FY20



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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 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



Every
Child Has
Access
to a HighQuality Early
Childhood
Program





Every
School Has
Effective
Teachers and
Leaders





Every
Community
Effectively
Uses a
World-Class
Data System
to Improve
Student
Outcomes





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

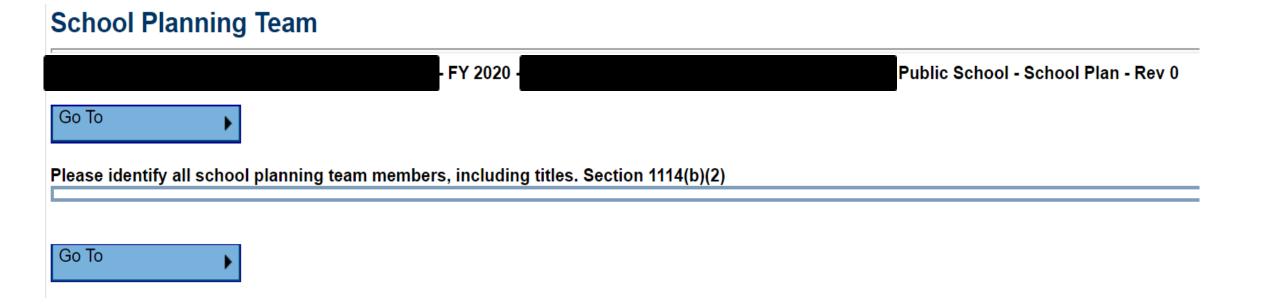
- The MDE will require updates to **certain sections** of the FY20 School Plan.
- However, if the school makes any adjustments in the practices/strategies for FY20 (based on the needs assessment) that varies from those implemented in the FY19 School Plan, the School must edit the section where adjustments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



School Planning Team Section



School Planning Team- Required





School Planning Summary- Required

School Planning Summary

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



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)



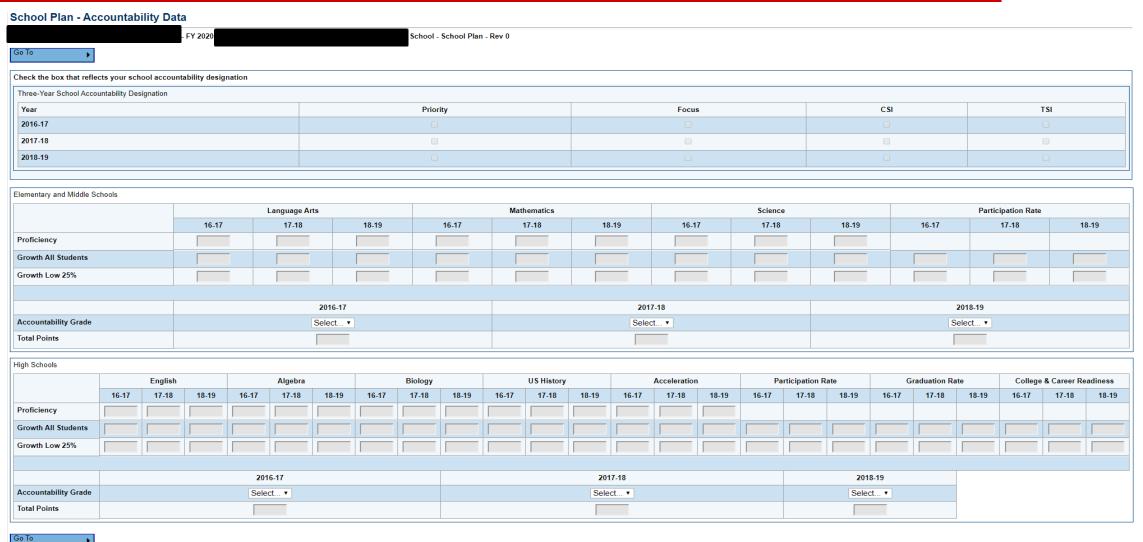


School Plan Needs

Assessment



Accountability Data- Required





Student Achievement-Required

School Plan - Student Achievement (School's Performance)

	Public District - FY 2020 -								
Go To									
Reading/Language A	Arts/Literacy (Progress Mo	nitoring Instrument)							
Please provide the pe the appropriate box b	ercentage of students for eac lank.	h administration that did N	IOT meet at/or above the b	enchmark. If there are no (grade levels represented b	y the school, please leave			
Name of assessment	tool used:								
	Kinder	garten	1st G	Grade	2nd Grade				
Year	BOY*	EOY*	BOY EOY		воу	EOY			
2016-17									
2017-18									
2018-19									
* BOY means Beginn	ing of the Year and EOY mea	ans 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									
2017-18									
2018-19									

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									
2017-18									
2018-19									



Student Achievement- Required

Special Subject Areas	(MAAP)			
Please provide the perd	centage of students who did NOT meet proficiency	y or above. If there are no grade levels represent	ed by the school, please lea	ave the appropriate box blank.
	_			
Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2016-17				
2017-18				
2018-19				

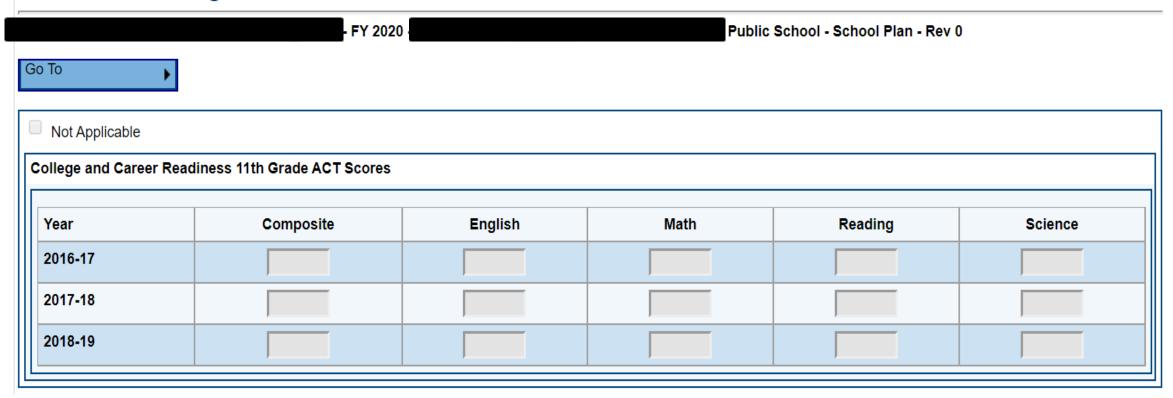
After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military 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





Professional Development- Required

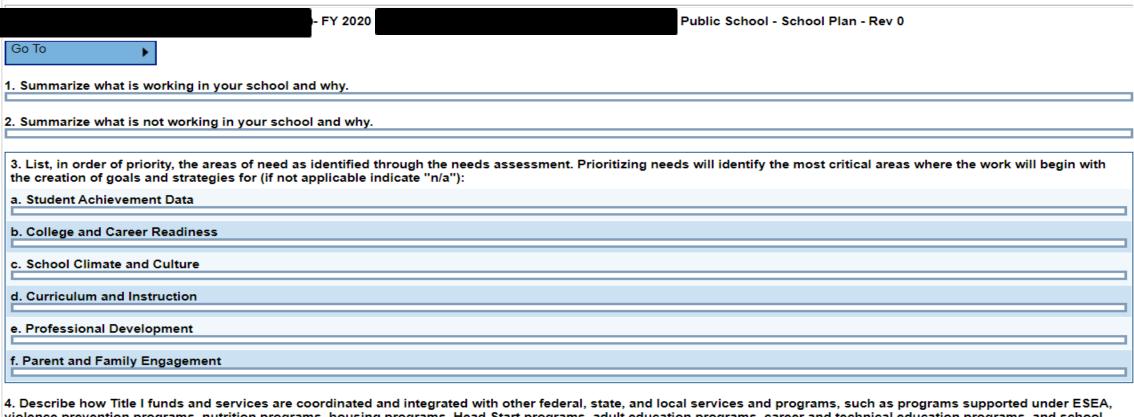
School Plan - Professional Development

			- FY 2020		Public School - Sch	Public School - School Plan - Rev 0				
Эо То	•									
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



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).





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







Mr. Quentin Ransburg, Executive Director Office of Federal Programs

Mrs. Judy Nelson, Bureau Director District and School Support

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