

**Mississippi Department of Education  
School Improvement Grant 1003(g)  
Annual Site Visit Monitoring Report**

<b>LEA NAME:</b>	<b>SCHOOL NAME:</b>
<b>MONITORING TEAM:</b>	<b>DATE OF SITE VISIT:</b>
<b>INTERVIEWS:</b>	<b>OBSERVATIONS:</b>

Findings are based on a synthesis of information gathered regarding grantees' implementation of the selected intervention model and compliance with the Final Requirements for School Improvement Grants authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as Amended (ESEA). Information was gathered from multiple interviews, observations, and a review of documentation, which included but was not limited to: Mississippi Star reports, technical assistance reports, financial reports, and evidence provided by the district.

<b>I. IMPLEMENTATION</b>	
<b><u>Evidence Focal Areas:</u></b> Fidelity of implementation as stated in the approved SIG plan; implementation fidelity of purchased programs and/or resources; timelines; personnel recruitment, retention, appraisal; LEA support and monitoring; external provider services, monitoring, and evaluation; teacher evaluation system; system of rewards for staff that are tied to student achievement; recruitment of highly effective staff; professional development initiatives; increased learning time initiatives; operational flexibility; family and community engagement	
<b>A. Organizational Structures</b>	<b>Findings:</b>
<b>B. Leadership</b>	<b>Findings:</b>

<b>C. Personnel and Professional Development</b>	<b>Findings:</b>
<b>D. Curriculum and Instruction</b>	<b>Findings:</b>
<b>E. Support System/ Strategies</b>	<b>Findings:</b>
<b>Actions to be Taken:</b> It is the responsibility of the LEA/ school to respond to each of the findings noted with an asterisk in this section and submit an action plan within 30 calendar days of receipt.	

<b>II. TECHNICAL ASSISTANCE</b>	
<b><u>Evidence Focal Areas:</u> Services provided by LEA; services provided by MDE; services provided by External Partners</b>	
<b>A. LEA Leadership</b>	<b>Findings:</b>
<b>B.School Leadership</b>	<b>Findings:</b>
<b>Actions to be Taken:</b> It is the responsibility of the LEA/ school to respond to each of the findings noted with an asterisk in this section and submit an action plan within 30 calendar days of receipt.	

### III. MONITORING

**Evidence Focal Areas:** Operational flexibility and governance granted to school administration; role district support team; role of district's turnaround office and personnel; procedure for LEA monitoring

A.LEA Leadership	Findings:
B. School Leadership	Findings:

**Actions to be Taken:**

It is the responsibility of the LEA/ school to respond to each of the findings noted with an asterisk in this section and submit an action plan within 30 calendar days of receipt.

### IV. DATA COLLECTION

**Evidence Focal Areas:** Types of interim data collected, both formal and informal for all performance metric areas (teacher evaluation, teacher attendance; student achievement in all tested areas, student attendance; discipline; graduation rate; drop-out rate; participation rates; instructional minutes); system of reporting and using data to drive decision making; system of reporting data to students, teachers, and parents; data management system

A.LEA Leadership	Findings:
B.School Leadership	Findings:

**Actions to be Taken:**

It is the responsibility of the LEA/ school to respond to each of the findings noted with an asterisk in this section and submit an action plan within 30 calendar days of receipt.

<b>V. FISCAL</b>	
<b>Evidence Focal Areas:</b> Alignment to approved SIG budget plan; adherence to federal purchasing guidelines and equipment accountability (fixed assets); RFP process; timelines for purchasing; proportion of grant award expended; system of internal controls/fiscal monitoring; time and effort logs / semi-annual certifications for federal employees	
<b>A. Allowable Costs</b>	<b>Findings:</b>
<b>B. Cash Management</b>	<b>Findings:</b>
<b>C. Supplement not Supplant</b>	<b>Findings:</b>
<b>D. Procurement</b>	<b>Findings:</b>
<b>E. Reporting</b>	<b>Findings:</b>
<b>Actions to be Taken:</b> It is the responsibility of the LEA/ school to respond to each of the findings noted with an asterisk in this section and submit an action plan within 30 calendar days of receipt.	

Ratings in each of the areas below is based on information received from site visit interviews, observations, and documentation (e.g., site visit reports, district reports) provided by the district and school(s).

		Not Addressed or No Evidence	Emerging/ Limited Evidence	Satisfactory Evidence Supported from Multiple Sources	Evidence Exceeds Standard	Extensive Evidence Aligned with Exemplary Implementation
I. IMPLEMENTATION - Organizational Structures		1	2	3	4	5
1.	LEA/school conducted needs assessment to inform the SIG implementation plan	1	2	3	4	5
2.	LEA makes structural changes to support implementation	1	2	3	4	5
3.	LEA modifies policies and practices to support full and effective implementation	1	2	3	4	5
4.	LEA provides operational flexibility for school administrator	1	2	3	4	5
5.	LEA has established a district turnaround office to support SIG implementation	1	2	3	4	5
6.	LEA/school recruits, screens, and selects external partners	1	2	3	4	5
7.	LEA/school establishes structures for collaborative professional learning	1	2	3	4	5
8.	LEA/school establishes schedules and strategies for increased student learning time	1	2	3	4	5

		Not Addressed or No Evidence	Emerging/ Limited Evidence	Satisfactory Evidence Supported from Multiple Sources	Evidence Exceeds Standard	Extensive Evidence Aligned with Exemplary Implementation
I. IMPLEMENTATION - Leadership		1	2	3	4	5
1.	School leadership creates a culture of shared accountability for meeting school improvement performance objectives	1	2	3	4	5

		Not Addressed or No Evidence	Emerging/ Limited Evidence	Satisfactory Evidence Supported from Multiple Sources	Evidence Exceeds Standard	Extensive Evidence Aligned with Exemplary Implementation
2.	The principal communicates a compelling vision for school improvement to all stakeholders	1	2	3	4	5
3.	The principal establishes a school leadership team that meets regularly on SIG implementation issues	1	2	3	4	5
4.	School leadership uses continuous data to drive school improvement	1	2	3	4	5
5.	The principal monitors the quality of the delivery of instruction on continuous basis	1	2	3	4	5
6.	LEA/school leadership teams collect and monitor benchmark/interim data on all leading and lagging indicators	1	2	3	4	5
7.	Principal facilitates a school culture of continuous learning and professional collaboration	1	2	3	4	5

		Not Addressed or No Evidence	Emerging/ Limited Evidence	Satisfactory Evidence Supported from Multiple Sources	Evidence Exceeds Standard	Extensive Evidence Aligned with Exemplary Implementation
<b>I. IMPLEMENTATION - Personnel and Professional Development</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	The LEA recruits and selects a principal with the competencies of a transformation leader	1	2	3	4	5
2.	LEA/principal recruits, places, and institutes practices to retain school staff with skills needed for turnaround	1	2	3	4	5
3.	LEA/school develops a rigorous and transparent evaluation system with input from teachers and principals that includes evidence of student achievement/growth	1	2	3	4	5
4.	LEA/school implements new evaluation system for principals and teachers	1	2	3	4	5
5.	LEA/school links professional development programs with teacher	1	2	3	4	5

		Not Addressed or No Evidence	Emerging/ Limited Evidence	Satisfactory Evidence Supported from Multiple Sources	Evidence Exceeds Standard	Extensive Evidence Aligned with Exemplary Implementation
	evaluation results					
6.	LEA/school creates a system of rewards for school staff who positively impact student achievement and graduation rates	1	2	3	4	5
7.	LEA/school identifies and supports school staff who are struggling or removes staff who fail to improve their professional practice	1	2	3	4	5
8.	LEA/school provides professional development to support implementation of school reform strategies	1	2	3	4	5
9.	LEA/school provides induction programs for new teachers and administrators	1	2	3	4	5
10.	LEA/school provides all staff with high-quality, job-embedded, differentiated professional development	1	2	3	4	5
11.	LEA/school monitors extent that professional development changes teacher practice	1	2	3	4	5

		Not Addressed or No Evidence	Emerging/ Limited Evidence	Satisfactory Evidence Supported from Multiple Sources	Evidence Exceeds Standard	Extensive Evidence Aligned with Exemplary Implementation
<b>I. IMPLEMENTATION - Curriculum and Instruction</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	LEA/school establishes annual goals for student achievement in all core areas	1	2	3	4	5
2.	LEA/school created a process for the selection of research-based instructional programs/strategies	1	2	3	4	5
3.	LEA/school aligns instruction and assessment with state standards	1	2	3	4	5
4.	School monitors and assesses students' mastery of instructional objectives	1	2	3	4	5
5.	Teachers adjust instruction based on students' mastery of objectives	1	2	3	4	5

		Not Addressed or No Evidence	Emerging/ Limited Evidence	Satisfactory Evidence Supported from Multiple Sources	Evidence Exceeds Standard	Extensive Evidence Aligned with Exemplary Implementation
6.	School integrates technology-based interventions and supports into instructional programs	1	2	3	4	5
7.	School provides college and career-readiness opportunities for students	1	2	3	4	5
8.	School increased learning time for students and continuously evaluates its effectiveness	1	2	3	4	5
		Not Addressed or No Evidence	Emerging/ Limited Evidence	Satisfactory Evidence Supported from Multiple Sources	Evidence Exceeds Standard	Extensive Evidence Aligned with Exemplary Implementation
<b>I. IMPLEMENTATION - Support System/Strategies</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	LEA and transformation specialists provide intensive, ongoing assistance to support school reform strategies	1	2	3	4	5
2.	External service providers deliver intensive, ongoing assistance to support school reform strategies	1	2	3	4	5
3.	LEA/school allocates needed resources for continuous school improvement	1	2	3	4	5
4.	School accesses innovative partnerships to support extended learning time	1	2	3	4	5
5.	School networks with families to develop partnerships for school improvement efforts	1	2	3	4	5
6.	School networks with community members to develop partnerships for school improvement efforts	1	2	3	4	5
7.	School provides appropriate social-emotional & community oriented services for students	1	2	3	4	5
8.	School implements approaches to improve school climate and discipline	1	2	3	4	5



		Not Addressed or No Evidence	Emerging/ Limited Evidence	Satisfactory Evidence Supported from Multiple Sources	Evidence Exceeds Standard	Extensive Evidence Aligned with Exemplary Implementation
<b>II. TECHNICAL ASSISTANCE</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	A district transformation team has been created and provides support and technical assistance to school (e.g., opportunities for ongoing professional development, coaching and other resources).	1	2	3	4	5
2.	A school transformation team has been created that guides the school's SIG implementation.	1	2	3	4	5

		Not Addressed or No Evidence	Emerging/ Limited Evidence	Satisfactory Evidence Supported from Multiple Sources	Evidence Exceeds Standard	Extensive Evidence Aligned with Exemplary Implementation
<b>III. MONITORING</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	District transformation team monitors school SIG implementation and provides reports in a timely manner to SEA.	1	2	3	4	5
2.	School transformation team monitors SIG implementation through collection of progress indicators.	1	2	3	4	5

		Not Addressed or No Evidence	Emerging/ Limited Evidence	Satisfactory Evidence Supported from Multiple Sources	Evidence Exceeds Standard	Extensive Evidence Aligned with Exemplary Implementation
<b>IV. DATA COLLECTION</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	LEA collects benchmark/interim data on leading and lagging indicators and	1	2	3	4	5

		Not Addressed or No Evidence	Emerging/ Limited Evidence	Satisfactory Evidence Supported from Multiple Sources	Evidence Exceeds Standard	Extensive Evidence Aligned with Exemplary Implementation
	uses the data to drive instructional decisions.					
2.	School collects benchmark/interim data on leading and lagging indicators and uses the data to drive instructional decisions.	1	2	3	4	5