

**WEST BOLIVAR CONSOLIDATED SCHOOL DISTRICT'S FIVE YEAR STRATEGIC PLAN 2017-2022**

**VISION:**

TO PROVIDE AN OPTIMUM LEARNING ENVIRONMENT THAT WILL ENABLE ALL STUDENTS TO BECOME PRODUCTIVE MEMBERS OF SOCIETY.

**MOTTO  
CHILDREN FIRST**

<p><b><u>Goal Statement #1</u></b> All students proficient and showing growth in all assessed areas</p>	<p><b><u>Goal Statement #2</u></b> Every student graduates from high school and is ready for college and careers</p>	<p><b><u>Goal Statement #3</u></b> Every child has access to a high-quality early childhood program</p>	<p><b><u>Goal Statement #4</u></b> Every school has effective teachers and leaders</p>	<p><b><u>Goal Statement #5</u></b> Every school and district is rated "C" or higher</p>
<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students who pass the 3<sup>rd</sup> grade reading assessment at the first administration in each subgroup.</li> <li>• Increase the percentage of students proficient (levels 4 and 5) on statewide assessments (grades 3-8 and high school composite) in each subgroup.</li> <li>• Decrease the percentage of students scoring levels 1-3 on statewide assessments in each subgroup.</li> <li>• Increase the percentage of students demonstrating growth on statewide assessments in each subgroup.</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students graduating from high school in each subgroup.</li> <li>• Increase the percentage of students ready for college as measured by ACT benchmarks in each content area (publish school class data, grade 11).</li> <li>• Increase the percentage of students participating in and passing dual credit in each subgroup.</li> <li>• Increase the number of students participating in and passing AP in each subgroup.</li> <li>• Increase the percentage of students' career ready.</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of kindergarten students achieving end-of-year target score on K-Readiness Post-test</li> <li>• Increase percentage of children with disabilities in general education early childhood programs while decreasing the percentage in self-contained special education early childhood classrooms</li> <li>• Increase number of students enrolled in Title I or locally funded pre-K classes</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of teachers rated effective through the teacher evaluation system</li> <li>• Increase the percentage of principals rated effective through the principal evaluation system</li> <li>• Reduce the proportion of inexperienced and non-certified teachers in low-performing schools</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increase the growth of D and F schools along the A-F spectrum, by improving the letter grade and/or increasing the number of points within a letter grade</li> <li>• Increase the percentage of schools rated "C" or higher</li> </ul>

<p><b><u>Goal 1: Objective 1</u></b>  <b>Implement the Literacy-Based Promotion Act with fidelity</b></p> <p><b><i>Goal 1, Objective 1 Strategies</i></b></p> <ul style="list-style-type: none"> <li>• Provide Intensive literacy professional development and literacy resources for all PreK-3 teachers, administrators and IHL staff related to : (1) resources for 90-minute literacy block, (2) evidence-based reading interventions, (3) protocol for extended school time, and (4) the five components of reading (5) dedicated training on multi-tiered systems of supports, (6) provision of coaching training for all schools.</li> <li>• Use statewide assessment data to determine k-3 reading deficiencies in the five components of reading to determine professional development offerings.</li> </ul>	<p><b><u>Goal 2: Objective 1</u></b>  <b>All Students enter MS colleges prepared for credit-bearing courses</b></p> <p><b><i>Goal 2, Objective 1 Strategies</i></b></p> <ul style="list-style-type: none"> <li>• Provide resources to districts in how to use an Early Warning System to identify students needing assistance and provide interventions.</li> <li>• Administer ACT to all 11<sup>th</sup> graders and use results to plan courses for students during senior year.</li> </ul> <p><b><u>Goal 2: Objective 2:</u></b>  <b>All Students graduate prepared for careers, meeting academic and employability standards.</b></p> <p><b><i>Goal 2, Objective 2 Strategies</i></b></p> <ul style="list-style-type: none"> <li>• Continue training all counselors to meet the American School Counselor Association standards of practice</li> <li>• Require schools to design programs of study that align to local industry demands</li> <li>• Establish a statewide Career Readiness Taskforce</li> </ul>	<p><b><u>Goal 3: Objective 1</u></b>  <b>Define a high quality early childhood model an share the model with all stakeholders</b></p> <p><b><i>Goal 3, Objective 1 Strategies</i></b></p> <ul style="list-style-type: none"> <li>• Provide professional development to all early childhood providers on the Mississippi Early Learning Standards for 3-4 year-olds</li> <li>• Implement a comprehensive monitoring process for public early childhood providers (Early Learning Collaborative, Title-funded, special education)</li> </ul> <p><b><u>Goal 3, Objective 2</u></b>  <b>Increase access to high-quality early childhood programs</b></p> <p><b><i>Goal 3, Objective 2 Strategies</i></b></p> <ul style="list-style-type: none"> <li>• Work collaboratively with public/private partnerships involved with early childhood education (Birth to 2 and 3-4 year-olds) and transitions to the public school setting</li> </ul>	<p><b><u>Goal 4, Objective 1:</u></b>  <b>Increase the percentage of educators rated Effective or above on the state evaluation systems</b></p> <p><b><i>Goal 4, Objective 1 Strategies</i></b></p> <ul style="list-style-type: none"> <li>• Implement the revised MS Teacher Evaluation System (MTES) and MS Principal Evaluation System (MPES)</li> <li>• Provide high-quality, ongoing professional development to teachers and administrators based on the results of MTES and MPES</li> <li>• Implement the Superintendents’ Academy and Principals’ Academy (pending funding)</li> <li>• Develop teacher leaders through the implementation of the Teacher-Leadership Initiative</li> </ul> <p><b><u>Goal 4, Objective 2:</u></b>  <b>Raise the academic standards in MS teacher-preparation programs</b></p>	<p><b><u>Goal 5, Objective 1:</u></b>  <b>Improve academic outcomes in Targeted Support and Improvement Schools and Comprehensive Support and Improvement Schools</b></p> <p><b><i>Goal 5, Objective 1 Strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Design a comprehensive professional development plan for elementary, middle and high schools and require participation from schools with the highest percentage of students scoring at levels 1 and 2 on ELA and math assessments.</li> <li>• Collaborate with administrators in all targeted- and comprehensive support and improvement schools to design an academic improvement plan.</li> <li>• Require comprehensive support and improvement schools to develop improvement plans for students who are not making progress toward graduating within four years.</li> </ul>
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<ul style="list-style-type: none"> <li>• Provide resources and guidance for parental and community engagement and templates for parent communication.</li> <li>• Deploy literacy coaches to all elementary schools with the highest percentage of students scoring at levels 1 and 2 on ELA assessments</li> <li>• Implement the Campaign for Grade-Level Reading across the state</li> </ul> <p><b>Goal 1: Objective 2: Continue implementing the MS College and Career Readiness Standards.</b></p> <p><i>Goal 1, Objective 2 Strategies</i></p> <ul style="list-style-type: none"> <li>• Provide targeted professional development to teachers and administrators in all content areas based on data</li> <li>• Expand content coaches in literacy, math and science</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate current pathways to graduation and make recommendations for new diploma options</li> <li>• Implement Individualized Career and Academic Plan (ICAP) for all 8<sup>th</sup> grade students</li> </ul> <p><b>Goal 2, Objective 3: Increase the number and percentage of students participating in and successfully completing advanced coursework, such as Advanced Placement courses, dual credit/dual enrollment courses, articulated credit, advanced science, technology, engineering, and math (STEM)-related curriculum pathways and national certifications.</b></p> <p><i>Goal 2, Objective 3 Strategies</i></p> <ul style="list-style-type: none"> <li>• Provide expanded access for students to dual credit/dual enrollment opportunities and Advanced Placement courses</li> <li>• Expand national certification programs tied to high-skilled, high-wage employment</li> </ul>	<ul style="list-style-type: none"> <li>• Identify opportunities to blend and braid funding for early childhood programs</li> <li>• Request additional funds for Early Learning Collaborative</li> <li>• Expand the number of Title 1-funded pre-K programs, with an emphasis on low-performing schools</li> </ul>	<p><b>Goal 4, Objective 2 Strategies</b></p> <ul style="list-style-type: none"> <li>• Add the reading assessment as a licensing requirement for special education and early childhood teachers (pending impact of first-year implementation of Foundations of Reading Assessment)</li> <li>• Revised the process used to evaluate teacher- and administrator-preparation programs, focusing on increasing knowledge of content, the MS College and Career Ready Standards, pedagogy, assessment, cultural proficiency, the needs of diverse learners and instructional effectiveness</li> <li>• Provide professional development to IHL staff related to ELA and math instruction aligned with college and career-ready standards</li> </ul>	<ul style="list-style-type: none"> <li>• Provide coaching to all teachers and administrators in comprehensive support and improvement schools related to school improvement.</li> <li>• Train and place literacy coaches in the field and focus coaching efforts on comprehensive and improvement support schools.</li> <li>• Collaborate with community organizations to engage parents in comprehensive and improvement support schools.</li> </ul>
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<ul style="list-style-type: none"> <li>• Train and place instructional coaches in the field and focus coaching efforts on low-performing schools</li> <li>• Train teachers and school leaders in data-coaching model (requires additional funds).</li> <li>• Provide content-focused parental outreach sessions district-wide and require attendance for low-performing schools.</li> <li>• Collaborate with community organizations to engage parents in low-performing schools.</li> <li>• Provide resources to all teachers and administrators, including all content areas aligned college and career ready standards.</li> <li>• Publish district and school-level chronic absenteeism data regularly and annually.</li> <li>• Implement the State Literacy Plan</li> <li>• Enroll students in Virtual Schools—Edgenuity, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand advanced STEM pathways</li> </ul>		<ul style="list-style-type: none"> <li>• Provide district with guidance/resource for developing a recruitment strategy</li> </ul>	
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