School Improvement Grant
Title I, 1003(a)

Training for the

MCAPS Application

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

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State Board of Education Goals 5-Year Strategic Plan for 2016-2021

- ✓ All Students Proficient and Showing Growth in All Assessed Areas
- ✓ Every Student Graduates High School and is Ready for College and Career
- ✓ Every Child Has Access to a High-Quality Early Childhood Program
- ✓ Every School Has Effective Teachers and Leaders
- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
- ✓ **Every School and District is Rated "C" or Higher**

State Board of Education Goals 5-Year Strategic Plan for 2016-2020

6th Goal

- ✓ Every School and District is Rated "C" or Higher

Outcomes Metrics (4 out of 6)

- ✓ Increase the growth of "D" and "F" ***districts*** along the "A-F" Spectrum by improving the letter grade and/or increasing the number of points within a letter grade
- ✓ 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
- ✓ Increase the percentage of ***districts*** rated "C" or higher*
- ✓ Increase the percentage of ***schools*** rated "C" or higher*

**Grades reported for 2014-15 are non-waiver grades*

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Learning Targets

This webinar will address:

Identification and Exit Process	Evidence-based Requirements	Planning Tool, Funding Application, & Period of Availability	Timeline for Completion and Submission

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Identification of Schools

March 2017

Permission granted by USDE to reset list of Focus and Priority Schools

~

All identified schools will be in place through the 2017-18 school year.

37 Priority Schools

81 Focus Schools

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Identification and Exit Criteria

•**Identification**

- Any Title I School performing at or below the 5th percentile; or
- Any Title I School performing above the 5th percentile, but below the 16th percentile; or
- Any Title I School receiving an accountability performance rating of "F" above the 16th Percentile; or
- Any High School with a graduation rate at or below 60%.

- School Improvement Grant (SIG) Schools, including Cohort III, that were still identified in the lowest performing categories are included

•**Exit**

- Exit from this designation will be based on the exit criteria outlined in the USDE Approved ESSA Plan. *(The first year of identification of Targeted Support and Improvement Schools and Comprehensive Support and Improvement Schools under ESSA will occur in the 2018-19 school year).*

Important Exception

Cohort III School Improvement Grant (SIG) Schools currently in year 3 of the grant that are also identified as focus or priority under the reset list of schools ***will not*** be awarded 1003(a) funds under FY 17 Title I, Part A with this allocation.

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All Activities Funded by 1003(a) Funds Must be…

- Based on Comprehensive Needs Assessment
- Evidence-Based
- Aligned with Goals, Strategies, Action-steps in Consolidated Federal Programs Application (MCAPS)

Evidence-based Resources

Evidence-Based Expectations

By state law we are to categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).

By federal law we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).

By State Board of Education expectations, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.

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Importance of Evidence-Based Decision Making

- The more we use proven approaches, the more we can improve student outcomes
- State and local leaders can increase the return on their investments of limited public funds
- Investing in robust evaluations and transparency sharing results help increase stakeholder buy-in
- Leaders are more likely to sustain a strategy if they can point to strong evidence of impact
- They promote continuous improvement, build bodies of evidence and develop learning systems.

Definition of "Evidence-Based" in the Every Student Succeeds Act (ESSA)

ESSA's definition of "evidence-based" includes 4 levels of evidence. The top 3 levels require findings of a **statistically significant effect** on improving student outcomes or other relevant outcomes based on:

(1) Strong	• At least 1 well-designed and well-implemented **experimental** study (i.e., randomized)	**Required for school improvement plans funded by 7% set aside (Section 1003) & Eligible for a priority under 7 competitive grants**
(2) Moderate	• At least 1 well-designed and well-implemented **quasi-experimental** study (i.e., matched)	
(3) Promising	• At least 1 well-designed and well-implemented **correlational** study with statistical controls for selection bias	

The 4th level is designed for ideas that do not yet have an evidence base qualifying for the top 3 levels above. Given the requirement in the second bullet below to examine the effects of these ideas, this evidence-*building* level can be referred to as "under evaluation."

(4) "Under Evaluation"	• **Demonstrates rationale** based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes • Includes **ongoing efforts to examine the effects** of such activity, strategy, or intervention	**Included for all other uses of "evidence-based"**

Page 2

RESULTS FOR AMERICA

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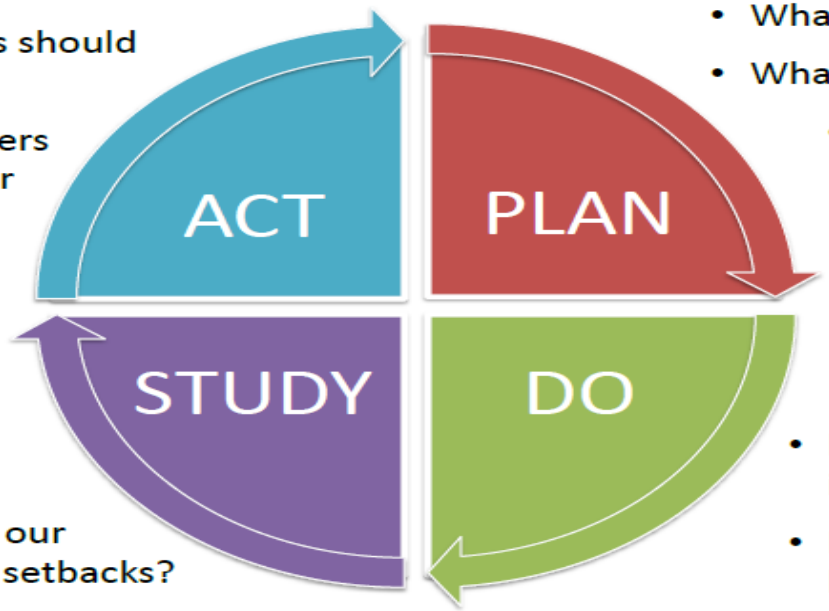
Evidence-based Decision Making

The Opportunity is to Use Evidence to Solve Important Problems

RESULTS FOR AMERICA

Evidence-based decision making can support whatever approach you take to solving the problems that are most important to you. For example, a Plan-Do-Study-Act (PDSA) approach provides multiple ways to consider how to use and build evidence.



- What changes should we make?
- What can others learn from our experience?

- What is our goal?
- What is our challenge?
- What does the strongest available evidence recommend for *our* context?

- What do the data tell us?
- What explains our successes and setbacks?

- How do we implement well?
- How will we know how we're doing?

9

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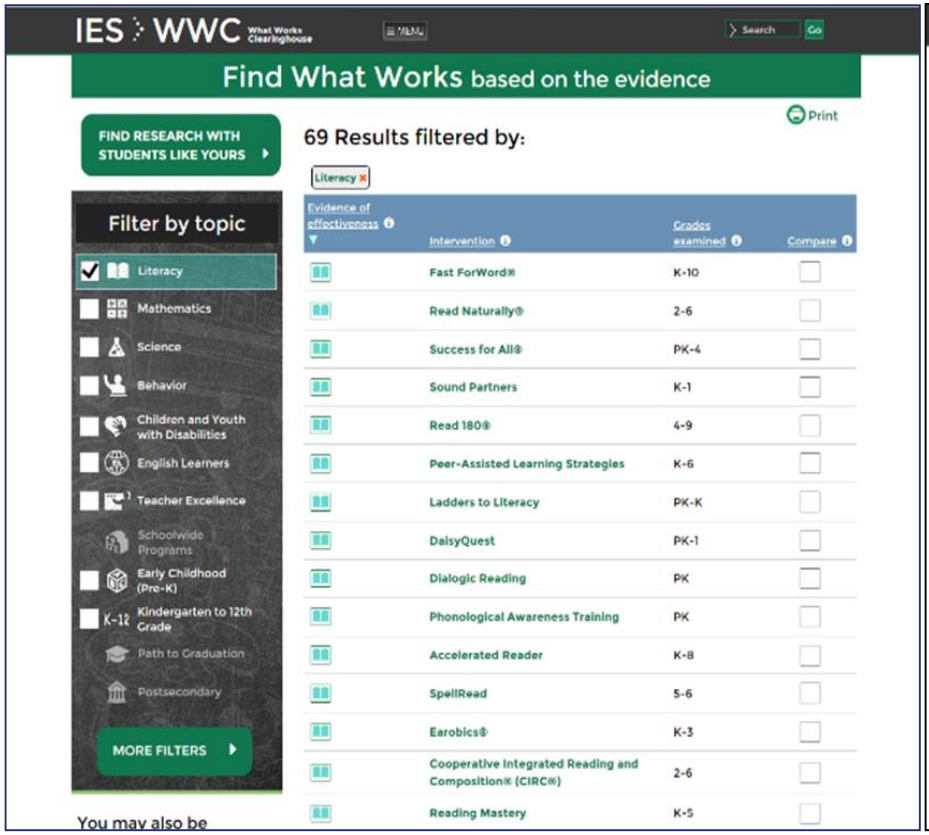
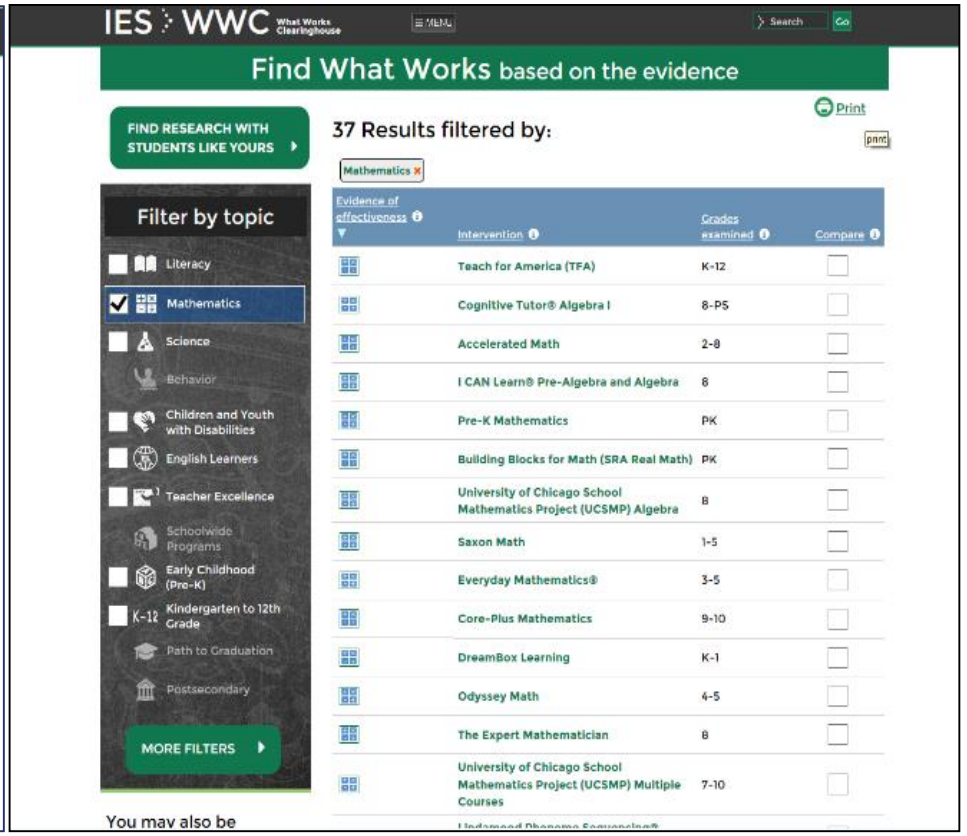
Evidence-Based Resources

What Works Clearinghouse



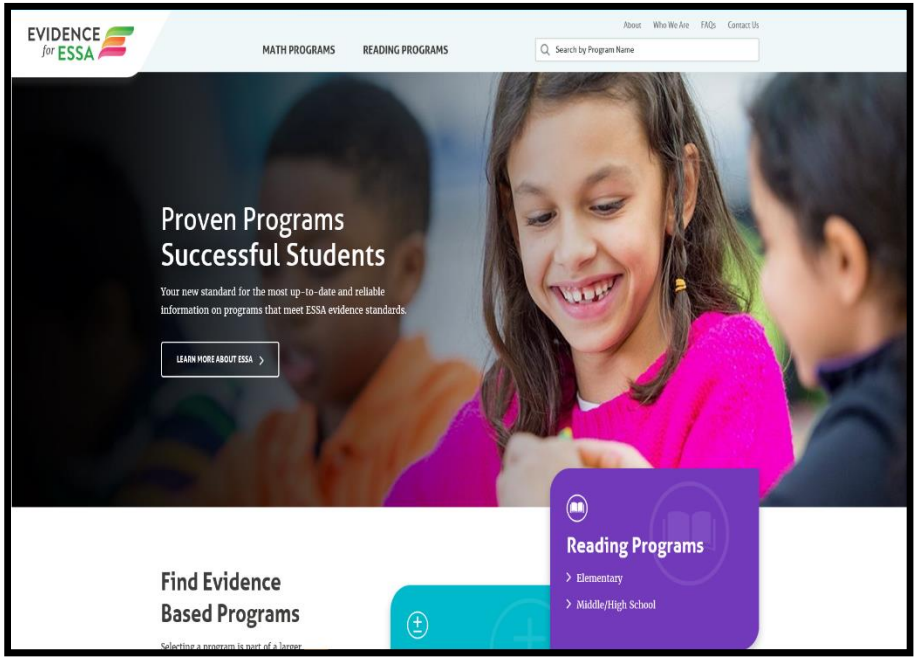


Evidence-Based Resources

This new website is produced by the [Center for Research and Reform in Education (CRRE)] at Johns Hopkins University School of Education, in collaboration with a distinguished [Technical Work Group] and a [Stakeholder Advisory Group].

It is information solely intended to be useful to educators and the public.

http://www.evidenceforessa.org/



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Evidence-Based Resources

- The Best Evidence Encyclopedia is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education.

- It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. Content areas include mathematics, reading, early childhood, school reform, and science.

- The Best Evidence Encyclopedia provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review.

  - http://www.bestevidence.org/index.cfm

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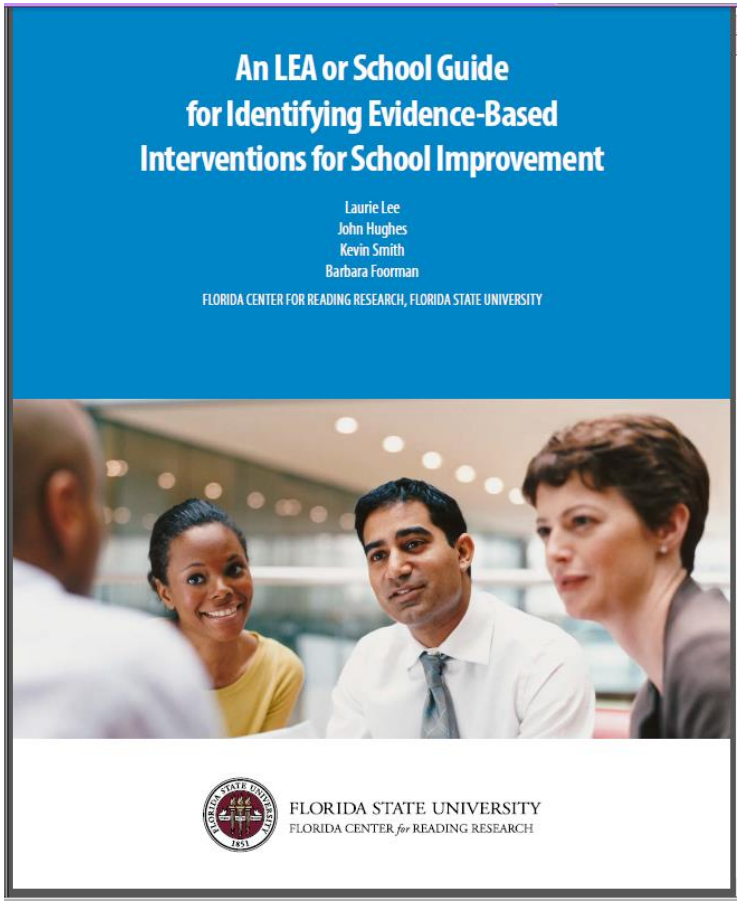
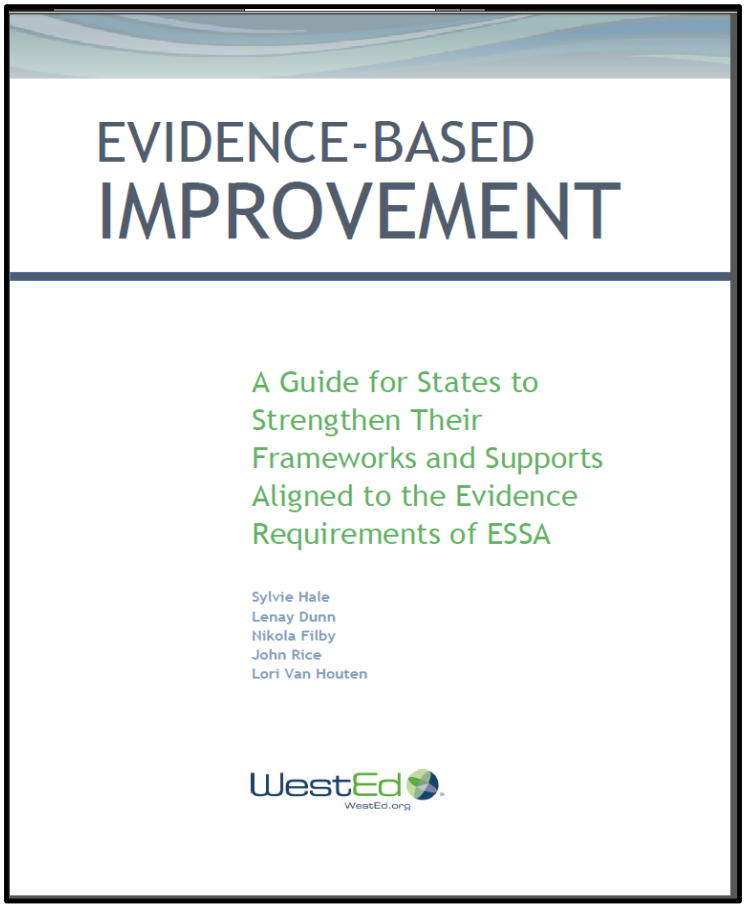
Evidence-based District Resources





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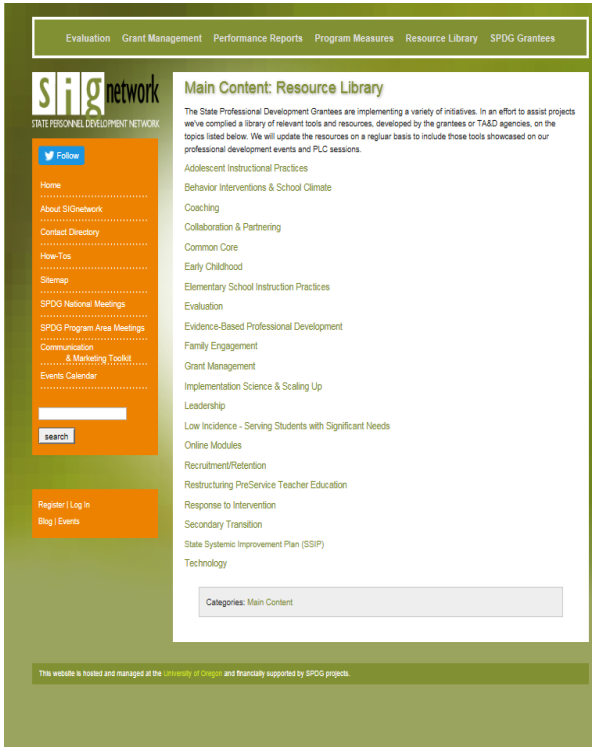
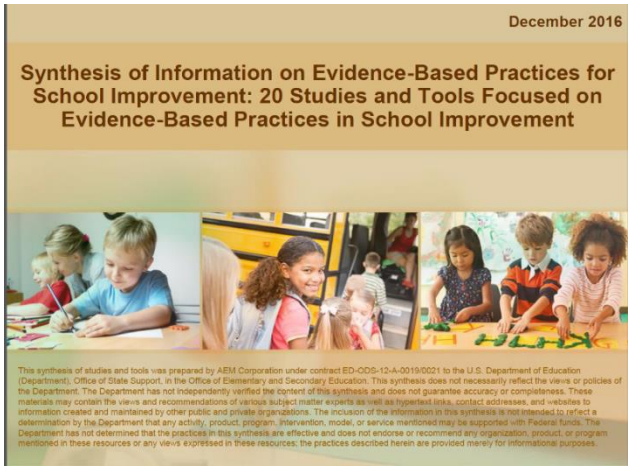
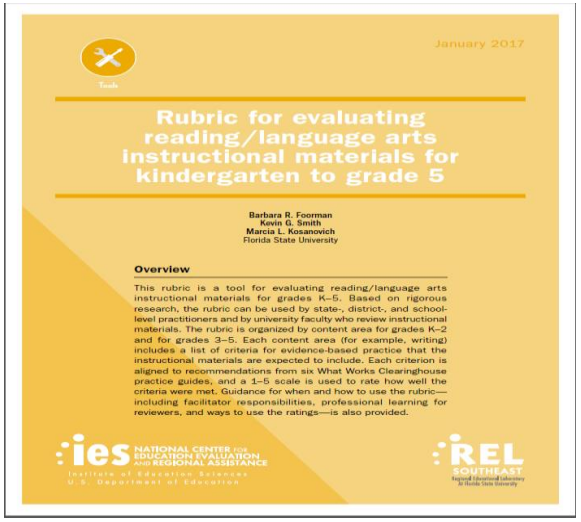
Evidence-Based Resources



http://www.signetwork.org/content_pages/190



http://ssn.airprojects.org/Synthesis_of_Evidence_Resources.pdf



National Center for Education Evaluation and Regional Assistance

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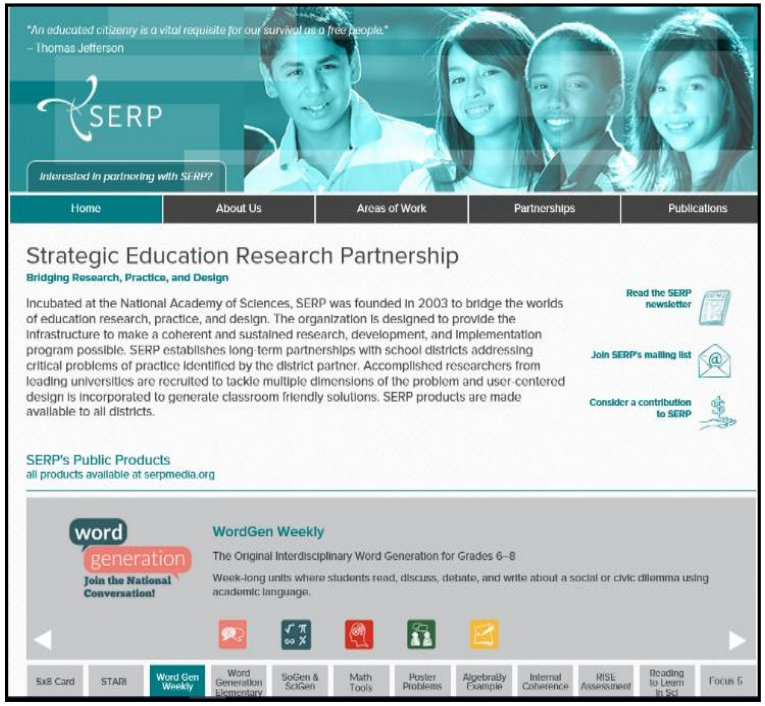
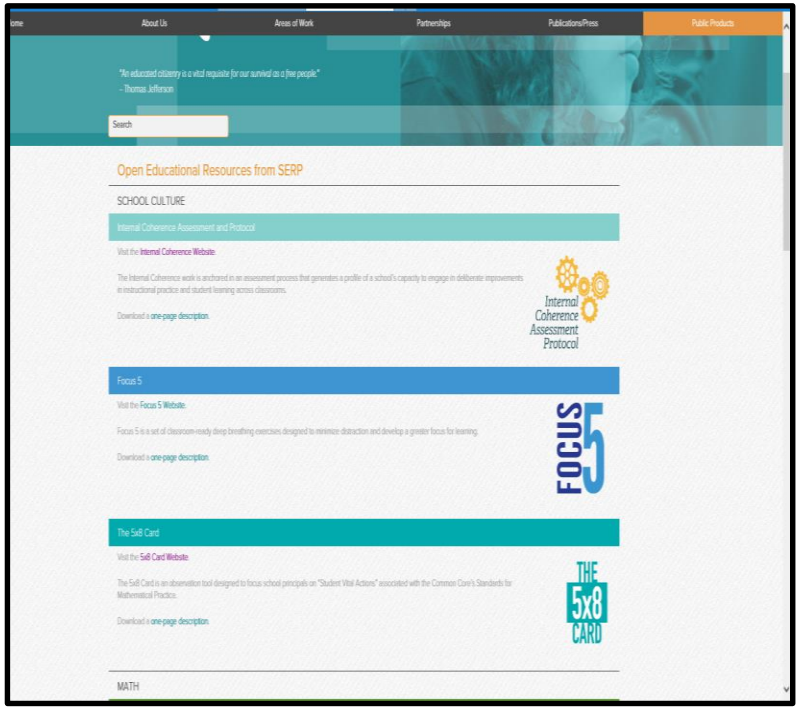
Evidence-based Resources



http://serpinstitute.org/index.html



http://serpinstitute.org/public-products.html

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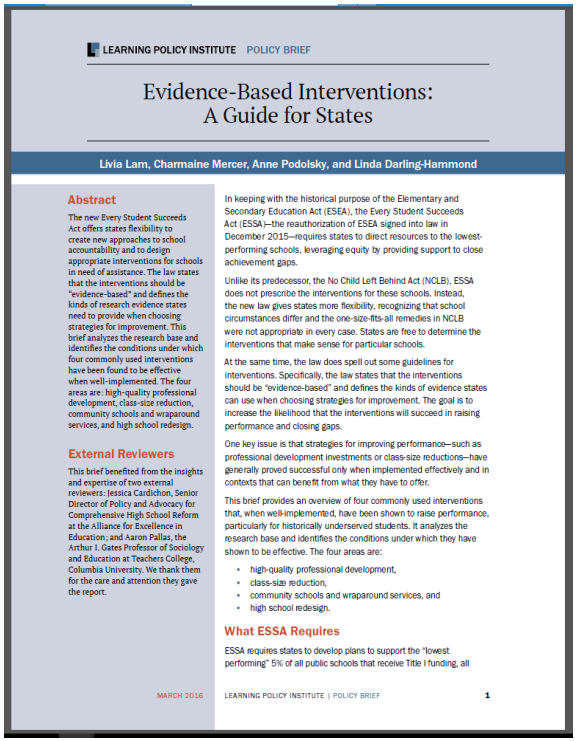
Evidence-based Resources



LEARNING POLICY INSTITUTE POLICY BRIEF

Evidence-Based Interventions: A Guide for States

Livia Lam, Charmaine Mercer, Anne Podolsky, and Linda Darling-Hammond

Abstract

The new Every Student Succeeds Act offers states flexibility to create new approaches to school accountability and to design appropriate interventions for schools in need of assistance. The law states that the interventions should be "evidence-based" and defines the kinds of research evidence states need to provide when choosing strategies for improvement. This brief analyzes the research base and identifies the conditions under which four commonly used interventions have been found to be effective when well-implemented. The four areas are: high-quality professional development, class-size reduction, community schools and wraparound services, and high school redesign.

External Reviewers

This brief benefited from the insights and expertise of two external reviewers: Jessica Cardichon, Senior Director of Policy and Advocacy for Comprehensive High School Reform at the Alliance for Excellence in Education; and Aaron Pallas, the Arthur I. Gates Professor of Sociology and Education at Teachers College, Columbia University. We thank them for the care and attention they gave the report.

In keeping with the historical purpose of the Elementary and Secondary Education Act (ESEA), the Every Student Succeeds Act (ESSA)—the reauthorization of ESEA signed into law in December 2015—requires states to direct resources to the lowest-performing schools, leveraging equity by providing support to close achievement gaps.

Unlike its predecessor, the No Child Left Behind Act (NCLB), ESSA does not prescribe the interventions for these schools. Instead, the new law gives states more flexibility, recognizing that school circumstances differ and the one-size-fits-all remedies in NCLB were not appropriate in every case. States are free to determine the interventions that make sense for particular schools.

At the same time, the law does spell out some guidelines for interventions. Specifically, the law states that the interventions should be "evidence-based" and defines the kinds of evidence states can use when choosing strategies for improvement. The goal is to increase the likelihood that the interventions will succeed in raising performance and closing gaps.

One key issue is that strategies for improving performance—such as professional development investments or class-size reductions—have generally proved successful only when implemented effectively and in contexts that can benefit from what they have to offer.

This brief provides an overview of four commonly used interventions that, when well-implemented, have been shown to raise performance, particularly for historically underserved students. It analyzes the research base and identifies the conditions under which they have shown to be effective. The four areas are:

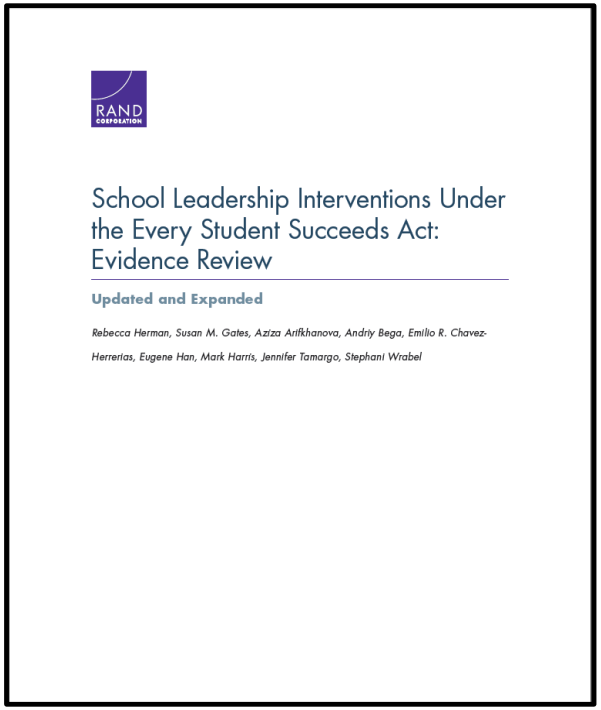
- high-quality professional development,
- class-size reduction,
- community schools and wraparound services, and
- high school redesign.

What ESSA Requires

ESSA requires states to develop plans to support the "lowest performing" 5% of all public schools that receive Title I funding, all

MARCH 2016 LEARNING POLICY INSTITUTE | POLICY BRIEF 1

https://learningpolicyinstitute.org/product/evidence-based-interventions



RAND CORPORATION

School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review

Updated and Expanded

Rebecca Herman, Susan M. Gates, Aziza Arifkhanova, Andriy Bega, Emilio R. Chavez-Herrerias, Eugene Han, Mark Harris, Jennifer Tamargo, Stephani Wrabel

http://www.ccssoessaguide.org/wp-content/uploads/2016/12/down_rr-1550-1_12-5-2016.pdf

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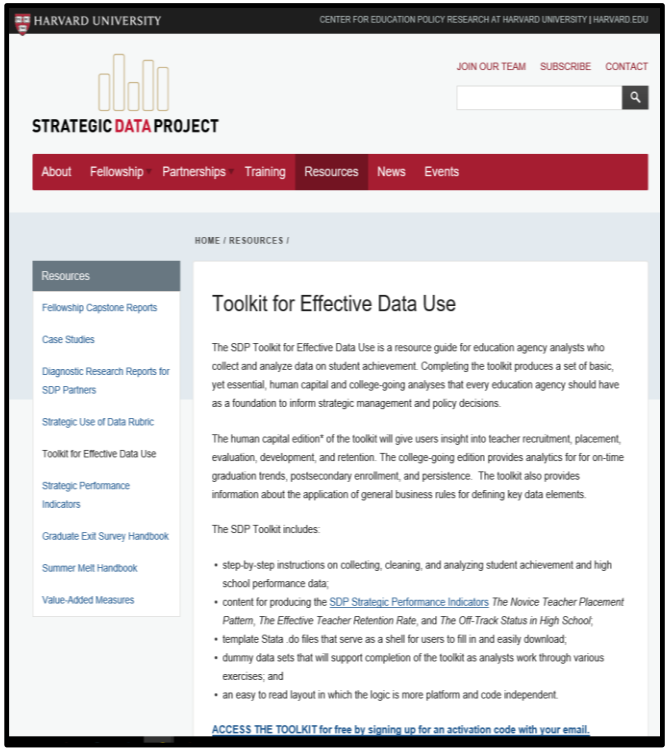
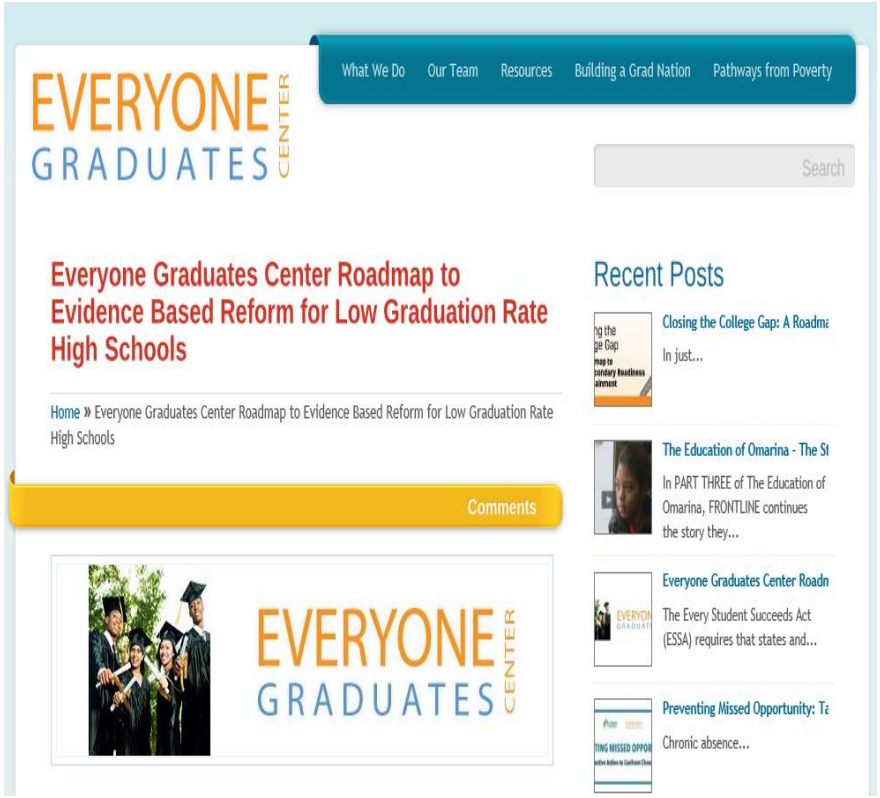
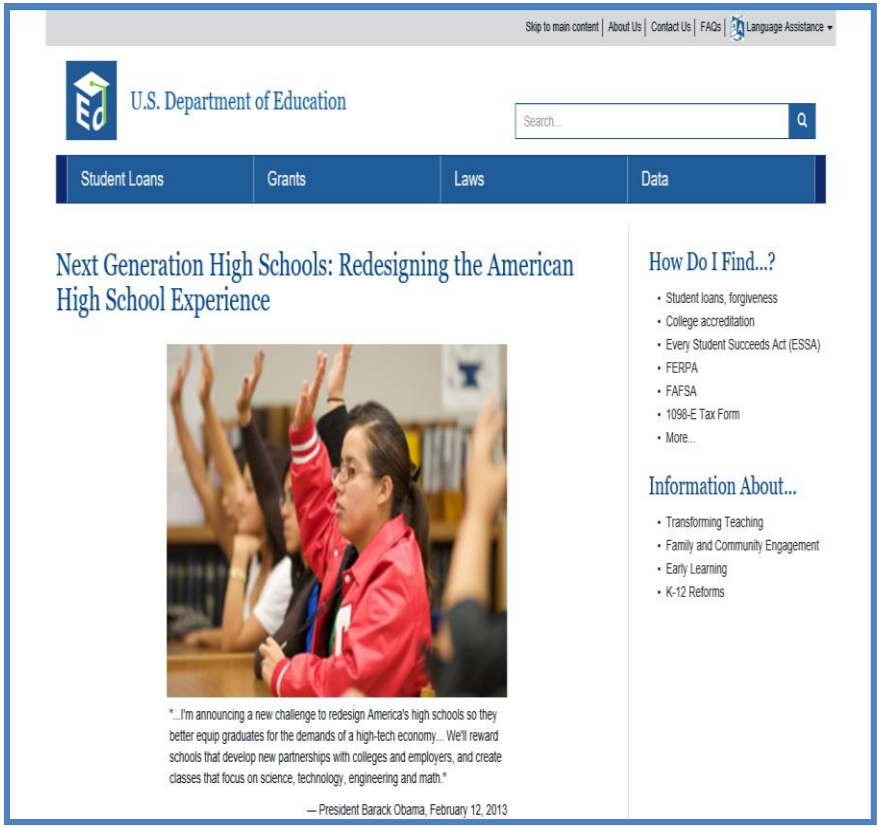
Evidence-based Resources



http://sdp.cepr.harvard.edu/toolkit-effective-data-use

Evidence-based Resources





http://new.every1graduates.org/everyone-graduates-center-roadmap-to-evidence-based-reform-for-low-graduation-rate-high-schools/

https://www.ed.gov/highschool

Evidence-based Resources

- **EdReports** is a free, web-based, independent reviews of instructional materials by educators
- Currently **ELA** (Grades K-8) and **Math** (PK-HS) are available
- Helps districts and educators make **informed** purchasing and instructional **decisions** that support improved student outcomes
- Expert **educator-designed tool** that evaluates and measures the alignment, usability, focus, coherence, rigor and other content specific criteria
  - Math: Standards for Mathematical Practice
  - ELA: Text Quality and Complexity, Vocabulary, and Tasks
- **Ratings**: Does Not Meet Expectations, Partially Meets Expectations, and Meets Expectations

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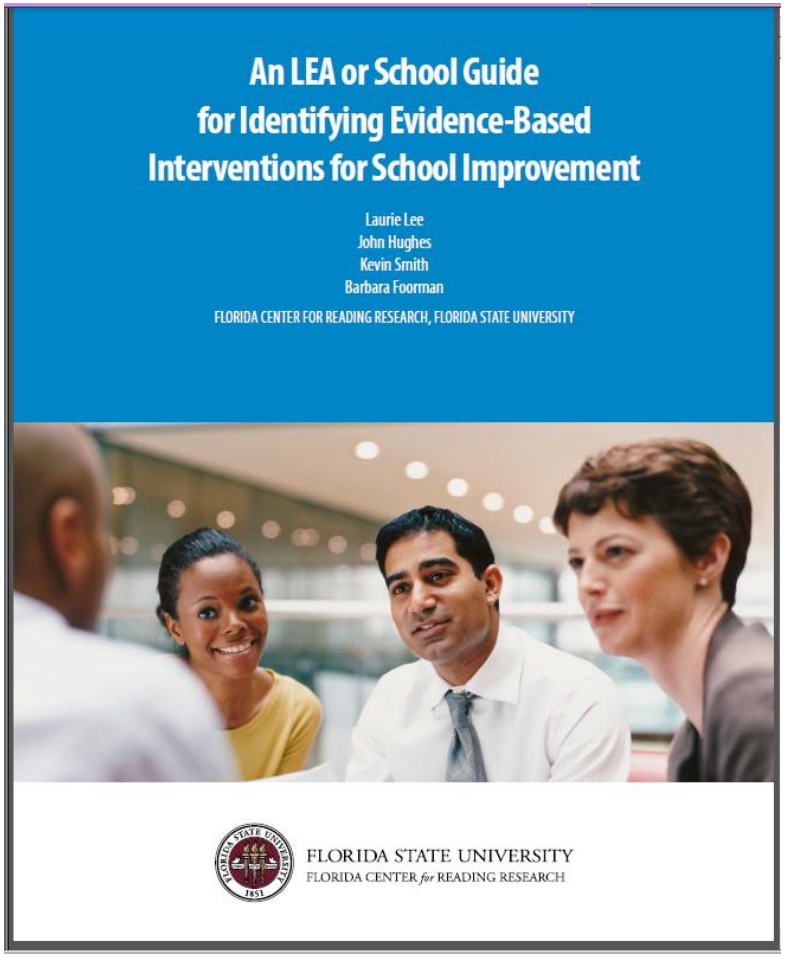
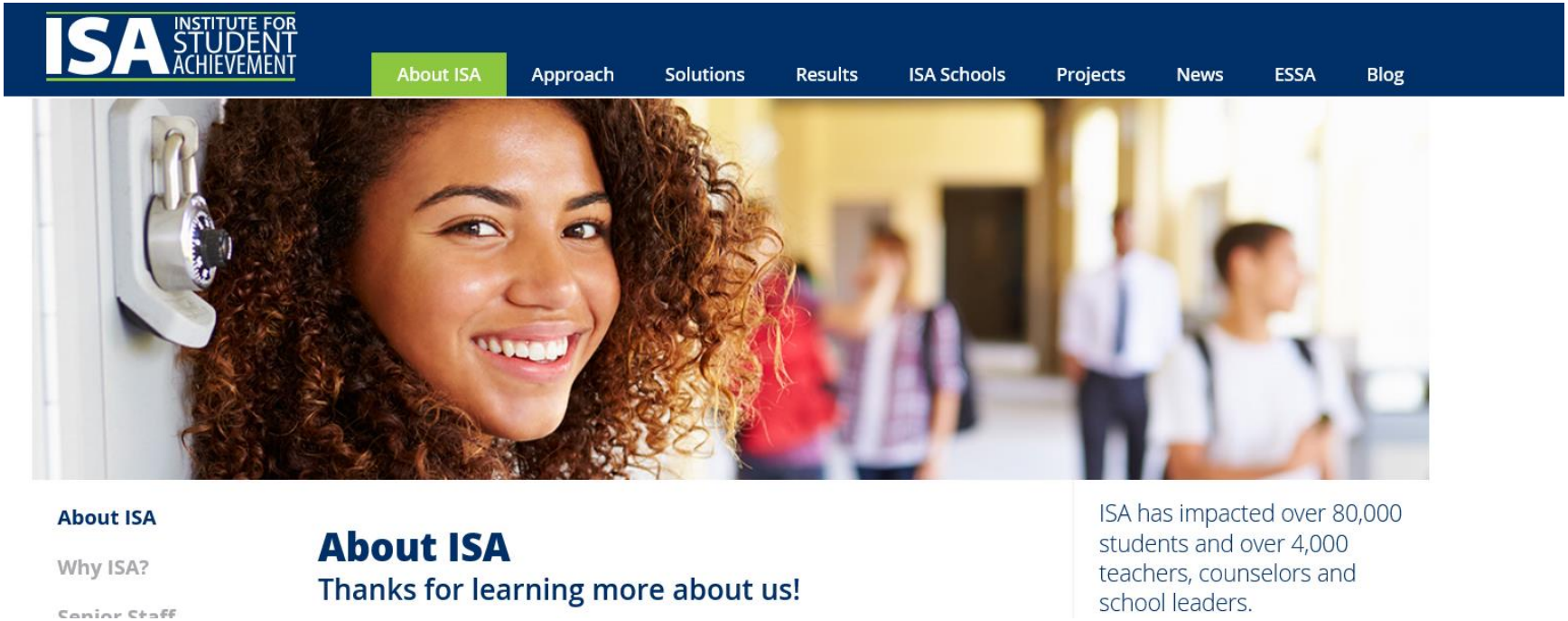
Evidence-Based Resources



https://attendee.gotowebinar.com/recording/7902699524244179457

Evidence-based Resources



https://www.studentachievement.org/

Evidence-based Resources

Positive Action®

Positive Action is based on the intuitive philosophy that we feel good about ourselves when we do positive actions.

The Thoughts-Actions-Feelings Circle (TAF) illustrates how this works in life: our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts.

When this cycle is positive, students want to learn.

https://www.positiveaction.net/

Supports for Educators

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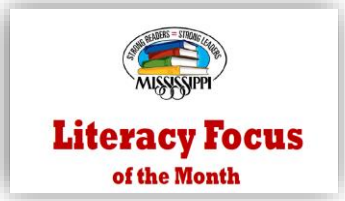
EdUpdate

EdUpdate

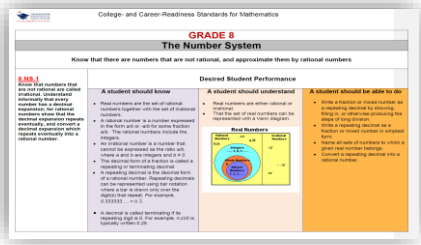
The EdUpdate section of Mississippi Achieves includes announcements for educators and district leaders about professional development, events, resources, grants and awards. To submit information for consideration in EdUpdate, email it to Tabatha Burkett at tburkett@mdek12.org by noon on Thursday. Please include a contact name and an email or phone number with each item.

Resources & Publications for Teachers

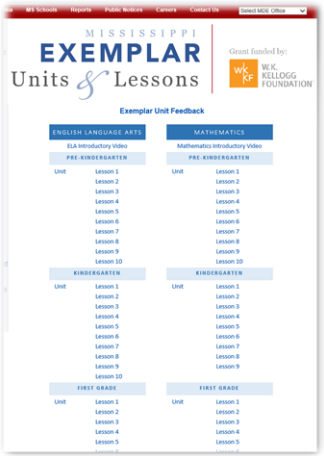


Literacy Focus of the Month
(Transdisciplinary: Grades PK – 12)

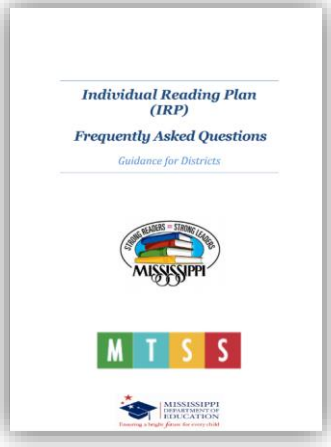
Math Manipulative Training
(Lowest Performing Schools: Grades K-6)



Instructional Scaffolding Document
(ELA & Math: Grades PK-8)



Kellogg Grant Exemplar Lesson & Unit Plans
(ELA and Math, Grades PK – HS)

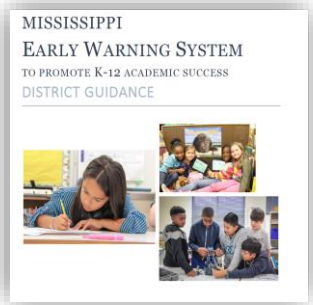


Individual Reading Plan FAQs
(Literacy-Based Promotion Act Guidance Document K-4)

Multi-Tiered System of Supports
(Transdisciplinary, Grades PK-12)

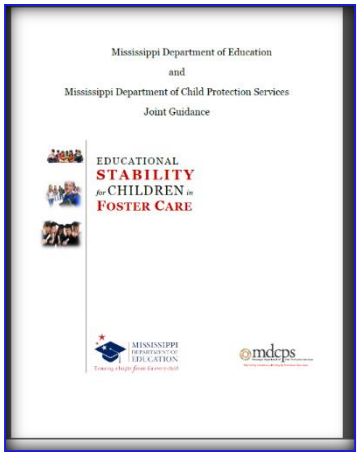
Resources & Publications for Administrators

On Demand Technical Assistance & PD
(ELA, Math, Literacy, & Special Education: Grades K-12)

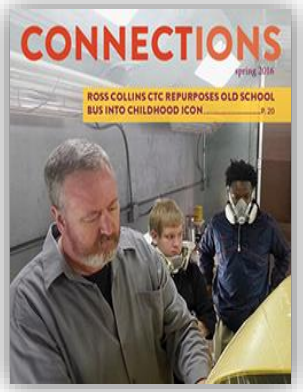


Early Warning System
(College and Career Readiness Data Guidance Document)

Early Learning Collaborative Act
Establish, Expand, Support, and Facilitate Early Childhood Education Services



Educational Stability for Children in Foster Care
(Foster Care Guidance Document)



A Glimpse into Mississippi K-12 and CTE Classrooms
(Transdisciplinary: Grades K-12)

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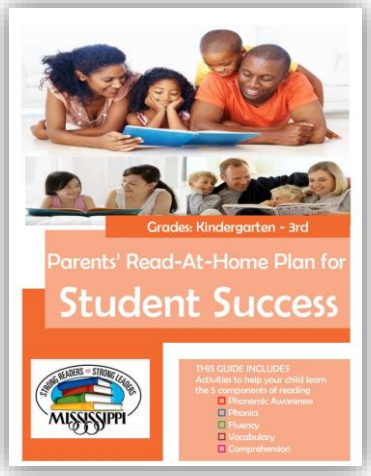
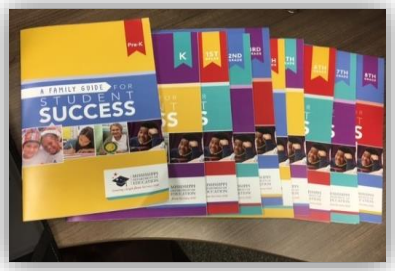
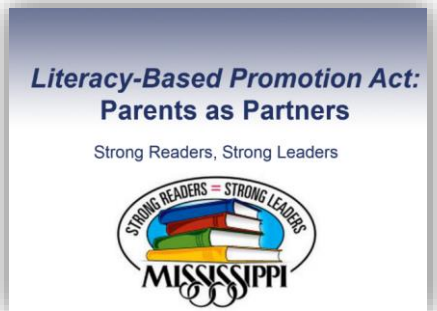
Resources & Publications for Parents



Parents' Read-At-Home Plan
(Literacy-Based Promotion Act Parent Document)



Family Guides for Student Success
(Reading & Math: Grades PK-8)



Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA
(Literacy-Based Promotion Act Parent Presentation K-3)

How Can We Support Evidence-based Practices in Districts and Schools?

- Define roles in implementation (federal, state, district, and school-level) to support change
- Share information about clearinghouses that identify promising approaches to improvement
- Encourage districts to examine which evidence-based practices meet their needs and align with their plan
- Ensure providers are offering high-quality services that address local needs
- Foster two-way communication between MDE and districts/schools to convey the importance of evidence-based improvement efforts and to gather feedback and buy-in so adjustments can be made if needed
- Work closely with partners such as REL-SE and the RESAs in an effort to support implementation
- Support districts in effective implementation of selected evidence-based programs through required implementation planning at the local level
- Promote an environment of continuous improvement and collective learning at the local and state level, allowing for midcourse corrections as needed

The Big Question….

How does this decision improve the quality of instruction and outcomes for ALL students?

Planning Tool

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

MCAPS – Planning Tool

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Planning Tool Conceptual Overview - School Plan

- Same concepts apply to School Plan as LEA Plan except the following
  - School Plans Inherit Goals and Strategies from the LEA Plan
  - School Plans do not inherit Action Steps from the LEA Plan
  - School Plans create separate Action Steps from LEA Plan

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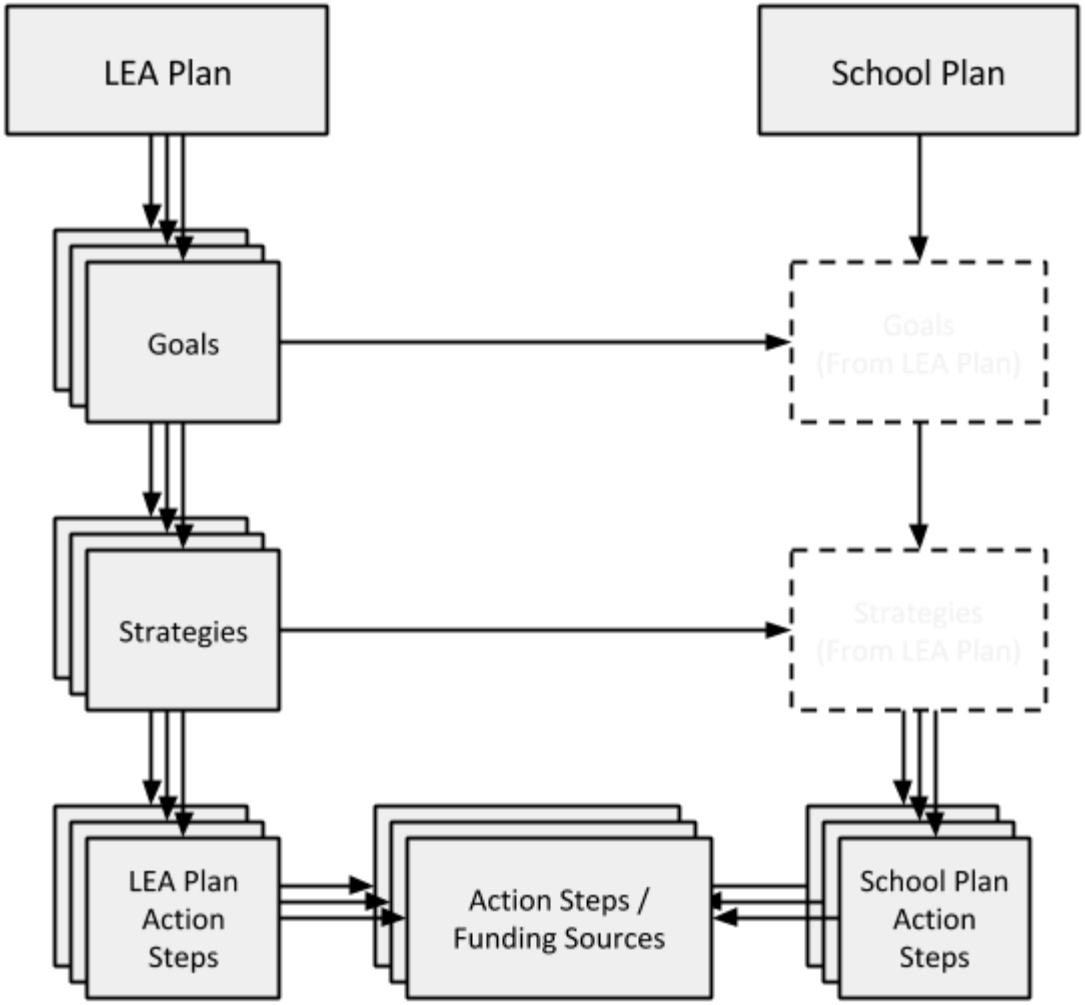
Planning Tool Item Hierarchy



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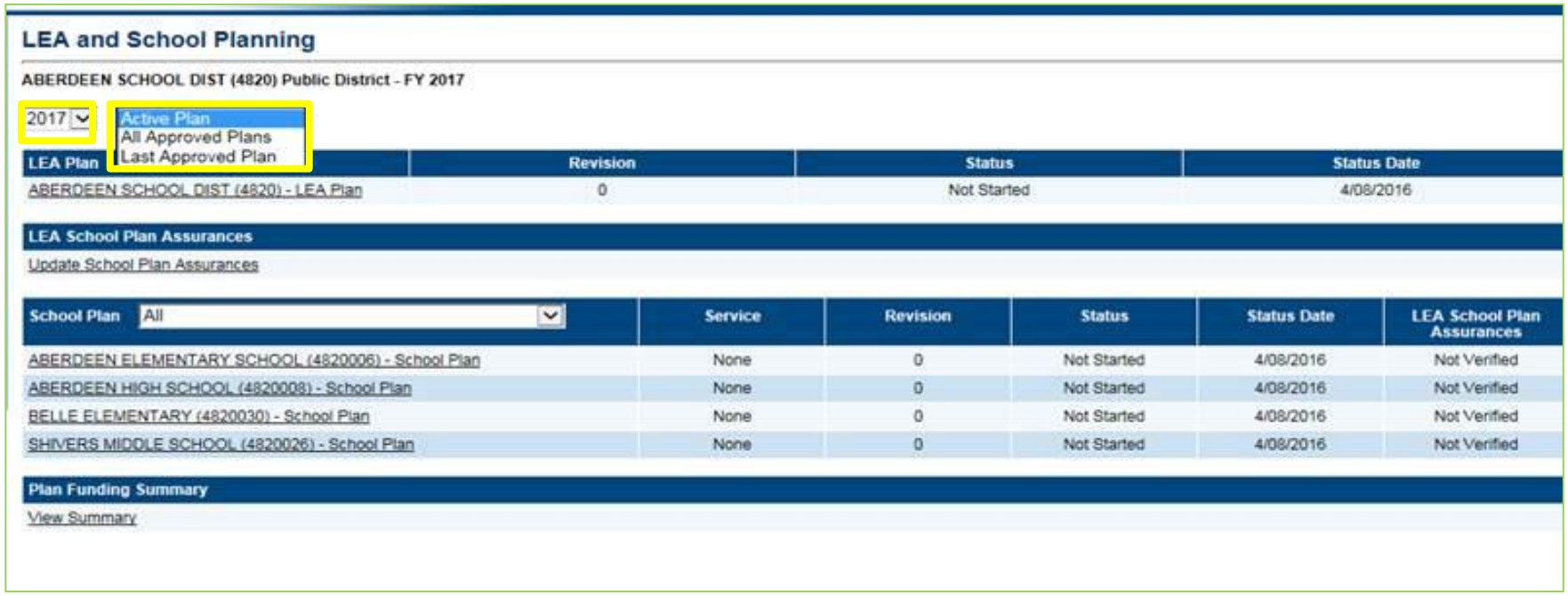
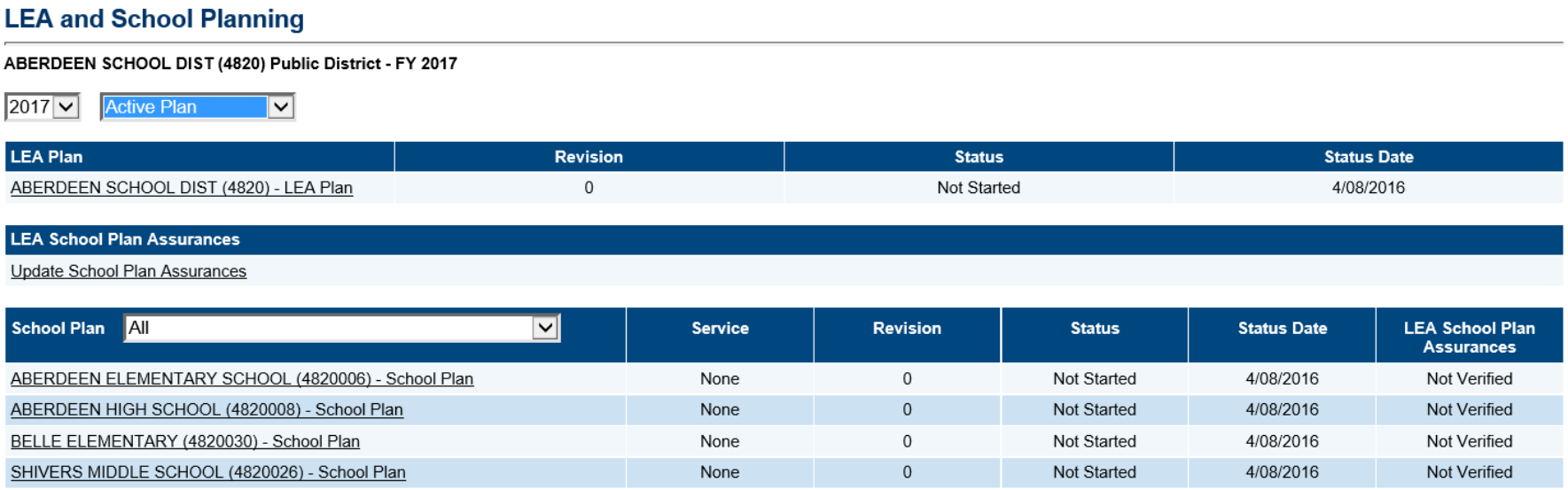
Planning Tool Conceptual Overview – Entry Screen

- Launching point to LEA and all School Plans
- View filters
  - Fiscal Year
  - Plan status filter



Planning Tool Conceptual Overview – Entry Screen

- LEA versus School Plan
- Revision
- Status
- Status Date



LEA and School Planning

ABERDEEN SCHOOL DIST (4820) Public District - FY 2017

2017 | Active Plan

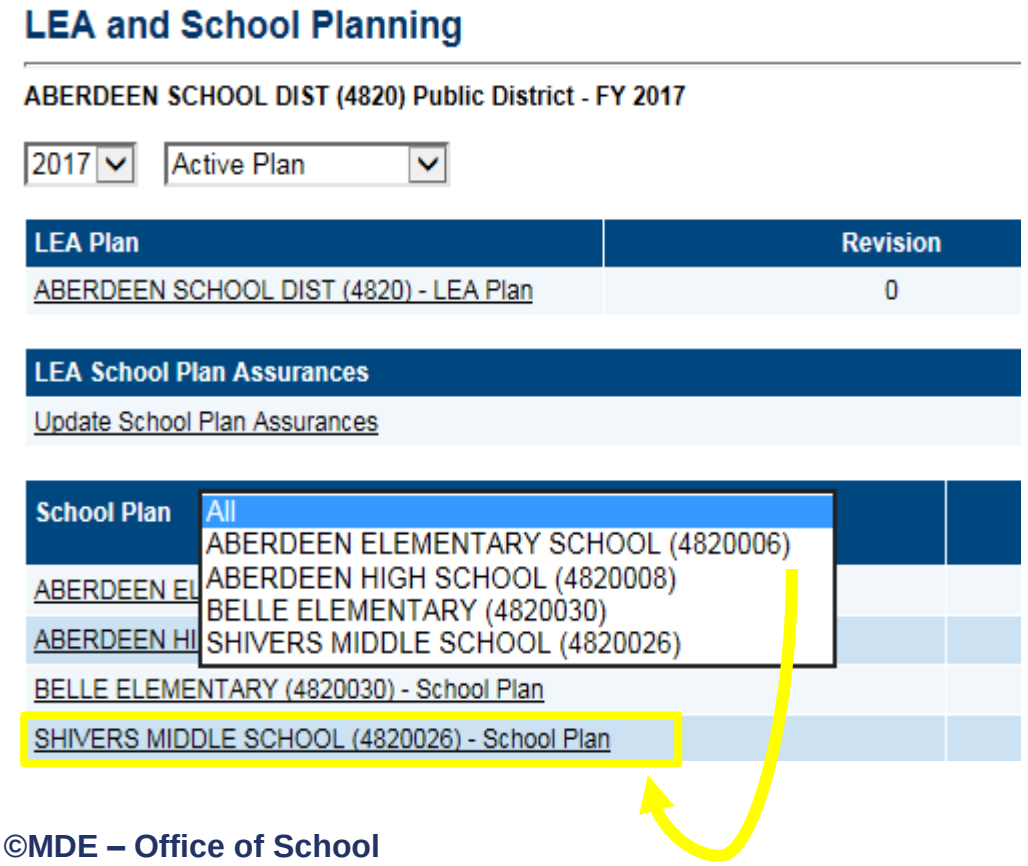
LEA Plan	Revision	Status	Status Date
ABERDEEN SCHOOL DIST (4820) - LEA Plan	0	Not Started	4/08/2016

LEA School Plan Assurances
Update School Plan Assurances

School Plan: All	Service	Revision	Status	Status Date	LEA School Plan Assurances
ABERDEEN ELEMENTARY SCHOOL (4820006) - School Plan	None	0	Not Started	4/08/2016	Not Verified
ABERDEEN HIGH SCHOOL (4820008) - School Plan	None	0	Not Started	4/08/2016	Not Verified
BELLE ELEMENTARY (4820030) - School Plan	None	0	Not Started	4/08/2016	Not Verified
SHIVERS MIDDLE SCHOOL (4820026) - School Plan	None	0	Not Started	4/08/2016	Not Verified

Planning Tool Conceptual Overview - Entry Screen

- LEA Plan is accessed by clicking on LEA Plan
- School Plan is accessed by clicking on the link for the appropriate school
- Use the school plan dropdown to select a specific school
- School plan are not editable until LEA plan is moved to “Draft Completed”



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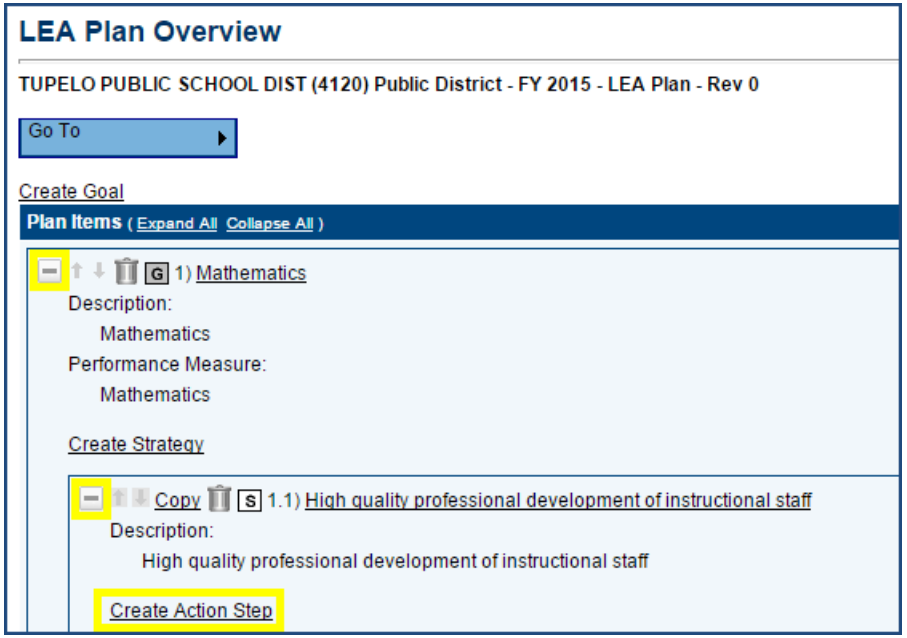
Plan Items - Action Steps

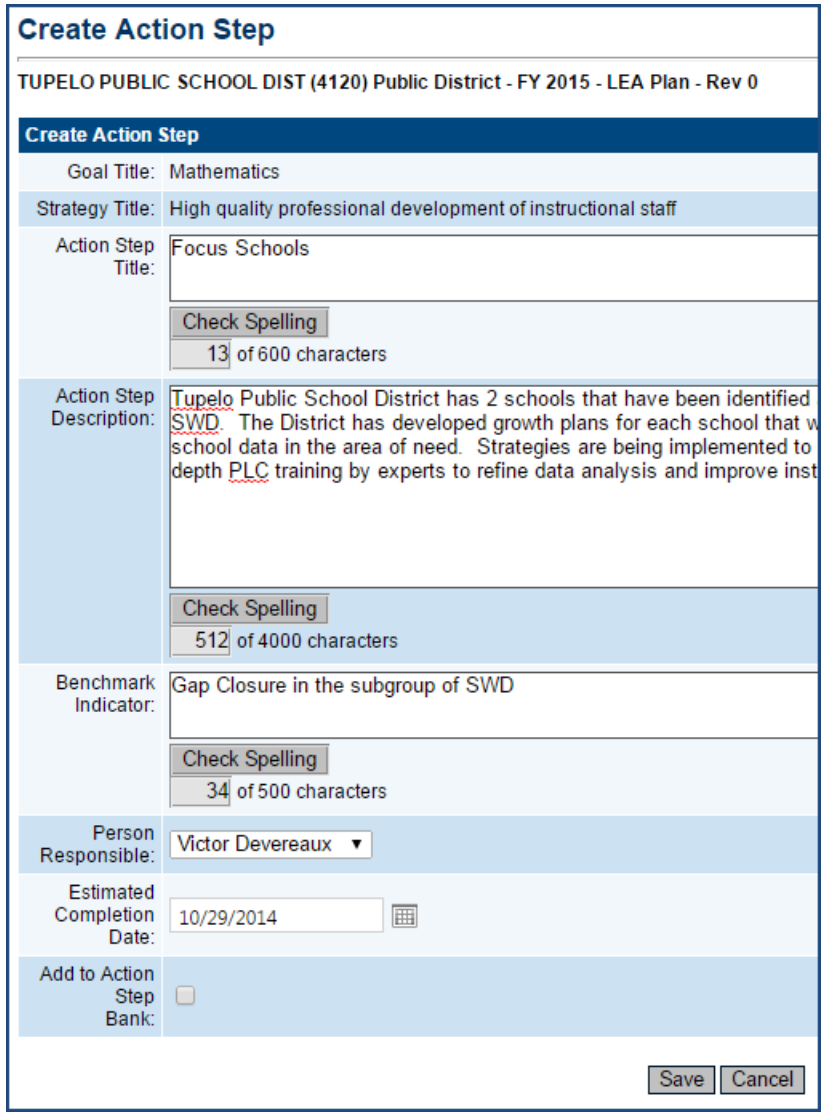
- Specific action to be taken in support of a strategy

- Most specific level of narrative detail that can be indicated within the goal hierarchy



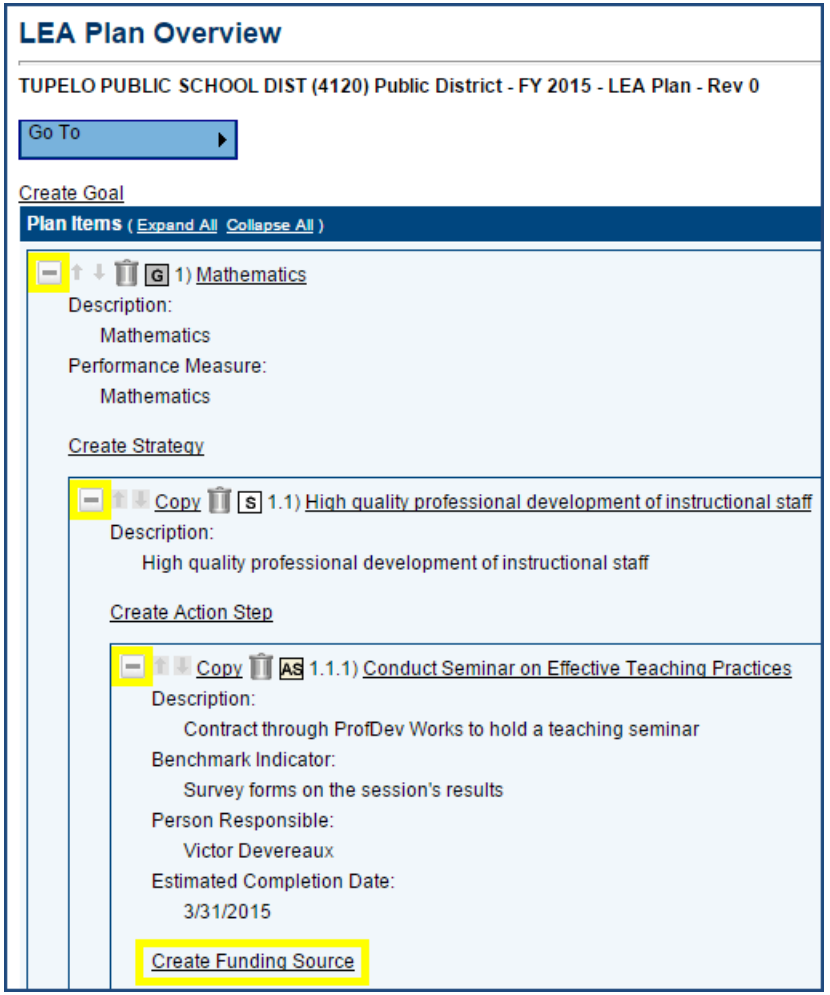
Plan Items - Create an Action Step

1. Enter the **Action Step Title, Action Step Description and Benchmark Indicator**
2. Select **a Person Responsible** for administering the task
3. Select an **Estimated Completion Date**
4. Check box to add Action Step to action step bank
5. Click **Save**



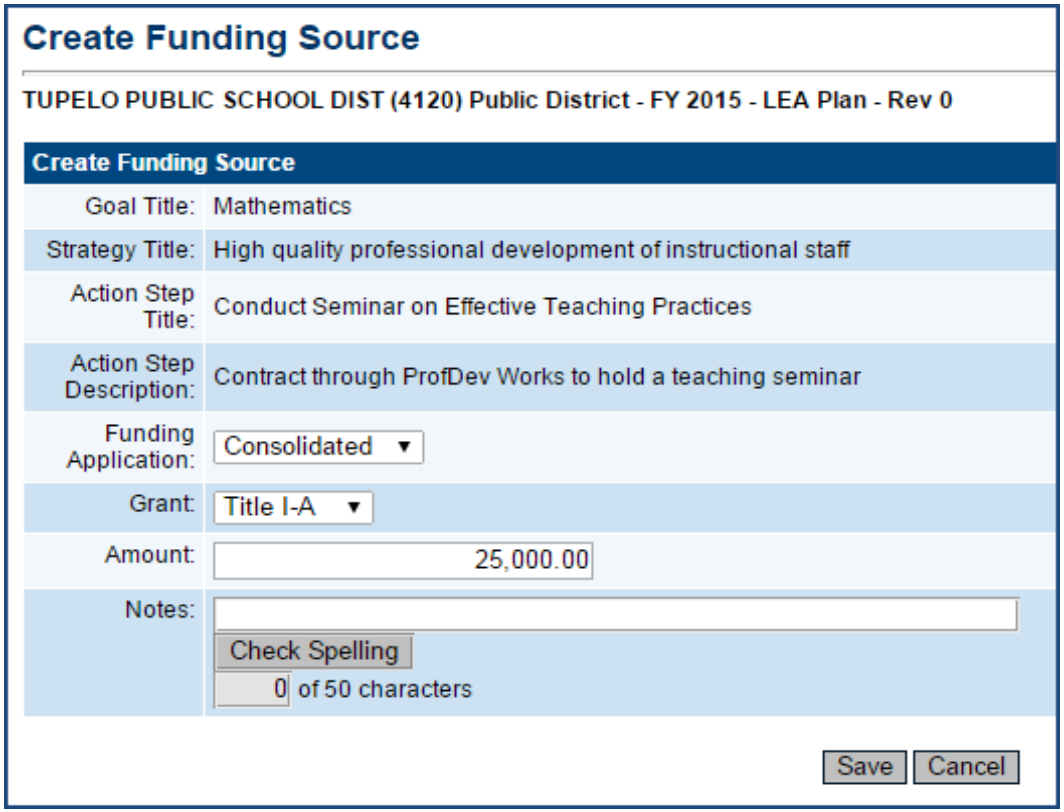
Action Step/Funding Source

- Identifies amount of funds from a grant that are going toward the accomplishment of this action step
- Action step will likely have more than one grant contributing funds to it
- A grant will likely contribute funds to multiple action steps



Create an Action Step/ Funding Source

1. Select the Funding Application then choose the Grant you wish to relate to this Action Step
2. Enter Amount
3. Click **Save**



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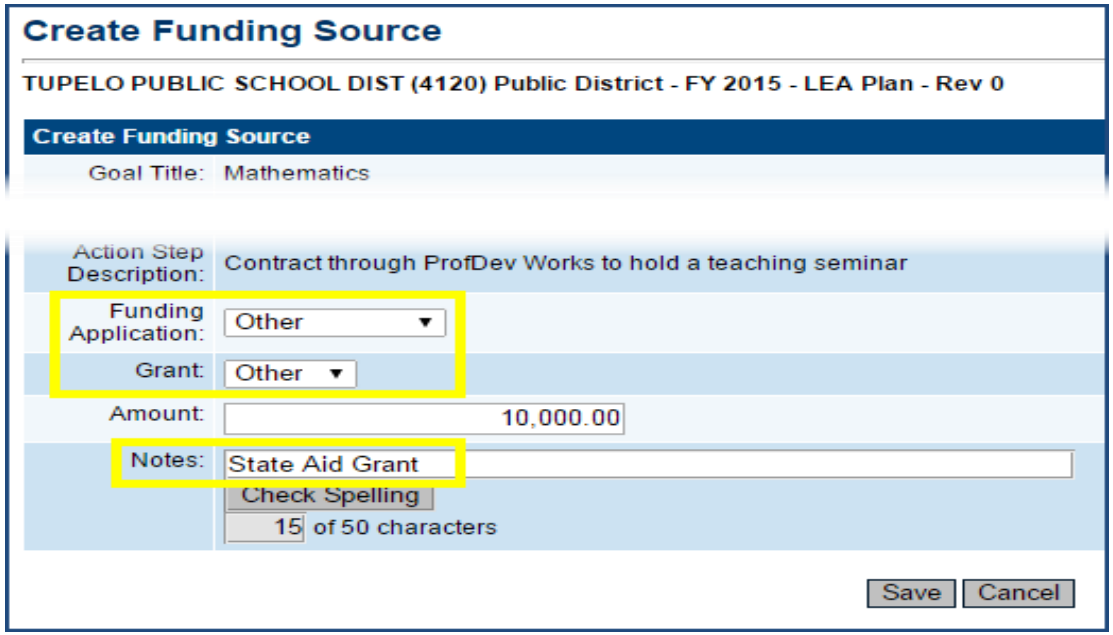
Create an Action Step / Funding Source (Other)

- If the source of funds is not a grant in MCAPS, then select “Other” from the Funding Application dropdown
- Enter Amount and Notes that describe the source of funds
- **Click Save**



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FUNDING APPLICATION

Title I, 1003(a)

MISSISSIPPI DEPARTMENT OF EDUCATION

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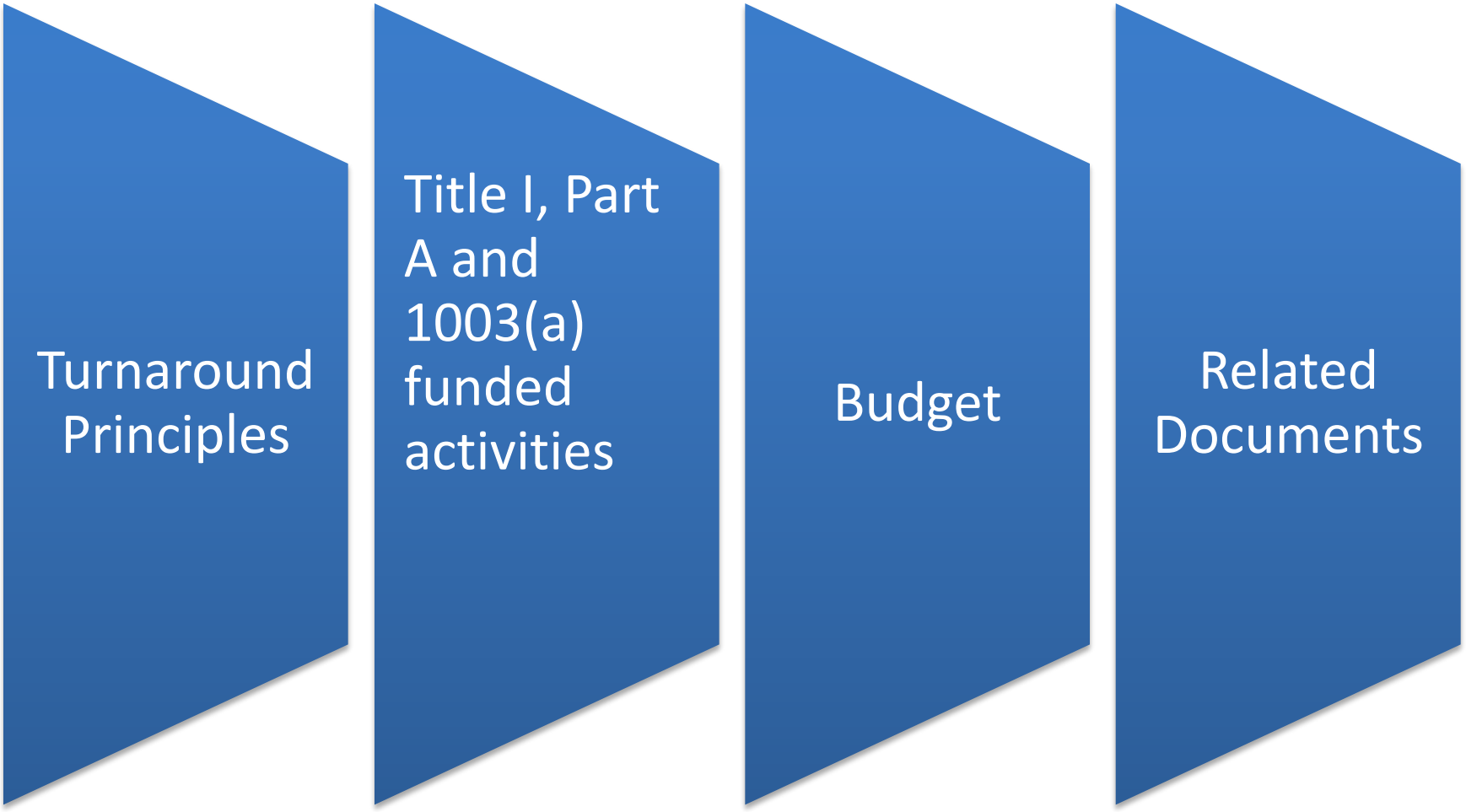
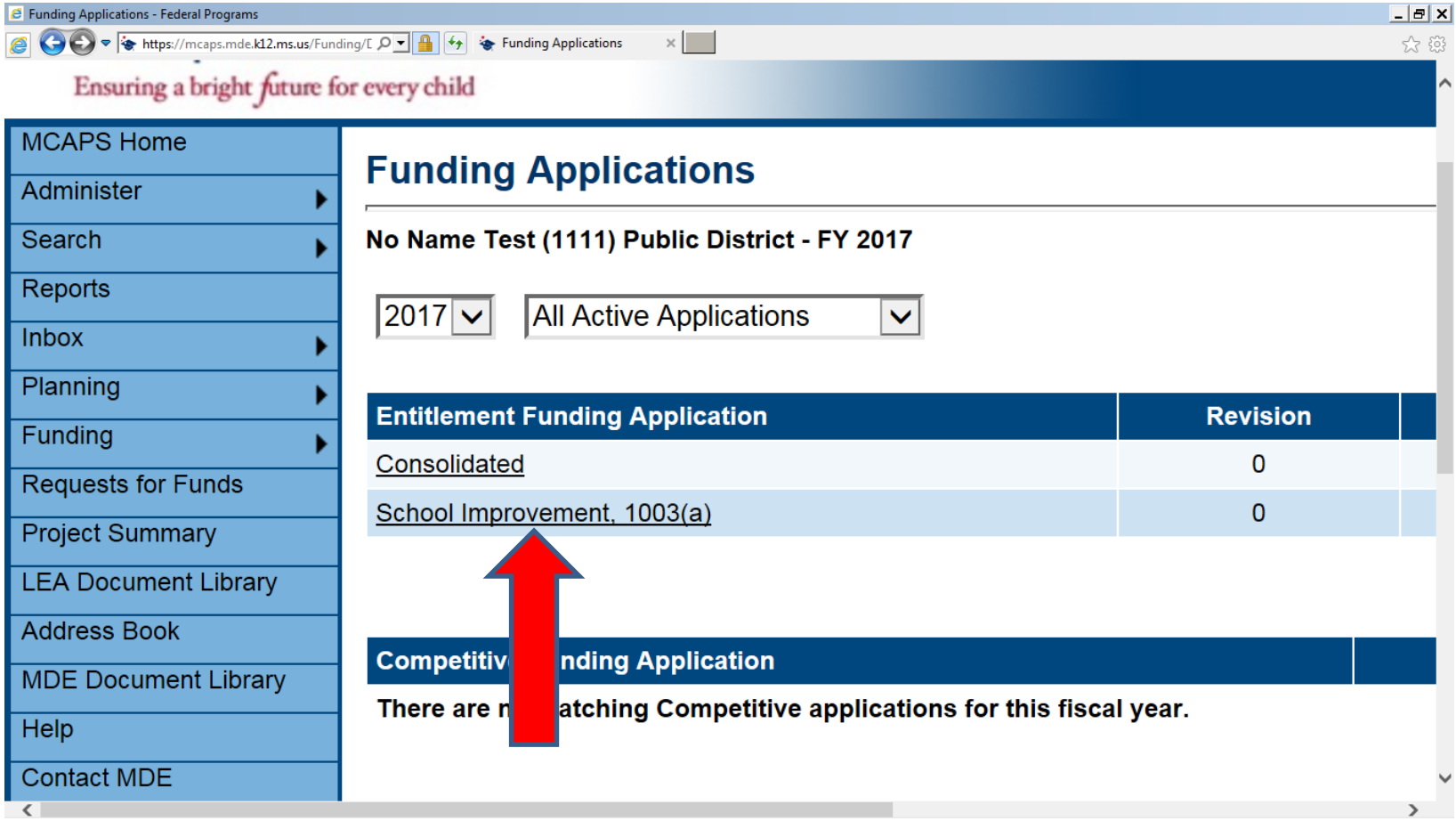
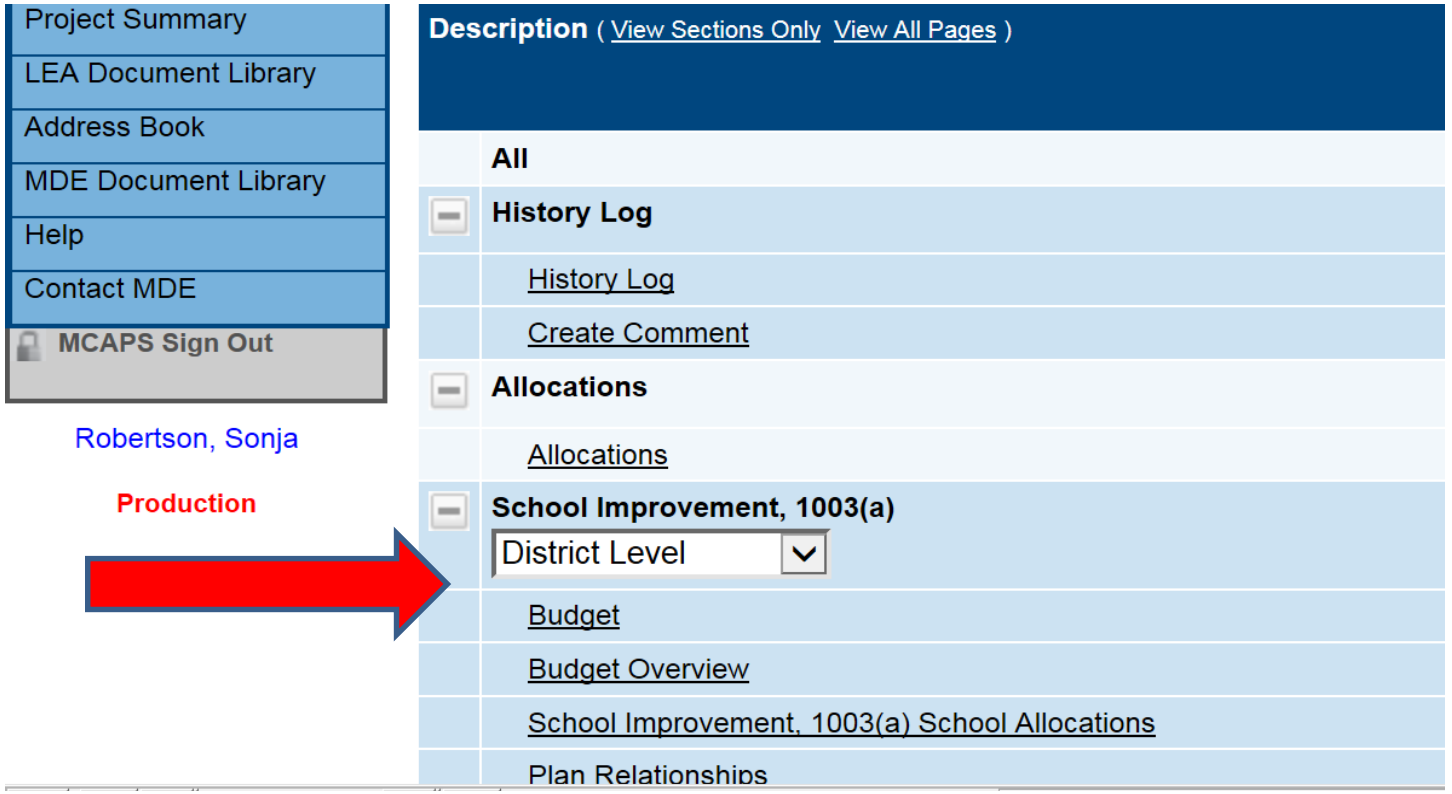
MCAPS – Funding Application



Funding Applications Main Page



Sections



- Launching point to pages within the application

Sections

View MDE History Log
View Change Log

Description (View Sections Only View All Pages)

- All
- **History Log**
  - History Log
  - Create Comment
- **Allocations**
  - Allocations
- **School Improvement, 1003(a)**
  Elementary 1 (001)
  - Budget
  - Budget Overview
  - School Improvement, 1003(a) School Allocations
  - Focus School Funding Source
  - Priority School Funding Source
  - Priority School Interventions and Expenditures
  - Personnel Details (Regular School Year K-12 School Level)
  - Personnel Details (Summer School K-12 School Level)
  - Plan Relationships
  - Related Documents
- **Assurances**
  - Program Assurances
  - Related Documents
- **School Improvement, 1003(a) Checklist**
  - School Improvement, 1003(a) Checklist
- All

- Section – a grouping of related pages in a funding application
- Contains one to many pages
- Each grant in funding app will have its own section
- May be grant-specific or general to overall application
- Sections for unallocated grants will not display

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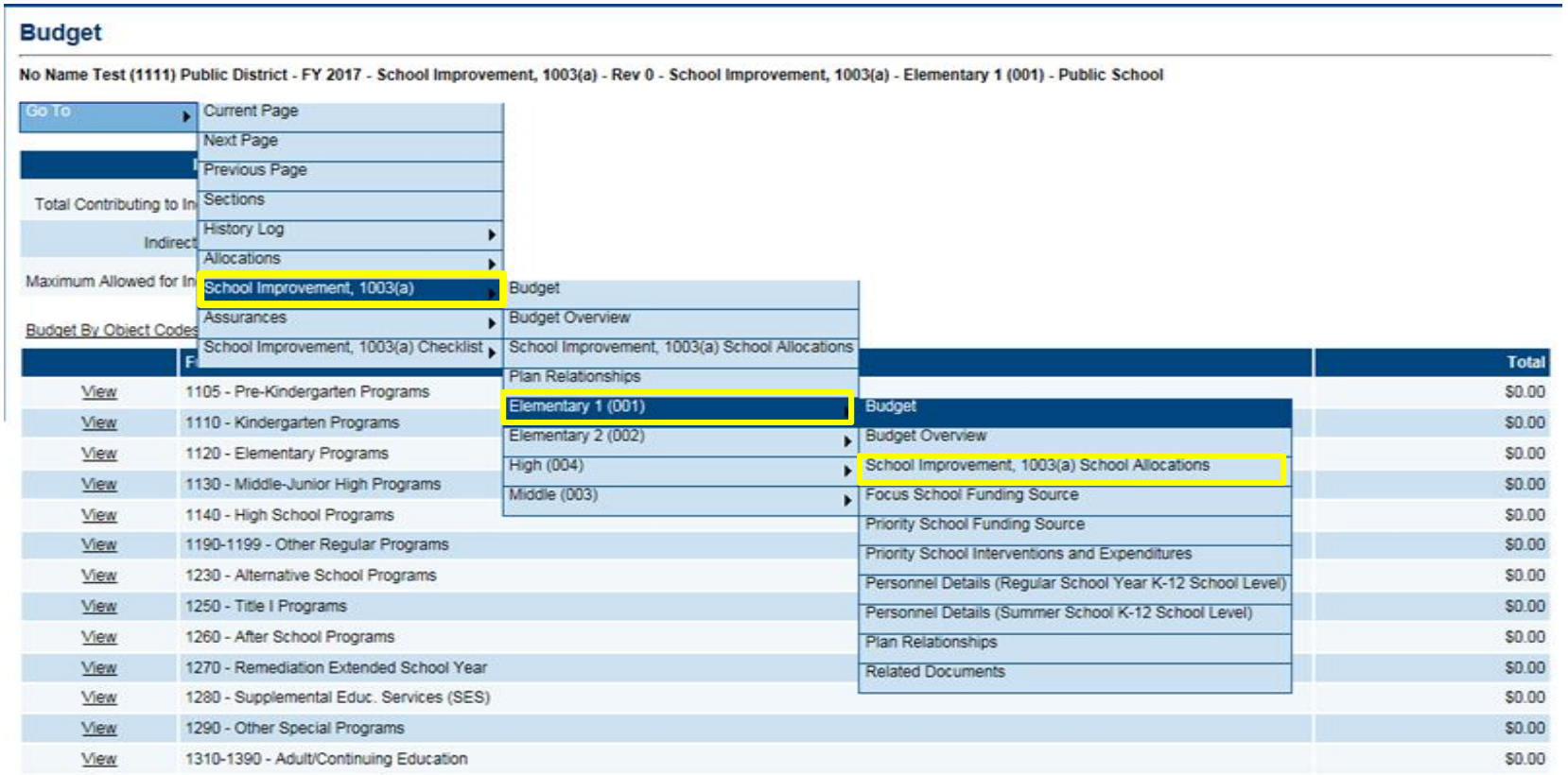
Funding Application Page Navigation



- Go To / Save and Go To menu allows navigation between any pages in the funding application

Save and Go To…continued

- Using Save and Go To refreshes session timeout
- Save and Go To Current Page: Saves changes to the page and keeps user on that page
- Save and Go To Next Page: Saves changes to the page and moves user to next page in that section
- Save and Go To Previous Page: Saves changes to the page and moves user to previous page in that section
  - If no previous or next page exist, user is returned to Sections page

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Reservations

- All preliminary reservations (10% Focus identification and up to 20% Priority identification) for School Improvement must remain in tact.
  - 10% of the **FY 17 Final Title I, Part A** allocation will not be required due to the time of the release of the 1003(a) allocation and the resetting of the list of identified schools
  - Up to 20% of the **FY 17 Final Title I, Part A allocation** will not be required due to the time of the release of the 1003(a) allocation and the resetting of the list of identified schools
- The reservations (10% Focus identification and up to 20% Priority identification) for School Improvement will be required for the FY 2017-18 Title I Allocation.

Turnaround Principle 1

- Providing Strong Leadership
  - Activities aligned may include the implementation of evidence-based supports, professional development and/or other practices used to support improvement of instructional and leadership practices.

Turnaround Principle 2

- Ensuring that teachers are effective and able to improve instruction
  - Activities aligned may include the implementation of evidence-based programs, professional development and/or other practices used to support improvement efforts directly related to the school's vision, vision and action plan.

Turnaround Principle 3

- Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration
  - Activities aligned may include the implementation of evidence-based programs, professional development and/or other practices used to support student learning and teacher collaboration.

Turnaround Principle 4

- Strengthening schools' instructional program based on student needs and ensuring that the instructional program is evidence-based, rigorous, and aligned with rigorous state academic content standards
  - Activities aligned may include the implementation of evidence-based programs, instructional resources used to support teaching and learning as well as the development of students' understanding of core academic concepts.

Turnaround Principle 5

- Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
  - Activities aligned may include the implementation of evidence-based instructional resources used to collect, monitor and respond to benchmark/interim data.

Turnaround Principle 6

- Establishing a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.
  - Activities aligned may include the implementation of evidence-based programs, or practices/strategies used to improve the school's climate and culture.

Turnaround Principle 7

- Provide ongoing mechanisms for family and community engagement
  - Activities aligned may include the implementation of evidence-based programs addressing systematic processes used to engage families and the community.

Turnaround Principle 8

- Ensure the school receives ongoing, intensive technical assistance and related support
  - Activities aligned may include the implementation of evidence-based resources used to support the school's action plan

Focus School Funding Source

Focus School Funding Source

No Name Test (1111) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - Elementary 1 (001) - Public School

Go To

A school within an LEA that has been identified as a Focus school must set aside not less than 10% of its Title I, Part A allocation for interventions. Identify on the chart below, the school funding source, and the cost of the proposed school improvement activities aligned to each Turnaround Principle.

Turnaround Principle	Funding Source	Cost
Providing strong leadership		$
Ensuring that teachers are effective and able to improve instruction		$
Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data		$
Providing ongoing mechanisms for family and community engagement		$
Ensuring that the school receives ongoing, intensive technical assistance and related support		$
	Total:	$ 0.00

- Identify the **funding sources** that will support each principle (Title I, 1003(a), district, SPED, etc.)
- Provide the total amount that is supporting the principle (the total may not be the same amount as the 1003(a) allocation)

Focus School Interventions and Expenditures

Focus School Interventions and Expenditures

A school within an LEA that has been identified as a Focus school must set aside not less than 10% of its Title I, Part A allocation for interventions. Provide in the chart below a narrative description of each proposed activity and cost related to the interventions (10% reservation and 1003a allocation).

1. Reduce the school's achievement gap(s) between subgroups (by increasing the number of students scoring Levels 4 and 5).	Cost		2. Meet measurable outcomes for the school to improve the performance of the subgroups demonstrating the greatest gap.	Cost		Total Cost by Source	
	Title I, Part A Reservation	1003(a)		Title I, Part A Reservation	1003(a)	Title I, Part A Reservation	1003(a)
	$	$		$	$	$ 0.00	$ 0.00
Total:	$ 0.00	$ 0.00	Total:	$ 0.00	$ 0.00	$ 0.00	$ 0.00

- If a Title I, Part A reservation was required for a school currently on the reset list that was also on the list of focus schools at the beginning of the 2016-17 school year, it must provide the amount of the Title I, Part A reservation (even though it was determined based on the preliminary allocation for 2016-17)

Priority School Funding Source

Priority School Funding Source

No Name Test (1111) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - Elementary 1 (001) - Public School

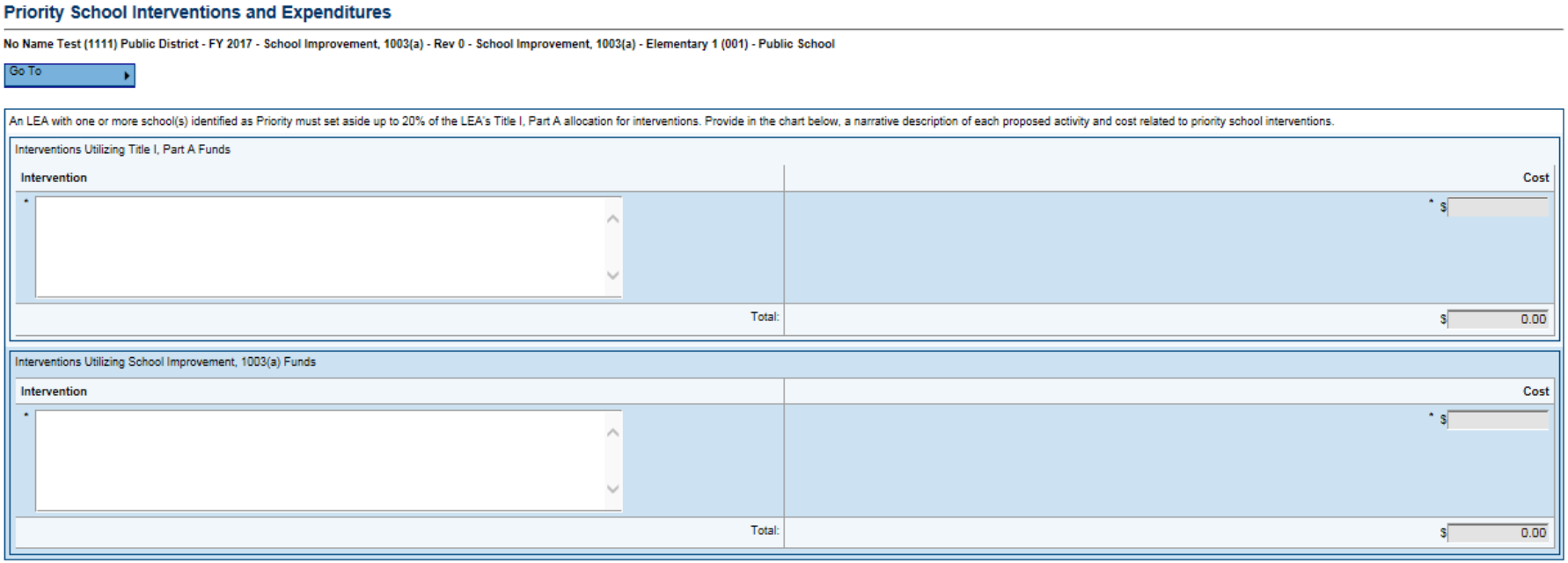
Go To

An LEA with one or more schools identified as a Priority school must set aside up to 20% of its Title I, Part A 1003(a) allocation for interventions. Identify in the chart below, the school funding source, and the cost of the proposed school improvement activities aligned to each Turnaround Principle.

Turnaround Principle	Funding Source	Cost
Providing strong leadership		$
Ensuring that teachers are effective and able to improve instruction		$
Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration		$
Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards		$
Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data		$
Establishing a school environment that improves school safety and disciplpine and addressing other non-academic factors that impact student achievement		$
Providing ongoing mechanisms for family and community engagement		$
Ensuring that the school receives ongoing, intensive technical assistance and related support		$
	Total:	$ 0.00

- Identify the funding sources that will support each Turnaround Principle (Title I, 1003(a), district, SPED, etc.) – Priority Schools must address each Principle
- Provide the total amount that is supporting each principle (the total may not be the same amount as the 1003(a) allocation)

Priority School Interventions and Expenditures



Priority School Interventions and Expenditures

No Name Test (1111) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - Elementary 1 (001) - Public School

Go To

An LEA with one or more school(s) identified as Priority must set aside up to 20% of the LEA's Title I, Part A allocation for interventions. Provide in the chart below, a narrative description of each proposed activity and cost related to priority school interventions.

Interventions Utilizing Title I, Part A Funds

Intervention	Cost
*	* $
Total:	$ 0.00

Interventions Utilizing School Improvement, 1003(a) Funds

Intervention	Cost
*	* $
Total:	$ 0.00

- If a Title I, Part A reservation was required for a school currently on the refreshed list that was also on the list of priority schools at the beginning of the 2016-17 school year, it must provide the amount of the Title I, Part A reservation (even though it was determined based on the preliminary allocation for 2016-17).

Personnel Details – Regular School Year

Personnel Details (Regular School Year K-12 School Level)

No Name Test (1111) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - Elementary 1 (001) - Public School

Go To

Regular School-Year Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers		
Paraprofessionals		
Instructional Facilitators		
Resource Specialists		
Guidance Counselors		
Parent Involvement		
Other:		
Total:	.00	.00

Personnel Details – Summer School

Personnel Details (Summer School K-12 School Level)

No Name Test (1111) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - Elementary 1 (001) - Public School

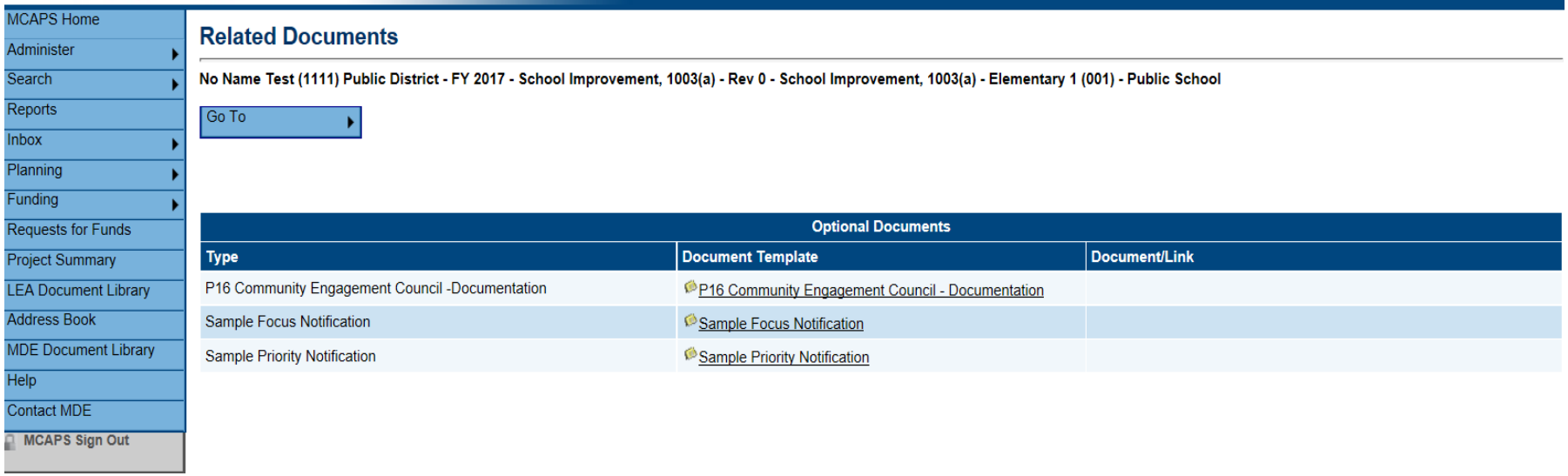
Go To

☐ N/A

Summer School Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers		
Paraprofessionals		
Instructional Facilitators		
Resource Specialists		
Guidance Counselors		
Parent Involvement		
Other:		
Total:	.00	.00

Related Documents



- Parent notification must be uploaded (a sample notification has been provided as guidance)
- P16 Community Engagement Council – (list of members and activities must be provided)

P16 Community Engagement Council Implementation

- All schools and districts that were identified as “D” or “F” **prior to the release** of the 2015-16 accountability ratings are required to implement the P16 Community Engagement Council requirements as outlined in the 2016 MS Public School Accountability Standards (Process Standard 12, 12.1 and 12.2) for establishing a P16 Community Engagement Council. ***{MS Code § 37-7-337} and {MS Code § 37-18-5(4)}***

Source: Email Notification [ms_superintendents] Updated Information on P-16 Councils for Schools/Districts Rated Below C – February 13, 2017

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P16 Community Engagement Council Implementation

- All schools and districts that were identified as “D” or “F” for the **first time** based on the 2016 accountability ratings should engage in initial conversations, within the district or school, around planning for implementation of the P16 Community engagement council. This should include conversations with stakeholders on school improvement efforts or actions within the district.

Source: Email Notification [ms_superintendents] Updated Information on P-16 Councils for Schools/Districts Rated Below C – February 13, 2017

P16 Community Engagement Council Implementation

- When the Final 2017 Accountability Ratings are released in the Fall of 2017, the following actions will apply:
  - If a **school** is assigned a grade of "C" or higher based on the 2017 accountability ratings, the school will be exempt from implementing the remaining requirements for P16 Councils for the 2017-18 school year.
  - If a **district** is assigned a grade of "C" or higher based on the 2017 accountability ratings, the district will be exempt from implementing the remaining requirements for P16 Councils for the 2017-18 school year.

Source: Email Notification [ms_superintendents] Updated Information on P-16 Councils for Schools/Districts Rated Below C – February 13, 2017

P16 Community Engagement Council Implementation

- If a **school** is assigned the grade of "D" or "F" based on the 2017 accountability ratings, the school will be required to fulfill all requirements as outlined in the 2016 MS Public School Accountability Standards (Process Standard 12, 12.1 and 12.2) for establishing a P16 Community Engagement Council immediately upon receiving their accountability grade.

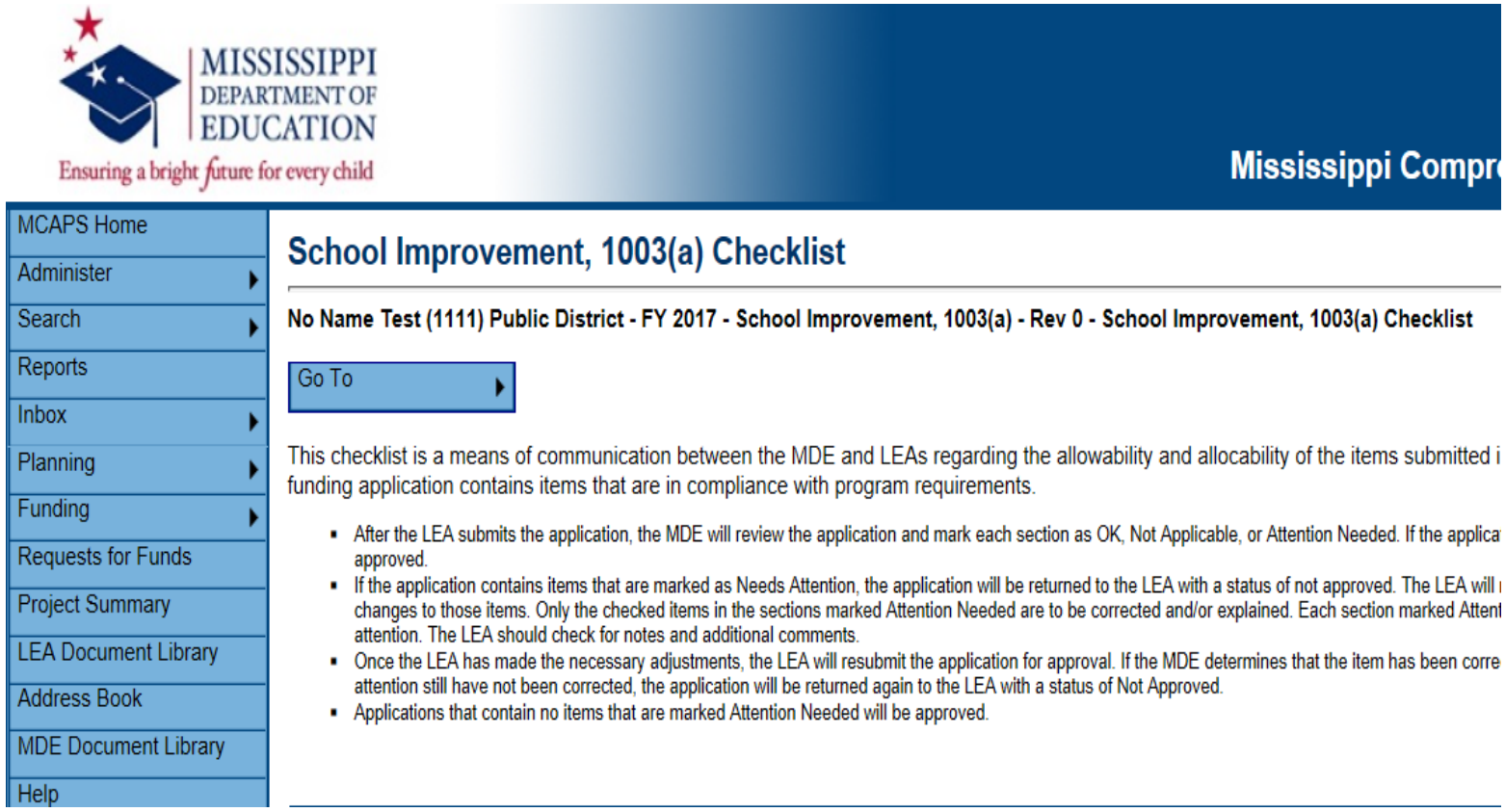
- If a **district** is assigned the grade of "D" or "F" based on the 2017 accountability ratings, the district will be required to fulfill all requirements as outlined in the 2016 MS Public School Accountability Standards (Process Standard 12, 12.1 and 12.2) for establishing a P16 Community Engagement Council immediately upon receiving their accountability grade.

Source: Email Notification [ms_superintendents] Updated Information on P-16 Councils for Schools/Districts Rated Below C – February 13, 2017

Assurances & Related Documents

- The application must be approved by the local school board – use the related document to submit approval

Checklist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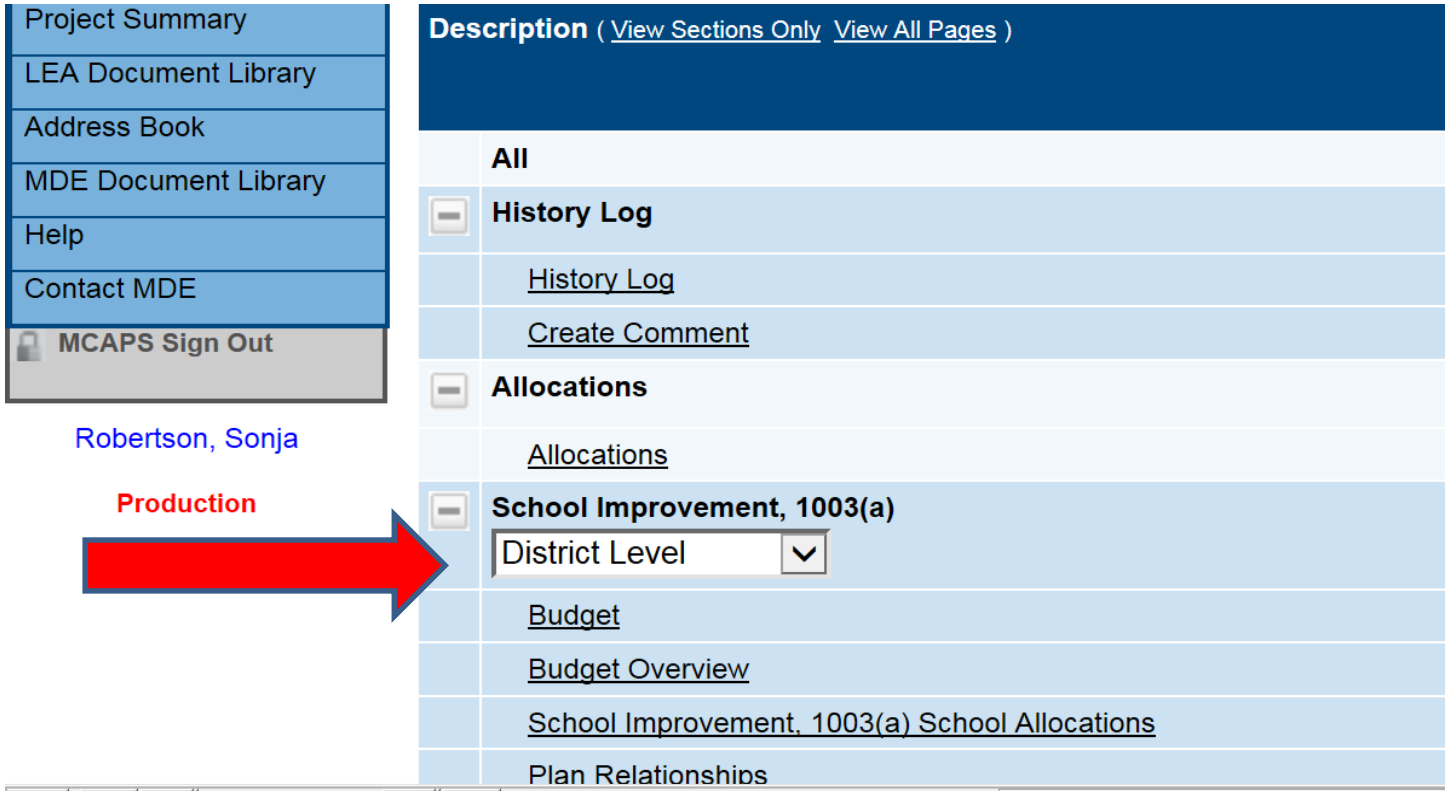
Mississippi Compr
MCAPS Home
Administer
Search
Reports
Inbox
Planning
Funding
Requests for Funds
Project Summary
LEA Document Library
Address Book
MDE Document Library
Help
School Improvement, 1003(a) Checklist
No Name Test (1111) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) Checklist
Go To
This checklist is a means of communication between the MDE and LEAs regarding the allowability and allocability of the items submitted i
funding application contains items that are in compliance with program requirements.
After the LEA submits the application, the MDE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the applica
approved.
If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will
changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attent
attention. The LEA should check for notes and additional comments.
Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the MDE determines that the item has been corre
attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
Applications that contain no items that are marked Attention Needed will be approved.

District Information



- Will be populated once all school budget pages have been completed.

Implementation of Approved 1003(a) Plan

July 2017	July 2017-June 30, 2018	September 30, 2018	December 2018
• Approval of MCAPS (Plan and Funding)	• Implementation Period	• Obligation Deadline	• Liquidation Deadline

Approval Process

LEA Roles (***Will need to be assigned to the appropriate staff by the federal programs director***)

LEA School Improvement Update

LEA School Improvement Director

MDE Roles

SEA School Improvement Contact

SEA School Improvement Supervisor

SEA School Improvement Director

Superintendent will be final approver of initial application

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Points of Convergence

Timeline

Needs Assessment

Data Analysis

What's at the core?

- Evidence-Based

Allocation of Resources

Getting to Effectiveness

- How do district and school leaders ensure that **all** federal resources are:

❑ evidence-based;

❑ used efficiently;

❑ used effectively; and

❑ positively impacting student achievement?

The Big Question….

How does this decision improve the quality of instruction and outcomes for ALL students?

School Improvement Contact Information

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