

# School Improvement Grant Title I, 1003(a)

Training for the  
MCAPS Application



## **Vision**

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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**

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

# *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**

## **6<sup>th</sup> 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*

## This webinar will address:

Identification  
and  
Exit  
Process

Evidence-  
based  
Requirements

Planning Tool,  
Funding  
Application,  
& Period of  
Availability

Timeline for  
Completion  
and  
Submission



# 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



# Identification and Exit Criteria

## •Identification

- Any Title I School performing at or below the 5<sup>th</sup> percentile; or
- Any Title I School performing above the 5<sup>th</sup> percentile, but below the 16<sup>th</sup> percentile; or
- Any Title I School receiving an accountability performance rating of “F” above the 16<sup>th</sup> 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.



# 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



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).

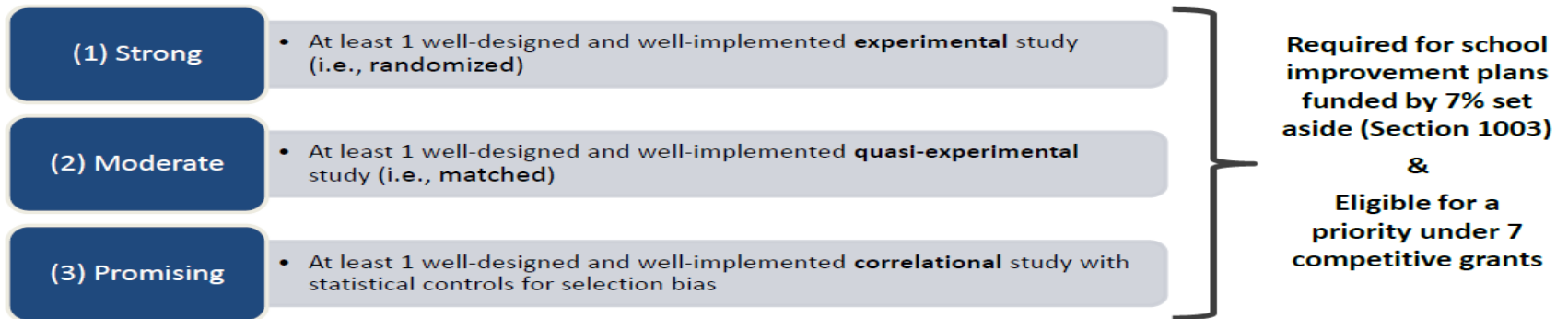
By State Board of Education expectations, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.

# Importance of Evidence-Based Decision Making

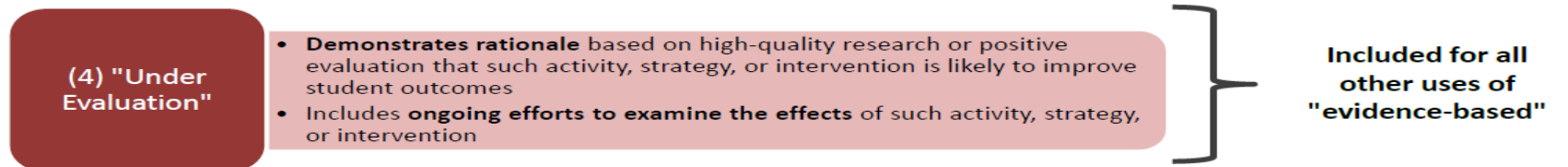
- The more we use proven approaches, the more we can improve student outcomes
- State and local leaders can increase the return on their investments of limited public funds
- Investing in robust evaluations and transparency sharing results help increase stakeholder buy-in
- Leaders are more likely to 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:



The 4<sup>th</sup> 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."



# Evidence-based Decision Making

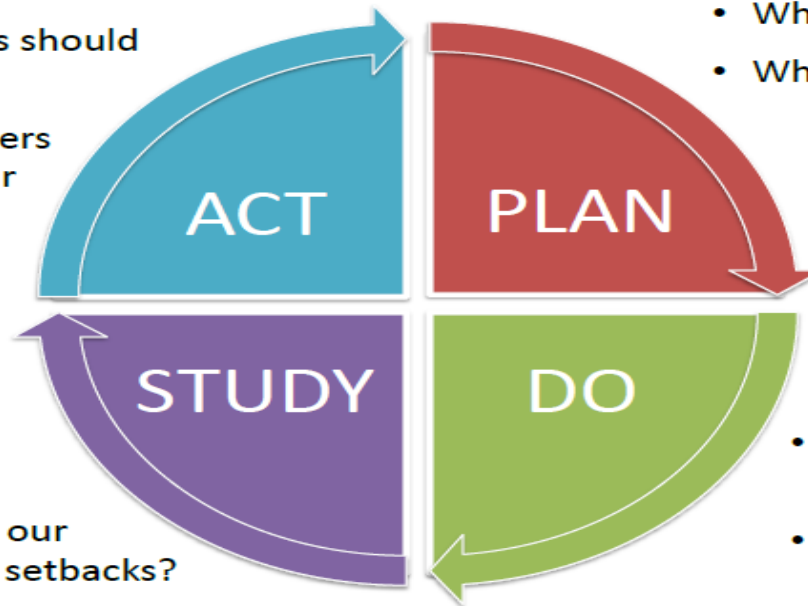
## The Opportunity is to Use Evidence to Solve Important Problems



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



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

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

9



## What Works Clearinghouse

IES WWC What Works Clearinghouse

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS

69 Results filtered by: Literacy

Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Schoolwide Programs
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary

MORE FILTERS

Evidence of effectiveness	Intervention	Grades examined	Compare
<input type="checkbox"/>	Fast ForWord®	K-10	<input type="checkbox"/>
<input type="checkbox"/>	Read Naturally®	2-6	<input type="checkbox"/>
<input type="checkbox"/>	Success for All®	PK-4	<input type="checkbox"/>
<input type="checkbox"/>	Sound Partners	K-1	<input type="checkbox"/>
<input type="checkbox"/>	Read 180®	4-9	<input type="checkbox"/>
<input type="checkbox"/>	Peer-Assisted Learning Strategies	K-6	<input type="checkbox"/>
<input type="checkbox"/>	Ladders to Literacy	PK-K	<input type="checkbox"/>
<input type="checkbox"/>	DaisyQuest	PK-1	<input type="checkbox"/>
<input type="checkbox"/>	Dialogic Reading	PK	<input type="checkbox"/>
<input type="checkbox"/>	Phonological Awareness Training	PK	<input type="checkbox"/>
<input type="checkbox"/>	Accelerated Reader	K-8	<input type="checkbox"/>
<input type="checkbox"/>	SpellRead	5-6	<input type="checkbox"/>
<input type="checkbox"/>	Earobics®	K-3	<input type="checkbox"/>
<input type="checkbox"/>	Cooperative Integrated Reading and Composition® (CIRC®)	2-6	<input type="checkbox"/>
<input type="checkbox"/>	Reading Mastery	K-5	<input type="checkbox"/>

You may also be

IES WWC What Works Clearinghouse

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS

37 Results filtered by: Mathematics

Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Schoolwide Programs
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary

MORE FILTERS

Evidence of effectiveness	Intervention	Grades examined	Compare
<input type="checkbox"/>	Teach for America (TFA)	K-12	<input type="checkbox"/>
<input type="checkbox"/>	Cognitive Tutor® Algebra I	8-PS	<input type="checkbox"/>
<input type="checkbox"/>	Accelerated Math	2-8	<input type="checkbox"/>
<input type="checkbox"/>	I CAN Learn® Pre-Algebra and Algebra	8	<input type="checkbox"/>
<input type="checkbox"/>	Pre-K Mathematics	PK	<input type="checkbox"/>
<input type="checkbox"/>	Building Blocks for Math (SRA Real Math)	PK	<input type="checkbox"/>
<input type="checkbox"/>	University of Chicago School Mathematics Project (UCSMP) Algebra	8	<input type="checkbox"/>
<input type="checkbox"/>	Saxon Math	1-5	<input type="checkbox"/>
<input type="checkbox"/>	Everyday Mathematics®	3-5	<input type="checkbox"/>
<input type="checkbox"/>	Core-Plus Mathematics	9-10	<input type="checkbox"/>
<input type="checkbox"/>	DreamBox Learning	K-1	<input type="checkbox"/>
<input type="checkbox"/>	Odyssey Math	4-5	<input type="checkbox"/>
<input type="checkbox"/>	The Expert Mathematician	8	<input type="checkbox"/>
<input type="checkbox"/>	University of Chicago School Mathematics Project (UCSMP) Multiple Courses	7-10	<input type="checkbox"/>

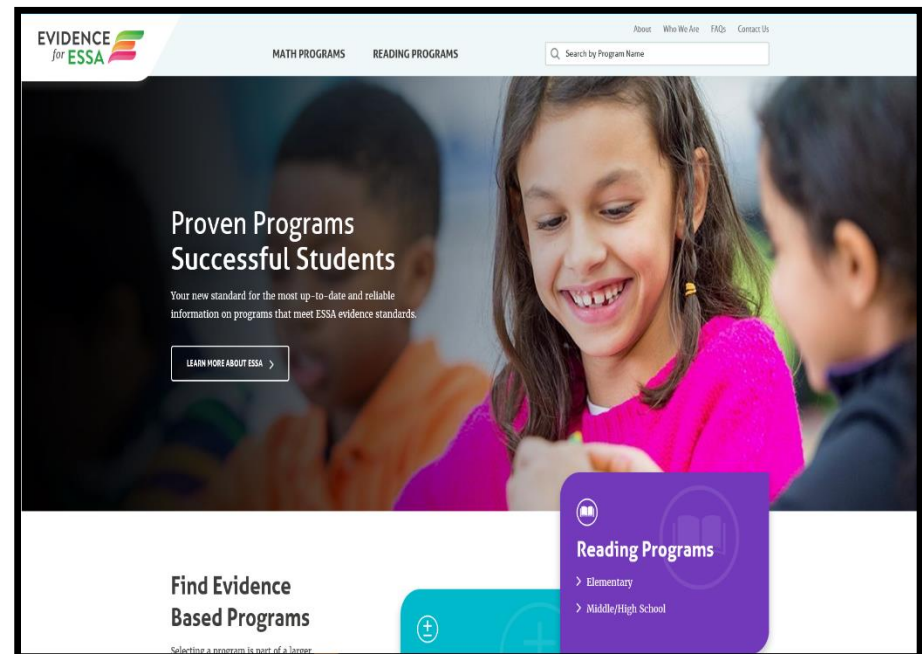
You may also be

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/>

## EVIDENCE for ESSA







# Evidence-Based Resources

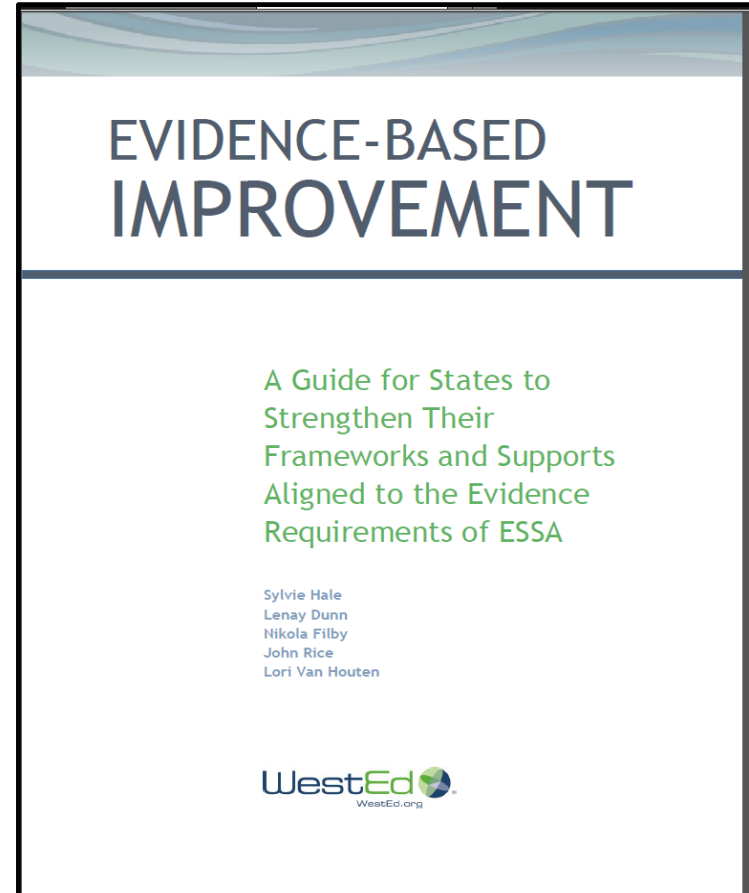
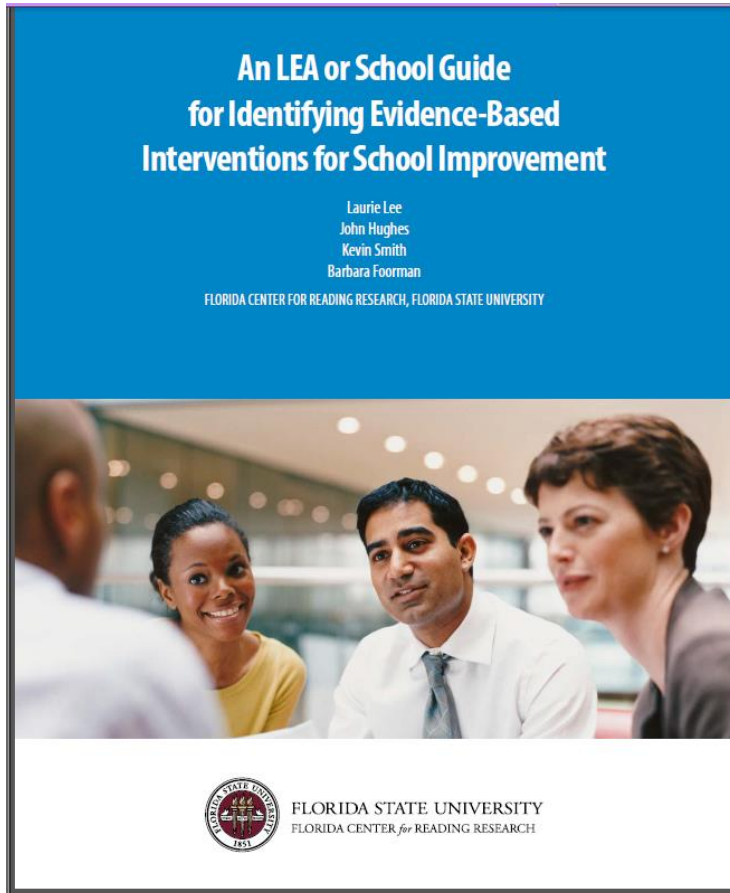


## Best Evidence Encyclopedia

*Empowering Educators with Evidence on Proven Programs*

- 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>

# Evidence-based District Resources



[Evaluation](#)
[Grant Management](#)
[Performance Reports](#)
[Program Measures](#)
[Resource Library](#)
[SPDG Grantees](#)

**sig network**  
STATE PERSONNEL DEVELOPMENT NETWORK

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**Main Content: Resource Library**

The State Professional Development Grantees are implementing a variety of initiatives. In an effort to assist projects we've compiled a library of relevant tools and resources, developed by the grantees or TA&D agencies, on the topics listed below. We will update the resources on a regular basis to include those tools showcased on our professional development events and PLC sessions.

- Adolescent Instructional Practices
- Behavior Interventions & School Climate
- Coaching
- Collaboration & Partnering
- Common Core
- Early Childhood
- Elementary School Instruction Practices
- Evaluation
- Evidence-Based Professional Development
- Family Engagement
- Grant Management
- Implementation Science & Scaling Up
- Leadership
- Low Incidence - Serving Students with Significant Needs
- Online Modules
- Recruitment/Retention
- Restructuring Pre-Service Teacher Education
- Response to Intervention
- Secondary Transition
- State Systemic Improvement Plan (SSIP)
- Technology


Categories: Main Content

This website is hosted and managed at the University of Oregon and financially supported by SPDG projects.

[http://www.signetwork.org/content\\_pages/190](http://www.signetwork.org/content_pages/190)

December 2016

**Synthesis of Information on Evidence-Based Practices for School Improvement: 20 Studies and Tools Focused on Evidence-Based Practices in School Improvement**



This synthesis of studies and tools was prepared by AEM Corporation under contract ED-OOS-12-A-0019(0021) to the U.S. Department of Education (Department), Office of State Support, in the Office of Elementary and Secondary Education. This synthesis does not necessarily reflect the views or policies of the Department. The Department has not independently verified the content of this synthesis and does not guarantee accuracy or completeness. These materials may contain the views and recommendations of various subject matter experts as well as hyperlinked links, contact addresses, and websites to information created and maintained by other public and private organizations. The inclusion of the information in this synthesis is not intended to reflect a determination by the Department that any activity, product, program, intervention, model, or service mentioned may be supported with Federal funds. The Department has not determined that the practices in this synthesis are effective and does not endorse or recommend any organization, product, or program mentioned in these resources or any views expressed in these resources; the practices described herein are provided merely for informational purposes.

[http://ssn.airprojects.org/Synthesis\\_of\\_Evidence\\_Resources.pdf](http://ssn.airprojects.org/Synthesis_of_Evidence_Resources.pdf)

January 2017

**Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5**

Barbara R. Foorman  
Kevin G. Smith  
Marcia L. Kosanovich  
Florida State University

**Overview**

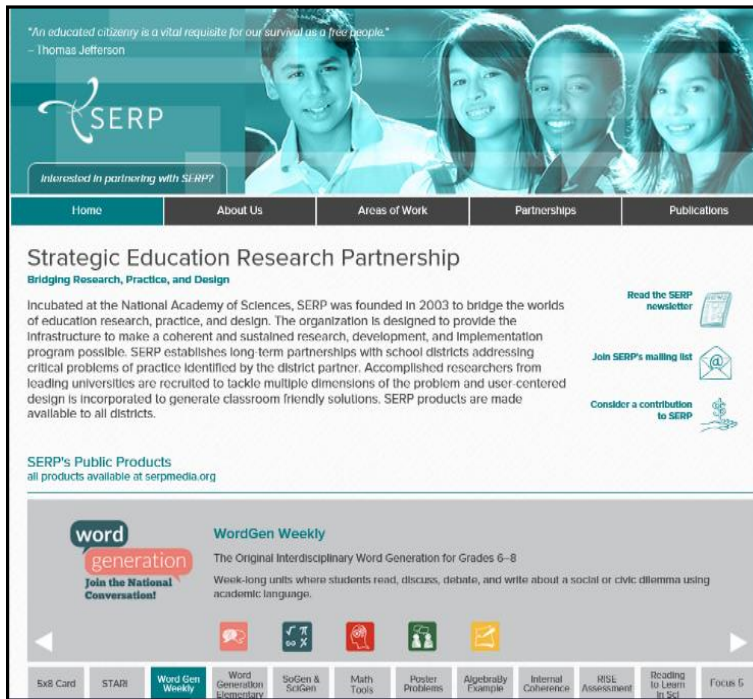
This rubric is a tool for evaluating reading/language arts instructional materials for grades K-5. Based on rigorous research, the rubric can be used by state-, district-, and school-level practitioners and by university faculty who review instructional materials. The rubric is organized by content area for grades K-2 and for grades 3-5. Each content area (for example, writing) includes a list of criteria for evidence-based practice that the instructional materials are expected to include. Each criterion is aligned to recommendations from six What Works Clearinghouse practice guides, and a 1-5 scale is used to rate how well the criteria were met. Guidance for when and how to use the rubric—including facilitator responsibilities, professional learning for reviewers, and ways to use the ratings—is also provided.

**ies** NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE  
INSTITUTE OF EDUCATION ASSISTANCE  
U.S. DEPARTMENT OF EDUCATION

**REL** SOUTHEAST REGIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE  
FLORIDA STATE UNIVERSITY

National Center for Education Evaluation and Regional Assistance

# Evidence-based Resources



"An educated citizenry is a vital requisite for our survival as a free people."  
— Thomas Jefferson

**SERP**

Interested in partnering with SERP?

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## Strategic Education Research Partnership

**Bridging Research, Practice, and Design**

Incubated at the National Academy of Sciences, SERP was founded in 2003 to bridge the worlds of education research, practice, and design. The organization is designed to provide the infrastructure to make a coherent and sustained research, development, and implementation program possible. SERP establishes long term partnerships with school districts addressing critical problems of practice identified by the district partner. Accomplished researchers from leading universities are recruited to tackle multiple dimensions of the problem and user centered design is incorporated to generate classroom friendly solutions. SERP products are made available to all districts.

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Consider a contribution to SERP

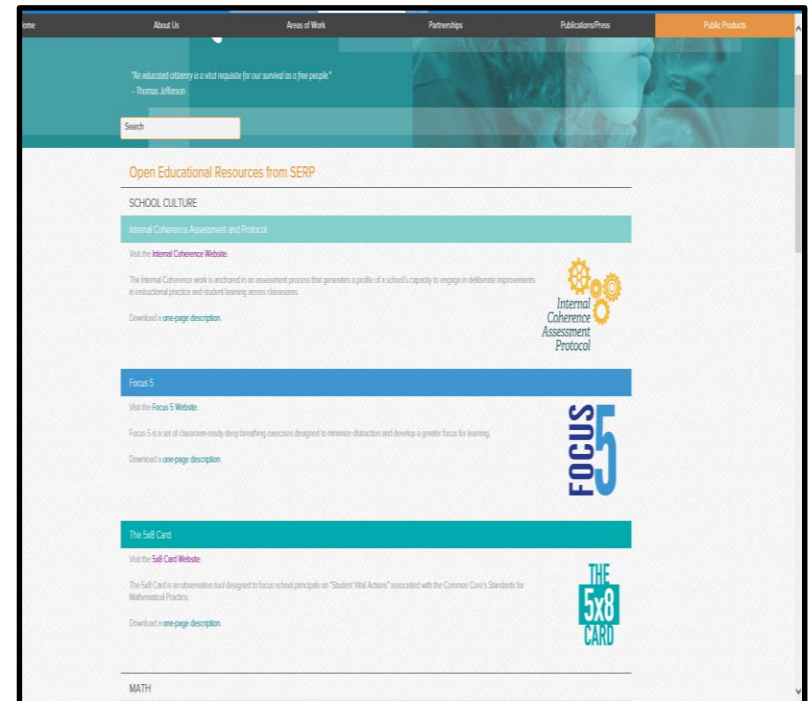
SERP's Public Products  
all products available at [serpmedia.org](http://serpmedia.org)

**word generation**  
Join the National Conversation!

**WordGen Weekly**  
The Original Interdisciplinary Word Generation for Grades 6–8  
Week-long units where students read, discuss, debate, and write about a social or civic dilemma using academic language.

Sx8 Card STAR WordGen Weekly Word Generation Elementary SoGen & SciGen Math Tools Poster Problems Algebraically Example Internal Coherence NISE Assessment Reading to Learn in Science FOCUS 5

<http://serpinstitute.org/index.html>



About Us Areas of Work Partnerships Publications/Press Public Products

"An educated citizenry is a vital requisite for our survival as a free people."  
— Thomas Jefferson

Search

## Open Educational Resources from SERP

### SCHOOL CULTURE

**Internal Coherence Assessment and Protocol**  
Visit the [Internal Coherence Website](#)

The Internal Coherence work is anchored in an assessment process that generates a profile of a school's capacity to engage in deliberate improvements in instructional practice and student learning across classrooms.

Download a [one-page description](#)

**Internal Coherence Assessment Protocol**

### Focus 5

Visit the [Focus 5 Website](#)

Focus 5 is a set of classroom-ready deep briefing exercises designed to minimize distraction and develop a greater focus for learning.

Download a [one-page description](#)

**FOCUS 5**

### The Sx8 Card

Visit the [Sx8 Card Website](#)

The Sx8 Card is an observation tool designed to focus school principals on "Student Wait Actions" associated with the Common Core's Standards for Mathematical Practice.

Download a [one-page description](#)

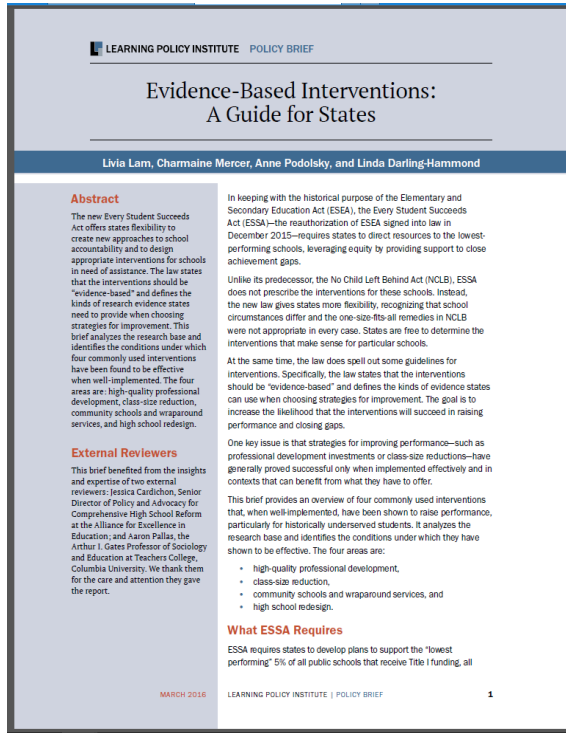
**THE Sx8 CARD**

MATH

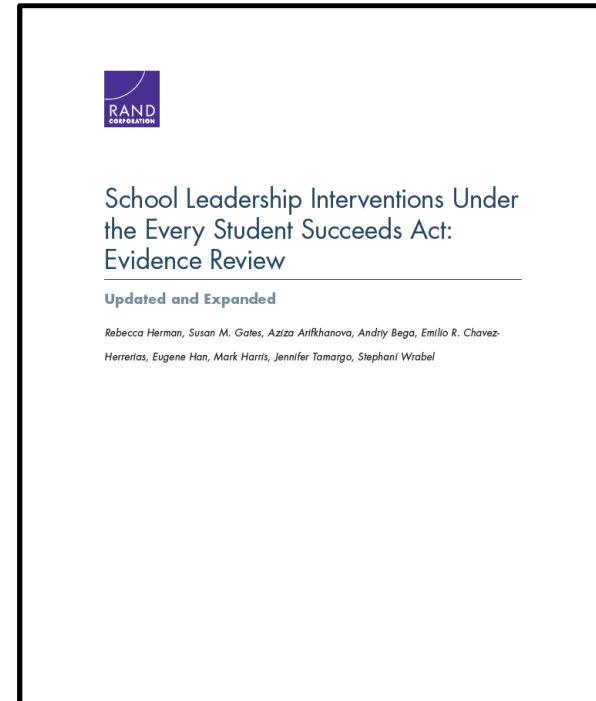
<http://serpinstitute.org/public-products.html>



# Evidence-based Resources

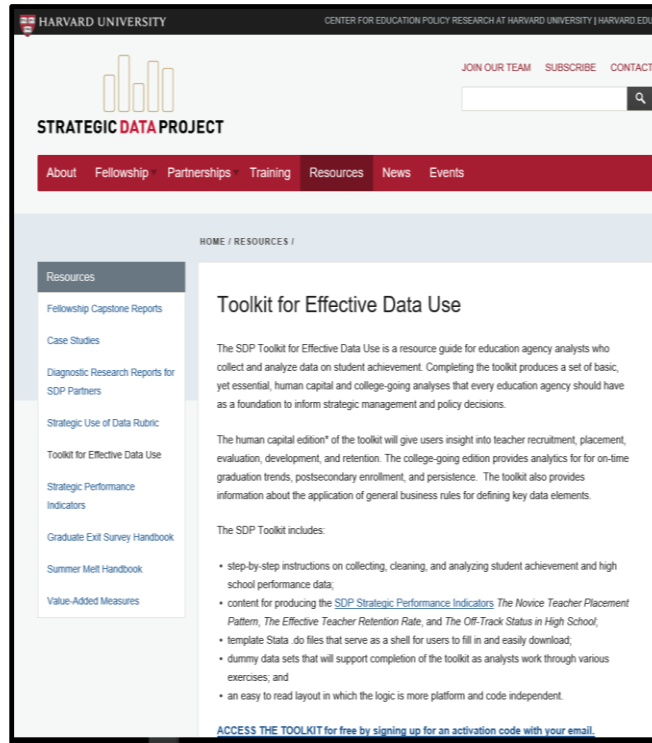


<https://learningpolicyinstitute.org/product/evidence-based-interventions>



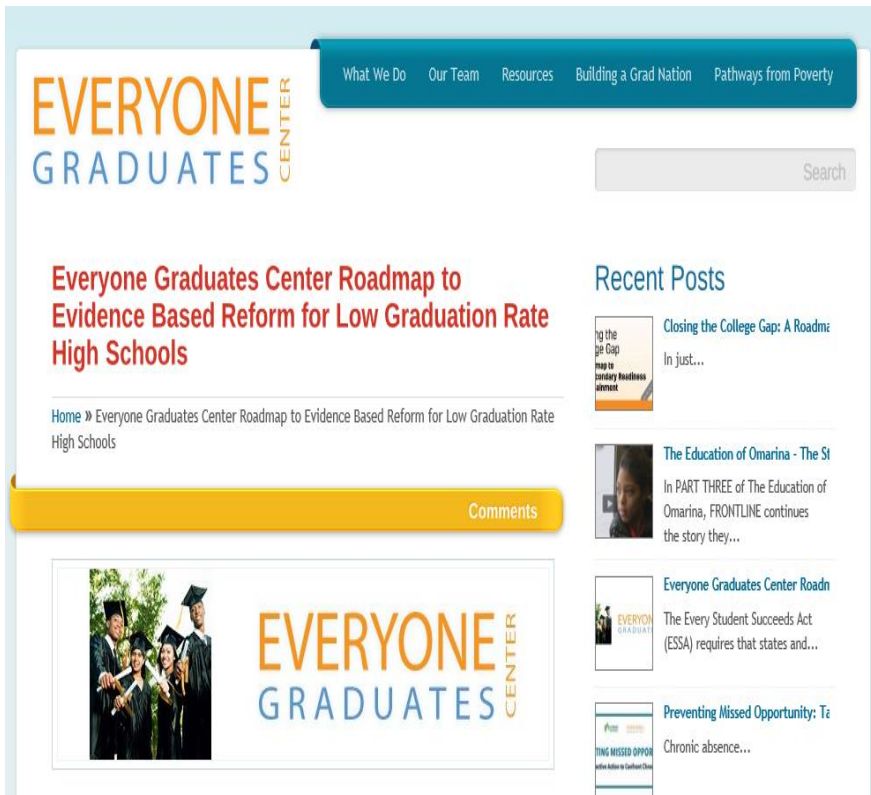
[http://www.ccssoessaguide.org/wp-content/uploads/2016/12/down\\_rr-1550-1\\_12-5-2016.pdf](http://www.ccssoessaguide.org/wp-content/uploads/2016/12/down_rr-1550-1_12-5-2016.pdf)

# Evidence-based Resources



The screenshot shows the Harvard University Strategic Data Project website. The header includes the Harvard University logo and the text 'CENTER FOR EDUCATION POLICY RESEARCH AT HARVARD UNIVERSITY | HARVARD.EDU'. Below the header is a navigation menu with links for 'About', 'Fellowship', 'Partnerships', 'Training', 'Resources', 'News', and 'Events'. The main content area is titled 'Toolkit for Effective Data Use' and includes a description of the toolkit, its purpose, and a list of included resources. The description states: 'The SDP Toolkit for Effective Data Use is a resource guide for education agency analysts who collect and analyze data on student achievement. Completing the toolkit produces a set of basic, yet essential, human capital and college-going analyses that every education agency should have as a foundation to inform strategic management and policy decisions.' The list of included resources includes: 'step-by-step instructions on collecting, cleaning, and analyzing student achievement and high school performance data; content for producing the SDP Strategic Performance Indicators, The Novice Teacher Placement Pattern, The Effective Teacher Retention Rate, and The Off-Track Status in High School; template Stata .do files that serve as a shell for users to fill in and easily download; dummy data sets that will support completion of the toolkit as analysts work through various exercises; and an easy to read layout in which the logic is more platform and code independent.' At the bottom of the page, there is a link: 'ACCESS THE TOOLKIT for free by signing up for an activation code with your email.'

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



The screenshot shows the homepage of the Everyone Graduates Center. At the top, there is a navigation menu with links for 'What We Do', 'Our Team', 'Resources', 'Building a Grad Nation', and 'Pathways from Poverty'. The main heading reads 'EVERYONE GRADUATES CENTER'. Below this, a featured article is titled 'Everyone Graduates Center Roadmap to Evidence Based Reform for Low Graduation Rate High Schools'. A search bar is located on the right side of the page. A 'Recent Posts' section lists several articles, including 'Closing the College Gap: A Roadmap', 'The Education of Omarina - The Story', 'Everyone Graduates Center Roadmap', and 'Preventing Missed Opportunity: The Impact of Chronic Absence'. A 'Comments' button is visible below the featured article.



The screenshot shows the U.S. Department of Education website. At the top, there is a navigation menu with links for 'Skip to main content', 'About Us', 'Contact Us', 'FAQs', and 'Language Assistance'. The main heading reads 'U.S. Department of Education'. Below this, there is a search bar and a navigation menu with links for 'Student Loans', 'Grants', 'Laws', and 'Data'. The main content area features an article titled 'Next Generation High Schools: Redesigning the American High School Experience'. Below the title is a photograph of students in a classroom. To the right of the article, there is a 'How Do I Find...?' section with links for 'Student loans, forgiveness', 'College accreditation', 'Every Student Succeeds Act (ESSA)', 'FERPA', 'FAFSA', '1098-E Tax Form', and 'More...'. Below this is an 'Information About...' section with links for 'Transforming Teaching', 'Family and Community Engagement', 'Early Learning', and 'K-12 Reforms'. At the bottom of the article, there is a quote from President Barack Obama dated February 12, 2013.

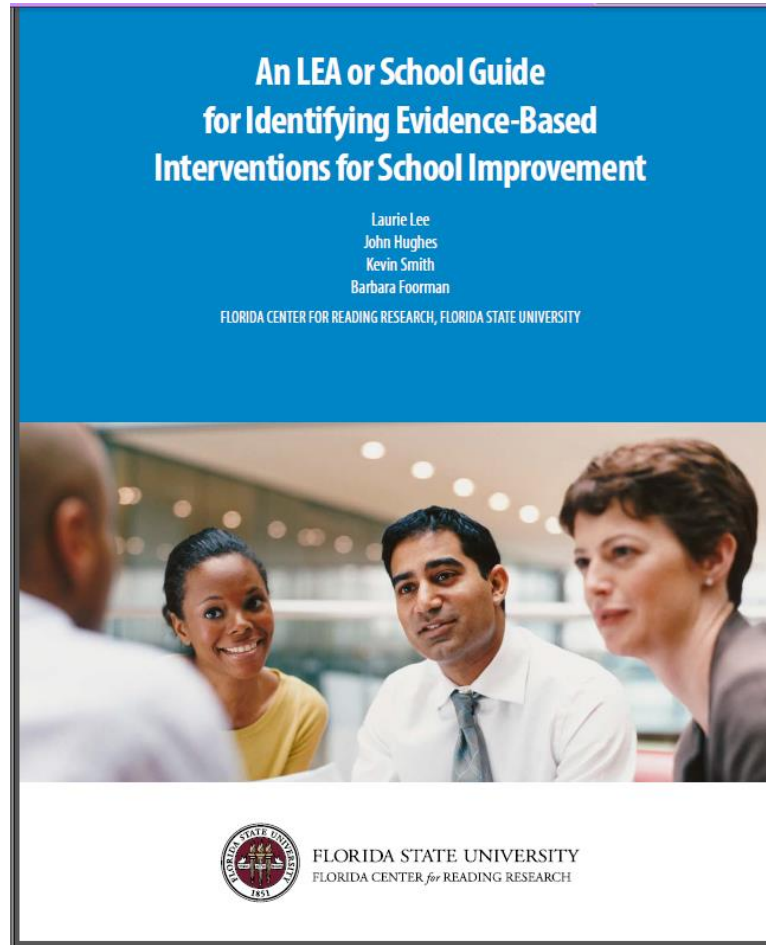
<http://new.every1graduates.org/everyone-graduates-center-roadmap-to-evidence-based-reform-for-low-graduation-rate-high-schools/>

<https://www.ed.gov/highschool>

- **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







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



About ISA

Why ISA?

Senior Staff

## About ISA

Thanks for learning more about us!

ISA has impacted over 80,000 students and over 4,000 teachers, counselors and school leaders.

<https://www.studentachievement.org/>



## 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.



<https://www.positiveaction.net/>

When this cycle is positive, students want to learn.

# *Supports for Educators*





## MISSISSIPPI ACHIEVES



### EdUpdate

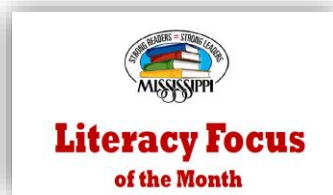
The [EdUpdate](#) section of [Mississippi Achieves](#) includes announcements for educators and district leaders about professional development, events, resources, grants and awards. To submit information for consideration in [EdUpdate](#), email it to Tabatha Burkett at [tburkett@mdek12.org](mailto:tburkett@mdek12.org)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



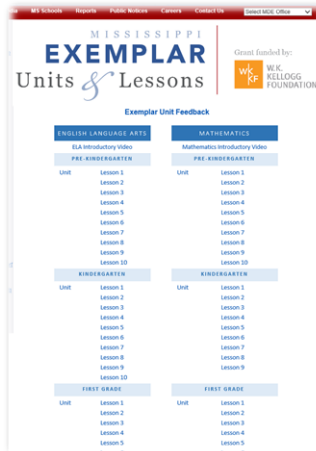
MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

# Resources & Publications for Teachers



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

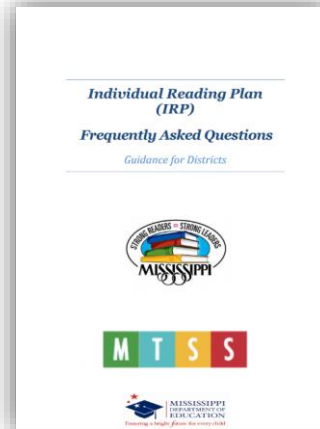


**Kellogg Grant Exemplar Lesson & Unit Plans**  
*(ELA and Math, Grades PK – HS)*

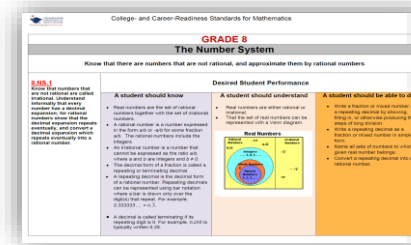


**Meeting the Needs of All Learners**  
Through the Effective Use of Math  
Manipulatives

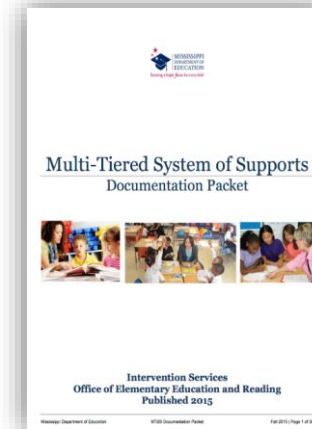
**Math Manipulative Training**  
*(Lowest Performing Schools: Grades K-6)*



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



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

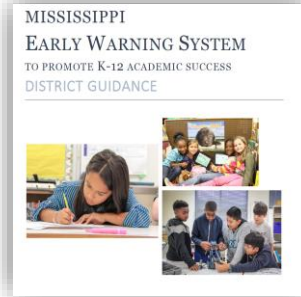


**Multi-Tiered System of Supports**  
*(Transdisciplinary, Grades PK-12)*

# Resources & Publications for *Administrators*



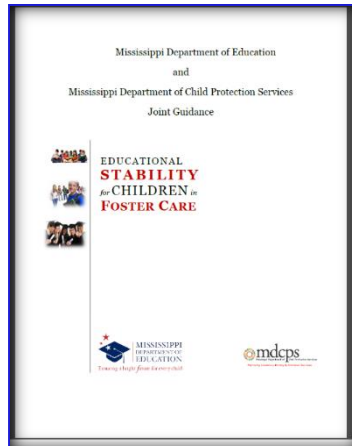
*On Demand Technical Assistance & PD  
(ELA, Math, Literacy, & Special Education: Grades K-12)*



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



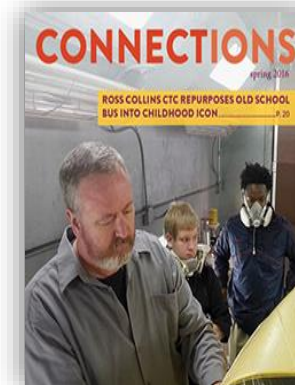
*Early Learning Collaborative Act  
Establish, Expand, Support, and Facilitate Early Childhood  
Education Services*

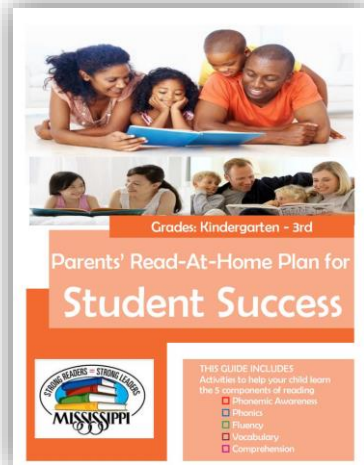


*Educational Stability for Children in Foster Care  
(Foster Care Guidance Document)*

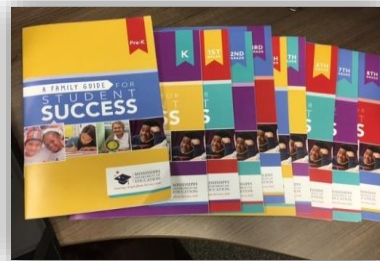


*A Glimpse into Mississippi K-12 and CTE Classrooms  
(Transdisciplinary: Grades K-12)*





**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 3<sup>rd</sup> 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



Needs  
Assessment

Evidence-  
Based  
Interventions

Goals,  
Strategies,  
Action-steps

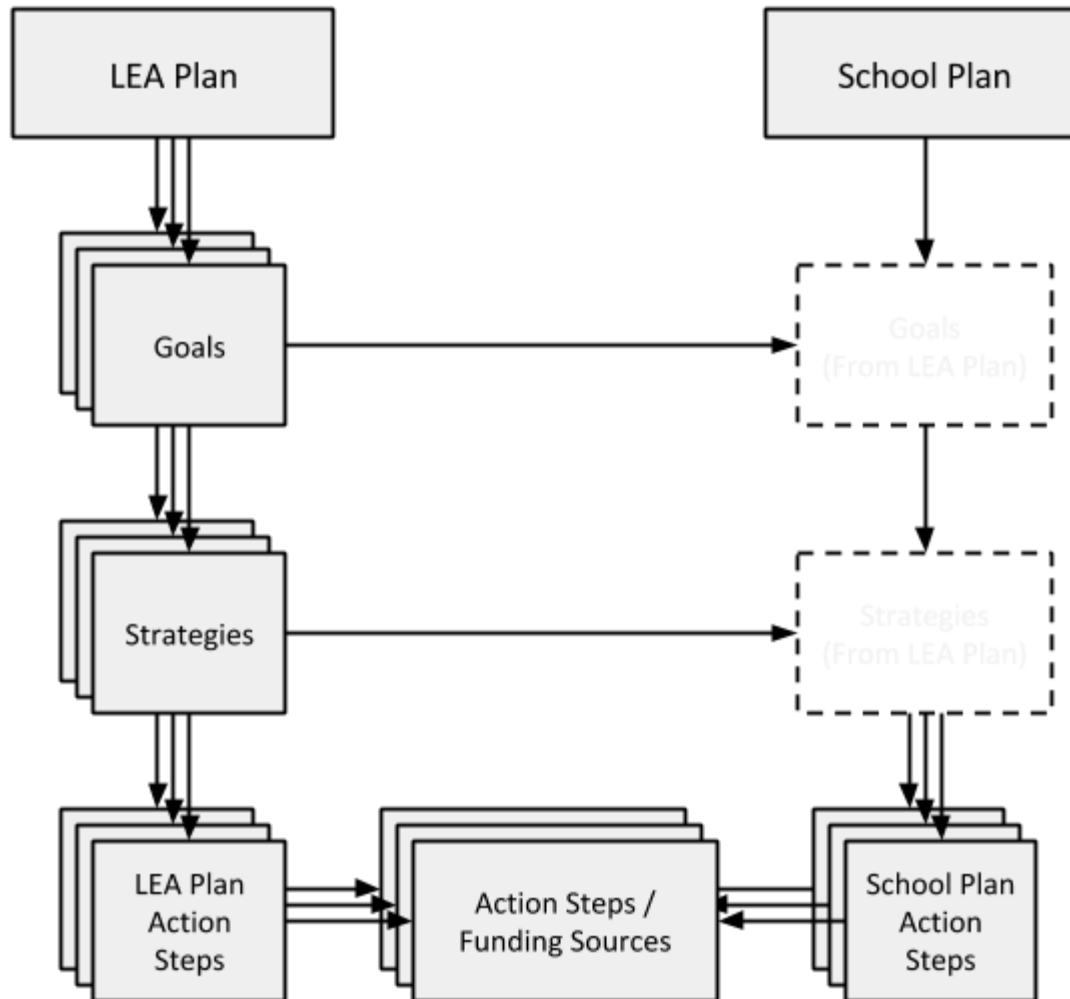
# Planning Tool Conceptual Overview - School Plan

- 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



# Planning Tool Item Hierarchy

Ensuring a bright future for every child



# Planning Tool Conceptual Overview – Entry Screen

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

**LEA and School Planning**

ABERDEEN SCHOOL DIST (4820) Public District - FY 2017

2017

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	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

**Plan Funding Summary**

[View Summary](#)



# 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	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”

## LEA and School Planning

ABERDEEN SCHOOL DIST (4820) Public District - FY 2017

2017  Active Plan

LEA Plan	Revision
<a href="#">ABERDEEN SCHOOL DIST (4820) - LEA Plan</a>	0

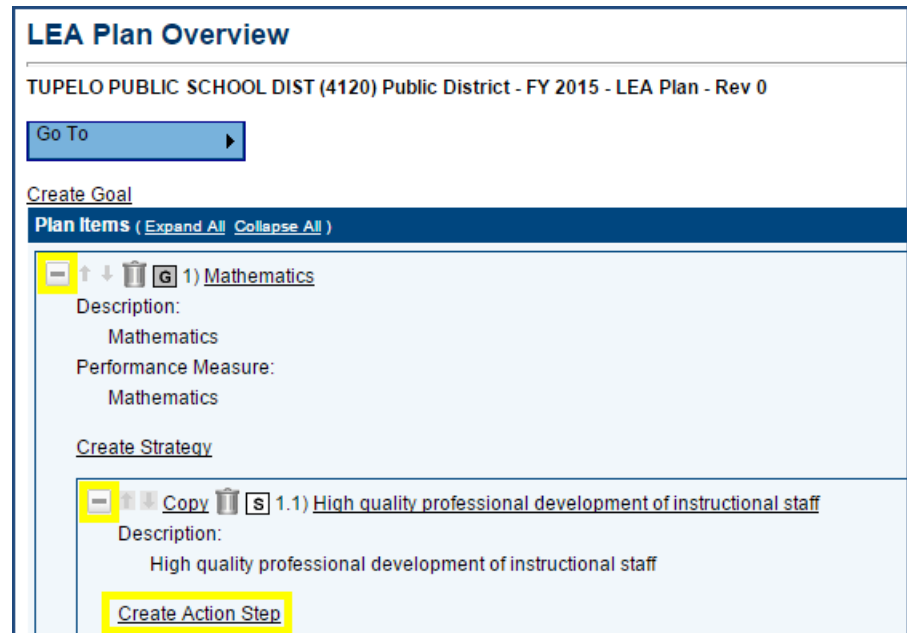
### LEA School Plan Assurances

[Update School Plan Assurances](#)

School Plan		
All		
ABERDEEN ELEMENTARY SCHOOL (4820006)		
ABERDEEN HIGH SCHOOL (4820008)		
BELLE ELEMENTARY (4820030)		
SHIVERS MIDDLE SCHOOL (4820026)		
<a href="#">BELLE ELEMENTARY (4820030) - School Plan</a>		
<a href="#">SHIVERS MIDDLE SCHOOL (4820026) - School Plan</a>		

# 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



The screenshot shows a web interface for 'LEA Plan Overview'. At the top, it identifies the user as 'TUPELO PUBLIC SCHOOL DIST (4120) Public District - FY 2015 - LEA Plan - Rev 0'. Below this is a 'Go To' search bar. The main content area is titled 'Plan Items (Expand All Collapse All)' and contains two hierarchical levels. The first level is '1) Mathematics', with a description of 'Mathematics' and a performance measure of 'Mathematics'. Below this is a 'Create Strategy' button. The second level is '1.1) High quality professional development of instructional staff', with a description of 'High quality professional development of instructional staff'. Below this is a 'Create Action Step' button, which is highlighted with a yellow box.



# 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**

Create Action Step	
TUPELO PUBLIC SCHOOL DIST (4120) Public District - FY 2015 - LEA Plan - Rev 0	
Create Action Step	
Goal Title:	Mathematics
Strategy Title:	High quality professional development of instructional staff
Action Step Title:	Focus Schools
	<input type="button" value="Check Spelling"/>
	13 of 600 characters
Action Step Description:	Tupelo Public School District has 2 schools that have been identified <u>SWD</u> . The District has developed growth plans for each school that w school data in the area of need. Strategies are being implemented to depth <u>PLC</u> training by experts to refine data analysis and improve inst
	<input type="button" value="Check Spelling"/>
	512 of 4000 characters
Benchmark Indicator:	Gap Closure in the subgroup of SWD
	<input type="button" value="Check Spelling"/>
	34 of 500 characters
Person Responsible:	Victor Devereaux ▼
Estimated Completion Date:	10/29/2014 <input type="button" value="Calendar"/>
Add to Action Step Bank:	<input type="checkbox"/>
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	

# 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

### LEA Plan Overview

TUPELO PUBLIC SCHOOL DIST (4120) Public District - FY 2015 - LEA Plan - Rev 0

Go To

[Create Goal](#)

**Plan Items** ([Expand All](#) [Collapse All](#))

**G 1) Mathematics**

Description:  
Mathematics

Performance Measure:  
Mathematics

[Create Strategy](#)

**Copy**   **S 1.1) High quality professional development of instructional staff**

Description:  
High quality professional development of instructional staff

[Create Action Step](#)

**Copy**   **AS 1.1.1) Conduct Seminar on Effective Teaching Practices**

Description:  
Contract through ProfDev Works to hold a teaching seminar

Benchmark Indicator:  
Survey forms on the session's results

Person Responsible:  
Victor Devereaux

Estimated Completion Date:  
3/31/2015

[Create Funding Source](#)

# 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**

Create Funding Source	
TUPELO PUBLIC SCHOOL DIST (4120) Public District - FY 2015 - LEA Plan - Rev 0	
Create Funding Source	
Goal Title:	Mathematics
Strategy Title:	High quality professional development of instructional staff
Action Step Title:	Conduct Seminar on Effective Teaching Practices
Action Step Description:	Contract through ProfDev Works to hold a teaching seminar
Funding Application:	Consolidated ▼
Grant:	Title I-A ▼
Amount:	25,000.00
Notes:	<input type="text"/>
	<input type="button" value="Check Spelling"/> <input type="text" value="0"/> of 50 characters
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	

# 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**

### Create Funding Source

TUPELO PUBLIC SCHOOL DIST (4120) Public District - FY 2015 - LEA Plan - Rev 0

#### Create Funding Source

Goal Title: Mathematics

Action Step Description: Contract through ProfDev Works to hold a teaching seminar

Funding Application: Other

Grant: Other

Amount: 10,000.00

Notes: State Aid Grant

Check Spelling

15 of 50 characters

Save Cancel

# FUNDING APPLICATION

Title I, 1003(a)



Turnaround  
Principles

Title I, Part  
A and  
1003(a)  
funded  
activities

Budget

Related  
Documents







Project Summary
LEA Document Library
Address Book
MDE Document Library
Help
Contact MDE
MCAPS Sign Out

Robertson, Sonja

**Production**



Description ( <a href="#">View Sections Only</a> <a href="#">View All Pages</a> )	
All	
<b>History Log</b>	
	<a href="#">History Log</a>
	<a href="#">Create Comment</a>
<b>Allocations</b>	
	<a href="#">Allocations</a>
<b>School Improvement, 1003(a)</b>	
	District Level <input type="button" value="v"/>
	<a href="#">Budget</a>
	<a href="#">Budget Overview</a>
	<a href="#">School Improvement, 1003(a) School Allocations</a>
	<a href="#">Plan Relationships</a>

- Launching point to pages within the application



[View MDE History Log](#)

[View Change Log](#)

Description ( <a href="#">View Sections Only</a> <a href="#">View All Pages</a> )	
All	
<input type="checkbox"/> History Log	
	<a href="#">History Log</a>
	<a href="#">Create Comment</a>
<input type="checkbox"/> Allocations	
	<a href="#">Allocations</a>
<input type="checkbox"/> School Improvement, 1003(a)	
	<input type="text" value="Elementary 1 (001)"/>
	<a href="#">Budget</a>
	<a href="#">Budget Overview</a>
	<a href="#">School Improvement, 1003(a) School Allocations</a>
	<a href="#">Focus School Funding Source</a>
	<a href="#">Priority School Funding Source</a>
	<a href="#">Priority School Interventions and Expenditures</a>
	<a href="#">Personnel Details (Regular School Year K-12 School Level)</a>
	<a href="#">Personnel Details (Summer School K-12 School Level)</a>
	<a href="#">Plan Relationships</a>
	<a href="#">Related Documents</a>
<input type="checkbox"/> Assurances	
	<a href="#">Program Assurances</a>
	<a href="#">Related Documents</a>
<input type="checkbox"/> School Improvement, 1003(a) Checklist	
	<a href="#">School Improvement, 1003(a) Checklist</a>
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



# Funding Application Page Navigation

Budget			
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	Current Page		
	Next Page		
	Previous Page		
Total Contributing to In	Sections		
Indirect	History Log		
	Allocations		
Maximum Allowed for In	School Improvement, 1003(a)	Budget	
	Assurances	Budget Overview	
Budget By Object Codes	School Improvement, 1003(a) Checklist	School Improvement, 1003(a) School Allocations	
		Plan Relationships	
		Elementary 1 (001)	
		Elementary 2 (002)	Budget Overview
		High (004)	School Improvement, 1003(a) School Allocations
		Middle (003)	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
<a href="#">View</a>	1105 - Pre-Kindergarten Programs		Total
<a href="#">View</a>	1110 - Kindergarten Programs		\$0.00
<a href="#">View</a>	1120 - Elementary Programs		\$0.00
<a href="#">View</a>	1130 - Middle-Junior High Programs		\$0.00
<a href="#">View</a>	1140 - High School Programs		\$0.00
<a href="#">View</a>	1190-1199 - Other Regular Programs		\$0.00
<a href="#">View</a>	1230 - Alternative School Programs		\$0.00
<a href="#">View</a>	1250 - Title I Programs		\$0.00
<a href="#">View</a>	1260 - After School Programs		\$0.00
<a href="#">View</a>	1270 - Remediation Extended School Year		\$0.00
<a href="#">View</a>	1280 - Supplemental Educ. Services (SES)		\$0.00
<a href="#">View</a>	1290 - Other Special Programs		\$0.00
<a href="#">View</a>	1310-1390 - Adult/Continuing Education		\$0.00

- 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

# 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.

- 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.

- 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	<input type="text"/>	\$ <input type="text"/>
Ensuring that teachers are effective and able to improve instruction	<input type="text"/>	\$ <input type="text"/>
Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data	<input type="text"/>	\$ <input type="text"/>
Providing ongoing mechanisms for family and community engagement	<input type="text"/>	\$ <input type="text"/>
Ensuring that the school receives ongoing, intensive technical assistance and related support	<input type="text"/>	\$ <input type="text"/>
Total:		\$ <input type="text" value="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	<input type="text"/>	\$ <input type="text"/>
Ensuring that teachers are effective and able to improve instruction	<input type="text"/>	\$ <input type="text"/>
Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration	<input type="text"/>	\$ <input type="text"/>
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	<input type="text"/>	\$ <input type="text"/>
Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data	<input type="text"/>	\$ <input type="text"/>
Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	<input type="text"/>	\$ <input type="text"/>
Providing ongoing mechanisms for family and community engagement	<input type="text"/>	\$ <input type="text"/>
Ensuring that the school receives ongoing, intensive technical assistance and related support	<input type="text"/>	\$ <input type="text"/>
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		Cost
Intervention		
<input type="text"/>		\$ <input type="text"/>
Total:		\$ 0.00

Interventions Utilizing School Improvement, 1003(a) Funds		Cost
Intervention		
<input type="text"/>		\$ <input type="text"/>
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	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Resource Specialists	<input type="text"/>	<input type="text"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>
Parent Involvement	<input type="text"/>	<input type="text"/>
Other:	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
Total:	<input type="text" value=".00"/>	<input type="text" value=".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

<input type="checkbox"/> N/A		
Summer School Personnel Funded with School Improvement, 1003(a)		
	Headcount	FTE
Teachers	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Resource Specialists	<input type="text"/>	<input type="text"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>
Parent Involvement	<input type="text"/>	<input type="text"/>
Other: <input type="text"/>	<input type="text"/>	<input type="text"/>
Total:	<input type="text" value=".00"/>	<input type="text" value=".00"/>



# Related Documents

- MCAPS Home
- Administer ▶
- Search ▶
- Reports
- Inbox ▶
- Planning ▶
- Funding ▶
- Requests for Funds
- Project Summary
- LEA Document Library
- Address Book
- MDE Document Library
- Help
- Contact MDE
- MCAPS Sign Out

## Related Documents

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

Optional Documents		
Type	Document Template	Document/Link
P16 Community Engagement Council -Documentation	<a href="#">P16 Community Engagement Council - Documentation</a>	
Sample Focus Notification	<a href="#">Sample Focus Notification</a>	
Sample Priority Notification	<a href="#">Sample Priority Notification</a>	

- 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***

# 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

MCAPS Home

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## Related Documents

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**No Name Test (1111) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - Assurances**

Go To

Optional Documents		
Type	Document Template	Document/Link
Board Approval Signature Page [Upload up to 1 document(s)]	<a href="#">Board Approval Signature</a>	

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

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## School Improvement, 1003(a) Checklist

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

This checklist is a means of communication between the MDE and LEAs regarding the allowability and allocability of the items submitted in a 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 application is 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 make changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed. 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 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.



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Robertson, Sonja

**Production**



Description ( <a href="#">View Sections Only</a> <a href="#">View All Pages</a> )	
	All
	<b>History Log</b>
	<a href="#">History Log</a>
	<a href="#">Create Comment</a>
	<b>Allocations</b>
	<a href="#">Allocations</a>
	<b>School Improvement, 1003(a)</b>
	District Level <input type="button" value="v"/>
	<a href="#">Budget</a>
	<a href="#">Budget Overview</a>
	<a href="#">School Improvement, 1003(a) School Allocations</a>
	<a href="#">Plan Relationships</a>

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

# Implementation of Approved 1003(a) Plan





# 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**

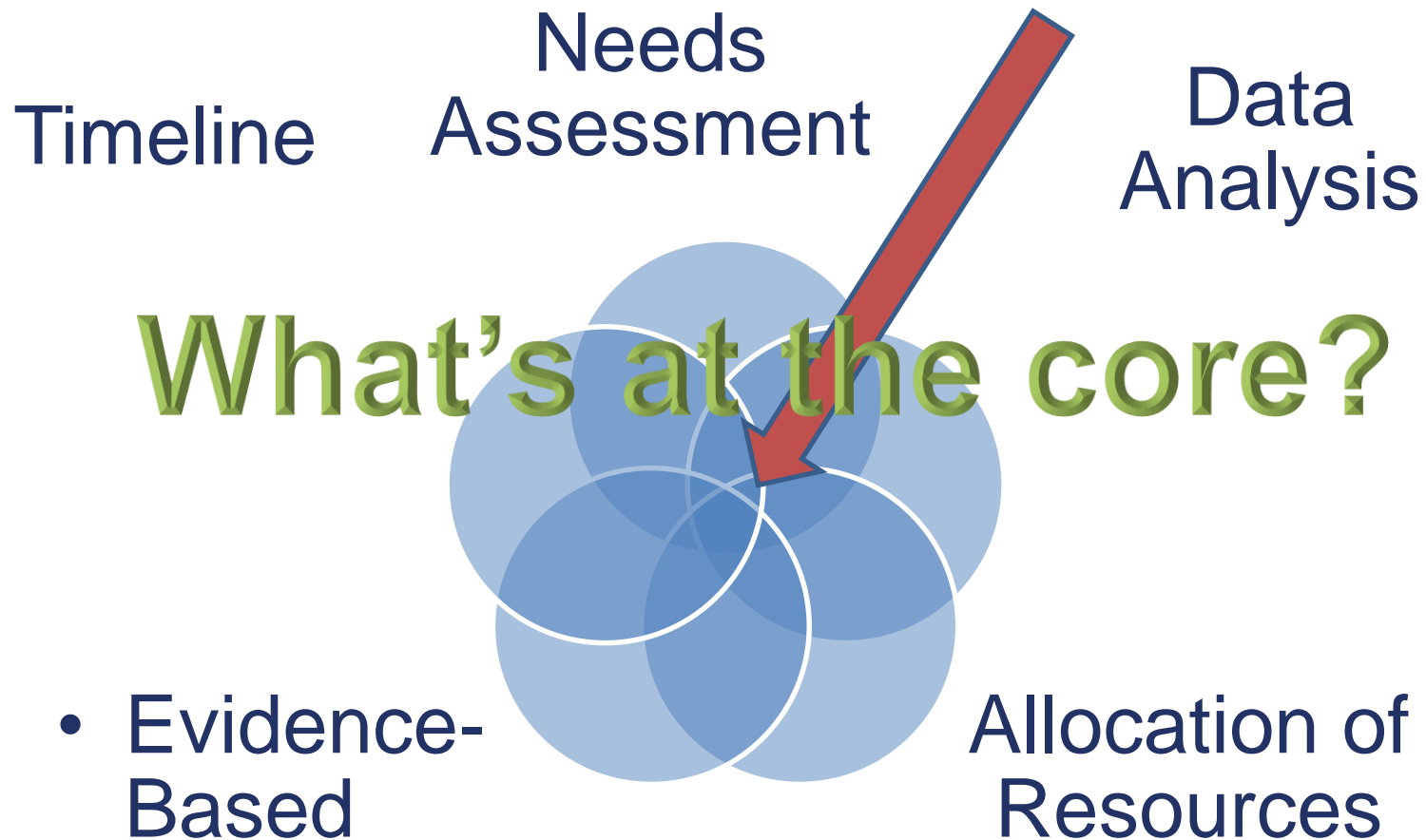
SEA School Improvement Contact

SEA School Improvement Supervisor

SEA School Improvement Director

**Superintendent will be final approver of initial application**

# Points of Convergence



- 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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