

# 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  
of  
Schools

Planning Tool  
&  
Evidence-  
based  
requirements

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

37

Priority  
Schools

81

Focus  
Schools

Needs  
Assessment

Evidence-  
Based  
Interventions

Goals,  
Strategies,  
Action-steps

Turnaround  
Principles

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

Budget

Related  
Documents



May

- Allocations Released

May 30

- Follow-up Webinar  
*(Rescheduled from May 22)*

June 23

- Applications due in MCAPS

# Planning Tool

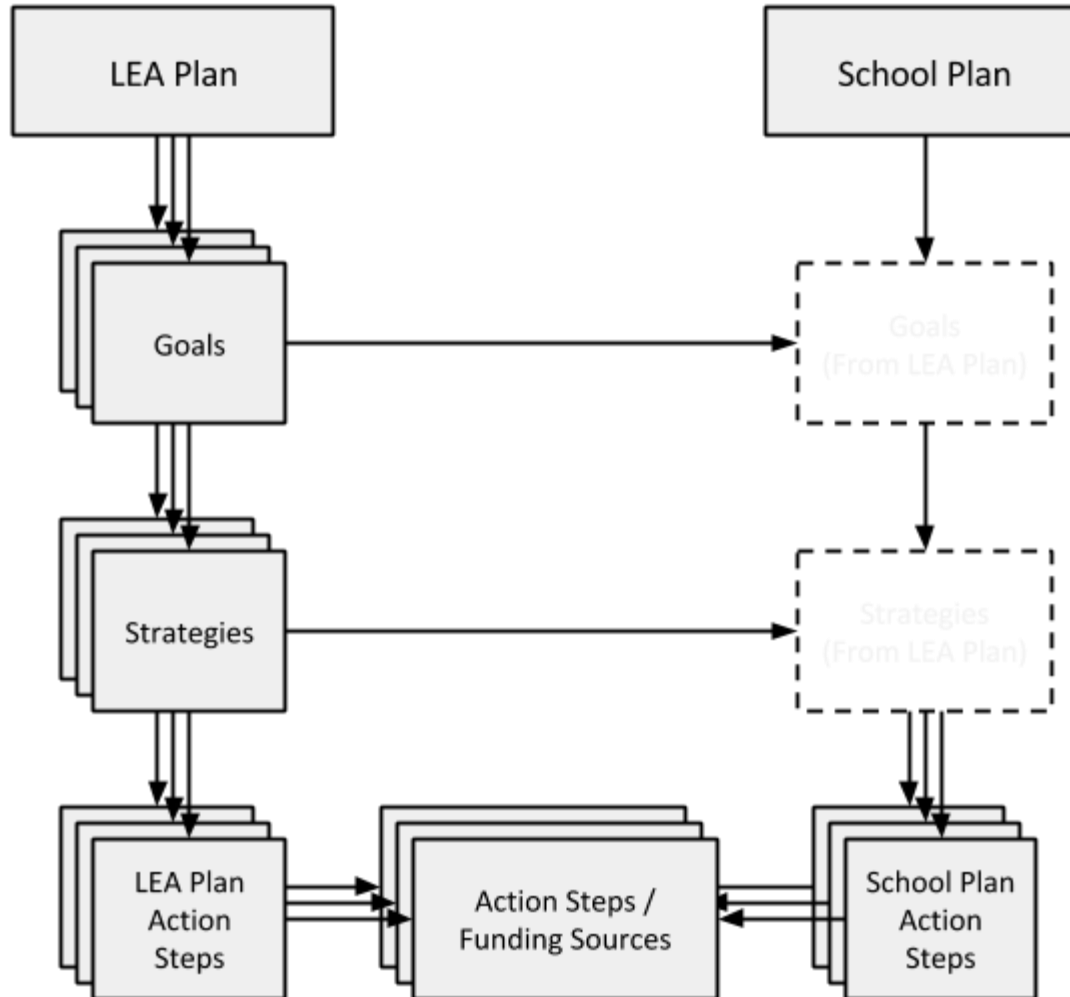


# Planning Tool Conceptual Overview - School Plan

- 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



# 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>		





# Evidence-based Intervention 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.

# Evidence-based Decision Making

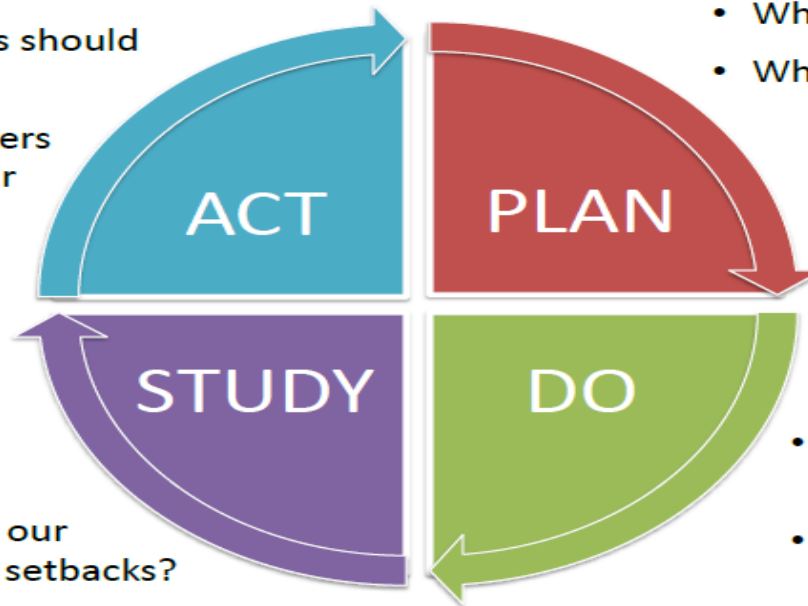
## The Opportunity is to Use Evidence to Solve Important Problems



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?



## 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"/>

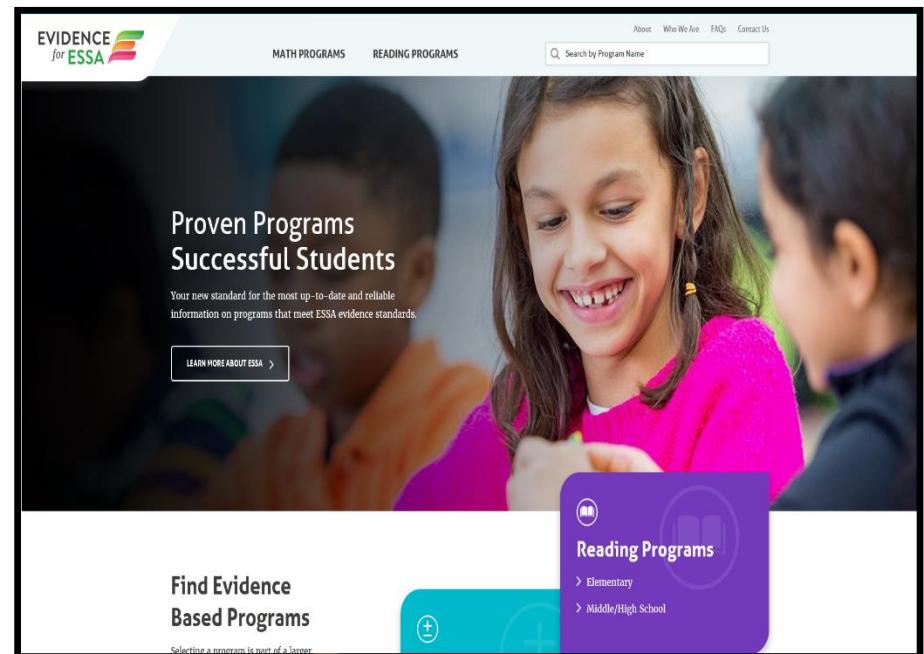
You may also be

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







MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

# Evidence-Based Resources

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

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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.

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-OIG-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 Sciences  
U.S. Department of Education

**REL** SOUTHEAST  
Regional Educational Laboratory  
Florida State University

National Center for Education Evaluation and Regional Assistance

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



# Evidence-Based Resources

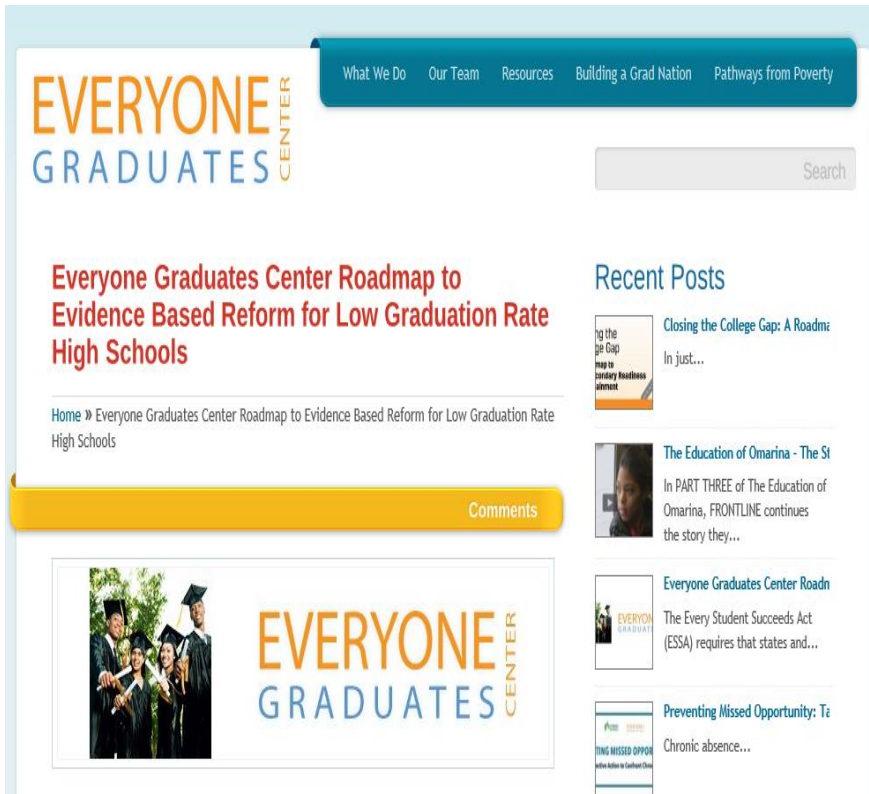


## Best Evidence Encyclopedia

*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>





**EVERYONE GRADUATES CENTER**


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## Everyone Graduates Center Roadmap to Evidence Based Reform for Low Graduation Rate High Schools

Home » Everyone Graduates Center Roadmap to Evidence Based Reform for Low Graduation Rate High Schools

Comments



**EVERYONE GRADUATES CENTER**

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- Closing the College Gap: A Roadmap**  
In just...
- The Education of Omarina - The Story**  
In PART THREE of The Education of Omarina, FRONTLINE continues the story they...
- Everyone Graduates Center Roadmap**  
The Every Student Succeeds Act (ESSA) requires that states and...
- Preventing Missed Opportunity: The Story**  
Chronic absence...



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**U.S. Department of Education**

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Student Loans | Grants | Laws | Data

## Next Generation High Schools: Redesigning the American High School Experience



**How Do I Find...?**

- Student loans, forgiveness
- College accreditation
- Every Student Succeeds Act (ESSA)
- FERPA
- FAFSA
- 1098-E Tax Form
- More...

**Information About...**

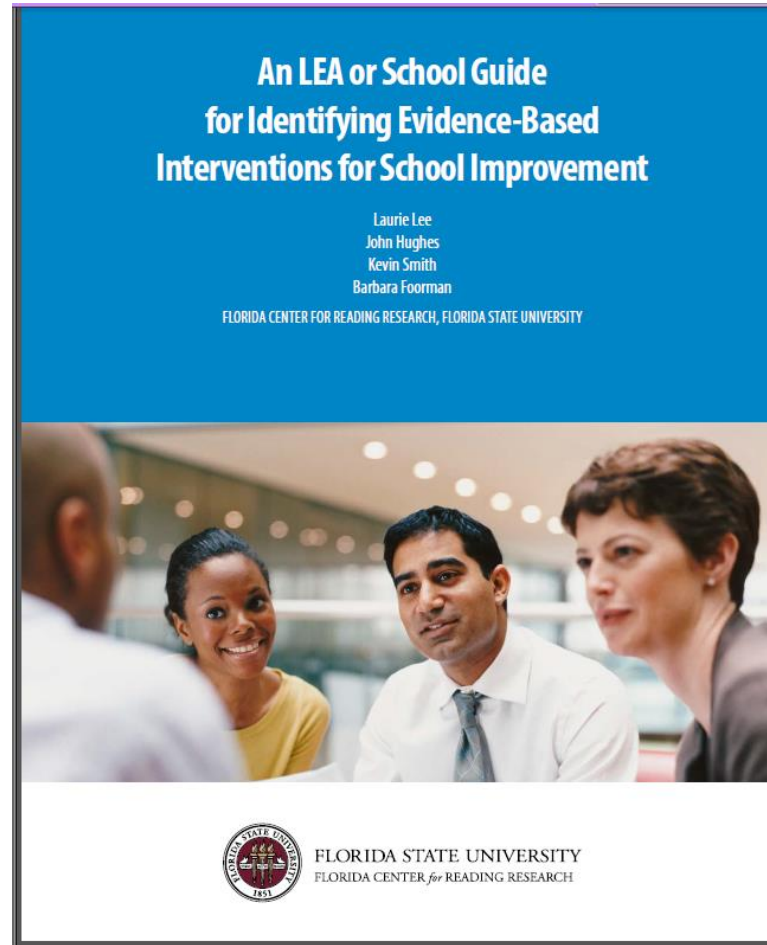
- Transforming Teaching
- Family and Community Engagement
- Early Learning
- K-12 Reforms

"...I'm announcing a new challenge to redesign America's high schools so they better equip graduates for the demands of a high-tech economy... We'll reward schools that develop new partnerships with colleges and employers, and create classes that focus on science, technology, engineering and math."

— President Barack Obama, 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>



<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®

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.



# Plan Items - Create an Action Step

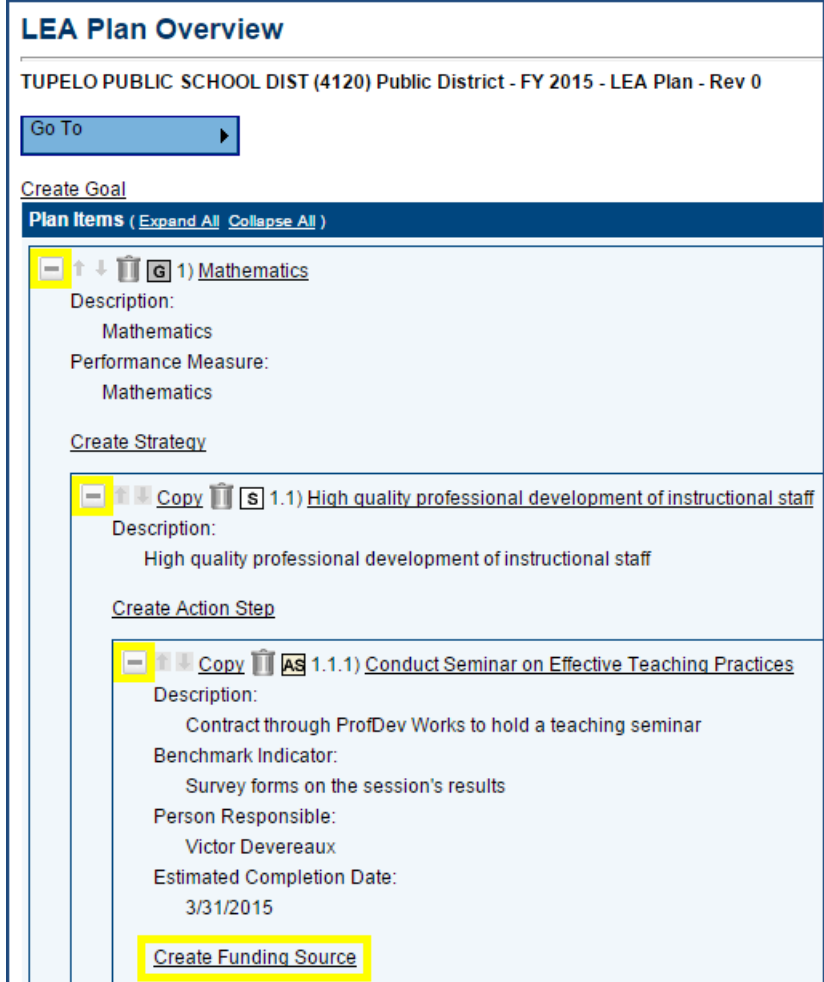
1. Enter the **Action Step Title**, **Action Step Description** and **Benchmark Indicator**
2. Select a **Person Responsible** for administering the task
3. Select an **Estimated Completion Date**
4. Check box to add Action Step to action step bank
5. Click **Save**

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 as <u>SWD</u> . The District has developed growth plans for each school that will address <u>SWD</u> school data in the area of need. Strategies are being implemented to address <u>SWD</u> 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

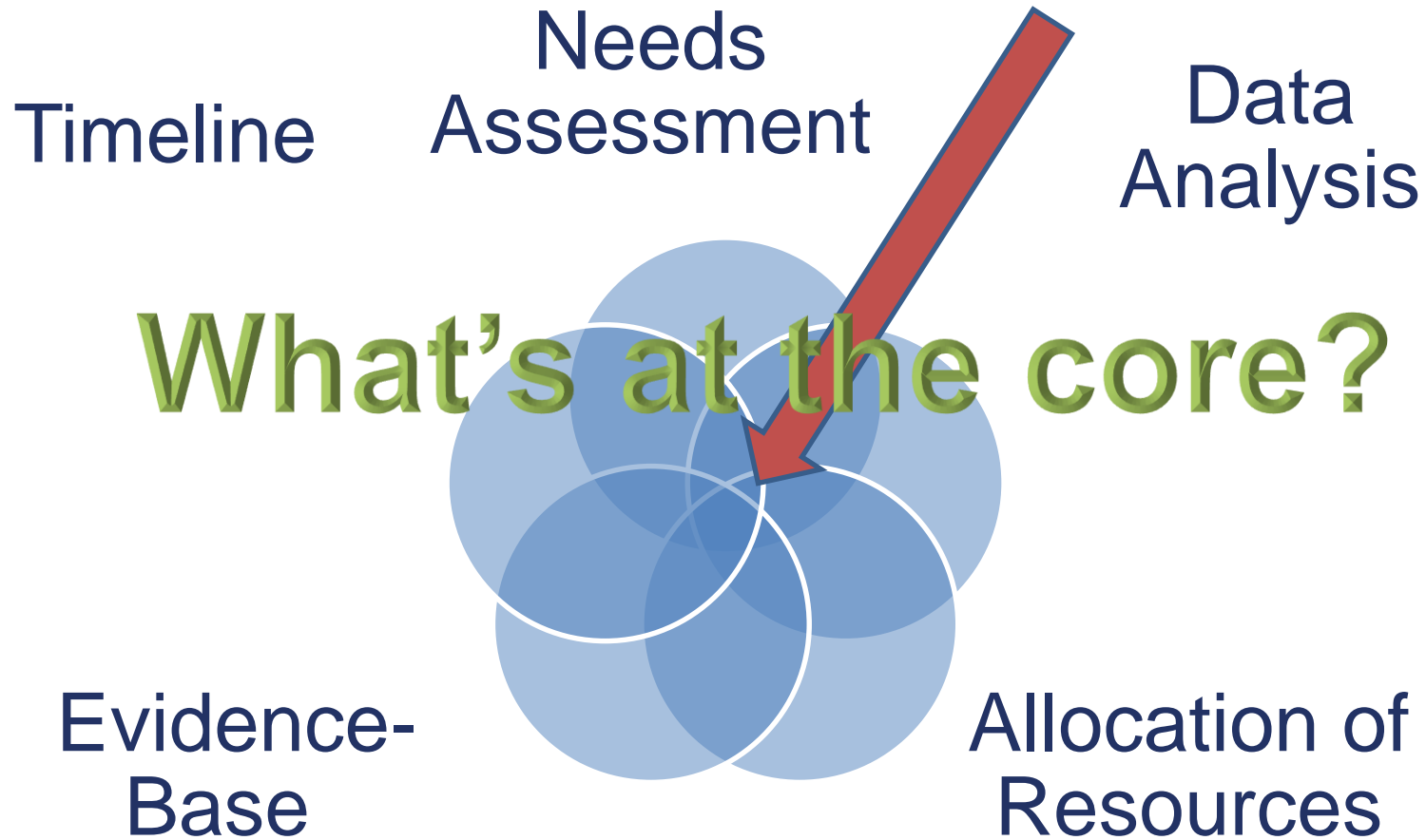
Check Spelling

15 of 50 characters

Save Cancel



# Points of Convergence





# 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?

# FUNDING APPLICATION

Title I, 1003(a)





Funding Applications - Federal Programs

https://mcaps.mde.k12.ms.us/Funding/E

Ensuring a bright future for every child

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Project Summary

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MDE Document Library

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## Funding Applications

No Name Test (1111) Public District - FY 2017

2017 All Active Applications

Entitlement Funding Application	Revision
<u>Consolidated</u>	0
<u>School Improvement, 1003(a)</u>	0

Competitive Funding Application

There are no matching Competitive applications for this fiscal year.



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)	
	Elementary 1 (001) <input type="checkbox"/>
	<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			
<b>Go To</b>	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	
<b>View</b>	1105 - Pre-Kindergarten Programs	Elementary 1 (001)	<b>Total</b>
			\$0.00
<b>View</b>	1110 - Kindergarten Programs	Budget	\$0.00
		Budget Overview	\$0.00
<b>View</b>	1120 - Elementary Programs	Elementary 2 (002)	\$0.00
		High (004)	School Improvement, 1003(a) School Allocations
<b>View</b>	1130 - Middle-Junior High Programs	Middle (003)	\$0.00
			Focus School Funding Source
<b>View</b>	1140 - High School Programs		\$0.00
			Priority School Funding Source
<b>View</b>	1190-1199 - Other Regular Programs		\$0.00
			Priority School Interventions and Expenditures
<b>View</b>	1230 - Alternative School Programs		\$0.00
			Personnel Details (Regular School Year K-12 School Level)
<b>View</b>	1250 - Title I Programs		\$0.00
			Personnel Details (Summer School K-12 School Level)
<b>View</b>	1260 - After School Programs		\$0.00
			Plan Relationships
<b>View</b>	1270 - Remediation Extended School Year		\$0.00
			Related Documents
<b>View</b>	1280 - Supplemental Educ. Services (SES)		\$0.00
<b>View</b>	1290 - Other Special Programs		\$0.00
<b>View</b>	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.

# 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	<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

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)



# Assurances & Related Documents

MCAPS Home

Administer ▶

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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

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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.



# Sections

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>

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



# Sections

**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**

May

- Allocations Released

May 30

- Follow-up Webinar  
*(Rescheduled from May 22)*

June 23

- Applications due in MCAPS

# Exceptions

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.

# School Improvement Contact Information

Dr. Sonja J. Robertson  
Executive Director  
[srobertson@mdek12.org](mailto:srobertson@mdek12.org)

Mrs. Shakinna Patterson, Ed.S.  
Bureau Director II  
[spatterson@mdek12.org](mailto:spatterson@mdek12.org)

Dr. Sebrina Palmer  
Director-Lead Implementation Specialist  
[spalmer@mdek12.org](mailto:spalmer@mdek12.org)

Mrs. Maisah Holloman, Ed.S.  
Staff Officer III  
[mholloman@mdek12.org](mailto:mholloman@mdek12.org)

Ms. Kelley Gonzales  
Office Director II  
[kgonzales@mdek12.org](mailto:kgonzales@mdek12.org)

Ms. Vanessa Smith  
Project Officer II  
[vsmith@mdek12.org](mailto:vsmith@mdek12.org)

**Office of School  
Improvement  
359 North West St.  
P. O. Box 771  
Jackson, MS 39205-0771  
(601) 359-3499**

**<http://www.mdek12.org/OSI>**

**Bureau Director II, Finance  
Miss Elisha Campbell, Director  
[ecampbell@mdek12.org](mailto:ecampbell@mdek12.org)**