

# Technical Assistance Session #12 – FY22 LEA Plan Title II, Part A Look For's

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[mdek12.org](https://mdek12.org)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

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## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



## MISSION

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



1

**ALL** Students Proficient and Showing Growth in All Assessed Areas



2

**EVERY** Student Graduates from High School and is Ready for College and Career



3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School Has Effective Teachers and Leaders

4



**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5




**EVERY** School and District is Rated “C” or Higher

6



# Teams Session Housekeeping



A teacher in a tan trench coat stands in a classroom, pointing to a digital screen. The screen displays several mathematical expressions:  $(5 \times 4) \times 3$ ,  $5 \times (4 \times 3)$ ,  $12 \times 5$ ,  $(5 \times (4 \times 3))$ , and  $(3 \times 5) \times 4$ . The classroom is filled with students, some with their hands raised. The background includes a whiteboard with handwritten notes and a calendar.

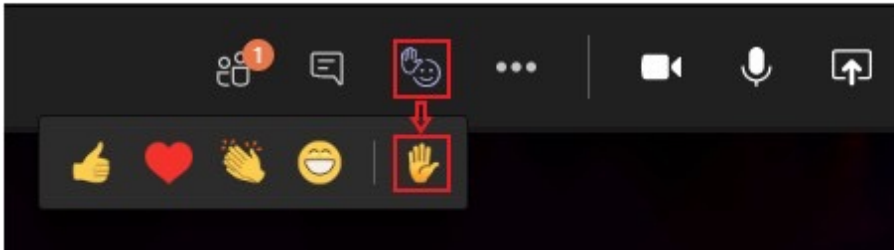
$$(5 \times 4) \times 3$$
$$5 \times (4 \times 3)$$
$$12 \times 5$$
$$(5 \times (4 \times 3))$$
$$(3 \times 5) \times 4$$



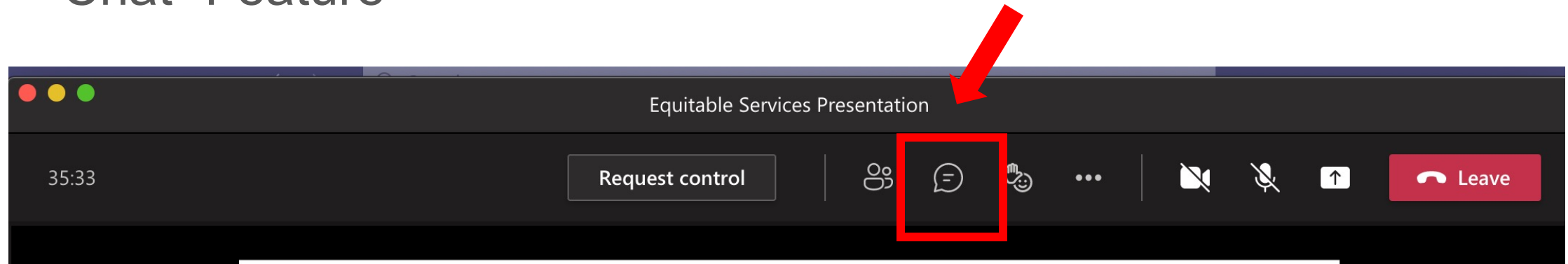
- Please mute yourself unless you have a question to reduce background noise
- Please cut the camera off to save bandwidth to reduce technical glitches
- Please ask questions throughout the presentation via chat or “raise hand” feature

- “Raise Hand” Feature

Just select **Show reactions** 🙌 in the meeting controls, and then choose **Raise your hand** 🙋 . Everyone in the meeting will see that you've got your hand up.



- “Chat” Feature



- To use the **chat** feature in Teams, simply click the “Chat” icon. The **chat box** will appear on the right. Type your message in the chat box and click the “Send” icon to send your question.

- This session will be recorded to increase availability and access to the technical assistance session.
- Recording will be available on YouTube and notification will be distributed via listserv.
- Technical assistance sessions are updated in MCAPS, MDE Document Library, Technical Assistance Sessions folder.



- LEA Plan- Title II, Part A Questions
  - Required response for each question

- The goal of this session is to provide LEAs specific information that should be provided within the Title II, Part A section of FY22 Local Educational Agency (LEA) Plan in the Mississippi Consolidated Automated Performance-based System (MCAPS).
- Our objective is to improve LEA Plan “District Contact Returned Not Approved” rates by 50% for the FY22 LEA Plan submission.

# LEA Plan- Title II, Part A Questions

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LEA Plan Sections

No Name Test (1111) Public District - FY 2022 - LEA Plan - Rev 0

[Redacted]

Status: Not Started

Change Status To: [Draft Started](#)

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Description ( <a href="#">View Sections Only</a> <a href="#">View All Pages</a> )	Validation	Print <input type="checkbox"/> Select Items
All		<a href="#">Print</a>
<input type="checkbox"/> History Log		<a href="#">Print</a>
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<input type="checkbox"/> LEA Planning Team		<a href="#">Print</a>
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<input type="checkbox"/> LEA Plan for ESEA Programs		<a href="#">Print</a>
<a href="#">LEA Plan - Title I, Part A</a>		<a href="#">Print</a>
<a href="#">LEA Plan - Title II, Part A</a>		<a href="#">Print</a>
<a href="#">LEA Plan - Title IV, Part A - Student Support and Academic Enrichment (SSAE)</a>		<a href="#">Print</a>
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<a href="#">LEA Plan - Prioritized List of Needs</a>		<a href="#">Print</a>
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## LEA Plan - Title II, Part A

No Name Test (1111) Public District - FY 2022 - LEA Plan - Rev 0



Go To ▶

1. Describe the activities to be carried out by the local educational agency (LEA) under this section and how these activities will be aligned with challenging State academic standards and the Learning Forward Standards. Sec. 2102(b)(2)(A)
2. Describe the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. Sec. 2102(b)(2)(B)
3. Describe how the LEA will prioritize funds to schools served by the agency that are implementing Comprehensive Support and Improvement (CSI) activities, Targeted Support and Improvement (TSI) activities, Additional Targeted Support and Improvement (ATSI) activities and/or have the highest percentage of low-income children. Sec. 2102(b)(2)(C)
4. Describe how the LEA will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A funds. Sec. 2102(b)(2)(D)



1. **Describe the activities** to be carried out by the local educational agency (LEA) under this section and **how** these **activities** will be **aligned** with challenging **State academic standards** and the **Learning Forward Standards**.

Sec. 2102(b)(2)(A)

The LEA response should **describe**:

- Professional development **activities** that will be implemented
- **How activities** are **aligned** with **State academic standards & Learning Forward Standards**

- **Learning Communities**
- **Resources**
- **Learning Designs**
- **Outcomes**
- **Leadership**
- **Data**
- **Implementation**

<https://learningforward.org/standards-for-professional-learning/>

## Learning Communities:

- Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
  - Engage in continuous improvement
  - Develop collective responsibility
  - Create alignment and accountability



## Leadership:

- Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
  - Development capacity for learning and leading
  - Advocate for professional learning
  - Create support systems and structures

## Resources:

- Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
  - Prioritize human, fiscal, material, technology, and time resources
  - Monitor resources
  - Coordinate resources

## Data:

- Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
  - Analyze student, educator, and system data
  - Assess progress
  - Evaluate professional learning

## Learning Designs:

- Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
  - Apply learning theories, research, and models
  - Select learning designs
  - Promote active engagement

## Implementation:

- Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
  - Apply change research
  - Sustain implementation
  - Provide constructive feedback

## Outcomes:

- Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
  - Meet performance standards
  - Address learning outcomes
  - Build coherence

- **All seven (7) Learning Forward Standards must be addressed**
- Districts with an “A” rating are exempt from the Learning Forward Standards, thus exempt from this question.

2. Describe LEA's systems of **professional growth and improvement**, such as induction for teachers, principals, or other school leaders and opportunities for **building the capacity of teachers** and opportunities to **develop meaningful teacher leadership**. Sec. 2102(b)(2)(B)

The LEA response should **describe**:

- **Professional growth** and improvement for **building capacity of teachers** and/or other **school leaders**
- **Opportunities** to develop meaningful **teacher leadership**
- **Mississippi Educator and Administrator Professional Growth System** to increase **educator effectiveness**



3. **Describe** how the LEA will **prioritize funds** to schools served by the agency that are implementing **Comprehensive Support and Improvement (CSI)** activities, **Targeted Support and Improvement (TSI)** activities, **Additional Targeted Support and Improvement (ATSI)** activities and/or have the **highest percentage of low-income children**. Sec. 2102(b)(2)(C)

The LEA response should **describe**:

- How the LEA will **prioritize funds** for activities for schools with **CSI, TSI, and ATSI** designations and/or have the **highest percentage of low-income students**.

4. **Describe** how the LEA will use **data** and **ongoing consultation** to continually **update** and **improve** activities supported with Title II, Part A funds.

Sec. 2102(b)(2)(D)

The LEA response should **describe**:

- How the LEA will use **data points**
- The **frequency** and **method(s)** of **ongoing consultation**
- **Timeline** for updating and improving activities supported with Title II, Part A funds.

# Questions



- Please complete this brief evaluation to improve the quality of our technical assistance sessions. Your feedback is greatly appreciated.
- <https://forms.office.com/Pages/ResponsePage.aspx?id=RLM1fgZxi0mZgAUQoTK3d7FITYSB40FFIjkKS1qRs1xUOUFVMDNHQkREU1RaTTRHSUdWVUJUOVUwRS4u>



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