

Schoolwide Plans

Barbara Greene

Title I, Part A Coordinator

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

January 20, 2022



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



- Overview of Schoolwide Programs
- Components of the School Plan
- Minimum Requirements for Responses
- Questions

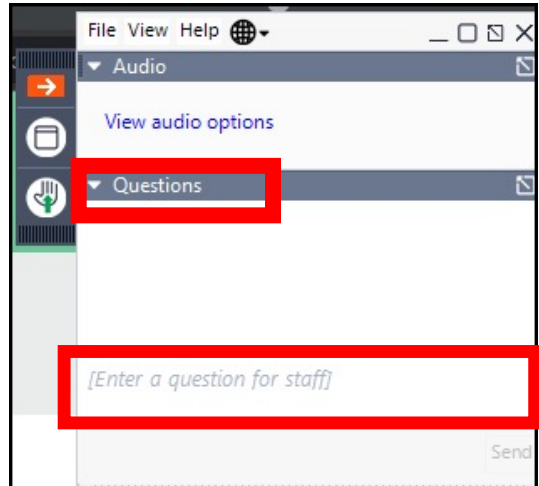


Housekeeping

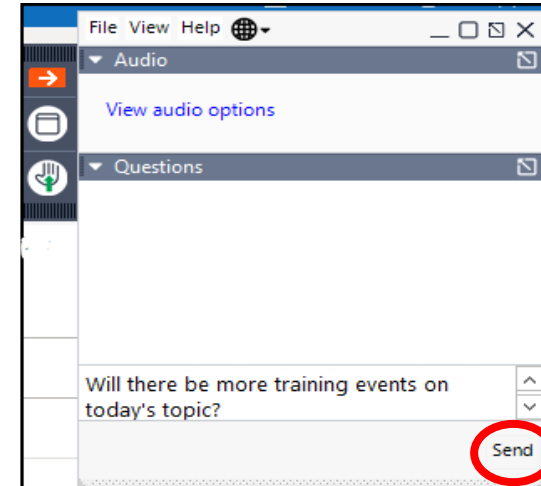


MISSISSIPPI
DEPARTMENT OF
EDUCATION

- Please ask questions throughout the presentation via questions.



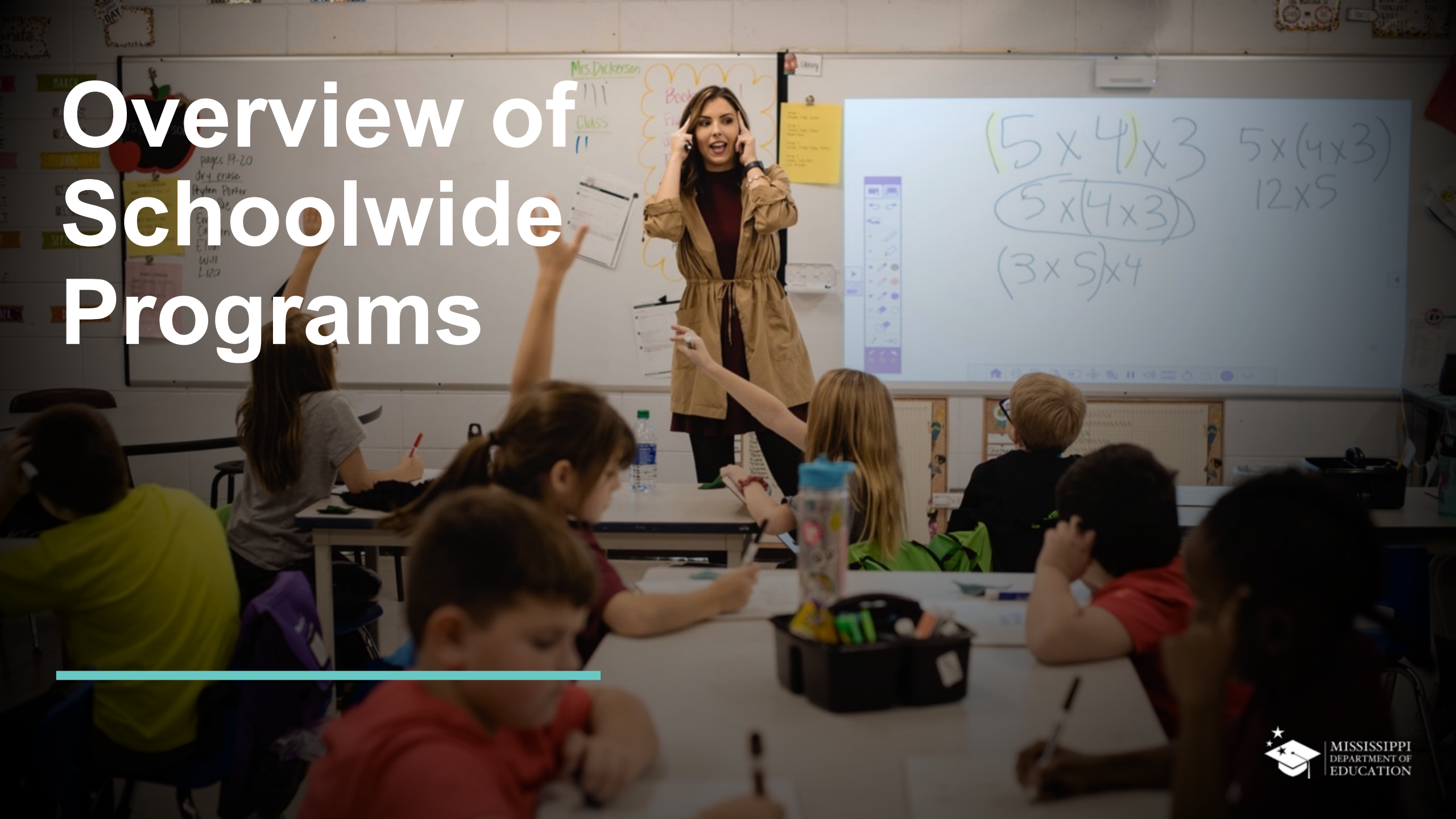
Enter your
question
here.



- To use the **question** feature in Go to Webinar, simply click the “Question” line. The **question box** will appear. Type your message in the question box and click the “Send” icon to send your question.

- This session will be recorded to increase availability and access to the Schoolwide Programs technical assistance session.
- Recording will be available as a resource.
- Technical assistance sessions are uploaded in MCAPS, the MDE Document Library, Schoolwide Programs, FY22 (2021-2022 School Year).

Overview of Schoolwide Programs



What are Schoolwide Programs?

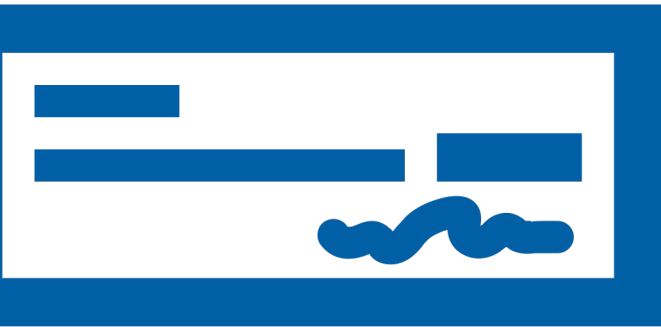
- Schoolwide
- Targeted Assisted



Why do we Write this Plan?



ESSA Section 1114 and Section 1115



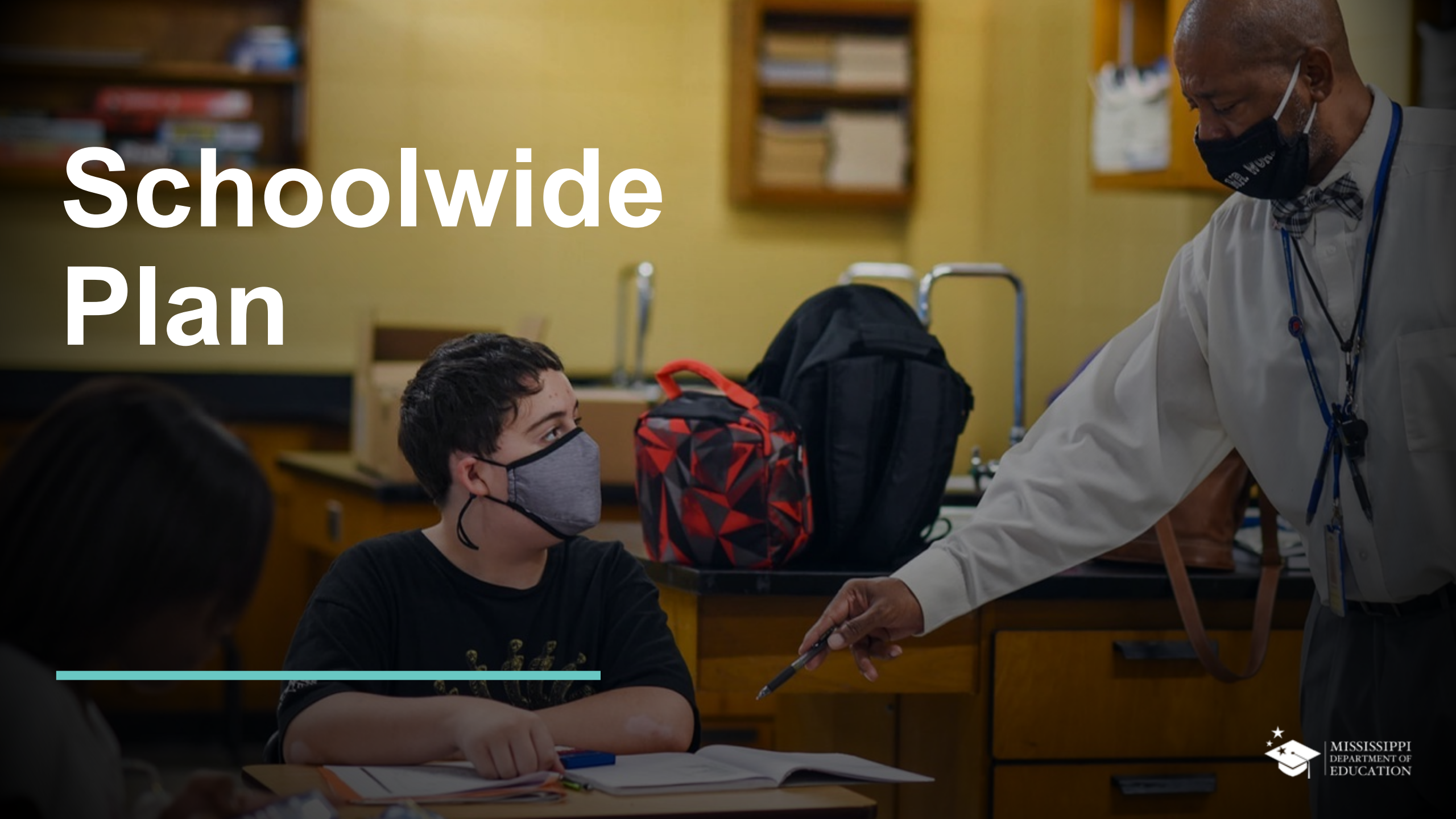
Who is Responsible for the School Plan?



Which Data Points to use for the School Plan



Schoolwide Plan



MISSISSIPPI
DEPARTMENT OF
EDUCATION

School Plan Sections

Public District - FY 20 Public School - School Plan - Rev 0

Status: Not Started

Change Status To: **Draft Started**

[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All

☐ History Log

[History Log](#)

[Create Comment](#)

☐ School Planning Team

[School Planning Team](#)

[School Planning Summary](#)

☐ School Plan Needs Assessment

[School Plan - Demographics](#)

[School Plan - Accountability Data](#)

[School Plan - Student Achievement \(School's Performance\)](#)

[School Plan - College and Career Readiness](#)

[School Plan - School Climate and Culture](#)

[School Plan - Curriculum and Instruction](#)

[School Plan - Professional Development](#)

[School Plan - Parent and Family Engagement](#)

[School Plan - Prioritized List of Needs](#)

☐ School Plan Overview

[School Plan Overview](#)

☐ School Plan Related Documents

[School Plan Related Documents](#)

All

In order to input any information in the School Plan, the **school plan's status must be "Draft Started"**. Please do not forget to change the status to "Draft Started".

[Return](#)

School Plan Sections

Public District - FY 20

Public School - School Plan - Rev 0

Status: Not Started

Change Status To: [Draft Started](#)

[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All

History Log

[History Log](#)

[Create Comment](#)

School Planning Team

[School Planning Team](#)

[School Planning Summary](#)

School Plan Needs Assessment

[School Plan - Demographics](#)

[School Plan - Accountability Data](#)

[School Plan - Student Achievement \(School's Performance\)](#)

[School Plan - College and Career Readiness](#)

[School Plan - School Climate and Culture](#)

[School Plan - Curriculum and Instruction](#)

[School Plan - Professional Development](#)

[School Plan - Parent and Family Engagement](#)

[School Plan - Prioritized List of Needs](#)



School Plan Overview

[School Plan Overview](#)

School Plan Related Documents

[School Plan Related Documents](#)

All



[Return](#)

School Planning Team

- School Planning Team
- School Planning Summary



Please **identify all planning team members, including titles.**

Section 1114(b)(2)

Response should include **at the minimum at least one representative** in each of the following categories:

- Parents
- Teachers
- Paraprofessionals
- Principals
- District level administrators
- Students (if serving a high school)



Briefly describe the process the planning team used to develop the Schoolwide Plan or Targeted Assistance Plan based upon a comprehensive needs assessment. Include the process that the school will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards.

For a Targeted Assistance Plan, please include the process for selecting students.

Section 1114(b)(1, 3 and 6) and Section 1115(b)(1)

Responses must include at a minimum:

- There is a detailed description of the process used to develop, review, and update the school plan throughout the year.
- The description includes timelines throughout the year, engagement activities to gather input, staff involved, methods for determining progress, and procedures for making needed updates.

The SW Planning Team met January 31, February 14, March 18 and April 9 to develop the plan. Each meeting had a focal point and data was reviewed to develop the expected outcomes.

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan.

Data has been accumulated from each grade level to include informal and formal observation tools. Each grade level chair has been responsible for monitoring the grade level data and conducting bi-weekly



School Plan Needs Assessment



Public District - FY 20

Public School - School Plan - Rev 0

Status: Not Started

Change Status To: [Draft Started](#)

[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All

History Log

[History Log](#)

[Create Comment](#)

School Planning Team

[School Planning Team](#)

[School Planning Summary](#)

School Plan Needs Assessment

[School Plan - Demographics](#)

[School Plan - Accountability Data](#)

[School Plan - Student Achievement \(School's Performance\)](#)

[School Plan - College and Career Readiness](#)

[School Plan - School Climate and Culture](#)

[School Plan - Curriculum and Instruction](#)

[School Plan - Professional Development](#)

[School Plan - Parent and Family Engagement](#)

[School Plan - Prioritized List of Needs](#)

School Plan Overview

[School Plan Overview](#)

School Plan Related Documents

[School Plan Related Documents](#)

All

[Return](#)

Demographics

- Student Demographics (Enrollment)
- School Characteristics
- Community Characteristics



Student demographic (Enrollment) and School Data-Grid will prepopulate.

School Plan - Demographics

Public District - FY 2022 Public School - School Plan - Rev 0

Go To

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
2018-19																		
2019-20																		
2020-21																		

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2018-19		
2019-20		
2020-21		

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

School's Characteristics

Responses must include at a minimum:

Provide a description of the school's characteristics (i.e., census, poverty, rural status, businesses/industries, natural disasters).



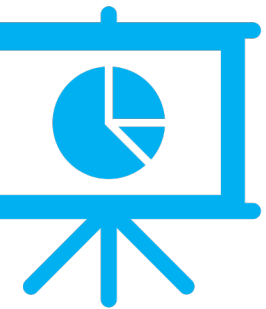
Community Characteristics

Responses must include at a minimum:

Provide a description of the community's characteristics (i.e., census, poverty, rural status, businesses/industries, natural disasters).



Accountability Data



- School accountability designation (CSI, TSI, or ATSI)
- Mississippi Academic Assessment Program (MAAP) data

School Plan- Accountability Data

28

School Plan - Accountability Data																								
Public District - FY 2022 Public School - School Plan - Rev 0																								
Check the box that reflects your school accountability designation																								
Three-Year School Accountability Designation																								
Year	CSI			TSI			ATSI																	
2018-19	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>																	
2019-20	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>																	
2020-21	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>																	
Elementary and Middle Schools																								
	Language Arts			Mathematics			Science			Participation Rate														
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21												
Proficiency	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>												
Growth All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>												
Growth Low 25%	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>												
Accountability Grade	2018-19 <input type="text"/>			2019-20 <input type="text"/>			2020-21 <input type="text"/>																	
Total Points	<input type="text"/>			<input type="text"/>			<input type="text"/>			<input type="text"/>														
High Schools																								
	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Proficiency	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Growth All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Growth Low 25%	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Accountability Grade	2018-19 <input type="text"/>			2019-20 <input type="text"/>			2020-21 <input type="text"/>																	
Total Points	<input type="text"/>			<input type="text"/>			<input type="text"/>			<input type="text"/>			<input type="text"/>			<input type="text"/>			<input type="text"/>			<input type="text"/>		



Complete three-year accountability designation chart by selecting Comprehensive Support and Improvement (**CSI**), Targeted Support and Improvement (**TSI**), or Additional Targeted Support and Improvement (**ATSI**).

Enter the previous school year's Mississippi Academic Assessment Program (**MAAP**) data for relevant grade levels.

Student Achievement (School's Performance)



- Reading/English Language Arts/Literacy Progress Monitoring data
- MAAP Grade Level English/Language Arts data
- MAAP Grade Level Mathematics data
- MAAP Grade Level Special Subject Areas data

School Plan - Student Achievement (School's Performance)

Public District - FY 2022 - Public School - School Plan - Rev 0

Go To ▶

Reading/Language Arts/Literacy (Progress Monitoring Instrument)

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used:

	Kindergarten		1st Grade		2nd Grade	
Year	BOY*	EOY*	BOY	EOY	BOY	EOY
2018-19						
2019-20						
2020-21						

* BOY means Beginning of the Year and EOY means End of the Year

English/Language Arts (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
2018-19							
2019-20							
2020-21							

Mathematics (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I
2018-19	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2019-20	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2020-21	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Special Subject Areas (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2018-19	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2019-20	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2020-21	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children. Include all local data analyzed as part of the comprehensive needs assessment.

Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)



After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children. Include all local data analyzed as part of the comprehensive needs assessment.

Response must include at a minimum:

- A description of the progress and challenges faced at the school level for all students and subgroups, as applicable.
- Reflection on prior year strategies and impact on student achievement.
- The school's description identifies at least one root cause that explains the reason(s) for the progress and challenges based on the school's data.

Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards.

Response must include at a minimum:

- Description of evidence-based strategies that will be implemented to address the listed challenges and underlying reasons identified especially within student subpopulations such as EL, Migrant, Students with disabilities, gifted and talented, and other identified populations.



Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards.



Remember all evidenced-based descriptions must include the following:

- ☐ The resource bank from which the evidence was provided
- ☐ The level of effectiveness
- ☐ The impact on student achievement
- ☐ If the demographics of the study is similar to the schools

or

- ☐ Two Years of data that show growth for a strategy that is being implemented.

College and Career Readiness

- College and Career Readiness 11th Grade ACT Scores
- Postsecondary Preparation Opportunities for Students



School Plan - College and Career Readiness

Public District - FY 2022 - Public School - School Plan - Rev 0

Go To

☐ Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2018-19					
2019-20					
2020-21					

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

☐ Not Applicable

Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2018-19					
2019-20					
2020-21					

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce. This may include career and technical education programs and programs that broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). Section 1114(b)(7)(A)(iii)(II)



ACT Scores -
Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

Response must include at a minimum:

- Use analyzed ACT data to develop a general description of the progress and challenges faced for all content areas and applicable subgroups.
- Strategy/strategies for increasing the number of students scoring above the State average of 18.
- Description of how the school will address identified challenges.



From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce. This may include career and technical education programs and programs that broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). Section 1114(b)(7)(A)(iii)(II)

Response must include at a minimum:

- A description of how all students are prepared for and aware of opportunities for postsecondary education and the workforce.
- A description of how the school is providing equitable access for all students to participate in AP, IB, dual credit/enrollment, early college high school course, or CTE classes.

School Climate and Culture

- Out-of-School Suspensions
- Disciplinary Processes



School Plan - School Climate and Culture

Public District - FY 2022 - Public School - School Plan - Rev 0

Go To

Out-of-School
Suspensions data will
prepopulate.

Out-of-School Suspensions

	2018-19		2019-20		2020-21	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All						
IEP						
EL						
Asian						
BLK/AA						
His/Lat						
NAM						
NH/PI						
White						

1. What specific discipline issues, if any, impact student achievement/growth?
2. Name specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)
3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

What specific discipline issues, if any, impact student achievement/growth.

Response must include at a minimum:

- The school has provided a description of specific discipline issues that impact student achievement or growth.



Name specific steps to be taken to reduce the loss of instructional time.

Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

Response must include at a minimum:

- The school has provided at least one strategy to be implemented to reduce lost instructional time due to student discipline.



Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

Response must include at a minimum:

- A description of the process used for implementation of the schoolwide tiered model (MTSS) or early intervening services for behavior based upon data analysis. The process should include similar activities/strategies that are used under IDEA.



Curriculum and Instruction

- Methods and instructional strategies
- Evidence-based strategies
- Implementation



School Plan - Curriculum and Instruction

Public District - FY 2022 - Public School - School Plan - Rev 0

Go To ▶

1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).
2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).
3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

Response must include at a minimum:

- Describe the process the school will use to provide Title I students with programs, activities, and academic courses necessary to provide a well-rounded education.
- Describe the methods and instructional practices that the school will implement to strengthen the academic program for Title I students.




Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C)

Response must include at a minimum:

Describe the evidence-based strategies that will be implemented that will provide all students support which may include a variety of supports such as counseling, mental health support, individual specialized instructional supports, etc.





Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C)

Remember that evidenced-based strategies must include...

- The resource bank from which the evidence was provided
- The level of effectiveness
- The impact on student achievement
- If the demographics of the study is similar to the schools

or

- Two Years of data that show growth for a strategy that is being implemented.


Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box.

Section 1114(b)(7)(A)(iii)(V).

Response must include at a minimum:

Provide a description of the evidence-based strategies the school will implement to assist preschool children in the transition to elementary school.





Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box.

Section 1114(b)(7)(A)(iii)(V).

Remember that evidenced-based strategies must include...

- The **resource bank** from which the evidence was provided
- The **level of effectiveness**
- The **impact on student achievement**
- If the **demographics** of the study is similar to the schools

or

- **Two Years of data** that show **growth** for a strategy that is being implemented.

Professional Development

- Staffing
- Evidence-based professional development
- Implementation



School Plan - Professional Development

Public District - FY 2022 Public School - School Plan - Rev 0

Go To

School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2018-19									
2019-20									
2020-21									

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)



Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Section 1114(b)(7)(A)(iii)(IV) and
Section 1115(b)(2)(D)

Response must include at a minimum:

- A **general description of evidence-based professional development that will be implemented** to address the needs of ALL at risk students.



Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Section 1114(b)(7)(A)(iii)(IV) and
Section 1115(b)(2)(D)

Remember that evidenced-based strategies must include...

- The **resource bank** from which the evidence was provided
- The **level of effectiveness**
- The **impact on student achievement**
- If the **demographics** of the study is similar to the schools

or

- **Two Years of data** that show **growth** for a strategy that is being implemented

What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment?

Section 1114(b)(7)(A)(iii)(IV) and
Section 1115(b)(2)(D)

Response must include at a minimum:

- A description of planned professional development activities for teachers, paraprofessionals and other school personnel focused on improvement of instruction and the use of data from academic assessment.



What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects?

Section 1114(b)(7)(A)(iii)(IV) and
Section 1115(b)(2)(D)

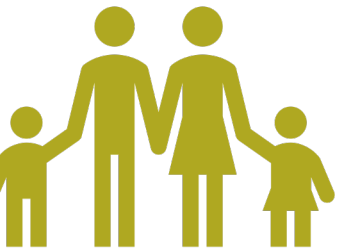
Responses must include as the minimum:

- Provide strategies or activities that will be implemented to recruit and retain effective teachers, especially in high-need subjects.
- The process that will be used to review and analyze student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.



Parent and Family Engagement

- Involvement
- Process
- Evaluation



School Plan - Parent and Family Engagement

Public District - FY 2022 -

Public School - School Plan - Rev 0

Go To

1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

Describe how the school will involve parents and family members in the development and evaluation of this plan.

Section 1116(c)(3) and Section 1115(b)(2)(E)

Responses must include as a minimum:

- A general description of how the school parent and family engagement plan was developed including who participated in the development of it.
- Description of how the plan will be evaluated and how the results will be shared with all stakeholders.



Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance.

Section 1116(d) and Section 1115(b)(2)(E)

Responses must include as a minimum:

- Description of how the parent and family engagement activities are developed, implemented and evaluated.
- At least 50% of the activities have an academic focus.
- If there is an EL population, there should be activities for EL families as well.
- The description includes timelines throughout the year, engagement activities to gather input, persons involved, methods for determining progress, and procedures for making needed revisions.



Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school.

Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

Responses must include at a minimum:

- Various activities specifically designed to engage the parents who are economically disadvantaged, are disabled, have limited literacy, or are of any racial or ethnic minority background at home, in the community and at school.



Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand.

Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

Responses must include at a minimum:

- Describe the activities used to disseminate information to parents and families in an understandable format and language. If applicable, address activities specifically designed to engage the parents and families of English learners.



Prioritized List of Needs

- Successes
- Challenges
- Critical Areas



School Plan Sections

Public District - FY 20

Public School - School Plan - Rev 0

Status: Not Started

Change Status To: [Draft Started](#)

[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All

History Log

[History Log](#)

[Create Comment](#)

School Planning Team

[School Planning Team](#)

[School Planning Summary](#)

School Plan Needs Assessment

[School Plan - Demographics](#)

[School Plan - Accountability Data](#)

[School Plan - Student Achievement \(School's Performance\)](#)

[School Plan - College and Career Readiness](#)

[School Plan - School Climate and Culture](#)

[School Plan - Curriculum and Instruction](#)

[School Plan - Professional Development](#)

[School Plan - Parent and Family Engagement](#)

[School Plan - Prioritized List of Needs](#)

School Plan Overview


[School Plan Overview](#)

School Plan Related Documents

[School Plan Related Documents](#)

All

[Return](#)



MISSISSIPPI
DEPARTMENT OF
EDUCATION

65

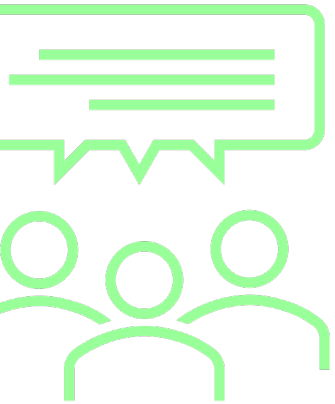
1. Summarize successes your school has experienced and why.
2. Summarize challenges your school has experienced and why.
3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):
a. Student Achievement Data
b. College and Career Readiness
c. School Climate and Culture
d. Curriculum and Instruction
e. Professional Development
f. Parent and Family Engagement
4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F).

All four (4) questions in this section must be addressed.

Summarize successes your school has experienced and why.

Responses must include at a minimum:

- Description of the successes at the school level for all the identified prioritized needs for all students and particular subgroups, as applicable.
- Description of the successes experienced provides at least one root cause for each success based on school's data including the data source.

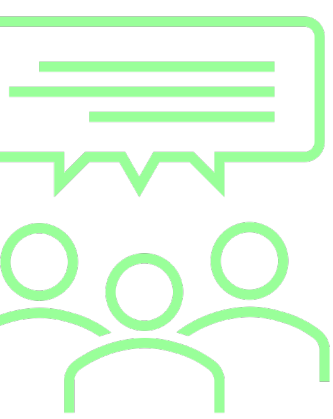


Summarize challenges your school has experienced and why.

Responses must include at a minimum:

- Description of the challenges at the school for all the identified prioritized needs for students and particular subgroups, as applicable.
- Description of the challenges experienced provides at least one root cause for each challenge based on school's data including the data source.





List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a").

List, in order of priority, the areas of need as identified through the needs assessment. (if not applicable indicate "n/a"):

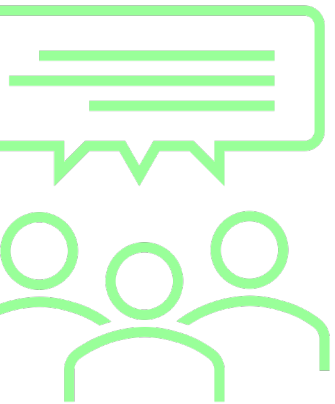
- a. Student Achievement Data
- b. College and Career Readiness
- c. School Climate and Culture
- d. Curriculum and Instruction
- e. Professional Development
- f. Parent and Family Engagement

Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities.

Section 1114(b)(5) and Section 1115(b)(2)(F)

The response at a minimum must include:

- Only the areas that will be addressed using the School's allocation.
- A general description of the activity(s)/ program(s) that will take place under the appropriate category. Data and Narratives from that section should support the prioritization
- The goal from implementing the activity and/program.
- The expected outcome from implementing the activity/program in quantifiable measures.

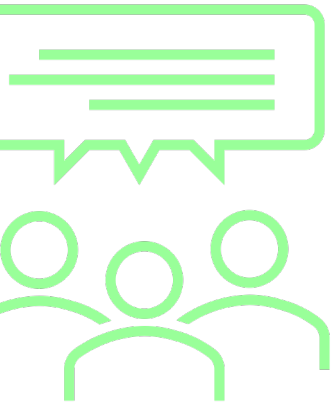


Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities.

Section 1114(b)(5) and Section 1115(b)(2)(F)

Responses must include at a minimum:

- The targeted population that the activity/program is geared towards.
- Provide a description of how the school is braiding funding to improve the school's core academic program such as, including SPED, CTE, Head Start, etc.
- List funding sources that will be used to support goals, strategies, and action steps.



Three questions to ask:

- Has the school reviewed their data and captured and identified at least 3 needs as a priority?
- Has the school identified needs through analysis and examination of data across multiple areas of data including data pertaining to Achievement and Growth, College and Career Readiness, Opportunity to Learn, and Educators?
- The prioritized needs generally align with the progress and challenges identified in the data.

School Plan Overview

School Plan Overview

- Outlines the action steps used to achieve the goal
- Indicates the funding source used to achieve the goal.



School Plan Sections

Public District - FY 20 Public School - School Plan - Rev 0


Status: Not Started

Change Status To: [Draft Started](#)

[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All

 History Log


[History Log](#)

[Create Comment](#)

 School Planning Team

[School Planning Team](#)

[School Planning Summary](#)

 School Plan Needs Assessment

[School Plan - Demographics](#)

[School Plan - Accountability Data](#)

[School Plan - Student Achievement \(School's Performance\)](#)

[School Plan - College and Career Readiness](#)

[School Plan - School Climate and Culture](#)

[School Plan - Curriculum and Instruction](#)


[School Plan - Professional Development](#)

[School Plan - Parent and Family Engagement](#)

[School Plan - Prioritized List of Needs](#)

 School Plan Overview

[School Plan Overview](#)

 School Plan Related Documents

[School Plan Related Documents](#)

All

[Return](#)



- Goals and Strategies are provided from the LEA's FY22 Plan.
- Schools are responsible for creating **actions steps** and **funding sources** for the strategies that are listed.
- **IF** the strategy will not be implemented during the 2021-2022 school year the school should edit them to reflect what will be implemented or indicate “n/a” appropriately.



- Title
- Description
- Benchmark Indicator
- Person Responsible
- Estimated Completion Date
- Funding Source



School Plan Overview

Public District - FY 20

Public School - School Plan - Rev 0

☒ Mark Goals and Strategies Not Applicable / Show Hidden Goals and Strategies

Plan Items

Expand All

Collapse All

☐ Check If Not Applicable

G 1) District-Level: Early Childhood Education for Four-Year Old Pre-School Children in four Title I Elementary Schools

☐ Check If Not Applicable

G 2) District-Level: Graduation Rates for District High Schools in

☐ Check If Not Applicable

G 3) District-Level: English as a Second Language students will show progress in learning English (LAS Links) and meet Mississippi College and Career Readiness stand

☐ Check If Not Applicable

G 4) District-Level: Academic Outcomes: By May 2022, the percentage of students in grades 3-12 meeting or exceeding Mississippi College and Career Readiness Standards in ma

☐ Check If Not Applicable

G 5) District-Level: Effective Teachers and Leaders: Ensure highly effective teachers for the improvement of instruction through professional learning and executive lea

☐ Check If Not Applicable

G 6) District-Level: All Assessed Areas: Effective Administration of Federal Programs

☐ Check If Not Applicable

G 7) District-Level: To improve teaching and learning by providing students with access to a well-rounded education.

☐ Check If Not Applicable

G 8) District-Level: Teacher Recruitment, Retention, Mentorship, and Induction

☐ Check If Not Applicable

G 9) District-Level: Highly Qualified Teachers- Private Schools Equitable Share.

Save And Go To

First mark any goal(s)
and/or strategies that
are not applicable
"n/a".

☒ Mark Goals and Strategies Not Applicable / Show Hidden Goals and Strategies

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

☐ Check If Not Applicable

☒ **G 1) District-Level: Early Childhood Education for Four-Year Old Pre-School Children in four Title I Elementary Schools**

Description:

District-Level: High quality learning experiences for four-year pre-school children in four Title I school attendance zones. The district will offer pre-school programs for children who are most at risk of school failure. Through the Office of Federal Programs, Title I pre-school classes at four elementary schools will mitigate the impact of at-risk characteristics; thereby assisting children in Title I school zones to be school ready when they enter kindergarten, enabling success in school from pre-school through college.

Performance Measure:

District-Level: The Kindergarten Readiness Assessment will be used to measure how well pre-school programs prepare four-year-olds to be ready for kindergarten based upon the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children. The percentage of pre-school children achieving the end-of-year target score on the Kindergarten Readiness post-test will increase. Another measure of performance will be the passage rate of third-graders passing the "third-grade gate" and the percentage of students scoring proficient and above on state assessments in spring 2022. Finally, nine-week reports cards will track the academic and developmental progress of four-year-old pre-school children.

☐ Check If Not Applicable

☒ **S 1.1) District-Level: Teaching and Learning Experiences for Early Learners**

Description:

District-Level: Pre-school children will be engaged in high quality and rigorous learning experiences in the regular K-12 school environment. The instructional process will be aligned with Mississippi College and Career Ready Standards to ensure ultimate school success and student academic achievement in grades kindergarten and beyond. Daily, students will acquire a comfort in engaging in school routines and procedures.

☐ Check If Not Applicable

☒ **G 2) District-Level: Graduation Rates for District High Schools in the Madison County School District**

Description:

District-Level: Every Student Graduates from High School and is Ready for College and Careers.

Performance Measure:

District-Level: The percentage of students who graduate from high school--disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged. The district will monitor the state's yearly accountability calculation of the districts' graduation rates and each high school's graduation rate. Increase the percentage of students graduating from high school in each subgroup. Increase the percentage of students ready for college as measured by ACT benchmarks in each content area (public school class data, grade 11). Increase the percentage of students participating in and passing dual credit in each subgroup. Increase the number of students participating in and passing AP in each subgroup. Increase the percentage of students career ready.

☐ Check If Not Applicable

☒ **S 2.1) District-Level: Implement the MS College and Career Readiness Standards throughout Teaching and Learning Needs of Under Achieving Students**

Description:

District-Level: Provide targeted professional development to teachers and administrators in all academic content areas based on data. Hire content coaches in literacy, math, and science. Train teachers and school leaders in data-coaching, ensuring a focus on learning deficits.

☐ Check If Not Applicable

☒ **G 3) District-Level: English as a Second Language students will show progress in learning English (LAS Links) and meet Mississippi College and Career Readiness standards.**

Description:

District-Level: All limited English proficient students will make progress in learning English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. The aim of the instructional process is to move students progressively toward stronger understanding of standards/skills and greater independence through breaking the learning into chunks.

Performance Measure:

District-Level: The percentage of English Learners who have attained English proficiency and made progress in learning English by the end of the school year 2021, per the LAS Links annual assessment results and the spring 2022 LAS Links state assessment results.

☐ Check If Not Applicable

☒ **S 3.1) District-Level: Addressing Deficit Learning Needs of English Learners**

Description:

District-Level: Address teaching and learning needs related to academics and language acquisition in the content areas for L2 students.

☐ Check If Not Applicable

☒ [G] 4) District-Level: Academic Outcomes: By May 2022, the percentage of students in grades 3-12 meeting or exceeding Mississippi College and Career Readiness Standards in mathematics and English Language Arts will increase by 5%.

Description:

District-Level: Every Title I school will achieve a rating of "B" or higher. All students will reach high standards, at a minimum, attaining proficiency or better in mathematics and English Language Arts.

Performance Measure:

District-Level: Increase the percentage of schools rated "B" or higher. The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics and English Language Arts will increase by 5% on the state's assessment by May 2022.

☐ Check If Not Applicable

☒ [S] 4.1) District-Level: Implement the MS College and Career Readiness Standards and address teaching and learning needs related to academic problems of under achieving students.

Description:

District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process.

☐ Check If Not Applicable

☒ [S] 4.2) District-Level: Implement the MS College and Career Readiness Standards with appropriate supplies, tools and resources to impact teaching & learning

Description:

District-Level: Utilize manipulatives and high-quality resources for personalized learning to increase the engagement level of students with content in the teaching and learning process for focused results.

☒ Check If Not Applicable

☒ [S] 4.3) District-Level: Implement the MS College and Career Readiness Standards with targeted additional resources for Neglected and Delinquent.

Description:

District-Level: Targeted additional resources and attention on interventions and counseling strategies (social emotional), through workshops and trainings, to support children living in [REDACTED] thus improving student performance.

☐ Check If Not Applicable

☒ [S] 4.4) District-Level: Implement the MS College and Career Readiness Standards through Data Collection & Analysis

Description:

District-Level: Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, and conduct action research projects to drive decisions about best practices and commit to results regularly throughout the year. The overall federal programs' Comprehensive Needs Assessment will support this strategy, involving all stakeholders: parents, students, community members, faculty/staff, and district administrators and school-level principals.

☐ Check If Not Applicable

☒ [S] 4.5) District-Level: Implement the MS College and Career Readiness Standards: Targeted Additional Resources

Description:

District-Level: Target additional resources and attention on interventions to impact [REDACTED] students who live in Title I school zones. Through Title I educational resources that are absent in homes will be made available to children in order to narrow achievement gaps.

Action Step- REQUIRED add steps to mark “n/a”

81

☐ Mark Goals and Strategies Not Applicable / Show Hidden Goals and Strategies

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

<input checked="" type="checkbox"/> G 4) District-Level: Academic Outcomes: By May 2022, the percentage of students in grades 3-12 meeting or exceeding Mississippi College and Career Readiness Standards in mathematics and English Language Arts will increase by 5%.	Extend
Description: District-Level: Every Title I school will achieve a rating of "B" or higher. All students will reach high standards, at a minimum, attaining proficiency or better in mathematics and English Language Arts.	
Performance Measure: District-Level: Increase the percentage of schools rated "B" or higher. The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics and English Language Arts will increase by 5% on the state's assessment by May 2022.	
<input checked="" type="checkbox"/> S 4.1) District-Level: Implement the MS College and Career Readiness Standards and address teaching and learning needs related to academic problems of under achieving students.	Extend
Description: District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process.	
Create Action Step	
<input checked="" type="checkbox"/> S 4.2) District-Level: Implement the MS College and Career Readiness Standards with appropriate supplies, tools and resources to impact teaching & learning	
Description: District-Level: Utilize manipulatives and high-quality resources for personalized learning to increase the engagement level of students with content in the teaching and learning process for focused res	
Create Action Step	
<input checked="" type="checkbox"/> S 4.4) District-Level: Implement the MS College and Career Readiness Standards through Data Collection & Analysis	
Description: District-Level: Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, and conduct action research projects to drive decisions about best practices and programs' Comprehensive Needs Assessment will support this strategy, involving all stakeholders: parents, students, community members, faculty/staff, and district administrators and school-level	
Create Action Step	
<input checked="" type="checkbox"/> G 7) District-Level: To improve teaching and learning by providing students with access to a well-rounded education.	
Description: District-Level: Providing students with a well-rounded education through access to AP, advance placement classes and dual enrollment credits (tuition).	
Performance Measure: District-Level: 2021 Mississippi state assessment results on MAAP compared to the 2022 MAAP assessment results. The number of students from a high needs high school taking AP classes in 2019 compared to 201	
<input checked="" type="checkbox"/> S 7.1) District-Level: Advanced Placement and/or dual credit for Velma Jackson High School students.	Extend
Description: District-Level: 1. Provide expanded access for students to dual credit/dual enrollment opportunities and Advanced Placement courses through local community college. Provide all students in grades K-8 with opportunities to participate in Technology and Mathematics project-based learning activities for increased student engagement and achievement.	
Create Action Step	
<input checked="" type="checkbox"/> S 7.2) District-Level: Implement the MS College and Career Readiness Standards to consider and integrate school safety, health awareness, effective use of technology, second language acquisition and the arts for greater student achievement.	Extend
Description: District-Level: Arts integration to include dance, visual arts, dramatic arts and STEM.	
Create Action Step	

Now only the goals and strategies selected appear and are ready to have **action steps completed** for them.

School Plan Overview

Public District - FY 20 Public School - School Plan - Rev 0

Save And Go To ▶

☐ Mark Goals and Strategies Not Applicable / Show Hidden Goals and Strategies

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

+ [G] 1) District-Level: Benchmark Assessments

+ [G] 2) District-Level: Reading/Language Arts

+ [G] 3) District-Level: Mathematics

+ [G] 4) District-Level: Highly Effective Teachers - Professional Development

+ [G] 5) District-Level: Parental Involvement

+ [G] 6) District-Level: Highly Effective Teachers/Paraprofessionals

Save And Go To ▶

School Plan Overview

Public District - FY 20 Public School - School Plan - Rev 0

Save And Go To ▶

☐ Mark Goals and Strategies Not Applicable / Show Hidden Goals and Strategies

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

☐ G 1) District-Level: Benchmark Assessments

Description:

District-Level: Implement Benchmark Assessments in all state-tested areas to identify at-risk students requiring additional assistance in meeting grade level

Performance Measure:

District-Level: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in reading and mathematics on the state assessment is at or above the district. (Note: These subgroups are those for which the ESSA requires State reporting, as identified in Section 1111(h)(1)(C)(i).) Benchmark Assessment

☐ S 1.1) District-Level: Address teaching and learning needs related to academic problems of low achieving students

Description:

District-Level: Target specific academic deficits of students disaggregated results from the needs assessment process.

[Create Action Step](#)

☐ G 2) District-Level: Reading/Language Arts

[Extend](#)

Description:

District-Level: The district will ensure teachers and instructional staff are implementing technology into daily lesson plans

Performance Measure:

District-Level: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in reading on the State's assessment will increase by 5% across the district. (Note: These subgroups are those for which the ESSA requires State reporting, as identified in Section 1111(h)(1)(C)(i).) MSTAR evaluation Title I funds ongoing.

☐ S 2.1) District-Level: Technology that Impacts Teaching & Learning

[Extend](#)

Description:

District-Level: Use technology to impact the quality, content, and structure of teaching and learning focused on results.

[Create Action Step](#)

Make sure that you have
“unchecked” the box to
generate the Goals and
Strategies you will
provide Action Steps for.

Create Action Step

Public District - FY 2 Public School - School Plan - Rev 0

Save Cancel

Create Action Step

Goal Title: Benchmark Assessments

Strategy Title: Address teaching and learning needs related to academic problems of low achieving students

Recommended Action Step:

▼

Action Step Title:

Check Spelling0 of 600 characters

Action Step Description:

Check Spelling0 of 4000 characters

Benchmark Indicator:

Check Spelling0 of 500 characters

Person Responsible:

▼

Estimated Completion Date:

Save Cancel

Recommended Action Step:	
Action Step Title:	<div>1. The district will focus on student achievement and ensure instruction is aligned with state and local curriculum</div> <div>2. The district will ensure teachers and instructional staff are implementing technology into their daily lesson plans</div> <div>3. The district will provide professional development opportunities commensurate with identified needs</div> <div>4. The district will strengthen the home-school connection through viable activities determined through input from parents</div>
Action Step Description:	<div>Using technology to enhance student achievement</div> <div>Paraprofessionals</div> <div>Teachers will use technology to enhance student achievement through the use of Google classrooms</div> <div>Dual Enrollment</div> <div>At-Risk Students</div> <div>Dual Enrollment</div> <div>Using technology to enhance student achievement</div> <div>Educational supplies</div>
Benchmark Indicator:	<div>Educational supplies</div> <div>Using technology to enhance student achievement</div> <div>Training</div> <div>Parent Contact</div>
Person Responsible:	Paraprofessionals & Teachers
Estimated Completion	Install security cameras in strategic places to enhance student safety.

If the School selects one of the recommended Action Steps the Action Step Title and Action Step Description will prepopulate. The School can then edit it to meet its need.

Create Action Step

Public District - FY 20Public School - School Plan - Rev 0

SaveCancel

Create Action Step

Goal Title: Benchmark Assessments

Strategy Title: Address teaching and learning needs related to academic problems of low achieving students

Recommended Action Step: 1. The district will focus on student achievement and ensure instruction is aligned with state and local curriculum

Action Step Title: 1. The district will focus on student achievement and ensure instruction is aligned with state and local curriculum

Check Spelling115 of 600 characters

Action Step Description: a. Principals will monitor student progress through incremental tests including quarterly reports and other assessment tools provided through ELS, a supplementary progress monitoring tool
b. Principals will observe instruction through informal and formal structured evaluation tools
c. District staff will provide principals and teachers with review tools to ensure implementation of the state and local curriculum

Check Spelling414 of 4000 characters

Benchmark Indicator:

Check Spelling0 of 500 characters

Person Responsible: Al Ladner

Estimated Completion Date:

SaveCancel

Create Action Step

Public District - FY 2024 Public School - School Plan - Rev 0

Save Cancel

Create Action Step

Goal Title: Benchmark Assessments

Strategy Title: Address teaching and learning needs related to academic problems of low achieving students

Recommended Action Step: [Dropdown]

Action Step Title: [Text Field]

Check Spelling [0 of 600 characters]

Action Step Description: [Text Field]

Check Spelling [0 of 4000 characters]

Benchmark Indicator: [Text Field]

Check Spelling [0 of 500 characters]

Person Responsible: [Dropdown: Al Lauder]

Estimated Completion Date: [Calendar Icon]

Save Cancel

The School must provide a **Title** for the action step, and an **action step description** of what will occur with this action. The **action step description** should contain the **who, what, when, where and why.**

Create Action Step

Public District - FY 2 Public School - School Plan - Rev 0

Save Cancel

Create Action Step

Goal Title: Benchmark Assessments

Strategy Title: Address teaching and learning needs related to academic problems of low achieving students

Recommended Action Step:

Action Step Title:

Check Spelling

0 of 600 characters

Action Step Description:

Check Spelling

0 of 4000 characters

Benchmark Indicator:

Check Spelling

0 of 500 characters

Person Responsible:

Estimated Completion Date:

Save Cancel

The School must provide a **Benchmark Indicator** for the action step. The benchmark indicator must be quantifiable and attainable.

Create Action Step

Public District - FY 20

Public School - School Plan - Rev 0

This is the MCAPS TEST site. Please be sure to complete your work on the LIVE site at <http://mcaps.mdek12.org/>

Create Action Step

Goal Title: Benchmark Assessments

Strategy Title: Address teaching and learning needs related to academic problems of low achieving students

Recommended Action Step:

Action Step Title:

Check Spelling

0 of 600 characters

Action Step Description:

Check Spelling

0 of 4000 characters

Benchmark Indicator:

Check Spelling

0 of 500 characters

Person Responsible:

Estimated Completion Date:

Save

Cancel

The School must provide a **person who will be responsible. Please only include their Title.** In the drop-down menu select other and it will allow you to type their position.

The School must provide an **estimated completion date.** This date must be within this school year.

Action Step- REQUIRED (Example)

90

Goal Title:	Benchmark Assessments
Strategy Title:	Address teaching and learning needs related to academic problems of low achieving students
Action Step Title:	<div>Curriculum Alignment with Increasing Student Achievement</div> <div>Check Spelling</div> <div>56 of 600 characters</div>
Action Step Description:	<div>Principals will monitor student progress through incremental tests including quarterly reports and other assessment tools provided through a supplemental program and a supplementary progress monitoring tool.</div> <div>Check Spelling</div> <div>207 of 4000 characters</div>
Benchmark Indicator:	<div>Students scoring at the proficiency level during the post test using the supplemental programs and progress monitoring tools will increase by 15% each quarter.</div> <div>Check Spelling</div> <div>159 of 500 characters</div>
Person Responsible:	<div>Other</div> Curriculum Specialists, Pri
Estimated Completion Date:	<div>05/31/2021</div>

Save

Cancel

G

1) District-Level: Benchmark Assessments - **School-Level: Benchmark Assessments**

[Update Extension](#) [Delete Extension](#)

Description:
District-Level: Implement Benchmark Assessments in all state-tested areas to identify at-risk students requiring additional assistance in meeting grade level academic success.

Performance Measure:
District-Level: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in reading and mathematics on the State's assessment will increase by 5% across the district. (Note: These subgroups are those for which the ESSA requires State reporting, as identified in Section 1111(h)(1)(C)(i).) Benchmark Assessments

S

1.1) District-Level: Address teaching and learning needs related to academic problems of low achieving students - **School-Level: Address teaching and learning needs related to academic problems of low achieving students**

[Update Extension](#) [Delete Extension](#)

Description:
District-Level: Target specific academic deficits of students disaggregated results from the needs assessment process.

[Create Action Step](#)

Copy

AS

1.1.1) Curriculum Alignment with Increasing Student Achievement

Description:
Principals will monitor student progress through incremental tests including quarterly reports and other assessment tools provided through a supplemental program and a supplementary progress monitoring tool.

Benchmark Indicator:
Students scoring at the proficiency level during the post test using the supplemental programs and progress monitoring tools will increase by 15% each quarter.

Person Responsible:
Curriculum Specialists, Principals, and Teachers

Estimated Completion Date:
5/31/2021

[Create Funding Source](#)

Create Funding Source

Public District - FY 20

Public School - School Plan - Rev 0


SaveCancel

Create Funding Source	
Goal Title:	Benchmark Assessments
Strategy Title:	Address teaching and learning needs related to academic problems of low
Action Step Title:	Curriculum Alignment with Increasing Student Achievement
Action Step Description:	Principals will monitor student progress through incremental tests including monitoring tool.
Funding Application:	Consolidated
Grant:	Title I-A
Amount:	<div>0</div>
Notes:	<div><div>Check Spelling</div><div>0 of 50 characters</div></div>

SaveCancel

The School will enter the amount of their **school's allocation** that will be used to support this action step.

Goal Title:	Benchmark Assessments
Strategy Title:	Address teaching and learning needs related to academic problems of low achieving students
Action Step Title:	Curriculum Alignment with Increasing Student Achievement
Funding Application:	Consolidated
Grant:	Title I-A
Amount:	<input type="text" value="5,897.00"/>
Notes:	<div><input type="text"/></div> <div><input type="button" value="Check Spelling"/></div> <div><input type="text" value="0"/> of 50 characters</div>

  1.1) District-Level: Address teaching and learning needs related to academic problems of low achieving students - **School-Level: Address teaching and learning** [Update Extension](#) [Delete Extension](#)
needs related to academic problems of low achieving students

Description:

District-Level: Target specific academic deficits of students disaggregated results from the needs assessment process.

[Create Action Step](#)

    1.1.1) Curriculum Alignment with Increasing Student Achievement

Description:

Principals will monitor student progress through incremental tests including quarterly reports and other assessment tools provided through a supplemental program and a supplementary progress monitoring tool.

Benchmark Indicator:

Students scoring at the proficiency level during the post test using the supplemental programs and progress monitoring tools will increase by 15% each quarter.


Person Responsible:

Curriculum Specialists, Principals, and Teachers

Estimated Completion Date:

5/31/2021

[Create Funding Source](#)

Funding Application	Delete	Grant	Notes	Amount
Consolidated		<u>Title I-A</u>		\$5,897.00

Approval Process

School Plans Approval is a 3-level process in MCAPS that is required.

- Tier I- **Draft Completed** (School Level)
- Tier II- **School Plan Reviewer Approved** (School Level- Principal)
- Tier III- **LEA School Plan Reviewer Approved** (District Level)

- School Plans must have Tier III- **LEA School Plan Reviewer Approved** by the close of business Friday, February 25, 2022.
- **Please contact your LEA's Federal Program Director for the date that Schools Plans must be submitted to them.** School Plan are approved at the **District's level, so all contact should be with the Federal Program's Director.**

- **The LEA may require more specific information within the School's Plan.** Please follow the rubric or instructions from your LEA's Federal Program Director. MDE only provides the minimum requirements for the School's Plan.

Assurances Verification

DISTRICT LEVEL ONLY

The LEA must update School Plan Assurances **prior** to changing **ANY** of schools to “**LEA School Plan Reviewer Approved**” status.

LEA and School Planning

Public District - FY 20

20 Active

LEA Plan	Revision	Status	Status Date
	0	MDE Consolidated Director Approved	6/12/20

School Plan Assurances

Update School Plan Assurances

School Plan	All	Service	Revision	Status	Status Date	School Plan Assurances
		None	0	Not Started	4/20/2020	Not Verified
		SW	0	Draft Completed	9/16/2020	Not Verified
		None	0	Not Started	4/20/2020	Not Verified
		SW	0	Draft Started	9/18/2020	Not Verified

Plan Funding Summary

[View Summary](#)

Update School Plan Assurances

Public District - FY 20

The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA has worked in consultation with schools in developing and implementing their school plans and activities and has approved the following school plans. These plans meet requirements of ESEA SEC. 1114 or 1115, or T.C.A. 49-1-613, where applicable.

School Plan	Service	Revision	Status	Status Date	Verify Assurances
	None	0	Not Started	4/20/2	<input type="checkbox"/>
	SW	0	Draft Completed	9/16/2	<input type="checkbox"/>
	None	0	Not Started	4/20/2	<input type="checkbox"/>
	SW	0	Draft Started	9/18/20	<input type="checkbox"/>



Save

Cancel

The LEA will check the box for only Title I Served School, **prior** to selecting LEA School Plan Reviewer approved **for ANY school**. If the LEA does not check these boxes prior moving any school to LEA School Plan Reviewer approved status, they will not be able to do so afterwards.

Questions

Resources

- [-] **Schoolwide Programs**
 - [-] **FY22 (2021-2022 School Year)**
 -  [School Plan Questions 1.13.2022](#)
 -  [Schoolwide Plan Rubric Example 1.14.2022](#)

Schoolwide Plan Questions

provides a Word document with all of the questions within the School Plan including the charts to assist schools' in gathering the information needed for responses.

Schoolwide Plan Recorded Webinar and PowerPoint Presentation will also be uploaded here. Both will provide detailed explanations of how to ensure that the minimum requirements for each question in the Plan is met.

Schoolwide Plan Rubric Example

provides a checklist that can be edited to fit the LEA's needs. It can also be used to demonstrate monitoring of the School Plan. The rubric scale is only an example and can be modified to meet the LEA's expectation.

Topic	Date	Time	Registration Link
School Plan Overview /Demographics	Jan 21	10:00 am	School Plan Overview /Demographics
Accountability Data/Student Achievement	Jan 25	2:00 pm	Accountability Data/Student Achievement
College and Career Readiness/School Climate and Culture	Jan 28	10:00 am	College and Career Readiness/School Climate and Culture
Curriculum and Instruction/Professional Development	Feb 1	2:00 pm	Curriculum and Instruction/Professional Development
Parent and Family Engagement/Prioritized List of Needs	Feb 3	10:00 am	Parent and Family Engagement/Prioritized List of Needs
School Plan Overview/ Other Questions	Feb 8	10:00 am	School Plan Overview/ Other Questions



Barbara Greene

Title I, Part A Coordinator

Bgreene@mdek12.org

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

