

School Plans for Federal Programs Directors

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mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

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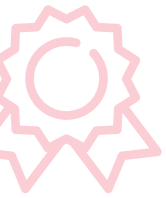
VISION

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

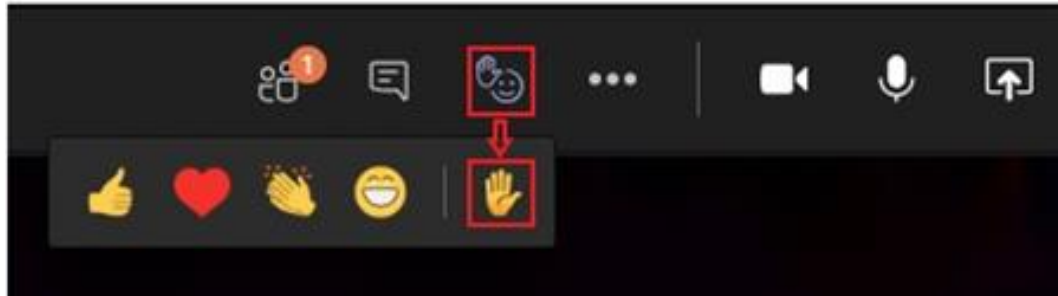


Session Overview

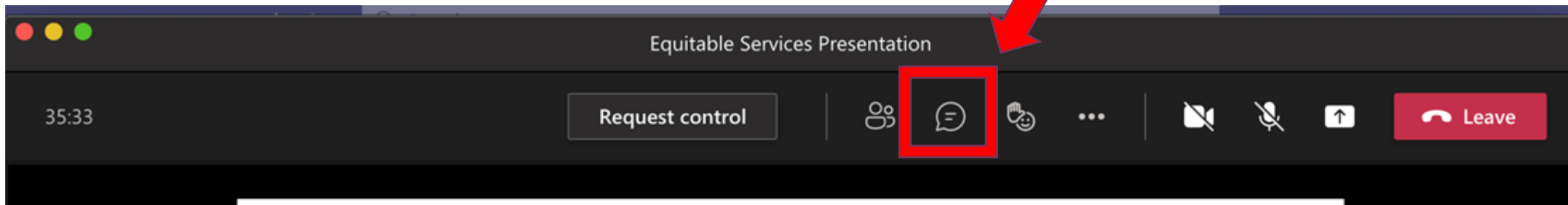


Raise Hand" Feature

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.



- Please ask questions throughout the presentation via chat
- "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 Schoolwide Programs resources.
- Recording will be available as a resource.
- Technical assistance sessions are uploaded in MCAPS, the MDE Document Library, Schoolwide Programs, FY22 (School Year 2021-2022) folder.

Why are we here?



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This TA session is designed to provide an open space for discussion on the required components within the School Plan and how feedback can be provided to schools within the LEA for Federal Programs Directors.

- The goal of this session is to provide Federal Programs Directors and other LEA level staff with a process to help in the review of the School's Plans in MCAPS for approval.
- Our objective is to ensure all School Plans receiving "LEA School Plan Reviewer Approved" status in MCAPS meet the minimum requirements as outlined in *the Elementary and Secondary Education Act* (ESEA) [as amended by *the Every Student Succeeds Act* (ESSA)].

School Planning Team

Please identify all school planning team members, including titles. Section 1114(b)(2)



Points to Consider

- The school plan must be developed in consultation with **teachers** (across the grade level), **principals**, **other school leaders**, **paraprofessionals** in the school, **students** (*if a secondary school*), other appropriate school personnel, and **parents** of students.

Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
School Planning Team	<p>A planning team has not been identified.</p> <p>OR</p> <p>The planning team does not include all required stakeholders.*</p> <p>OR</p> <p>Planning team members have been identified by name, rather than position title.</p>	<p>A planning team that includes all required stakeholders is identified.</p>	<p>A planning team that includes all required stakeholders.</p> <p>AND</p> <p>Additional representatives from the school is identified.</p>

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)



Points to Consider

- 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.



Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
School Planning Summary	There is no description of how the planning team was involved in the plan development and its continuous review and update.	There is a general description of the school planning team’s involvement in the development of the plan AND its review and update.	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.

Demographics



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

Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
Demographics	The school failed to describe characteristics of the school separately from characteristics of the community.	The school described characteristics of the school. AND The school described characteristics of the community.	The school described characteristics of the school separately from characteristics of the community. AND The school provided specific data points in the description of the school. AND The school provided specific data points in the description of the community.

Accountability Data

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	ATSI
2018-19	<input type="checkbox"/>	<input type="checkbox"/>
2019-20	<input type="checkbox"/>	<input type="checkbox"/>
2020-21	<input type="checkbox"/>	<input type="checkbox"/>

Elementary and Middle Schools

	Language Arts			Mathematics			Participation Rate
	18-19	19-20	20-21	18-19	19-20	20-21	
Proficiency							
Growth All Students							
Growth Low 25%							
Accountability Grade	2018-19 Select...			2019-20 Select...			2020-21 Select...
Total Points							

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																								
Growth All Students																								
Growth Low 25%																								
Accountability Grade	2018-19 Select...						2019-20 Select...						2020-21 Select...											
Total Points																								

The school year 2019-20 data fields should remain blank in this section only

Plan Component	Needs Improvement	Meets Expectations
Accountability Data	The school did not complete the chart in its entirety.	The school has completed the chart in its entirety.

Student Achievement

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)



1. **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.** Section 1114(b)(7)(A)(i)

Points to Consider

- The school has provided a description of the progress and challenges faced at the school level of all students and subgroups, as applicable.
- Reflect on some of the prior year strategies and impact on achievement.
- The school's description of the progress and challenges faced identifies at least one root cause to explain the reasons for the progress and challenges based on the school's data.



2. 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)



Points to Consider

- The school's description of the progress and challenges faced includes some reflection on prior year strategies that may or may not have contributed (positively or negatively) to the school outcomes.
- The school has provided some detail on how the subgroup data will be used to inform the instructional programs, especially EL and Special Education programs through evidence-based strategies.



Points to Consider

- Describe evidence-based strategies that will be implemented to address the listed challenges, especially that address the underlying reason, for all children.
 - EL, migrant, students with disabilities, gifted and talented, and other identified populations



Plan Component	Needs Improvement
School Achievement (School's Performance)	<p>The school has provided a description of the progress and challenges faced at the school level for some of the required content areas and subgroups, as applicable.</p> <p>OR</p> <p>The school's description of the progress and challenges faced identifies minimal to no root causes to explain the reasons for the progress and challenges faced, or the root causes identified are outside of the school's control and are therefore not actionable, or the root causes identified contain no variation in accordance with the data.</p> <p>OR</p> <p>The school's description of the progress and challenges faced includes minimal to no reflection on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes.</p> <p>OR</p> <p>The school has provided minimal to no reflection on how the EL subgroup data will be used to inform the ESL instructional program.</p>

Plan Component	Meets Expectations
School Achievement (School's Performance)	<p>The school has provided a description of the progress and challenges faced at the school level for all the required content areas and subgroups, as applicable.</p> <p>AND</p> <p>The school's description of the progress and challenges faced identifies at least one root cause for each content area and subgroup to explain the reasons for the progress and challenges faced that are within the school's control to act on and vary appropriately based on the school's data.</p> <p>AND</p> <p>The school's description of the progress and challenges faced includes some reflection on prior year strategies that may or may not have contributed (positively or negatively) to the school outcomes.</p> <p>AND</p> <p>The school has provided some details regarding the impact that EL data will have on the ESL instructional program.</p>

Plan Component	Exceeds Expectations
School Achievement (School's Performance)	<p>The school has provided an in-depth and thorough description of the progress and challenges faced at the school level for all the required content areas and subgroups, as applicable.</p> <p>AND</p> <p>The school's description of the progress and challenges faced identifies more than one root cause for many of the content areas and subgroups to provide a robust explanation of the reasons for the progress and challenges faced that are within the school's control to act on and vary appropriately based on the school's data.</p> <p>AND</p>

Plan Component	Exceeds Expectations
School Achievement (School's Performance)	<p>The school's description of the progress and challenges faced includes in-depth and thorough reflection on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes.</p> <p>AND</p> <p>The school's reflection on the EL data and its impact on the ESL program is detailed, in-depth and summarizes the expected positive impact on the academic achievement of ELs.</p>

College and Career Readiness

School Plan - College and Career Readiness

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

Go To

Information in this section will prepopulate. If it does not appear at the time of release, please speak to the data in the narrative questions.

☐ 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)

1. **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.**



Points to Consider

- All ACT data analyzed, and a general description of the progress and challenges faced for all content areas and applicable subgroups.
- Information regarding the goal of increasing the number of students scoring above the State average of 18 on the ACT.
- At least one way to address identified ACT challenges.

- 2. Postsecondary Preparation Opportunities for Students-** 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, which may include career and technical education programs and 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)



Points to Consider

- How is the school providing equitable access to all students to participate in AP, IB, dual credit/enrollment, early college high school course, or CTE classes?



Plan Component	Needs Improvement
College and Career Readiness	<p>The school has not analyzed the ACT data provided to determine areas of progress and challenges.</p> <p>OR</p> <p>The analysis of ACT data is completed; however, the progress and challenges identified do not align with the data.</p> <p>OR</p> <p>The analysis of ACT data is completed; however, the progress and challenges identified do not align with the goal of increasing the number of students who score above 21 on the ACT composite.</p> <p>OR</p> <p>The school has not described how it will address the identified ACT challenges across subjects and subgroups.</p> <p>OR</p>

Plan Component	Needs Improvement
College and Career Readiness	<p>The ACT solutions described do not align with the identified challenges.</p> <p>OR</p> <p>The school has not analyzed graduation rate data to determine areas of progress and challenges.</p> <p>OR</p> <p>The analysis of graduation rate data is completed; however, the progress and challenges identified do not align with the data.</p> <p>OR</p> <p>The analysis of graduation rate data has not been completed overall and among different subgroups.</p> <p>OR</p> <p>The school has not discussed postsecondary opportunities for students.</p>

Plan Component	Meets Expectations
College and Career Readiness	<p>The school has analyzed all ACT and graduation rate data and provided a description of the progress and challenges faced at the school level for all the required content areas and subgroups, as applicable.</p> <p>AND</p> <p>The school’s progress and challenges generally align to the ACT and graduation rate data and the goal of increasing the number of students who score above 21 on the ACT composite.</p> <p>AND</p> <p>The school has provided at least one way it will address identified ACT challenges across subjects and subgroups.</p> <p>AND</p> <p>The school addressed how it ensure that students.</p>

Plan Component	Exceeds Expectations
College and Career Readiness	<p>The school has analyzed all ACT and graduation rate data and provided a detailed description of the progress and challenges faced at the school level for all the required content areas and subgroups, as applicable.</p> <p>AND</p> <p>The school’s description of progress and challenges directly align to the ACT and graduation rate data and the goal of increasing the number of students who score above 21 on the ACT composite.</p> <p>AND</p> <p>The school has provided more than one way it will address identified ACT challenges across subjects and subgroups.</p>

School Climate and Culture

School Plan - School Climate and Culture

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

Go To

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)

Information in this section will prepopulate. If it does not appear at the time of release, please speak to the data in the narrative questions.

1. What specific discipline issues, if any, impact student achievement/growth?
2. Identify 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)



Points to Consider

- The school has provided specific discipline issues that impact student achievement or growth.
- The school has provided at least one step to be taken to reduce lost instructional time due to student discipline.

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)



Points to Consider

- Data analysis on interventions provided by the school.
- At least one area of progress in the implementation across grades where there was problem behavior.
- Coordination of activities with other activities carried out under IDEA.



Plan Component	Needs Improvement
School Climate and Culture	<p>The school has not analyzed the chronic absenteeism and discipline data provided to determine areas of progress and challenges.</p> <p>OR</p> <p>The analysis of chronic absenteeism and discipline data is completed; however, the progress and challenges identified do not align with the data.</p> <p>OR</p> <p>The analysis of chronic absenteeism and discipline data is completed; however, not all grade levels and subgroups have been addressed.</p> <p>OR</p> <p>The school has not identified the steps to be taken to reduce absenteeism and increase student opportunities to learn.</p> <p>OR</p>

Plan Component	Needs Improvement
School Climate and Culture	<p>The school has not identified the steps to be taken to reduce lost instructional time due to student discipline.</p> <p>OR</p> <p>The school has not provided any data or analysis regarding the school’s climate and culture.</p> <p>OR</p> <p>The school has not identified the priorities to be addressed related to ensuring a safe, supportive, and healthy environment.</p> <p>OR</p> <p>The school has not identified how it will address the identified priorities for a safe, supportive, and healthy environment.</p>

Plan Component	Meets Expectations
School Climate and Culture	<p>The school has analyzed all chronic absenteeism and discipline data and provided a general description of the progress and challenges faced at the school level for all grade levels and subgroups, as applicable.</p> <p>AND</p> <p>The school’s progress and challenges generally align to the chronic absenteeism and discipline data analysis.</p> <p>AND</p> <p>The school has provided at least one step to be taken to increase student opportunities to learn.</p> <p>AND</p> <p>The school has provided at least one step to be taken to reduce lost instructional time due to student discipline.</p> <p>AND</p>

Plan Component	Meets Expectations
School Climate and Culture	<p>The school has provided and analyzed school climate data to identify at least one priority for providing a safe, supportive, and healthy environment.</p> <p>AND</p> <p>The school has provided at least one way it will address the identified priorities for providing a safe, supportive, and healthy environment.</p>

Plan Component	Exceeds Expectations
School Climate and Culture	<p>The school has analyzed all chronic absenteeism and discipline data and provided a detailed description of the progress and challenges faced at the school level for all grade levels and subgroups, as applicable.</p> <p>AND</p> <p>The school’s progress and challenges directly align to the chronic absenteeism and discipline data analysis.</p> <p>AND</p> <p>The school has provided more than one step to be taken to increase student opportunities to learn.</p> <p>AND</p> <p>The school has provided more than one step to be taken to reduce lost instructional time due to student discipline.</p> <p>AND</p>

Plan Component	Exceeds Expectations
School Climate and Culture	<p>The school has provided and analyzed school climate data to identify more than one priority for providing a safe, supportive, and healthy environment.</p> <p>AND</p> <p>The school has provided more than one way it will address the identified priorities for providing a safe, supportive, and healthy environment.</p>

Curriculum and Instruction

- 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)

Points to Consider

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



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, through activities 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)

Points to Consider

- 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.



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)



Points to Consider

- What evidence-based strategies will the school use to assist preschool children transition to elementary school?

Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
Curriculum and Instruction Question #1	<p>The response does not include a method or instructional strategy that- Strengthens the academic program in the school; OR Increases the amount or quality of learning time; OR</p>	<p>The response provides at least one method or instructional strategy that- Strengthens the academic program in the school; AND Increases the amount or quality of learning time; AND</p>	<p>The response provides two or more methods or instructional strategies that- Strengthens the academic program in the school; AND Increases the amount and quality of learning time; AND</p>

Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
Curriculum and Instruction Question #1	Helps provide an enriched and accelerated curriculum; OR Well-rounded education programs, activities, and courses.	Helps provide an enriched and accelerated curriculum; AND May include well-rounded education programs, activities, and courses.	Helps provide an enriched and accelerated curriculum; AND Include well-rounded education programs, activities, and courses.

Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
Curriculum and Instruction Question #2	<p>The response does not provide an evidence-based strategy that:</p> <p>Addresses the needs of all children in the school,</p> <p>OR</p> <p>Does not include a support such as counseling, mental health support, individual specialized instructional supports, etc.</p>	<p>The response provides at least one evidence-based strategy that:</p> <p>Addresses the needs of all children in the school,</p> <p>AND</p> <p>Includes at least one support such as counseling, mental health support, individual specialized instructional supports, etc.</p>	<p>The response provides two or more evidence-based strategies that:</p> <p>Address the needs of all children in the school,</p> <p>AND</p> <p>Includes two or more supports such as counseling, mental health support, individual specialized instructional supports, etc.</p>

Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
Curriculum and Instruction Question #3	The response does not provide an evidence-based strategy that will be implemented for transitioning preschool children to local elementary school programs.	The response provides at least one evidence-based strategy that will be implemented for transitioning preschool children to local elementary school programs. OR If not applicable, indicate "N/A".	The response provides two or more evidence-based strategies that will be implemented for transitioning preschool children to local elementary school programs.

Plan Component	Needs Improvement	Meets Expectations
Curriculum and Instruction Question #3	<p>The evidence-based strategy description does not include the:</p> <p>Evidence-based resource bank, AND Level of effectiveness, AND Demographic similarity, AND Positive student outcomes. OR Two Years of data demonstrating positive growth</p>	<p>The evidence-based strategy description includes the:</p> <p>Evidence-based resource bank, AND Level of effectiveness, AND Demographic similarity, AND Positive student outcomes. OR Two Years of data demonstrating positive growth</p>

Professional Development

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)

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)

Points to Consider

- The school has provided a general description of evidence-based professional development that will be implemented to address the needs of ALL at risk students.



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)

Points to Consider

- The school has provided a general description of planned professional development activities for teachers and leaders.
- The planned professional development activities are described to demonstrate the likelihood of positive impact on student academic achievement and teacher and leader capacity.



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)

Points to Consider

- The professional development activities described address at least one of the needs identified in the needs assessment.



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)

Points to Consider

- The school has provided a general description of the process 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.



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)

Points to Consider

- The school has provided at least one procedure to ensure equitable access to highly effective teachers and address identified disparities.



Plan Component	Needs Improvement
Professional Development	<p>The school has not described planned professional development activities for teachers and leaders.</p> <p>OR</p> <p>The school’s description of professional development activities does not demonstrate how these activities will build capacity for high-quality instruction and positively impact student academic achievement.</p> <p>OR</p> <p>The school’s planned professional development activities are not aligned to the needs identified in the needs assessment.</p> <p>OR</p> <p>The school has not described how new teachers are supported in the school.</p> <p>OR</p> <p>The school has not described the strategies that are in place to grow new teachers.</p> <p>OR</p>

Plan Component	Needs Improvement (continued)
Professional Development	<p>The school has not described the strategies in place to retain and support teachers who have demonstrated high levels of performance.</p> <p>OR</p> <p>The school has not described the process to be used to 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.</p> <p>OR</p> <p>The school has not described the procedures in place to ensure equitable access to highly effective teachers and address identified disparities.</p>

Plan Component	Meets Expectations
Professional Development	<p>The school has provided a general description of planned professional development activities for teachers and leaders.</p> <p>AND</p> <p>The planned professional development activities are described to demonstrate the likelihood of positive impact on student academic achievement and teacher and leader capacity.</p> <p>AND</p> <p>The professional development activities described address at least one of the needs identified in the needs assessment.</p> <p>AND</p> <p>The school has provided a description of at least one support provided to new teachers.</p> <p>AND</p>

Plan Component	Meets Expectations (continued)
Professional Development	<p>The school has provided a description of at least one strategy that is in place to promote growth among new teachers.</p> <p>AND</p> <p>The school has provided a description of at least one retention practice, incentive program, or growth opportunity in place for teachers who have demonstrated high levels of performance.</p> <p>AND</p> <p>The school has provided a general description of the process 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.</p> <p>AND</p> <p>The school has provided at least one procedure to ensure equitable access to highly effective teachers and address identified disparities.</p>

Plan Component	Exceeds Expectations
Professional Development	<p>The school has provided a specific plan for professional development for teachers and leaders, including timelines, staff to be involved, and follow-up activities.</p> <p>AND</p> <p>The planned professional development activities are described to demonstrate the proven effectiveness of the activities and the measures to be used to determine impact on student academic achievement and the building of teacher and leader capacity.</p> <p>AND</p> <p>The professional development activities described address more than one of the needs identified in the needs assessment.</p> <p>AND</p> <p>The school has provided a description of more than one supports provided to new teachers.</p> <p>AND</p>

Plan Component	Exceeds Expectations (continued)
Professional Development	<p>The school has provided a description of more than one strategy that is in place to promote growth among new teachers.</p> <p>AND</p> <p>The school has provided a description of more than one retention practice, incentive program, or growth opportunity in place for teachers who have demonstrated high levels of performance.</p> <p>AND</p> <p>The school has provided a detailed description of the process 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.</p> <p>AND</p> <p>The school has provided more than one procedure to ensure equitable access to highly effective teachers and address identified disparities.</p>

Parent and Family Engagement

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)



Points to Consider

- The school provides a general description of family and community engagement activities to be implemented.
- At least half of the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school.
- There is at least one activity to engage parents and families of English learners. (if applicable)

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)

Points to Consider

- There is a detailed description of the process used to develop, implement, evaluate, and update the parent and family engagement policy/plan throughout the year. The description includes timelines throughout the year, engagement activities to gather input, persons involved, methods for determining progress, and procedures for making needed revisions.



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)



Points to Consider

- The school addresses 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.

4. 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)

Points to Consider

- 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.



Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
Parent and Family Engagement	<p>The school does not describe any family and community engagement activities to be implemented.</p> <p>OR</p> <p>The family and community engagement activities described do not have any academic focus and are not aligned to the academic needs of the school.</p> <p>OR</p>	<p>The school provides a general description of family and community engagement activities to be implemented.</p> <p>AND</p> <p>At least half of the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school.</p> <p>AND</p>	<p>The school provides a detailed description of family and community engagement activities to be implemented, including a timeline, the involvement of parents and community members, and methods for measuring the success of activities.</p> <p>AND</p>

Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
Parent and Family Engagement	There are no specific activities to engage parents and families of English learners (if applicable).	There is at least one activity to engage parents and families of English learners (if applicable).	All family and community engagement activities described have an academic focus and are aligned to the academic needs of the school. AND There is more than one activity to engage parents and families of English learners (if applicable).

Prioritized List of Needs

1. Summarize what is working in your school and why.

Points to Consider

- The school has provided a description of the progress and challenges faced at the school level for all the identified prioritized needs for all students and particular subgroups, as applicable.



2. Summarize what is not working in your school and why.

Points to Consider

- The school's description of the progress and challenges faced identifies at least one root cause for each prioritized need to explain the reasons for the progress and challenges faced that are within the school's control to act on and vary appropriately based on the school's data.



2. Summarize what is not working in your school and why.

Points to Consider

- The school has provided some detail on how the subgroup data will be used to inform the instructional programs, especially EL and Special Education programs.



Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
Prioritized List of Needs	<p>The school does not describe any family and community engagement activities to be implemented.</p> <p>OR</p> <p>The family and community engagement activities described do not have any academic focus and are not aligned to the academic needs of the school.</p> <p>OR</p>	<p>The school provides a general description of family and community engagement activities to be implemented.</p> <p>AND</p> <p>At least half of the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school.</p> <p>AND</p>	<p>The school provides a detailed description of family and community engagement activities to be implemented, including a timeline, the involvement of parents and community members, and methods for measuring the success of activities.</p> <p>AND</p>

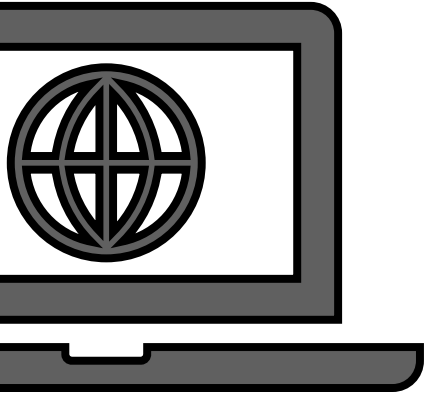
Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
Prioritized List of Needs	There are no specific activities to engage parents and families of English learners (if applicable).	There is at least one activity to engage parents and families of English learners (if applicable).	All family and community engagement activities described have an academic focus and are aligned to the academic needs of the school. AND There is more than one activity to engage parents and families of English learners (if applicable).

School Plan Overview

Goals Alignment with Prioritized Needs

Points to Consider

- The school-level goals align with the district goal (if applicable goal).
- The school-level goals directly align with the progress and challenges identified in the prioritized needs.
- The school provides detailed descriptions of the school level goals and includes multiple high-quality performance measures.



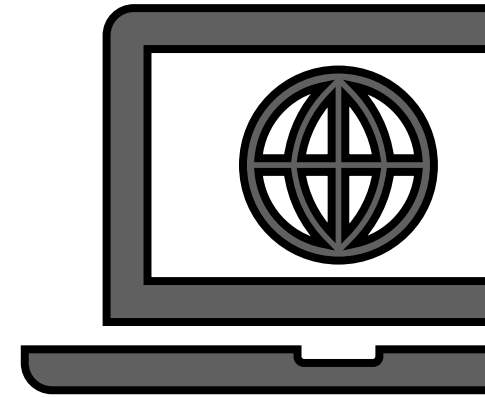
Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
Prioritized Goals & Strategies: Goals Aligned to Priority Needs	<p>The school has reviewed the needs assessment and district goals but has identified school level goals that do not align with the district goals (if applicable goal).</p> <p>OR</p>	<p>The school-level goals align with the district goals (if applicable goal).</p> <p>AND</p> <p>The school-level goals generally, align with the progress and challenges identified in the prioritized needs.</p> <p>AND</p>	<p>The school-level goals align with the district goal (if applicable goal).</p> <p>AND</p> <p>The school-level goals directly align with the progress and challenges identified in the prioritized needs.</p> <p>AND</p>

Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
Prioritized Goals & Strategies: Goals Aligned to Priority Needs	<p>The school-level goals do not appropriately align with the progress and challenges identified in the prioritized needs.</p> <p>OR</p> <p>The school provides minimal to no description of the school-level goals or associated performance measures.</p>	<p>The school provides an adequate description of the school-level goals and includes at least one high quality associated performance measures.</p>	<p>The school provides detailed descriptions of the school level goals and includes multiple high-quality performance measures.</p>

Strategy(s) Alignment with Goal(s)

Points to Consider

- Strategy/strategies show a thoroughly detailed and logical connection to the identified goal(s) and are appropriately named.
- All goals have identified strategies.
- Strategy descriptions are explicit in providing details, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal.



Plan Component	Needs Improvement
Prioritized Goals & Strategies: Strategies Aligned to Goals	<p>No strategies have been articulated in support of all identified goals.</p> <p>OR</p> <p>Not all goals have identified strategies.</p> <p>OR</p> <p>Strategies have been identified but show minimal to no logical connection to the identified goal(s) and are not appropriately named.</p> <p>OR</p> <p>Strategy descriptions are vague or lack details and don't connect to the change that will occur.</p>

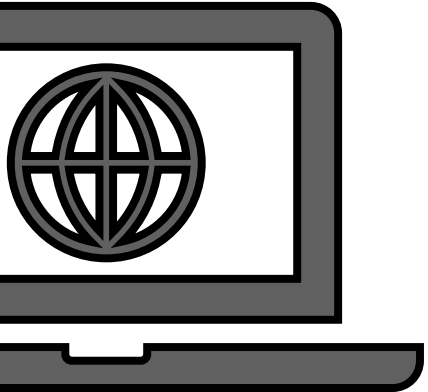
Plan Component	Meets Expectations
Prioritized Goals & Strategies: Strategies Aligned to Goals	<p>Strategy/strategies show a generally logical connection to the identified goal(s) and are appropriately named.</p> <p>AND</p> <p>All goals have at least one identified strategy.</p> <p>AND</p> <p>Strategy descriptions clearly and concisely state the high-level details of the strategy or the change that will occur as a result.</p>

Plan Component	Exceeds Expectation
Prioritized Goals & Strategies: Strategies Aligned to Goals	<p>Strategy/strategies show a thoroughly detailed and logical connection to the identified goal(s) and are appropriately named.</p> <p>AND</p> <p>All goals have multiple strategies.</p> <p>AND</p> <p>Strategy descriptions are explicit in providing details, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal.</p>

Action Step(s) Alignment with Strategy(s)

Points to Consider

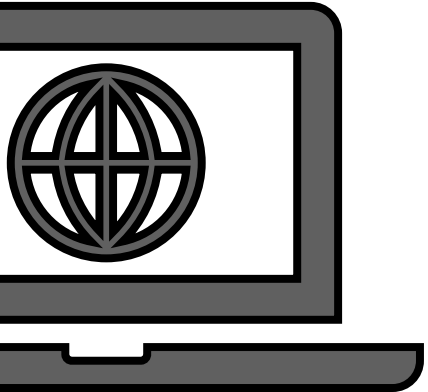
- Schools must create an action step for each strategy provided.
- Every action step must have a funding source.
- All strategies have at least one identified action step.
- Action steps show a logical connection to the strategies and are appropriately named.



Action Step(s) Alignment with Strategy(s)

Points to Consider

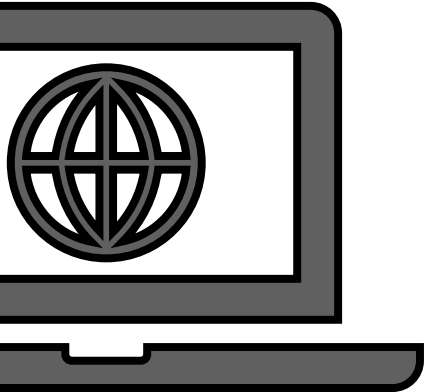
- Descriptions of the action steps provide general detail regarding the actions to be taken, including as appropriate:
 - What the action is and its purpose?
 - When and how often the action will occur?
 - Who will benefit from the action(s) implemented?
 - How the action step aligns to the stated goal and strategy.
 - How will the action step be completed?



Action Step(s) Alignment with Strategy(s)

Please ensure...

- The person responsible is a specific school staff position (not a person's name) who is responsible for implementation of the action step.
- Estimated dates of completion are appropriate.
- At least one well-developed benchmark indicator exists for each action step identified in the plan.



Plan Component	Needs Improvement
Prioritized Goals & Strategies: Action Step(s) Aligned to Strategy(s)	<p>No action steps have been identified to support the associated strategies.</p> <p>OR</p> <p>Not all strategies have identified action steps.</p> <p>OR</p> <p>Action steps show minimal to no logical connection to the strategies and are not appropriately named.</p> <p>OR</p> <p>Descriptions of the action steps are vague and do not clearly specify the actions to be taken.</p> <p>OR</p>

Plan Component	Needs Improvement (continued)
Prioritized Goals & Strategies: Action Step(s) Aligned to Strategy(s)	<p>The identified person responsible is a position and not a specific name, or the person responsible is not appropriate for the action step.</p> <p>OR</p> <p>Minimal to no estimated dates of completion are listed or are unrealistic for the stated action step.</p>

Plan Component	Meets Expectations
Prioritized Goals & Strategies: Strategies Aligned to Goals	<p>All strategies have at least one identified action step.</p> <p>AND</p> <p>Action steps show a generally logical connection to the strategies and are appropriately named.</p> <p>AND</p> <p>Descriptions of the action steps provide general detail regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the audience to the stated goal and strategy, and how it will be completed.</p> <p>AND</p>

Plan Component	Meets Expectations (continued)
Prioritized Goals & Strategies: Strategies Aligned to Goals	<p>The person responsible is a specific school staff person's name (not a position title) and is an appropriate individual for the action step.</p> <p>AND</p> <p>Estimated dates of completion are appropriate.</p>

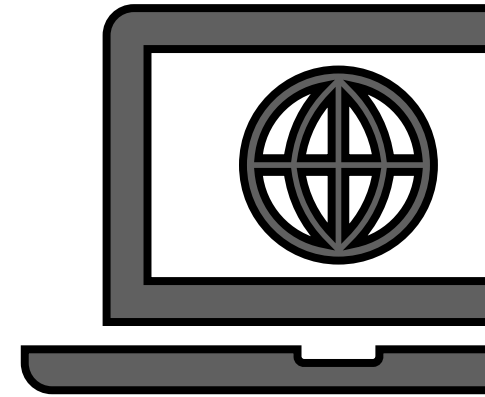
Plan Component	Exceeds Expectation
Prioritized Goals & Strategies: Strategies Aligned to Goals	<p>All strategies have more than one identified action step.</p> <p>AND</p> <p>Action steps show a thoroughly detailed connection to the strategies and action steps are appropriately named and clearly state the focus of the action.</p> <p>AND</p> <p>Descriptions of the action steps provide explicit detail regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the audience to the stated goal and strategy, and how it will be completed.</p> <p>AND</p>

Plan Component	Exceeds Expectation
Prioritized Goals & Strategies: Strategies Aligned to Goals	<p>The person responsible is a specific school staff person’s name (not a position title) and is an appropriate individual for the action step.</p> <p>AND</p> <p>Estimated dates of completion are appropriate, and all dates are not end-of-year dates.</p>

Benchmark Alignment with Action Step(s)

Points to Consider

- The benchmark indicators identified are sufficient for showing progress of the associated action step toward meeting the goal using data and evidence.
- The benchmark indicators identified are collected frequently enough to serve as leading indicators (e.g., more than once a year).
- The benchmark indicator must be measurable, quantifiable and achievable.



Plan Component	Needs Improvement
Goals, Strategies and Action Steps: Benchmark Alignment with Action Step(s)	<p>There are no benchmark indicators identified.</p> <p>OR</p> <p>Not all action steps have benchmark indicators.</p> <p>OR</p> <p>None of the benchmark indicators identified are measurable, quantifiable and achievable.</p> <p>OR</p> <p>The benchmark indicators identified are generally insufficient for showing progress toward meeting the goal using data and evidence.</p> <p>OR</p> <p>The benchmark indicators identified are collected too infrequently.</p>

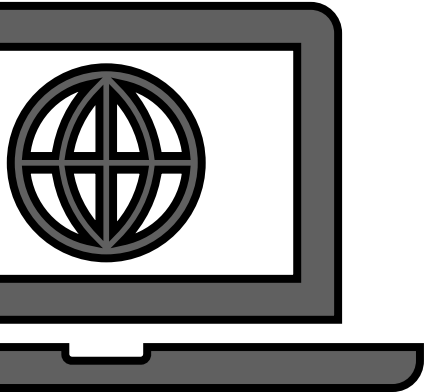
Plan Component	Meets Expectations
Goals, Strategies and Action Steps: Benchmark Alignment with Action Step(s)	<p>At least one well-developed benchmark indicator exists for each action step identified in the plan.</p> <p>AND</p> <p>The benchmark indicators identified are measurable, quantifiable and achievable.</p> <p>AND</p> <p>The benchmark indicators identified are sufficient for showing progress toward meeting the goal using data and evidence.</p> <p>AND</p> <p>The benchmark indicators identified are collected frequently (e.g., more than once a year).</p>

Plan Component	Exceeds Expectation
Goals, Strategies and Action Steps: Benchmark Alignment with Action Step(s)	<p>More than one well-developed benchmark indicator exists for each action step identified in the plan.</p> <p>AND</p> <p>All benchmark indicators identified are all are measurable, quantifiable and achievable.</p> <p>AND</p> <p>The benchmark indicators identified are directly aligned to show progress of the action step toward meeting the goal using data and evidence.</p> <p>AND</p> <p>The benchmark indicators identified are collected regularly to measures (e.g., multiple times a year) and determine needed adjustments throughout the year.</p>

Funding Source(s) Alignment with Action Step(s)

Points to Consider

- Each Action Step must have a funding source identified.



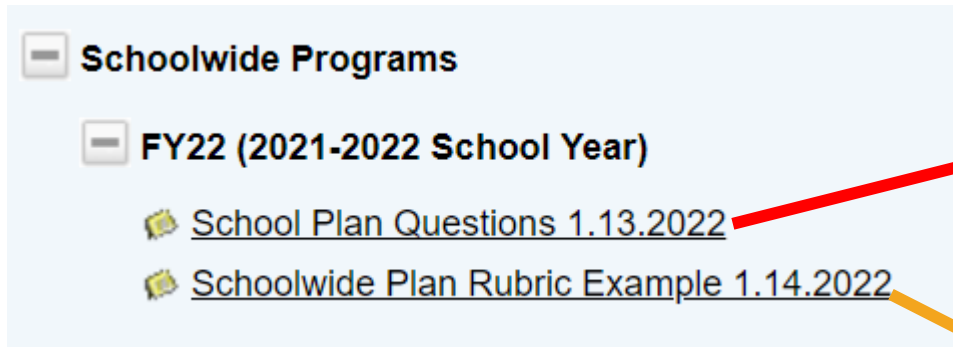
Plan Component	Needs Improvement	Meets Expectations
Goals, Strategies and Action Steps: Funding Source(s) Alignment with Action Step(s)	<p>The school has not entered the amount of Title I funds allocated in the school year in which the plan will be implemented.</p> <p>OR</p> <p>The amount of Title I funds allocated does not match the amount of funds allocated on the PPA page of the Consolidated Funding Application.</p> <p>OR</p>	<p>The school has entered the amount of Title I funds allocated in the school year in which the plan will be implemented, and the amount matches the funds allocated on the PPA page of the Consolidated Funding Application.</p> <p>AND</p>

Questions?

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MDE Document Library



Schoolwide Plan Questions

provides a Word document with all 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.

- The sample rubric is just a guide to assist the school districts in developing their district specific rubric when review, providing feedback and approving School Plans. The rubric can be edited to fit the specific school district's policies and procedures and only contain the minimum requirements as outlined in the *Elementary and Secondary Education Act* (as amended by the *Every Student Succeeds Act* of 2016).



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