

Title I, Part A School Plans Review

ESEA Sec. 1114(b)

Barbara Greene

Title I, Part A Coordinator

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

March 24, 2023



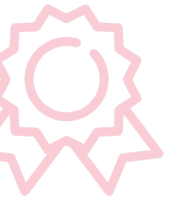
VISION

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



Microsoft Teams Reminders

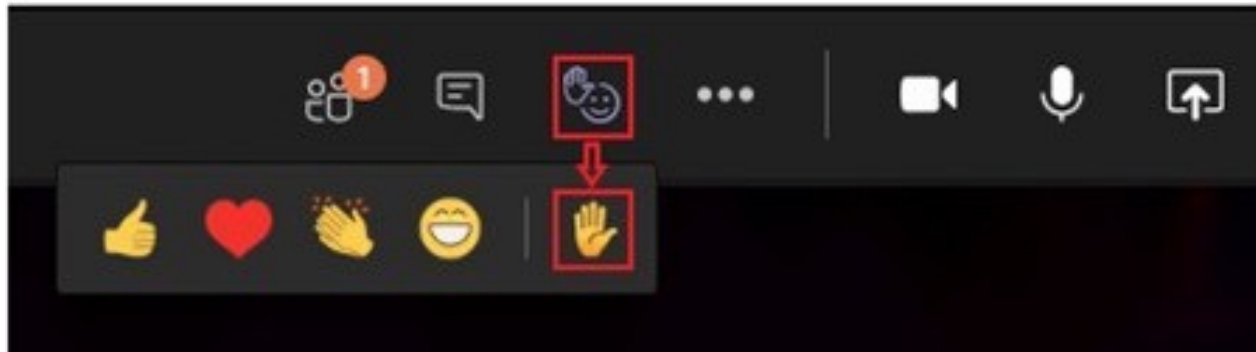


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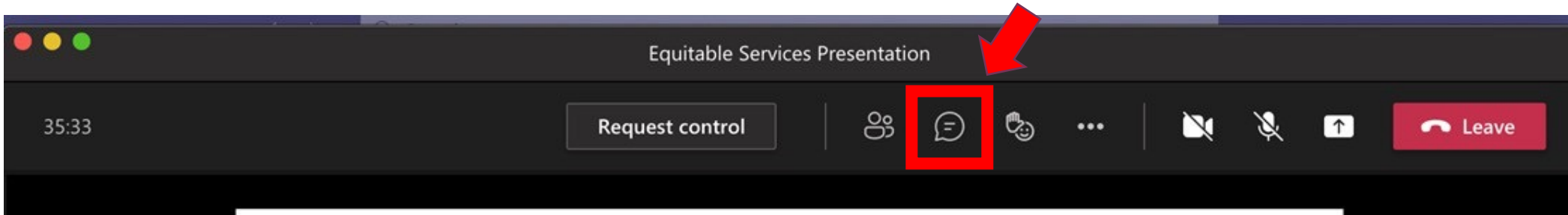
- Please mute yourself unless you have a question to reduce background noise
- Please cut the camera off to save bandwidth to reduce technical glitches
- Please ask questions throughout the presentation via chat or “raise hand” feature

“Raise Hand” Feature

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



"Chat" Feature



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

- This session will be recorded to increase availability and access to the technical assistance session.
- Recording will be available as a resource.
- Presentation and recording will be updated in MCAPS, MDE Document Library, Schoolwide Programs, FY23 (2022-2023 School Year)

- Goals and Objectives
- Overview
- School Plan Sections
- Questions

- The goal of this session is to provide Federal Programs Directors, other LEA-level staff, and school leaders with an overview of the School Plan that must be submitted in the Mississippi Comprehensive Automated Performance-based System (MCAPS).
- The 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)].

This session is designed to review the required components within the School Plan that describe how the school will use data to improve the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards.

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

- developed with the involvement of **parents** and other members of the **community**
- **teachers,**
- **principals,**
- other **school leaders,**
- **paraprofessionals** present in the school,
- **Other Title programs administrators,** and
- the local educational agency (**LEA**)

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

- to the **extent feasible** tribes and tribal organizations present in the community, and,
- **if appropriate:**
 - specialized instructional support personnel,
 - technical assistance providers,
 - school staff,
 - if the plan relates to a secondary school, students, and
 - other individuals determined by the school.

Describe the process used to develop, review, and update the school plan throughout the year. ESEA Section 1114(b)(1, 3, and 6) and ESEA Section 1115(b)(1)

The school should include the following:

- **timelines,**
- engagement **activities,**
- **staff,**
- **methods,** and
- **procedures.**

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
2019-20																		
2020-21						Will Prepopulate for the School												
2021-22																		

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2019-20		
2020-21	Will Prepopulate for the School	
2021-22		

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

AND

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

- This is where you have an opportunity to tell your story.
- Did something unique happen during the 2021-22 school year?
- Any natural disaster that created an alternative learning environment?
- Did a major company leave the community?

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation	
Year	
2019-20	
2020-21	
2021-22	

If applicable, the school will select the appropriate designation for the appropriate school year.



CSI	TSI	ATSI
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Elementary and Middle Schools			
	Language Arts		
	19-20	20-21	21-22
Proficiency	<input type="text"/>	<input type="text"/>	<input type="text"/>
Growth All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>
Growth Low 25%	<input type="text"/>	<input type="text"/>	<input type="text"/>

	2019-20
Accountability Grade	Select... ▾
Total Points	<input type="text"/>

The school will also complete this information for Mathematics, Science, and Participation Rate.

The school will also complete this information for 2020-21 and 2021-22 school year as well.

High Schools

	English			Algebra		
	19-20	20-21	21-22	19-20	20-21	21-22
Proficiency						
Growth All Students						
Growth Low 25%						

	2019-20
Accountability Grade	Select... ▾
Total Points	

The school will also complete this information for Biology, US History, Acceleration, Participation Rate, Graduation Rate, and College and Career Readiness

The school will also complete this information for 2020-21 and 2021-22 school year as well.

- Please ensure all required data is entered correctly.
 - Check the box that reflects your school accountability designation.
 - Enter data for Elementary and Middle Schools
 - Enter data for High Schools

Student Achievement School's Performance- Chart must be completed

22

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
2019-20	<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"/>
2021-22	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

* 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
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"/>
2021-22	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Student Achievement School's Performance- Chart must be completed

23

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
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"/>
2021-22	<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
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"/>
2021-22	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1. After analyzing data for all students, **summarize the progress and challenges and identify underlying causes** for each. ESEA Section 1114(b)(7)(A)(i)
 - Cite specific examples
 - address racial/ethnic groups and other subgroups
 - such as gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children.
 - Include all local data analyzed

2. Describe the evidence-based strategies that will be implemented to provide opportunities for all children. How will the identified challenges be addressed to ensure students meet the challenging State academic standards?

- The school should include the following:
 - Address each of the subgroups of students in the school
 - how will the identified challenges be addressed

Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2019-20					
2020-21					
2021-22					

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
2019-20					
2020-21					
2021-22					

Only change the narratives if it changed from the 2021-22 school year.

Will Prepopulate for the School for the FY24 SY

1. 11th Grade 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 **identified challenges**.

- Has the school analyzed all ACT and graduation rate data?
- What are the progress and challenges?
- How do the school's progress and challenges generally align with the ACT and graduation rate data and the goal of increasing the number of students who score above 21 on the ACT composite?
- How will the school address the identified ACT challenges?
- How does the school ensure that students have postsecondary opportunities?

2. Postsecondary Preparation Opportunities for Students-
 - What has the school done to **ensure all students are prepared for and aware of opportunities for postsecondary education and the workforce?**
 - The school should include Career and Technical Education (CTE) programs, Advanced Placement (AP), International Baccalaureate (IB), dual or concurrent enrollment (DC), or early college high schools

Out-of-School Suspensions						
	2019-20		2020-21		2021-22	
	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						

Will Prepopulate for the School

1. What **specific discipline issues**, if any, **impact student achievement/growth**?
 - Has the school analyzed all chronic absenteeism and discipline data?
 - What are the areas of progress and challenges faced at the school level for all grade levels and subgroups?

2. Identify **specific steps** to be taken **to reduce** the loss of instructional time.
 - Is there a correlation between chronic absenteeism/ discipline data and the progress and challenges at the school?
 - What steps are being implemented to reduce lost instructional time due to student discipline?

3. **Describe implementing 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)

- Has the school provided and analyzed school climate data to identify at least one priority for providing a safe, supportive, and healthy environment?
- Has the school provided at least one way to address the identified priorities for providing a safe, supportive, and healthy environment (i.e., Positive Behavior Intervention Supports (PBIS), Early Warning Systems, etc.)?

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)

- What method or instructional strategy is the school implementing to strengthen the academic program in the school?
- Is anything being implemented to increase the amount or quality of learning time?
- Is anything being implemented to provide an enriched and accelerated curriculum?

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.

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

- Activities to be implemented could include:
 - counseling,
 - school-based mental health programs,
 - specialized instructional support services,
 - mentoring services,
 - others to improve students' skills outside the academic areas.

The term '**evidence-based**,' when used with respect to a State, local educational agency, or school activity, means **an activity, strategy, or intervention** that either –

(Section 8101(21)(A) of the ESEA)

1. Demonstrated a **statistically significant effect** on improving student outcomes or other *relevant outcomes* –
 - **strong evidence** from at least one well-designed and well-implemented experimental study; **OR**
 - **moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*; **OR**
 - **promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;
- OR**
- **demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*

(Section 8101(21)(A) of the ESEA)

The term '**evidence-based**,' when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that either –

- 2. includes ongoing efforts to examine the effects of such activity, strategy, or intervention.**

(Section 8101(21)(A) of the ESEA)

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)

- What evidence-based strategy, activity, or intervention is being implemented for Preschool transition into elementary school?
- Is the evidence-based strategy, activity, or intervention classified as strong, moderate, or promising? Did the school demonstrate a rationale for using the strategy, activity, and/or interventions?

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

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
2019-20	<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"/>
2020-21	<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"/>
2021-22	<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"/>



The school should complete this section based on the information provided by **Mississippi Professional Growth System (MPGS)**.

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)

- What is the planned professional development for new teachers, teachers, and leaders?
- Is the professional development evidence-based?
- How does the school know that evidence-based professional development is strong, moderate, or promising? Or did the school demonstrate a rationale for the professional development implemented?

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

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

- What are the planned professional development activities for new teachers, teachers, and leaders?
- Will these activities positively impact student academic achievement and teacher and leader capacity? How do you know?
- Are these professional development activities addressing at least one of the needs outlined in the needs assessment?

Activities may include:

- Classroom Observations
- Mentoring
- Coaching
- Reflective Practices

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)

- How does the school retain teachers, and provide incentives or professional growth opportunities for teachers who have demonstrated high levels of performance?
- Did the school 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?
- How does the school ensure equitable access to highly effective teachers and address identified disparities?

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)

- Consider the demographics of the school to ensure all subgroups are represented.
- Clearly outline all goals
- Multiple meetings
- Review and revise

Describe the process 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)

Consider the input gathered from families (What do they say they Need)

What does the data show?

Are the planned activities aligned with the identified needs?

How often are the activities evaluated for effectiveness?

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

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

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 needs 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):
 - Student Achievement Data
 - College and Career Readiness
 - School Climate and Culture
 - Curriculum and Instruction
 - Professional Development
 - 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.

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

Step 1. Change the status to “Draft Started.”

Step 2. Select “School Plan Overview.”

School Plan Sections

Public District - FY 2023 - 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

Step 3. Select “Expand All” to see all Goals and Strategies that the LEA has provided.

School Plan Overview

Public District - FY 2023 - Public School - School Plan - Rev 0

Go To ▶

Plan Items **Expand All** Collapse All)

+ G 1) District-Level: Early Childhood Education for Four-Year Old Pre-School Children in four Title I Elementary Schools
+ G 2) District-Level: Graduation Rates for District High Schools in the Madison County School District
+ 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.
+ 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%.
+ G 5) District-Level: Effective Teachers and Leaders: Ensure highly effective teachers for the improvement of instruction through professional learning and executive leadership development training for teachers, principals/administrators and aspiring administrators.
+ G 6) District-Level: All Assessed Areas: Effective Administration of Federal Programs in Madison County Schools
+ G 7) District-Level: To improve teaching and learning by providing students with access to a well-rounded education.
+ G 8) District-Level: Teacher Recruitment, Retention, Mentorship, and Induction
+ G 9) District-Level: Highly Qualified Teachers- Private Schools Equitable Share.

Step 4. Select the Strategy that the School will implement an “Action Step” for.

2) District-Level: All Assessed Areas

[Extend](#)

Description:

District-Level: All students proficient and showing growth in all assessed areas

Performance Measure:

District-Level: Increase the percentage of students who pass the 3rd grade reading assessment at the first administration in each subgroup. Increase the percentage of students proficient (levels 4 and 5) on statewide assessments (grades 3-8 and high school composite) in each subgroup. Decrease the percentage of students scoring levels 1-3 on statewide assessments in each subgroup. Increase the percentage of students demonstrating growth on statewide assessments in each subgroup



2.1) District-Level: Implement the MS College and Career Readiness Standards

[Extend](#)

Description:

District-Level: 1. Provide targeted professional development to teachers and administrators in all content areas based on data. 2. Hire content coaches in literacy, math, and science.focusing on low-performing schools. 3. Train teachers and school leaders in data-coaching. 4.Collaborate with community organizations to engage parents in low-performing schools

[Create Action Step](#)

G

2) District-Level: All Assessed Areas

Extend

Description:

District-Level: All students proficient and showing growth in all assessed areas

Performance Measure:

District-Level: Increase the percentage of students who pass the 3rd grade reading assessment at the first administration in each subgroup. Increase the percentage of students proficient (levels 4 and 5) on statewide assessments (grades 3-8 and high school composite) in each subgroup. Decrease the percentage of students scoring levels 1-3 on statewide assessments in each subgroup. Increase the percentage of students demonstrating growth on statewide assessments in each subgroup

S

2.1) District-Level: Implement the MS College and Career Readiness Standards

Extend

Description:

District-Level: 1. Provide targeted professional development to teachers and administrators in all content areas based on data. 2. Hire content coaches in literacy, math, and science.focusing on low-performing schools. 3. Train teachers and school leaders in data-coaching. 4.Collaborate with community organizations to engage parents in low-performing schools

Create Action Step

Step 5.
Select
“Create
Action
Step.”

Step 6.
Creating
the
Action
Step.”

Create Action Step

Goal Title: All Assessed Areas

Strategy Title: Implement the MS College and Career Readiness Standards

Recommended Action Step: No Bank Steps Available ▾

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:

Other ▾

Estimated Completion Date:

Create Action Step	
Goal Title:	All Assessed Areas
Strategy Title:	Implement the MS College and Career Readiness Standards
Recommended Action Step:	No Bank Steps Available ▾
Action Step Title:	<div></div>
	<div>Check Spelling</div> <div>0 of 600 characters</div>
Action Step Description:	<div></div>
	<div>Check Spelling</div> <div>0 of 4000 characters</div>
Benchmark Indicator:	<div></div>
	<div>Check Spelling</div> <div>0 of 500 characters</div>
Person Responsible:	Other ▾ <div></div>
Estimated Completion Date:	<div></div> 

- **Action Step Title:** **Title** of the actions
- **Description:** **Description** of the action step
- **Benchmark Indicator:** Must be **measurable/quantifiable**
 - **Acceptable** words: All or none
 - **Unacceptable** words: Some, most, few, minimum, maximum

Create Action Step	
Goal Title:	All Assessed Areas
Strategy Title:	Implement the MS College and Career Readiness Standards
Recommended Action Step:	No Bank Steps Available ▾
Action Step Title:	<div><div>Check Spelling</div><div>0 of 600 characters</div></div>
Action Step Description:	<div><div>Check Spelling</div><div>0 of 4000 characters</div></div>
Benchmark Indicator:	<div><div>Check Spelling</div><div>0 of 500 characters</div></div>
Person Responsible:	Other ▾ <input type="text"/>
Estimated Completion Date:	<input type="text"/> 

- **Person Responsible: Position** of the person responsible for the action step. The School must **change the “Person Responsible”** from the automatically generated name **to “Other.”** Then add the position’s title in the box.
- **Estimated Completion Date:** The date must be **between July 1, 2022, and September 30, 2024.**
- Then select **“Save.”**

Step 7.
Select
“Creating
Funding
Source.”

G

2) District-Level: All Assessed Areas - **School-Level: All Assessed Areas**

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

Description:

District-Level: All students proficient and showing growth in all assessed areas

Performance Measure:

District-Level: Increase the percentage of students who pass the 3rd grade reading assessment at the first administration in each subgroup. Increase the percentage of students proficient (levels 4 and 5) on statewide assessments (grades 3-8 and high school composite) in each subgroup. Decrease the percentage of students scoring levels 1-3 on statewide assessments in each subgroup. Increase the percentage of students demonstrating growth on statewide assessments in each subgroup

S

2.1) District-Level: Implement the MS College and Career Readiness Standards - **School-Level: Implement the MS College and Career Readiness Standards**

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

Description:

District-Level: 1. Provide targeted professional development to teachers and administrators in all content areas based on data. 2. Hire content coaches in literacy, math, and science.focusing on low-performing schools. 3. Train teachers and school leaders in data-coaching. 4.Collaborate with community organizations to engage parents in low-performing schools

[Create Action Step](#)

Copy

AS

2.1.1) Math for ALL

Description:

The school will implement three days each week after school math program for two hours. This program will target students who scored 3 or below on MAPP in mathematics. The program will provide support in the identified gaps, as shown on the MAPP assessment, using small group, one-on-one, and computer based remediation.

Benchmark Indicator:

The school will see an increase of 25% of students scoring 4 or higher on the MAPP Assessment in Mathematics for the 2022-2023 School Year.

Person Responsible:

Math Coach, Teachers, Principals

Estimated Completion Date:

5/31/2024

[Create Funding Source](#)

Step 7. Create an Action Step/Funding Source

1. Select the Funding Application then choose the Grant you wish to relate to this Action Step

2. Enter Amount

3. Click **Save**

The screenshot shows a web form titled "Create Funding Source". At the top, there is a blacked-out header area with "Rev 0" to its right. Below this is a blue header bar with the text "Create Funding Source". The form contains the following fields:

- Goal Title: Mathematics
- Strategy Title: High quality professional development of instructional staff
- Action Step Title: Conduct Seminar on Effective Teaching Practices
- Action Step Description: Contract through ProfDev Works to hold a teaching seminar
- Funding Application: Consolidated (dropdown menu)
- Grant: Title I-A (dropdown menu)
- Amount: 25,000.00 (text input)
- Notes: (text area with a "Check Spelling" button and "0 of 50 characters" indicator)

At the bottom right, there are "Save" and "Cancel" buttons. The "Save" button is circled in red. Red arrows point from the instructional text on the left to the "Funding Application", "Grant", "Amount", and "Save" fields/buttons.

Questions



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Barbara Greene

Title I, Part A Coordinator

bgreene@mdek12.org

mdek12.org



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