School Plans Look For's Federal Programs Directors

mdek12.org

Barbara Greene

Title I, Part A Coordinator

MISSISSIPPI DEPARTMENT OF EDUCATION

October 10, 2023

VISION

MISSION

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

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

MISSISSIPPI
DEPARTMENT OF
EDUCATION
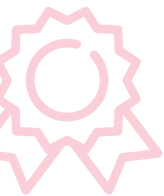
1 — **ALL** Students Proficient and Showing Growth in All Assessed Areas

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

4 — **EVERY** School Has Effective Teachers and Leaders

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

6 — **EVERY** School and District is Rated "C" or Higher

MISSISSIPPI DEPARTMENT OF EDUCATION

Microsoft Teams Reminders

- Please mute yourself unless you have a question to reduce background noise

- Please cut the camera off to save bandwidth and 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.
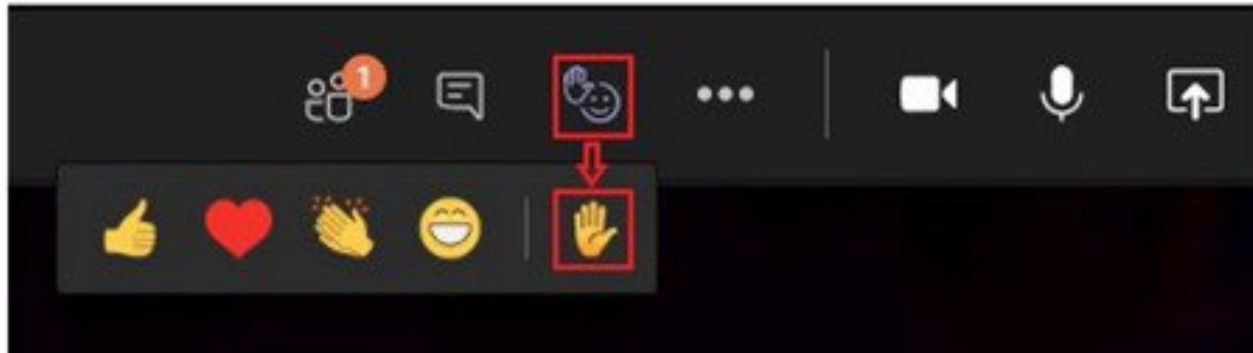
"Chat" Feature
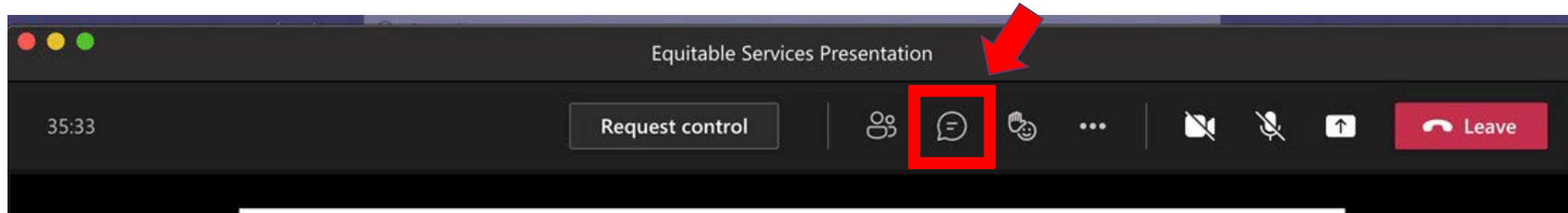
- To use the **chat** feature in Teams, simply click the "Chat" icon. The **chat box** will appear on the right. Type your message in the chat box and click the "Send" icon to send your question.

- 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, FY24 folder.

Agenda

Agenda

- Goals and Objectives

- Overview

- School Plan Look Fors

- Questions

The goal of this session is to provide Federal Programs Directors and other LEA-level staff with a process to help review 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)].

This 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.

School Planning Team

Please identify all school planning team members, including titles.

ESEA 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.

- 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 monitor and revise regularly, 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.

ESEA Section 1114(b)(1, 3 and 6) and ESEA 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.

Demographics

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
2020-21																		
2021-22																		
2022-23																		

Will Prepopulate for the School

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2020-21		
2021-22		
2022-23		

Will Prepopulate for the School

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

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

MISSISSIPPI DEPARTMENT OF EDUCATION

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

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

Accountability Data

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year
2020-21
2021-22
2022-23

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

CSI	TSI	ATSI
☐	☐	☐
☐	☐	☐
☐	☐	☐

MISSISSIPPI DEPARTMENT OF EDUCATION

Elementary and Middle Schools

	Language Arts		
	20-21	21-22	22-23
Proficiency			
Growth All Students			
Growth Low 25%			

	2020-21
Accountability Grade	Select... ▼
Total Points	

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

The school will also complete this information for 2021-22 and 2022-23 school year as well.

MISSISSIPPI DEPARTMENT OF EDUCATION

High Schools

	English			Algebra		
	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency						
Growth All Students						
Growth Low 25%						

	2020-21
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 2021-22 and 2022-23 school year as well.

MISSISSIPPI DEPARTMENT OF EDUCATION

Student Achievement

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:

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21						
2021-22						
2022-23						

* 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
2020-21							
2021-22							
2022-23							

MISSISSIPPI DEPARTMENT OF EDUCATION

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
2020-21							
2021-22							
2022-23							

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
2020-21				
2021-22				
2022-23				

MISSISSIPPI DEPARTMENT OF EDUCATION

- 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.

ESEA Section 1114(b)(7)(A)(i)

MISSISSIPPI
DEPARTMENT OF
EDUCATION

- 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 students meet the challenging State academic standards?

ESEA Section 1114(b)(7)(A)(i-ii)

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's 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.

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.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Points to Consider

- Describe evidence-based strategies that will be implemented to address the listed challenges, especially those that address the underlying reason, for all children.

  - EL, migrant, students with disabilities, gifted and talented, and other identified populations

College and Career Readiness

☐ Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2020-21					
2021-22					
2022-23					

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.

Only change the narrative if it changed from the 2022-23 school year.

☐ Not Applicable

Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2020-21					
2021-22					
2022-23					

Will Prepopulate

MISSISSIPPI DEPARTMENT OF EDUCATION

College and Career Readiness 11ᵗʰ Grade ACT Scores

- 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.

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? This should include career and technical education programs that broaden secondary school student's 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).

ESEA 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 courses, or CTE classes?

School Climate and Culture

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

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

- Identify specific steps to be taken to reduce the loss of instructional time.   ESEA Section 1114(b)(7)(A)(iii)(III) and ESEA 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.

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.)

ESEA Section 1114(b)(7)(A)(iii)(III) and ESEA 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.

MISSISSIPPI DEPARTMENT OF EDUCATION

Curriculum and Instruction

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.

ESEA Section 1114(b)(7)(A)(ii) and ESEA 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.

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.   ESEA Section 1114(b)(7)(A)(iii)(I) and ESEA 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
- mentoring services
- and other strategies to improve students' skills outside the academic subject areas, etc.

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.   ESEA 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?

Professional Development

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
2020-21									
2021-22									
2022-23									

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

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.   ESEA Section 1114(b)(7)(A)(iii)(IV) and ESEA 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.

MISSISSIPPI DEPARTMENT OF EDUCATION

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

ESEA Section 1114(b)(7)(A)(iii)(IV) and ESEA 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 a positive impact on student academic achievement and teacher and leader capacity.

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

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

ESEA Section 1114(b)(7)(A)(iii)(IV) and ESEA 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.

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

MISSISSIPPI DEPARTMENT OF EDUCATION

Parent and Family Engagement

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

ESEA Section 1116(c)(3) and ESEA 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 with the academic needs of the school

- There is at least one activity to engage parents and families of English learners (if applicable)

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

MISSISSIPPI DEPARTMENT OF EDUCATION

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

Points to Consider

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

MISSISSIPPI DEPARTMENT OF EDUCATION

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.

Prioritized List of Needs

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.

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.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

School Plan Overview

School Allocations must be tied to an action step- <u>Required</u> for all schools

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.

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.

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 is the action, and what is its purpose?
    - When and how often will the action occur?
    - Who will benefit from the action(s) implemented?
    - How the action step aligns with 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 the 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.

Benchmark Alignment with Action Step(s)

Points to Consider

- The benchmark indicators identified are sufficient for showing the 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.

Funding Source Alignment with Action Step(s)

Points to Consider

- Each Action Step must have a funding source identified.

Questions

MDE Document Library

Schoolwide Programs
- **+** **FY24 (2023-24 School Year)**

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 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.

Schoolwide Plan Recorded Webinar and PowerPoint Presentation will also be uploaded here. Both will explain how to ensure that the minimum requirements for each question in the Plan are met.

MISSISSIPPI DEPARTMENT OF EDUCATION

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).

Dr. Judy K. Nelson

Executive Director
jnelson@mdek12.org

Barbara Greene

Title I, Part A State Coordinator
bgreene@mdek12.org

Brendsha A. Roby

Bureau Director of Consolidated ESEA Programs
BrRoby@mdek12.org

mdek12.org

MISSISSIPPI
DEPARTMENT OF
EDUCATION