

# School Improvement

## Title I, 1003 MCAPS Application

FY19 Funding Application for CSI, TSI, and  
ATSI Schools (Pre – Recorded Webinar)

November 26, 2018



**Dr. Sonja Robertson**

Executive Director  
Office of School Improvement

## VISION

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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

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

MISSISSIPPI STATE BOARD OF EDUCATION  
STRATEGIC PLAN GOALS

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



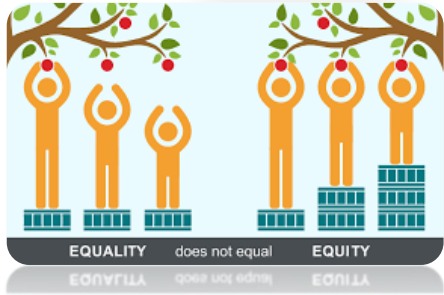
## This webinar will address:

Relationship  
between  
Planning  
&  
Funding

Completing  
Components of  
the  
Funding  
Application

Timeline for  
Completion and  
Submission

# What Guides OUR Planning around Transformation



**SUCCESS!**



# Non Strategic vs. Strategic Planning

## Non Strategic Planning

- ✓ Don't address priority challenges and root causes
- ✓ Are “shelved” and collect dust
- ✓ Tackle too much (i.e. too many strategies)
- ✓ Don't include clear owners/timelines, etc.
- ✓ Aren't realistic (goals are not SMART)

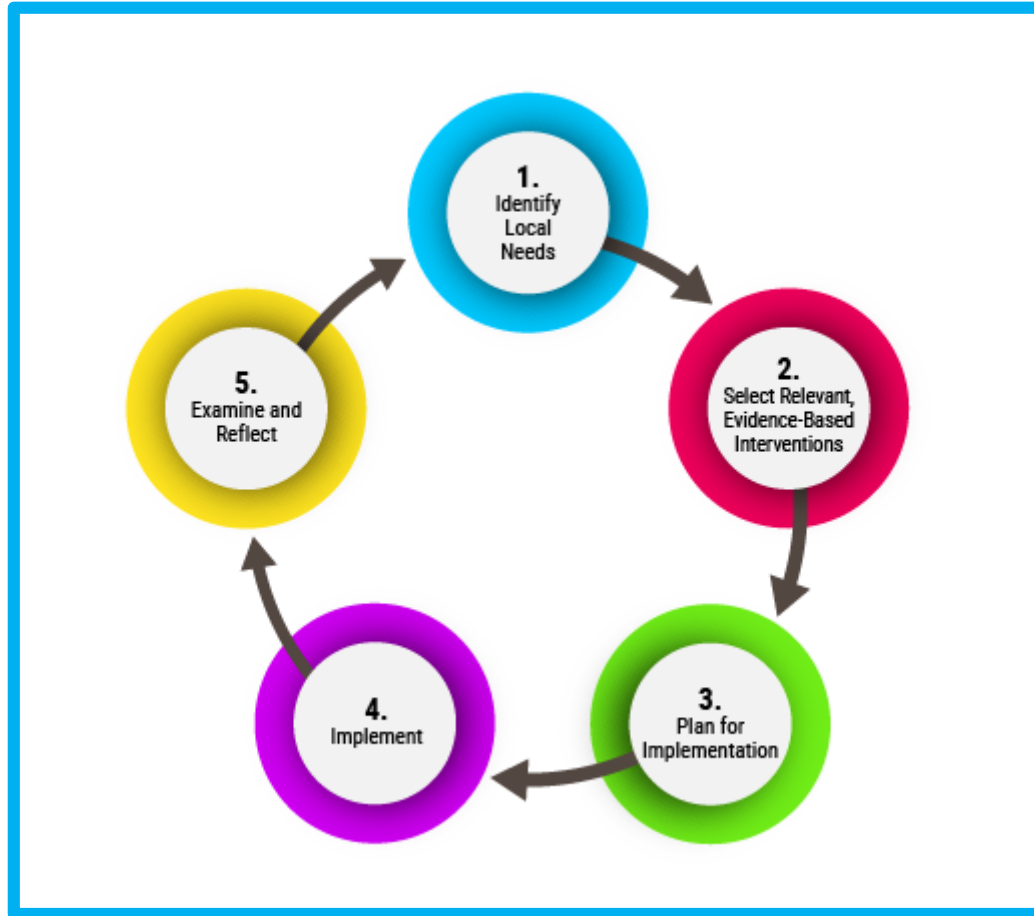
## Strategic Planning

- ✓ Identify what's important
- ✓ Review, Review, Review
- ✓ Prioritize
- ✓ Determine who is accountable
- ✓ Set short term milestones, be specific, measure actions, as well as progress

# The School Improvement Journey

A plan is only as good  
as the process that  
produces the plan.

# The School Improvement Journey





# Comprehensive Needs Assessment

A process to determine the needs of individuals (students, teachers, administrators, parents) connected with education by collecting data to document a challenge or strength that exists and to identify what is needed to close the gaps, between the current status and the desired outcome.

# Impactful Considerations

**Is what I'm doing, or about to do, going to improve student achievement?**

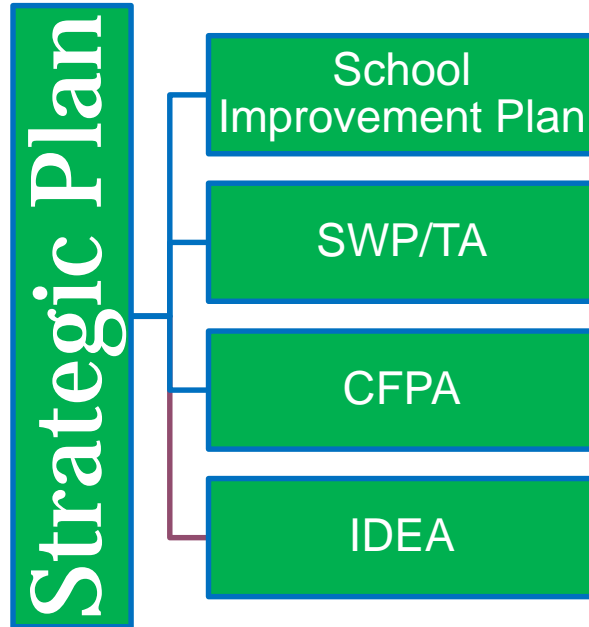
**How does this decision improve the quality of instruction and outcomes for ALL students?**

# Impactful Considerations

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- Initiated from a robust comprehensive needs assessment
  - Generated from examination and study of school level and district level (publicly and internally reported) data
  - Results in high level priorities for improvement in student achievement
- Demonstrates strategic alignment of critical systems in LEA (Instructional and Operational)

# Impactful Considerations



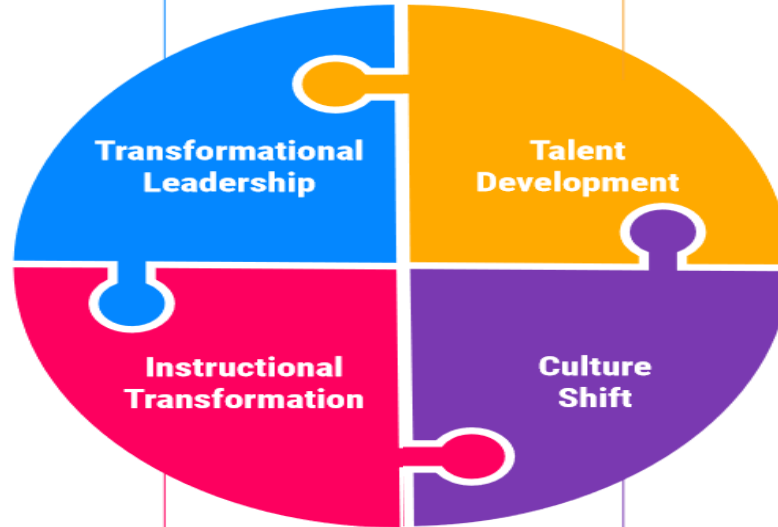
# Domains of Rapid School Improvement

## PRACTICES

- Prioritize improvement and communicate its urgency
- Monitor short- and long-term goals
- Customize and target support to meet needs

## PRACTICES

- Recruit, develop, retain, and sustain talent
- Target professional learning opportunities
- Set clear performance expectations



## PRACTICES

- Diagnose and respond to student learning goals
- Provide rigorous evidence-based instruction
- Remove barriers and provide opportunities

## PRACTICES

- Build a culture focused on student learning and outcomes
- Solicit and act upon stakeholder input
- Engage students and families in pursuing education goals

# Indicators of Effective Practice

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**Indicators of Effective Practice** are a collection of **research-based “best practices”** that provide guidance for meaningful and intentional change designed to increase student achievement in low-performing schools.

# Indicators of Effective Practice

## Domain 1 – Transformation Leadership

Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.

LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation.

School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

## Domain 2 – Talent Development

Professional development of individual teachers includes an emphasis on indicators of effective teaching.

LEA and school recruit, screen, select, and evaluate external providers.

# Indicators of Effective Practice

## Domain 3 – Instructional Transformation

The principal keeps a focus on instructional improvement and student learning outcomes

The principal monitors curriculum and classroom instruction regularly.

Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies

The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs

Instructional Teams develop standards-aligned units of instruction for each subject and grade level

## Domain 4 – Culture Shift

School implements strategies and practices to improve school culture and climate.

The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.



# Indicators of Effective Practice- High Schools

Domain 1 – Instructional Transformation	Domain 2 – Culture Shift	Domain 3 – Instructional Transformation	Domain 4 – Culture Shift
<p>The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system</p>	<p>The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.</p>	<p>The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation</p>	<p>The school routinely provides all students with information and experience in a variety of career pathways</p>
<p>The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.</p>		<p>The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness</p>	<p>The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs)</p>

- MS SOARS and MCAPS are Complimentary Systems

Our planning platform provides each school with the opportunity to assess themselves on the implementation of best practices aligned with school transformation. An accurate assessment of our practices using this system, can serve to strengthen the methods we use in aligning funding with needs. ***It is our pathway for addressing specifically identified needs based on the comprehensive needs assessment that incorporates our analysis of data elements we utilize to focus decision making with effective practices.***

Our funding platform provides each school and the district to address how awarded School Improvement funds will be allocated and expended.

# Key Planning Resources – Indistar (MS SOARS)

## CORE FUNCTION: School Leadership and Decision-Making



## EFFECTIVE PRACTICES BRIEF

### Core Function

### Effective Practice

### Indicator

#### EFFECTIVE PRACTICE

Establish a team structure with specific duties and time for instructional planning.

#### INDICATOR

- ➡ A team structure is officially incorporated into the school governance policy.
- ➡ All teams have written statements of purpose and by-laws for their operation.
- ➡ All teams operate with work plans for the year and specific work products to produce.
- ➡ All teams prepare agendas and minutes for their meetings.
- ➡ The principal maintains a file (physical or electronic) of the agendas, work products, and minutes of all teams.
- ➡ A Leadership Team consisting of the principal, teachers who

#### STRENGTH OF EVIDENCE RATING

Promising/  
Moderate

Not surprisingly, almost all of the research is descriptive, correlational, and/or qualitative rather than causal for this effective practice.

***“\*Please note: The strength of evidence ratings are intended to provide a broad snapshot of the degree to which each effective practice area is supported by high-quality research. John Hattie’s effect size results are included where appropriate to provide further information on the strength of evidence in each area. These ratings are not intended to correspond to the evidence ratings provided by the U.S. Department of Education and should not be used as a guide for evaluating interventions” (Center on Innovations in Learning, 2017)***

# Funding Application

# Who is Eligible to Receive Funding?

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- Title I Identified CSI, TSI, & ATSI Schools
- Non-Title I Identified CSI, TSI, & ATSI Schools
- Schools At-Risk (SAR) are not eligible to receive funding unless they **also have a federal designation.**

# Methodology for 1003 Funding

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**CSI Schools are Funded First With A Base Allocation Of 100,000;**

***If funding remains:***

***TSI and ATSI Schools are Funded With A Base Allocation Of 40,000;***


***If funding remains:***

***Funds are Awarded on a Per Pupil Allocation based on Month 2 Enrollment to All Identified Schools.***

# MCAPS

Mississippi Comprehensive  
Automated Performance-  
based System

# Funding Application



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EDUCATION  
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Requests for Funds

Project Summary

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Address Book

MDE Document Library

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Test Site

Session Timeout  
00:59:12

### MCAPS Home

No Name Test (1111) Public District - FY 2019


This is the MCAPS TEST site. Please complete your work in the live site.

Associated Organizations

Organization Name	Organization Number
	1111

### Announcements

No Announcements Available



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00:56:50

### MCAPS Home


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Funding Applications

Sections	Organization Number
Budget Summary	1111
Last Page Visited	

No Announcements Available



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Test Site

Session Timeout  
00:59:54

### Funding Applications

No Name Test (1111) Public District - FY 2019

This is the MCAPS TEST site. Please complete your work in the live site.

2019 All Active Applications

### Entitlement Funding Application

School Improvement, 1003(a)

### Competitive Funding Application

There are no matching Competitive applications for this fiscal year.



# Funding Application

APPLICATION  
COMPONENTS

Part I:  
District  
Application

Part II:  
Use of 1003  
Funds

Part III:  
Use of  
Required Title I  
Reservation

General  
MCAPS  
Links  
(Budget,  
Personnel  
Details,  
Checklist)

# Funding Application



## • APPLICATION COMPONENTS

Part I: District Application for Section 1003 School Improvement Funds

Part II: Use of Section 1003 School Improvement Funds

Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools (20% of each identified school's Title I, Part A allocation)

# Funding Application

## Part I:

### • District Application for Section 1003 SI Funds

- 1) Please describe how the LEA will develop CSI plans for schools that receive Section 1003 funds.
- 2) If the district will receive Section 1003 funds for use in TSI schools (including ATSI schools), please describe how the LEA will support schools developing or implementing TSI plans.
- 3) Please describe how the district will monitor schools receiving Section 1003 funds. (If the district will receive Section 1003 funds for TSI (including ATSI) schools, this description should address how the district will monitor the implementation of those schools' TSI plans and what additional action the district will take if the TSI plan has been unsuccessfully implemented after a number of years.

# Funding Application

## Part I:

- District Application for Section 1003 SI Funds

- 4) Please describe how the district will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the district will partner to implement strategies or interventions funded with Section 1003 funds
- 5) Please describe how the district will align other Federal, State, and local resources to carry out the activities supported with Section 1003 funds
- 6) Please describe how the district will, as appropriate, modify any practices and policies to provide operational flexibility that enables full and effective implementation of CSI and TSI plans

Required Assurance. The district assures that each school that receives Section 1003 funds will receive all of the State and local funds it would have received in the absence of Section 1003 funds.

# Funding Application

Part II:

## • Use of Section 1003 SI Funds

- 1) **District Level**
- 2) Budget (Funds are not budgeted here)
- 3) Budget Overview

School Improvement, 1003(a)

District Level ▼

Budget

Budget Overview

# Funding Application

Part II:

## • Use of Section 1003 SI Funds

- 1) School Level
- 2) School Budget (Funds budgeted here)
  - 1) Budget Overview
  - 2) Personnel Details (Regular and Summer Programming)
- 5) School Improvement Checklist

District Level  
Elementary 1 (1111001)  
Elementary 2 (1111002)  
High (1111004)  
Middle (1111003)

School Improvement, 1003(a) School A  
Part II: Use of Section 1003 School Im  
Part III: Use of Required Title I, Part A F  
Personnel Details (Regul School Year

Use  
drop  
down  
function

School Improvement, 1003(a)  
Elementary 1 (1111001) ▾

[Budget](#)  
[Budget Overview](#)  
[School Improvement, 1003\(a\) School Allocations](#)  
[Part II: Use of Section 1003 School Improvement Funds](#)  
[Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools](#)  
[Personnel Details \(Regular School Year Pre K-12 School Level\)](#)  
[Personnel Details \(Summer School Pre K-12 School Level\)](#)  
[Related Documents](#)

# Funding Application

Part II:

## • Use of Section 1003 SI Funds

- 1) In the chart below, for each school in your district that been identified for CSI, TSI or ATSI and will be served with Section 1003 School Improvement funds as reflected on Mississippi's list of schools served, describe how Section 1003 funds will be used in each school. Section 1003 School Improvement funds must support evidence-based interventions that meet strong, moderate, or promising evidence levels. For more information about these evidence-based requirements, please see <http://www.mdek12.org/OSI/EBP/defined>. Please **cite source** of evidence in narrative description and **reference each action step** in the school's plan to be funded with 1003 funds by providing the corresponding indicator of effective practice code **from MS SOARS**, for example, **LDR.1.09 OR PLN.1.01**.



# Funding Application

Part II:

## • Use of Section 1003 SI Funds

Improvement Status:

CSI

TSI

ATSI

Strategies

Select...

- Leadership
- High Quality Instructional Materials
- Technology Integration
- On-Going, Job-Embedded Professional Development**
- Increased Learning Time
- Early Childhood (Pre-K) Programs
- Other

Strategy

On-Going, Job-Embedded Professional Development

Increased Learning Time

Add Row





# Funding Application

Part II:

## • Use of Section 1003 SI Funds

If Other, Name Strategy or enter NA

\* NA

### Narrative Description

Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulos, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005). When teachers receive well-designed

Check Spelling

794 of 8000 characters

professional development, an average of 49 hours spread over six to 12 months, they can increase

Evidence Level

Moderate

Cost


\$ 15,000.00

student achievement by as much as 21 percentile points. The district will provide JEPD in the areas of Co-teaching with Special Education and General Education teacher to strengthen capacity for addressing gaps with SWD subgroup. This PD will be provided during the Spring of 2019 and is aligned with indicator of effective practice LDR.1.09 in plan.

# Funding Application

Part II:

- Use of Section 1003 SI Funds

Strategy	If Other, Name Strategy or enter NA	Evidence Level	Narrative Description	Cost
 On-Going, Job-Embedded Professional Development ▾	* NA	Moderate ▾	student achievement by as much as 21 percentile points. The district will provide JEPD in the areas of Co-teaching with Special Education and General Education teacher to strengthen capacity for addressing gaps with SWD subgroup. This PD will be provided during the Spring of 2019 and is aligned with indicator of effective practice LDR.1.09 in plan.  Check Spelling 794 of 8000 characters	\$ 15,000.00

# Documenting Evidence Base in Plan

In the “**Notes**” section, teams should be sure to include the following:

- If funding will be allocated for this action step
- If funding is allocated, how will the school measure its effectiveness
- The process used to select the intervention and whether the intervention has been previously used by the school
- If the intervention has been previously used, what data has been provided to indicate improvement in the outcomes for student achievement

Notes:

1003 funding will be allocated for this action step. The school will measure the effectiveness of the action step by \_\_\_\_\_. The school leadership team and the school's district liaison met to identify practices and strategies that were evidence-based and supported the reason for identification. This selected intervention was shared with school staff to obtain school wide buy in. This is the third year the school has implemented this strategy to support struggling readers. The school has seen a 10 point increase in Reading proficiency during the years of implementation.

**Were all questions answered?**

Save Close

# Reservation Requirement (20%)

## All Title I Schools with a designation of CSI, TSI, or ATSI

**20%** of the **School's** FY19, Title I, Part A allocation must be reserved for addressing areas that caused the school to be identified.

1. *(This will be addressed in the district's FY19 Title I, Consolidated Application in MCAPS)*
2. *Title I CSI, TSI, and ATSI Identified Schools – Must Reserve*
3. *Non-Title I CSI, TSI, and ATSI Identified Schools – Will not reserve because they do not receive Title I funds*

# Funding Application

Part III:

- Use of Required Title I Reservation

1 of 1 Find | Next

Total Title I, Part A Allocation to School: \$0.00  
20% of Title I, Part A Allocation to School for Evidence-Based Interventions: \$0.00

Data is pulled from approved Consolidated application. Either Consolidated has not been approved or has no applicable data to pull over.

**The district's consolidated application must be approved in order for us to see this page. If it is not completed, and approved, the SI application for Title I schools won't be approved.**

# Consolidated Funding Application

Part III:

- Use of Required Title I Reservation

2019 ▾ All Active Applications ▾

**Entitlement Funding Application**

Consolidated

Special Education

**Competitive Funding Application**

There are no matching Competitive applications for this fiscal year.

**Title I-A**

- School Eligibility
- Non-Public Equitable Services
- District Set Asides and Overview
- PPA List
- Budget
- Budget Overview
- Program Details ←
- Personnel Details - Districtwide
- Preschool Personnel Details (School-level)
- Personnel Details (Summer School - K-12 School-level)
- Personnel Details (Regular School-Year - K-12 School-level)
- Preschool Service Details
- Student Eligibility - Targeted Assistance Programs / Private Schools
- Title III English Learners Notice of Intent
- Plan Relationships
- Related Documents
- Program Assurances

# Consolidated Funding Application

Part III:

- Use of Required Title I Reservation

## Schools Identified as Comprehensive or Targeted Support and Improvement

Any school identified as Comprehensive or Targeted Support and Improvement must set aside a minimum of 20% of the school's Title I Allocation for Evidence-Based interventions. Provide in the charts below, a narrative description of each proposed activity and the related cost. Please direct allowability questions related to funds usage with Comprehensive and Targeted Support and Improvement to the Office of School Improvement.

School Name	Strategy	If Other, Name Strategy for NA
Select...	Select...	

### **Schools Identified as Comprehensive or Targeted Support and Improvement**

Any school identified as Comprehensive or Targeted Support and Improvement must set aside a minimum of 20% of the school's Title I Allocation for Evidence-Based interventions. Provide in the charts below, a narrative description of each proposed activity and the related cost. Please direct allowability questions related to funds usage with Comprehensive and Targeted Support and Improvement to the Office of School Improvement.

Activity must address what caused the school's identification.

# Evidence-based Requirements



# Evidence-based Requirements

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By **state law** we are to categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).

By **federal law** we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).

By **State Board of Education expectations**, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of **success**.

- <https://www.mdek12.org/OSI/EBP/defined>

## WELL-IMPLEMENTED

### “Evidence-Based” Defined

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

- A. 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

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

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

# Evidence-Based Requirements

By federal law we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).

- Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective. When *strong evidence* or *moderate evidence* is not available, promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working (USDE, *Non-regulatory Guidance: Using Evidence to Strengthen Education Investments*, 2016).

# Evidence-Based Programs Webpage

## Evidence-Based Programs

The Mississippi Department of Education supports school district efforts to invest in proven strategies that have an evidence-base for effectiveness toward improving outcomes for children in our schools. The factors that undergird the MDE's position include, but are not limited to the expectations and requirements bulleted below.

- State law requires that we categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).
- Federal law requires that we select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).
- MDE State Board of Education established the expectation that we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.

- "Evidence-Based" Defined
- USDE Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments
- Continuous Improvement Cycle
- Identifying Evidence-Based Programs
- Evidence-Based Resources



- Designed to assist schools/districts with identifying and selecting evidence-based resources

# Evidence-based Requirements

## Evidence-Based Resources

- [What Works Clearinghouse](#): developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
- [Results First Clearinghouse Database](#): developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
- [Best Evidence Encyclopedia](#): developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
- [Evidence for ESSA](#): developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- [RAND report on school leadership interventions under ESSA](#): (categorized in ESSA evidence tiers)
- [Next Generation High Schools](#): developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)
- [Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](#), developed by the Every Student Graduates Center at Johns Hopkins University
- [Results for America](#): RFA advocates for programs and practices that use evidence and data to improve quality
- [Preschool Curriculum Report](#): developed by the National Center on Quality Teaching and Learning
- [SERP Institute](#): Strategic Education Research Partnership
- [SIG Network](#): a library of relevant tools and resources
- [Synthesis of Evidence Resources](#): a synthesis of resources and literature on evidence-based practices in school improvement
- [National Center for Education Evaluation and Regional Assistance](#): NCEE conducts unbiased, large-scale evaluations of education programs supported by federal funds
- [Ed Reports](#): educator-led, evidence-based reviews of K-12 instructional materials
- [Implementing Evidence-Based Literacy Practices](#): developed by the Florida Center for Reading Research
- [Evidence Provisions within ESSA](#): MDE PowerPoint Presentation, March 2017
- [High-Performance Leadership: Darden/Curry Partnership for Leaders in Education \(PLE\)](#), is a joint venture of the University Of Virginia Darden School Of Business and the [Curry School of Education](#)

- [Evidence-Based Programs](#)
- ["Evidence-Based" Defined](#)
- [USDE Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)
- [Identifying Evidence-Based Programs](#)

### School Improvement

- ☎ 601-359-1003
- 👤 Staff
- 🔗 FAQ

### Services

**Evidence-Based Programs**

Revision Request

School Improvement

### Links

Mississippi Succeeds Plan

Cohort IV Renewals

School Improvement Grants  
(SIG) Information Center 1003  
(g)

### Resources

# Roles and Approvals – Funding Application

**\*\*\*In order to ensure segregation of duties, an individual will not be permitted to approve with multiple roles.\*\*\***

**LEA Roles** (*Will need to be assigned to the appropriate staff by the federal programs director*)

- LEA School Improvement Update
- LEA School Improvement Director
- LEA Business Manager

**MDE Roles**

- SEA School Improvement District Contact
- SEA School Improvement Director

***The Superintendent will be final approver of initial application***

# Funding Application Checklist

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## VERY IMPORTANT PART OF THE SUBMISSION PROCESS FOR DISTRICTS

\*\*\*The Checklist Provides an Opportunity to check work  
against the Review Process being used by the Office of  
School Improvement Staff\*\*\*

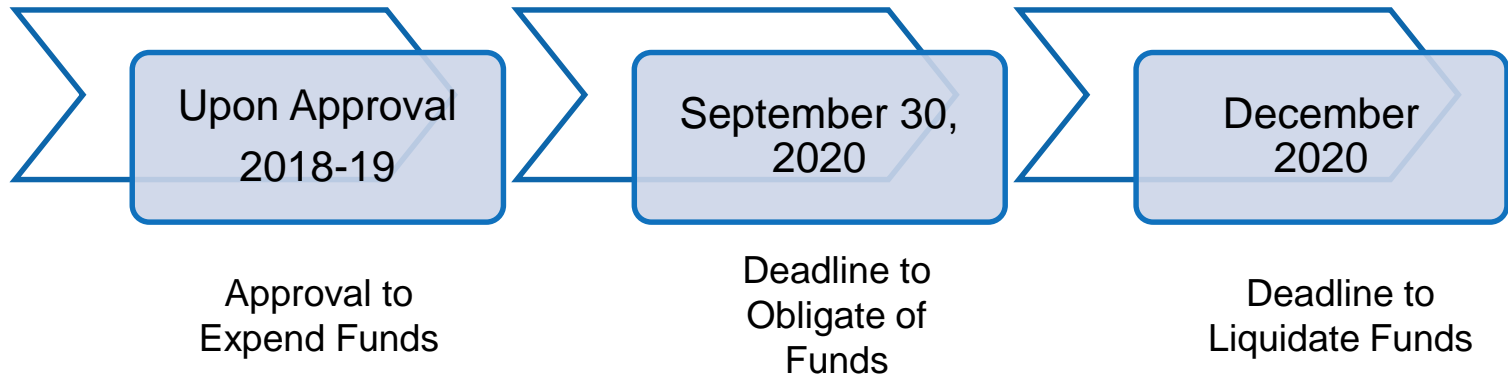
# Local School Board Approval

The screenshot displays the 'Complete Forms' section of the Indistar Connect application. The interface includes a left-hand navigation menu with categories like 'Our Direction', 'Our Meetings', 'Success Cycle', 'Our Progress', and 'Resources'. The main content area features a table of forms with columns for 'Form', 'Status', and 'Description/Instructions'. A red double-headed arrow highlights the 'Local School Board Approval Signature Form' row. Above the table, instructions state: 'Click on each form to update, save, and/or send for review, if applicable. To submit a copy of the form, please go to 'Submissions'. \*This icon denotes a reviewable form.' Below the table, a footer contains navigation links for 'Indistar Connect', 'IndistarBURST', 'Indistar Website', 'Indistar Success Stories', and 'Indistar 3.0 Redesign: Step-by-Step', along with copyright information for Academic Development Institute.

Form	Status	Description/Instructions
<a href="#">Local School Board Approval Signature Form</a>		Please complete this form to document approval of the school's plan and Title I School Improvement Funding Application <ul style="list-style-type: none"><li>• Complete, Sign, Scan, &amp; Upload</li></ul>
Monthly Plan Update - Required Elements		(Reference Document only) All schools with an identification of SAR, CSI, TSI, ATSI and SIG must address the required elements during the local school board meeting.
Monthly Plan Update Template (SAMPLE)		(Reference Document only) This template serves as a guide to assist schools with addressing required



# Period of Availability



# Final Thoughts...

Before submitting Funding Application...go back to the **Plan** to make sure that:

- ✓ **ALL Action Steps that required 1003 funds** have been addressed appropriately
- ✓ **Action Steps** are completed fully, provide sufficient details, and include the required information in the notes section
- ✓ **Action Step Reference Numbers** are provided in the Funding Application Narrative for the Evidence-based interventions

# Impactful Considerations

**Is what I'm doing, or about to do, going to improve student achievement?**

**How does this decision improve the quality of instruction and outcomes for ALL students?**

# What Guides OUR Planning around Transformation





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Ensuring a bright *future* for every child

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