

School Improvement

Title I, 1003(a) MCAPS Application

FY18

January 2018



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

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
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**

FY 18 Application

This webinar will address:

Identification
of
Schools

Evidence-
based
Requirements

Planning Tool
and Funding
Application

Timeline for
Completion
and
Submission

Identification of Schools

The schools that were identified as priority or focus based on the Spring 2017 reset list of schools that are still in operation will receive funds.

Note: Cohort IV SIG Schools will not be recipients of these funds.

MCAPS-MS SOARS RELATIONSHIP

- MS SOARS and MCAPS are Complimentary Systems

MS SOARS provided the platform for schools to assess themselves on the implementation of research-based practices aligned with school transformation. An accurate assessment using this system, can pave the way to aligning funding with needs.

MCAPS provides the platform for school teams to develop a plan of action that supports transformation efforts aligned to actual funding, but based on research based practices that have been assessed.

MS SOARS should guide planning for funding based on where schools stand regarding implementation of evidence-based practices.

Evidence-Based Requirements

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.

- <http://www.mde.k12.ms.us/OSI/evidence-based-programs>

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*).

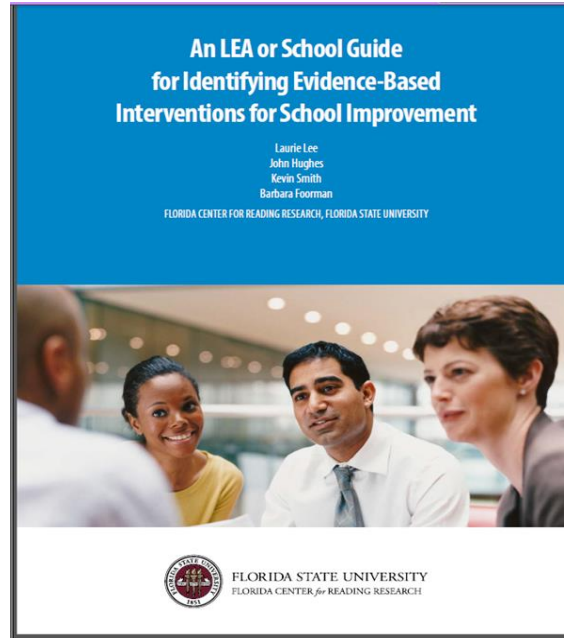


Under the Congressional Review Act, Congress has passed, and the President has signed, a resolution of disapproval of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), accountability and State plans final regulations that were published on November 29, 2016 (81 FR 86076). This guidance document is unaffected by that resolution and remains applicable.

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments


[USDE Non-Regulatory Guidance - Using Evidence to Strengthen Education Investments](#)

Evidence-Based Requirements - ESSA



<https://attendee.gotowebinar.com/recording/7902699524244179457>

Evidence-Based Resources Webpage Launch



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.

Resources

- [Evidence Provisions within ESSA](#)

["Evidence-Based" Defined](#)
[Strengthening Effectiveness](#)
[ESSA's Four Levels of Evidence](#)
[Identifying Evidence-Based Programs](#)
[Evidence-Based Resources](#)

- **NOW** available on the School Improvement, Academic Office, Federal Programs, and Intervention Services webpage
- Designed to assist schools/districts with identifying and selecting evidence-based resources

Evidence-Based Repositories

- [What Works Clearinghouse](#)
- [Evidence for ESSA](#)
- [Best Evidence Encyclopedia](#)
- [Results for America](#)
- [NCQTL Preschool Curriculum Report](#)
- [Results First Clearinghouse Database](#)
- [Strategic Education Research Partnership](#)
- [SIG Network](#)
- [Synthesis of Evidence Resources](#)
- [National Center for Education Evaluation and Regional Assistance](#)
- [Ed Reports](#)
- [Everyone Graduates Center](#)
- [Next Generation High Schools](#)

What Works Clearinghouse

IES WWC What Works Clearinghouse

Select topics to **Find What Works** based on the evidence

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Dropout Prevention
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary

FIND RESEARCH WITH STUDENTS LIKE YOURS

Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Dropout Prevention
- Early Childhood (Pre-K)

How to use FWW Print

83 Results filtered by:

Early Childhood (Pre-K) x

Evidence of effectiveness	Intervention	Grades examined	Compare
	Literacy Express	PK	<input type="checkbox"/>
	Phonological Awareness Training	PK	<input type="checkbox"/>
	Phonological Awareness Training plus Letter Knowledge Training	PK	<input type="checkbox"/>
	Social Skills Training	PK	<input type="checkbox"/>
	Dialogic Reading	PK	<input type="checkbox"/>
	DaisyQuest	PK-1	<input type="checkbox"/>
	Pre-K Mathematics	PK	<input type="checkbox"/>
	Building Blocks for Math (SRA Real Math)	PK	<input type="checkbox"/>
	Doors to Discovery	PK	<input type="checkbox"/>
	Headsprout® Early Reading	PK	<input type="checkbox"/>

What Works Clearinghouse

WWC SUMMARY OF EVIDENCE FOR THIS INTERVENTION

[Export](#) [Print](#)

Doors to Discovery

Doors to Discovery™ is a preschool literacy curriculum that uses eight thematic units of activities to help children build fundamental early literacy skills in oral language, phonological awareness, concepts of print, alphabet knowledge, writing, and comprehension. The eight thematic units cover topics such as nature, friendship, communities, society, and health. Each unit is available as a kit that includes various teacher resources.

Reviewed Research

Early Childhood Education

June 2013

[EVIDENCE SNAPSHOT](#) [INTERVENTION REPORT \(200 KB\)](#) [REVIEW PROTOCOL](#)

Outcome domain ⓘ	Effectiveness rating ⓘ	Studies meeting standards ⓘ	Grades examined ⓘ	Students ⓘ	Improvement index ⓘ
Mathematics achievement	0	1 study meets standards	PK	183	--
Oral language	+	1 study meets standards	PK	37	11
Phonological processing	0	1 study meets standards	PK	182	--
Print knowledge	+	2 studies meet standards	PK	402	15

INTERVENTION > EVIDENCE SNAPSHOT

Doors to Discovery

Early Childhood Education

Doors to Discovery™ was found to have potentially positive effects on oral language and print knowledge and no discernible effects on phonological processing and math for preschool children.

Doors to Discovery™ is a preschool literacy curriculum that uses eight thematic units of activities to help children build fundamental early literacy skills in oral language, phonological awareness, concepts of print, alphabet knowledge, writing, and comprehension. The eight thematic units cover topics such as nature, friendship, communities, society, and health. Each unit is available as a kit that includes various teacher resources.

Findings

3 STUDIES THAT MET STANDARDS OUT OF 4 ELIGIBLE STUDIES REVIEWED

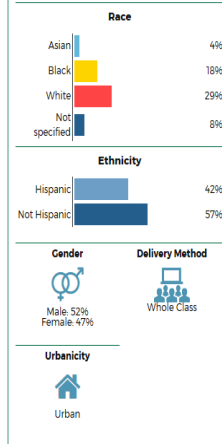
Outcome Domain	Effectiveness Rating ⓘ	Grades	Improvement Index ⓘ
Mathematics achievement	0	PK	--
Oral language	+	PK	11
Phonological processing	0	PK	--
Print knowledge	+	PK	15

Last Updated: June 2013

[Download Intervention Report 200 KB](#)



Summary of All Research Settings and Samples that Met Standards ⓘ



What Works Clearinghouse

Opening the study will provide details on WWC determination with an icons like the one below.



OR, if no studies have been done...

Reviewed Research

Dropout Prevention Adolescent Literacy

July 2009  EVIDENCE SNAPSHOT  INTERVENTION REPORT (448 KB)  REVIEW PROTOCOL

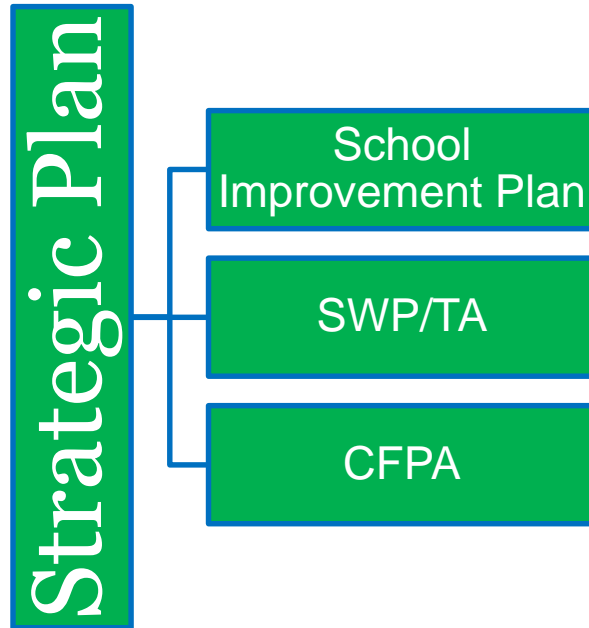
As of July 2009, no studies of High School Puente Program were found that fell within the scope of the Dropout Prevention review protocol and met WWC evidence standards. Therefore, the WWC is unable to draw any research based conclusions about the effectiveness or ineffectiveness of High School Puente Program to improve outcomes in this area.

School Plan

Planning Team

- School Improvement funds are allocated to the school(s)
- The school leadership team is vital to its development and implementation
- The principal has the ultimate responsibility for ensuring that development and implementation is based on input from the school's stakeholders (including principals and other school leaders, teachers, and parents)

Alignment of Plans



Needs
Assessment

Evidence-
Based
Interventions

Goals,
Strategies,
Action
-Steps

Planning the Goals: Be SMART (...and Action Steps)



Specific – Well defined to anyone with *basic knowledge*

Measureable – Numbers, Percentages...

Attainable/Achievable – Agreed upon by *both parties*

Relevant/Realistic – Within the availability of *knowledge, resources, and time*

Time-Bound – Enough, but not too much; **SET TIME FOR COMPLETION**

Planning the Goals: Action and Direction




“A GOAL without a plan is just a wish.”

#Motivation #Inspiration


#GoGetIt

MCAPS – Planning Tool



MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

MCAPS Home	<h2>MCAPS Home</h2> <p>No Name Test (1111) Public District - FY 2018</p> <h3>Announcements</h3> <p>No Announcements Available</p>
Administer	
Search	
Reports	
Inbox	
Planning	
Funding	
Requests for Funds	
Project Summary	
LEA Document Library	
Address Book	
MDE Document Library	
Help	
Contact MDE	
MCAPS Sign Out	
Robertson, Sonja	
Test Site	
Session Timeout 00:59:54	



MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

MCAPS Home	<h2>MCAPS Home</h2> <p>No Name Test (1111) P</p> <h3>Announcements</h3> <p>Planning Tool</p> <p>Action Step Bank</p>
Administer	
Search	
Reports	
Inbox	
Planning	
Funding	
Requests for Funds	
Project Summary	
LEA Document Library	
Address Book	
MDE Document Library	
Help	
Contact MDE	
MCAPS Sign Out	
Robertson, Sonja	
Production	
Session Timeout 00:59:35	



MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

MCAPS Home	<h2>LEA and School Planning</h2> <p>No Name Test (1111) Public District - FY 2018</p> <p>2018 <input type="text"/> Active Plan <input type="text"/></p> <h3>LEA Plan</h3> <p>No Name Test (1111) - LEA Plan</p> <h3>School Plan Assurances</h3> <p>Update School Plan Assurances</p> <h3>School Plan</h3> <p>All <input type="text"/></p> <p>Elementary 1 (001) - School Plan</p> <p>Elementary 2 (002) - School Plan</p> <p>High (004) - School Plan</p> <p>Middle (003) - School Plan</p> <h3>Plan Funding Summary</h3> <p>View Summary</p>
Administer	
Search	
Reports	
Inbox	
Planning	
Funding	
Requests for Funds	
Project Summary	
LEA Document Library	
Address Book	
MDE Document Library	
Help	
Contact MDE	
MCAPS Sign Out	
Robertson, Sonja	
Test Site	
Session Timeout 00:55:30	

MCAPS Home

Administer ▶

Search ▶

Reports

Inbox ▶

Planning ▶

Funding ▶

Requests for Funds

Project Summary

LEA Document Library

Address Book

MDE Document Library

Help

Contact MDE

MCAPS Sign Out

Robertson, Sonja

Production

Session Timeout
00:58:29

LEA and School Planning

No Name Test (1111) Public District - FY 2018

2018 ▼ Active Plan ▼

LEA Plan	Revision	Status	Status Date
No Name Test (1111) - LEA Plan	0	LEA Plan Reviewer Returned Not Approved	8/22/2017

School Plan Assurances

[Update School Plan Assurances](#)

School Plan	Service	Revision	Status	Status Date	School Plan Assurances
Elementary 1 (001) - School Plan	SW	0	Not Started	7/07/2017	Not Verified
Elementary 2 (002) - School Plan	SW	0	Not Started	7/07/2017	Not Verified
High (004) - School Plan	SW	0	Not Started	7/07/2017	Not Verified
Middle (003) - School Plan	SW	0	Not Started	7/07/2017	Not Verified

Plan Funding Summary

[View Summary](#)

MCAPS - School Plan

School Plan Sections

No Name Test (1111) Public District - FY 2018 - Middle (003) Public School - School Plan - Rev 0

Plan 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 - College and Career Readiness](#)

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

[School Plan - Dimension 1: Student Achievement](#)

[School Plan - Dimension 2: Curriculum and Instruction](#)

[School Plan - Dimension 3: Professional Development](#)

[School Plan - Dimension 4: Family and Community Involvement](#)

[School Plan - Dimension 5: School Context and Organization](#)

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

School Plan Overview

[School Plan Overview](#)

School Plan Components

[Preschool Programs](#)

[Schools Not Meeting AMOs](#)

School Plan Related Documents

[School Plan Related Documents](#)

All

MCAPS - School Plan

School Planning Team

[School Planning Team](#)

[School Planning Summary](#)

School Plan Needs Assessment

[School Plan - Demographics](#)

[School Plan - Accountability Data](#)

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

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

[School Plan - Dimension 1: Student Achievement](#)

[School Plan - Dimension 2: Curriculum and Instruction](#)

[School Plan - Dimension 3: Professional Development](#)

[School Plan - Dimension 4: Family and Community Involvement](#)

[School Plan - Dimension 5: School Context and Organization](#)

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


School Plan Overview


[School Plan Overview](#)



MCAPS - School Plan

School Plan Overview

School Plan Ov 

MCAPS Home	School Plan Overview
Administer	No Name Test (1111) Public District - FY 2018 - Middle (003) Public School - School Plan - Rev 0
Search	Go To <input type="text"/>
Reports	Plan Items (Expand All Collapse All)
Inbox	+ [G] 1) District-Level: Promote literacy development K-12 and in all content areas
Planning	+ [G] 2) District-Level: Mathematics
Funding	+ [G] 3) District-Level: Highly Qualified Teachers
Requests for Funds	+ [G] 4) District-Level: Graduation - Every Student Graduates High School and is Ready for College and Career - School-Level: Graduation - Every Student Graduates High School and is Ready for College and Career
Project Summary	+ [G] 5) District-Level: Reading/Language Arts
LEA Document Library	+ [G] 6) District-Level: Administration of Title I, Title II and Title IV, Part A programs
Address Book	
MDE Document Library	
Help	
Contact MDE	
 MCAPS Sign Out	
Robertson, Sonja	

Create Action Step

Allows for the creation of an action step that is aligned with the specific goal and strategy for which it is created.

Based on the FY17 Applications Districts and Schools found it easier to create a new action step rather than to revise an existing one.

This is also preferred because it helps to see clearly how the 1003(a) funds are supporting the action step.

The screenshot displays a list of action steps within a software interface. The first item is 'G 1) District-Level: Promote literacy development K-12 and in all cor'. Below it, the 'Description' is 'District-Level: Ensure that all member of OFP University's profess instructional practices.' and the 'Performance Measure' is 'District-Level: The percentage of students, in the aggregate and f are those for which the ESEA requires State reporting, as identifie'. The second item is 'S 1.1) District-Level: Multi Tier Supports Systems (MTSS) - Sc'. Below it, the 'Description' is 'District-Level: Incremental planning and implementation of M'. A red circle highlights the 'Create Action Step' button for this item. Below the button is a toolbar with a plus sign, a trash icon, and a 'Copy' button, followed by the text 'AS 1.1.1) New Title'. The third item is 'S 1.2) District-Level: Instruments to Track Student Progress'. Below it, the 'Description' is 'District-Level: Use scientifically based research (screening, c with standards.' and a 'Create Action Step' button is visible at the bottom of the list.

MCAPS – Create An Action Step

1. Enter the **Action Step Title**, **Action Step Description** and **Benchmark Indicator**
2. Select a **Person Responsible** for administering the task
3. Select an **Estimated Completion Date**
4. Check box to add Action Step to action step bank
5. Click **Save**

Create Action Step

TUPELO PUBLIC SCHOOL DIST (4120) Public District - FY 2015 - LEA Plan - Rev 0

Create Action Step

Goal Title: Mathematics

Strategy Title: High quality professional development of instructional staff

Action Step Title: Focus Schools

Check Spelling
13 of 600 characters

Action Step Description: Tupelo Public School District has 2 schools that have been identified SWD. The District has developed growth plans for each school that w school data in the area of need. Strategies are being implemented to depth PLC training by experts to refine data analysis and improve inst

Check Spelling
512 of 4000 characters

Benchmark Indicator: Gap Closure in the subgroup of SWD

Check Spelling
34 of 500 characters

Person Responsible: Victor Devereaux

Estimated Completion Date: 10/29/2014

Add to Action Step Bank:

Save Cancel

Provide Position
not Name

Action Step- Benchmark Indicator

- The benchmark indicator must be **measurable**. It must be specific to the action step, as well as an **attainable** and **realistic** measure of improvement based on its implementation.
- Ask yourself – How will I know that the action step is **effective** in accomplishing its purpose?

MCAPS – Action Step/Funding Source

Identifies amount of funds from a grant that are going toward the accomplishment of this action step

Action step will likely have more than one grant contributing funds to it

A grant will likely contribute funds to multiple action steps

The screenshot displays the 'LEA Plan Overview' for 'TUPELO PUBLIC SCHOOL DIST (4120) Public District - FY 2015 - LEA Plan - Rev 0'. It features a 'Go To' search bar and a 'Create Goal' button. The main section is titled 'Plan Items (Expand All Collapse All)' and lists three items:

- 1) Mathematics**
Description: Mathematics
Performance Measure: Mathematics
- Copy 1.1) High quality professional development of instructional staff**
Description: High quality professional development of instructional staff
- Copy AS 1.1.1) Conduct Seminar on Effective Teaching Practices**
Description: Contract through ProfDev Works to hold a teaching seminar
Benchmark Indicator: Survey forms on the session's results
Person Responsible: Victor Devereaux
Estimated Completion Date: 3/31/2015

A 'Create Funding Source' button is highlighted in yellow at the bottom of the list.

MCAPS – 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**

Create Funding Source

TUPELO PUBLIC SCHOOL DIST (4120) Public District - FY 2015 - LEA Plan - Rev 0

Create Funding Source

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 ▾
Grant:	Title I-A ▾
Amount:	<input type="text" value="25,000.00"/>
Notes:	<input type="text"/>
	<input type="button" value="Check Spelling"/>
	<input type="text" value="0"/> of 50 characters

MCAPS – Action Step/Funding Source

- If the source of funds is not a grant in MCAPS, then select “Other” from the Funding Application dropdown
- Enter Amount and Notes that describe the source of funds
- Click **Save**

Create Funding Source

TUPELO PUBLIC SCHOOL DIST (4120) Public District - FY 2015 - LEA Plan - Rev 0

Create Funding Source

Goal Title: Mathematics

Action Step Description: Contract through ProfDev Works to hold a teaching seminar

Funding Application: Other ▼

Grant: Other ▼

Amount: 10,000.00

Notes: State Aid Grant

Check Spelling

15 of 50 characters

Save Cancel

Funding Application

MCAPS Funding Application


Budget

Turnaround
Principles

Title I, Part A and
1003(a) funded
activities
(Interventions
and
Expenditures)

Related
Documents

MCAPS - Funding Application




MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

MCAPS Home	MCAPS Home
Administer	No Name Test (1111) Public District - FY 2018
Search	
Reports	Announcements
Inbox	No Announcements Available
Planning	
Funding	
Requests for Funds	
Project Summary	
LEA Document Library	
Address Book	
MDE Document Library	
Help	
Contact MDE	
MCAPS Sign Out	

Robertson, Sonja

Test Site
Session Timeout
00:59:54



MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

MCAPS Home	MCAPS Home
Administer	No Name Test (1111) Public District
Search	
Reports	Announcements
Inbox	No Announcements Available
Planning	
Funding	Funding Applications
Requests for Funds	Sections
Project Summary	Budget Summary
LEA Document Library	Last Page Visited
Address Book	
MDE Document Library	
Help	
Contact MDE	
MCAPS Sign Out	

Robertson, Sonja

Test Site
Session Timeout
00:59:07



MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

MCAPS Home	Funding Applications
Administer	No Name Test (1111) Public District - FY 2018
Search	2018 All Active Applications
Reports	
Inbox	
Planning	Entitlement Funding Application
Funding	Consolidated
Requests for Funds	School Improvement, 1003(a)
Project Summary	
LEA Document Library	
Address Book	
MDE Document Library	
Help	Competitive Funding Application
Contact MDE	There are no matching Competitive applications
MCAPS Sign Out	

Robertson, Sonja

Test Site
Session Timeout
00:59:49

MCAPS - Funding Application-Landing Page



MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

- MCAPS Home
- Administer ▶
- Search ▶
- Reports
- Inbox ▶
- Planning ▶
- Funding ▶
- Requests for Funds
- Project Summary
- LEA Document Library
- Address Book
- MDE Document Library
- Help
- Contact MDE
- MCAPS Sign Out

Funding Applications

No Name Test (1111) Public District - FY 2018

2018 ▼ All Active Applications ▼

Entitlement Funding Application

[Consolidated](#)

[School Improvement_1003\(a\)](#)

Competitive Funding Application

There are 0 matching Competitive applications for this fiscal year.

Robertson, Sonja

Test Site

Session Timeout
00:58:48



MCAPS - Funding Application - Sections

Launching
point to
pages
within the
application

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

MCAPS Home
Administer
Search
Reports
Inbox
Planning
Funding
Requests for Funds
Project Summary
LEA Document Library
Address Book
MDE Document Library
Help
Contact MDE
MCAPS Sign Out

Robertson, Sonja
Test Site
Session Timeout
00:58:38

Sections

No Name Test (1111) Public District - FY 2018 - School Improvement, 1003(a) - Rev 0

Application Status: Not Started

Change Status To: [Draft Started](#)

[View MDE History Log](#)
[View Change Log](#)

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

All

- [-] History Log
 - [History Log](#)
 - [Create Comment](#)
- [-] Allocations
 - [Allocations](#)
- [-] School Improvement, 1003(a)
 - District Level
 - [Budget](#)
 - [Budget Overview](#)
 - [School Improvement, 1003\(a\) School Allocations](#)
 - [Plan Relationships](#)

MCAPS - Funding Application

- Section – a grouping of related pages in a funding application
- Contains one to many pages
- Each grant in funding app will have its own section
- May be grant-specific or general to overall application

Description (View Sections Only View All Pages)	
All	
<input type="checkbox"/>	History Log
	History Log
	Create Comment
<input type="checkbox"/>	Allocations
	Allocations
<input type="checkbox"/>	School Improvement, 1003(a)
	<input type="text" value="Middle (003)"/>
	Budget
	Budget Overview
	School Improvement, 1003(a) School Allocations
	Focus School Funding Source
	Priority School Funding Source
	Priority School Interventions and Expenditures
	Personnel Details (Regular School Year K-12 School Level)
	Personnel Details (Summer School K-12 School Level)
	Plan Relationships
	Related Documents
<input type="checkbox"/>	Assurances
	Program Assurances
	Related Documents
<input type="checkbox"/>	School Improvement, 1003(a) Checklist
	School Improvement, 1003(a) Checklist
All	

Funding Application-Page Navigation

Go To / Save and Go To menu allows navigation between any pages in the funding application

Budget

No Name Test (1111) Public District - FY 2018 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - Elementary 1 (001) - Public School

Go To	Current Page	
	Next Page	
	Previous Page	
Total Contributing to In	Sections	
Indirect	History Log	
	Allocations	
Maximum Allowed for In	School Improvement, 1003(a)	Budget
	Assurances	Budget Overview
Budget By Object Codes	School Improvement, 1003(a) Checklist	School Improvement, 1003(a) School Allocations
		Plan Relationships
View	1105 - Pre-Kindergarten Programs	Elementary 1 (001)
View	1110 - Kindergarten Programs	Elementary 2 (002)
View	1120 - Elementary Programs	High (004)
View	1130 - Middle-Junior High Programs	Middle (003)
View	1140 - High School Programs	
View	1190-1199 - Other Regular Programs	Budget
View	1230 - Alternative School Programs	Budget Overview
View	1250 - Title I Programs	School Improvement, 1003(a) School Allocations
View	1260 - After School Programs	Focus School Funding Source
View	1270 - Remediation Extended School Year	Priority School Funding Source
View	1280 - Supplemental Educ. Services (SES)	Priority School Interventions and Expenditures
View	1290 - Other Special Programs	Personnel Details (Regular School Year K-12 School Level)
View	1310-1390 - Adult/Continuing Education	Personnel Details (Summer School K-12 School Level)
		Plan Relationships
		Related Documents

Save and Go To...continued

- Using Save and Go To refreshes session timeout
- Save and Go To Current Page: Saves changes to the page and keeps user on that page
- Save and Go To Next Page: Saves changes to the page and moves user to next page in that section
- Save and Go To Previous Page: Saves changes to the page and moves user to previous page in that section
 - If no previous or next page exist, user is returned to Sections page

Turnaround Principles

TURNAROUND PRINCIPLES	
Turnaround Principle 1	TAP1: Providing Strong Leadership
Turnaround Principle 2	TAP 2: Ensuring that teachers are effective and able to improve instruction
Turnaround Principle 3	TAP3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration
Turnaround Principle 4	TAP 4: Strengthening schools' instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards
Turnaround Principle 5	TAP 5: Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
Turnaround Principle 6	TAP 6: Establishing a school environment that improves school safety and discipline and addresses other nonacademic factors that impact student achievement, such as students' social, emotional, and health needs
Turnaround Principle 7	TAP 7: Provide ongoing mechanisms for family and community engagement
Turnaround Principle 8	TAP 8: Ensure that the school receives ongoing, intensive technical assistance and related support

Activity Types by Turnaround Principle

TAP 1	Activities aligned may include the implementation of evidence-based supports, professional development and/or other practices used to support improvement of instructional and leadership practices.
TAP 2	Activities aligned may include the implementation of evidence-based programs, professional development and/or other practices used to support improvement efforts directly related to the school's vision, vision and action plan.
TAP 3	Activities aligned may include the implementation of evidence-based programs, professional development and/or other practices used to support student learning and teacher collaboration.
TAP 4	Activities aligned may include the implementation of evidence-based programs, instructional resources used to support teaching and learning as well as the development of students' understanding of core academic concepts.
TAP 5	Activities aligned may include the implementation of evidence-based instructional resources used to collect, monitor and respond to benchmark/interim data.
TAP 6	Activities aligned may include the implementation of evidence-based programs, or practices/strategies used to improve the school's climate and culture.
TAP 7	Activities aligned may include the implementation of evidence-based programs addressing systematic processes used to engage families and the community.
TAP 8	Activities aligned may include the implementation of evidence-based resources used to support the school's action plan

Focus School Funding Source

LEVERAGING RESOURCES:

- Identify the **funding sources** that will support each principle (Title I, 1003(a), district, SPED, etc.)
- Provide the total amount that is supporting the principle (the total may not be the same amount as the 1003(a) allocation)
- Note: This section must reflect **ENTIRE** FY18 Title I, School Improvement allocation **AND** funding from other sources (***Application will be returned if only School Improvement funds are reflected***).

Focus and Priority School Funding Source

<input type="checkbox"/> N/A
Please address how the district and school strategically blend and braid funds to support evidence-based turnaround strategies.
Turnaround Principle
Providing strong leadership
Ensuring that teachers are effective and able to improve instruction
Using data to inform instruction and for continuous improvement
Providing ongoing mechanisms for family and community engagement
Ensuring that the school receives ongoing, intensive technical assistance

<input type="checkbox"/> N/A
Please address how the district and school strategically blend and braid funds to support evidence-based turnaround strategies.
Turnaround Principle
Providing strong leadership
Ensuring that teachers are effective and able to improve instruction
Redesigning the school day, week, or year to include
Strengthening the school's instructional program based on research-based, rigorous, and aligned with State academic standards
Using data to inform instruction and for continuous improvement
Establishing a school environment that improves school factors that impact student achievement
Providing ongoing mechanisms for family and community engagement
Ensuring that the school receives ongoing, intensive technical assistance

Please address how the district and school **strategically blend and braid funds** to support **evidence-based turnaround strategies**. Identify on the chart below, the school funding source, and the projected cost of school improvement activities **aligned to each Turnaround Principle**.

Focus and Priority School Funding Source

Funding Source
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

	Cost
	\$ <input type="text"/>
	\$ <input type="text"/>
	\$ <input type="text"/>
	\$ <input type="text"/>
	\$ <input type="text"/>
	\$ <input type="text"/>
Total:	\$ <input type="text" value="0.00"/>

Please address how the district and school **strategically blend and braid funds** to support **evidence-based turnaround strategies**. Identify on the chart below, the school **funding source**, and the **projected cost** of school improvement activities **aligned to each Turnaround Principle**.

Focus School Interventions/Expenditures

1. Reduce the school's achievement gap(s) between subgroups (by increasing the number of students scoring Levels 4 and 5).

--	--

2. Meet measurable outcomes for the school to improve the performance of the subgroups demonstrating the greatest gap.

--	--

The 1003(a) allocation must be used to support evidence-based interventions. Provide in the chart below, a narrative description addressing 1) ***the proposed evidence-based intervention(s)***, 2) ***the process used to select the intervention*** and ***whether the intervention has been previously used by the school***. In addition, a school within an LEA that has been identified as a Focus School **must set aside not less than 10% of its Title I, Part A allocation for interventions**. Include, **in the narrative, the evidence-base** supporting interventions funded by the Title I reservation.

Focus School Interventions/Expenditures

Evidence Level
Select... ▾
Total:

Evidence Level
Select... ▾

The 1003(a) allocation must be used to support evidence-based interventions. Provide in the chart below, a narrative description addressing 1) the proposed evidence-based intervention(s), 2) the process used to select the intervention and whether the intervention has been previously used by the school. In addition, a school within an LEA that has been identified as a Focus School **must set aside not less than 10% of its Title I, Part A allocation for interventions**. Include, **in the narrative, the evidence-base** supporting interventions funded by the Title I reservation.

Priority School Interventions/Expenditures

Evidence Level	Cost
* <input type="text" value="Select..."/>	* <input type="text" value="€"/>
	€ 0.00

Evidence Level	Cost
* <input type="text" value="Select..."/>	* <input type="text" value="€"/>
	€ 0.00

The 1003(a) allocation must be used to support evidence-based interventions. Provide in the chart below, a narrative description addressing 1) ***the proposed evidence-based intervention(s)***, 2) ***the process used to select the intervention*** and ***whether the intervention has been previously used by the school***. In addition, a LEA with one or more school(s) identified as **Priority must set aside up to 20% of the LEA's Title I, Part A allocation for interventions.** **Include, in the narrative, the evidence-base** supporting interventions funded by the Title I reservation.

Reservations

Focus School Reservation

- 10% of the **School's FY18, Title I, Part A** allocation must be reserved for addressing areas that caused the school to be identified as a Focus School.

Priority School Reservation

- Up to 20% of the **District's FY18 Title I, Part A** allocation must be reserved for addressing areas that caused the school to be identified as a Priority School.


(This will be verified in the district's FY18 Title I, Consolidated Application in MCAPS).

Verifying Reservations

To Verify Reservations, you **MUST**, look at Title I,
Part A in the FY18 Consolidated Application

- <https://mcaps.mdek12.org/user/signin.aspx?ccipSessionKey=636524950098420719>

Verifying Reservation – Focus School

 Title I-A
School Eligibility
Non-Public Equitable Services
District Set Asides and Overview
PPA List
Budget
Budget Overview
Budget Overview Plus/Minus
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


Verifying Reservation – Focus School

Focus Schools Interventions and Expenditures

An LEA with one or more school(s) identified as Focus must set aside a minimum of 10% of the school Title I Allocation for interventions. Identify on the charts below a narrative description of each proposed activity and cost related to Focus Schools. Please direct allowability questions related to funds usage with Focus schools to the Office of School Improvement.

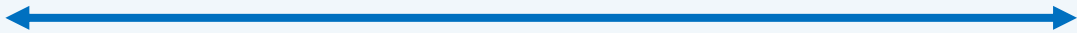
School Name	1. Decrease the school's learning gap (by increasing the number of students performing Proficient and Above)	2. Meet annual measureable objectives for ESEA subgroups	Cost
Select... <input type="text"/>	N/A <input type="text"/>	N/A <input type="text"/>	\$ <input type="text"/>

Verifying Reservation – Priority School

 Title I-A
School Eligibility
Non-Public Equitable Services
District Set Asides and Overview ←
PPA List
Budget
Budget Overview
Budget Overview Plus/Minus
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

Verifying Reservation – Priority School

Required Reservations and Other Instructional Initiatives <small>(neglected: (see WDE Document Library/Allocation))</small>	Amount
<input type="checkbox"/> (Show Questions and Narratives)	0.00
*Parent & Family Engagement for Public Schools: ((1% minimum for allocations above \$500,000) MINUS non-public amount. 90% of funds must be distributed to schools) For LEAs receiving \$500,000 or more in Title I allocations: <ul style="list-style-type: none"> (1% of your Title I allocation) X (your K-12 public low-income enrollment / your K-12 total low-income enrollment) is \$6,678.13. Enter this amount as the required family engagement set-aside. <ul style="list-style-type: none"> Note that 90% of the public school amount (number above) is \$6,010.31 and must be distributed to your schools for parent & family engagement activities. 	6,678.13
<input type="checkbox"/> (Show Questions and Narratives)	
Additional Parent & Family Engagement for Public Schools: (for districts with allocations less than \$500,000 electing to set aside funds for PI OR districts reserving amounts above the required 1%)	51,402.00
<input type="checkbox"/> (Show Questions and Narratives)	
Professional Development:	0.00
<input type="checkbox"/> (Show Questions and Narratives)	
Preschool Programs: Exclude from Title I Equitable Services for Private Schools calculation.	
<input type="checkbox"/> (Show Questions and Narratives)	
Summer and Intersession Programs/Before & After School Programs:	
<input type="checkbox"/> (Show Questions and Narratives)	
LEP: limited English proficient students served under Title I	
<input type="checkbox"/> (Show Questions and Narratives)	
Priority Schools: (20; if less, must justify)	
<input type="checkbox"/> (Show Questions and Narratives)	



Focus School Interventions/Expenditures

Title I, Part A Reservation	1003(a)
\$ <input type="text"/>	\$ <input type="text"/>
\$ <input type="text" value="0.00"/>	\$ <input type="text" value="0.00"/>

Title I, Part A Reservation	1003(a)
\$ <input type="text"/>	\$ <input type="text"/>
Total: \$ <input type="text" value="0.00"/>	\$ <input type="text" value="0.00"/>

The 1003(a) allocation must be used to support evidence-based interventions. Provide in the chart below, a narrative description addressing 1) the proposed evidence-based intervention(s), 2) the process used to select the intervention and whether the intervention has been previously used by the school. In addition, a school within an LEA that has been identified as a Focus School **must set aside not less than 10% of its Title I, Part A allocation for interventions. Include, in the narrative, the evidence-base** supporting interventions funded by the Title I reservation.

Personnel Details – Regular SY/Summer

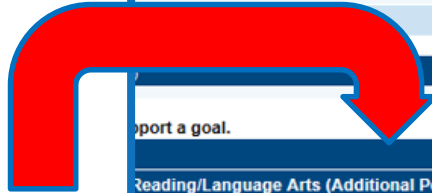
<input type="checkbox"/> N/A
Regular School-Year Personnel Funded
Teachers
Paraprofessionals
Instructional Facilitators
Resource Specialists
Guidance Counselors
Parent Involvement
Other:

	Headcount
	<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"/>
Total:	<input type="text" value=".00"/>

	FTE
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text" value=".00"/>

Plan Relationships

Plan Relationships		
Public District - FY 2017		
Go To ▶		
LEA Plan Funding Summary - ALL funds must support a goal.		
Grant	Allocation	
School Improvement, 1003(a)	\$132,111.81	
Total	\$132,111.81	
Related LEA Plan Action Steps (Expand All Collapse All)		
School Plan Funding Summary - ALL funds must support a goal.		
Grant	Allocation	1.) Reading/Language Arts (Additional Personnel to Impact Reading/Language Achievement)
School Improvement, 1003(a)	\$132,111.81	
Total	\$132,111.81	
Related School Plan Action Steps (Expand All Collapse All)		






Funding Sources (View Item Numbers)	
1.) Reading/Language Arts (Additional Personnel to Impact Reading/Language Achievement)	
	\$18,219.82
	\$18,219.82
Support a goal.	
Funding Sources (View Item Numbers)	
Reading/Language Arts (Additional Personnel to Impact Reading/Language Achievement)	3.) Mathematics (Additional Personnel to Impact Mathematics Achievement)
\$32,719.82	\$7,310.40
\$32,719.82	\$7,310.40

Plan Relationships

			Remaining
5.) Improvement Of School Climate and Attendance		Total	
	\$22,876.44	\$41,096.26	\$91,015.55
	\$22,876.44	\$41,096.26	\$91,015.55
			Remaining
5.) Improvement Of School Climate and Attendance	6.) Improve Graduation Rate	Total	
\$32,144.00	\$59,937.59	\$132,111.81	\$0.00
\$32,144.00	\$59,937.59	\$132,111.81	\$0.00



Related Documents (School)

Type	Optional Documents	Document/Link
P16 Community Engagement Co	Document Template	
Sample Focus Notification	 P16 Community Engagement Council - Documentation	
Sample Priority Notification	 Sample Focus Notification	
	 Sample Priority Notification	

Assurances and Related Documents (LEA)

* The Local Education Agency (LEA) hereby assures the State Education Agency


- | | | | | | |
|----|--|----|---|----|---|
| 1. | The local educational agency (LEA) annually uses the State academic assessment to ensure that all students are meeting annual proficiency goals. | | | | |
| 2. | For any school designated as Priority, the LEA shall ensure the designated school receives the State School Improvement, 1003(a) allocation for each fiscal year to implement its plan. | | | | |
| 3. | For any school designated as Focus, the LEA shall ensure the school will implement interventions that directly address the academic achievement problems that are the focus of the school's plan. | | | | |
| 4. | The LEA shall support each designated school in implementing a Transformational Learning Plan (TLP) by: <table border="1" data-bbox="305 598 1093 707"> <tr> <td>a.</td> <td>establish a community based council to support the school's plan.</td> </tr> <tr> <td>b.</td> <td>review the school's plan, support the school as necessary, and ensure the school's plan is aligned with the state plan.</td> </tr> </table> | a. | establish a community based council to support the school's plan. | b. | review the school's plan, support the school as necessary, and ensure the school's plan is aligned with the state plan. |
| a. | establish a community based council to support the school's plan. | | | | |
| b. | review the school's plan, support the school as necessary, and ensure the school's plan is aligned with the state plan. | | | | |
| 5. | The LEA/grantee adheres to the applicable provisions of the Education Department's rules and regulations. | | | | |
| 6. | The LEA/grantee adheres to the applicable regulations of the Office for Child Support Services. | | | | |
| 7. | The LEA/grantee adheres to the Office of Management and Budget (OMB) Circular A-133. | | | | |
| 8. | The LEA/grantee assures salary and wage charges will be supported by projected revenues. | | | | |
| 9. | The LEA/grantee assures that each school the LEA proposes to serve will be open to all students. | | | | |

Type

Board Approval Signature Page [Upload up to 1 document(s)]

Optional Documents

Document Template

 [Board Approval Signature](#)

Document/Link



Funding Application Checklist

School Improvement, 1003(a) Checklist

No Name Test (1111) Public District - FY 2018 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) Checklist

Go To 

This checklist is a means of communication between the MDE and LEAs regarding the allowability and allocability of the items submitted in the program requirements.

- After the LEA submits the application, the MDE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the MDE may provide notes to explain it
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the MDE determines that the item has been corrected to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.


Checklist Description [\(Collapse All\)](#) [Expand All](#)

1. Allocation and Budget


1. Allocations - Allocation total for each school and the LEA is accurate.
2. Budget - All 1003a funds are budgeted using the appropriate codes (function ar
3. Budget Detail - the narrative provided aligns with how the funds are budgeted a
4. Ensure funds budgeted are appropriate and reasonable for the program descri

2. Principles, Interventions and Expenditures - Leveraging Resources to add

1. Focus School Funding Source - Turnaround Principle is aligned to funding sour

Not Reviewed 

Focus Schools

Not Reviewed 

Roles and Approvals

*****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

MDE Roles

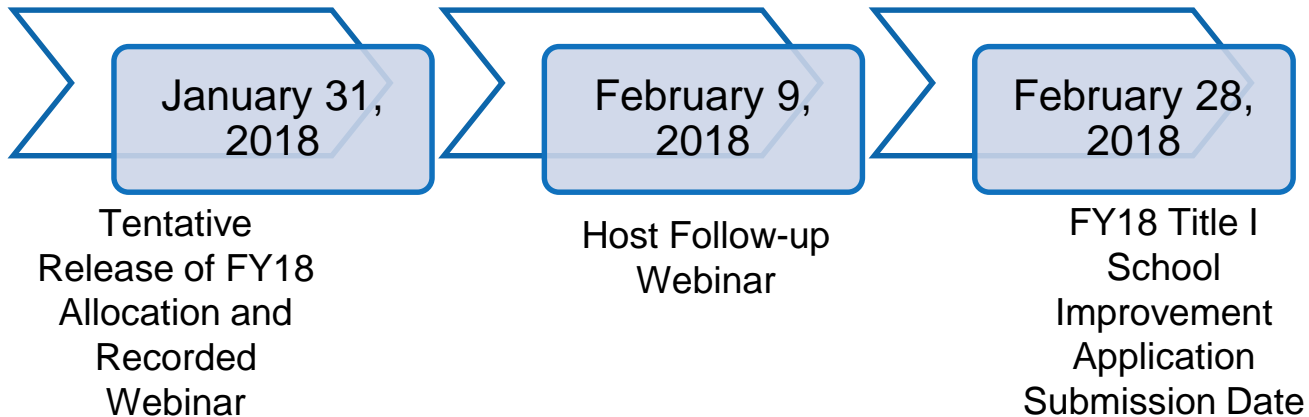
SEA School Improvement Contact

~~SEA School Improvement Supervisor~~

SEA School Improvement Director

The Superintendent will be final approver of initial application

Timelines





MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

Dr. Sonja Robertson

Executive Director –
School Improvement
srobertson@mdek12.org