School Improvement
Title I, 1003(a) MCAPS Application

January 2018
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:

<table>
<thead>
<tr>
<th>Identification of Schools</th>
<th>Evidence-based Requirements</th>
<th>Planning Tool and Funding Application</th>
<th>Timeline for Completion and Submission</th>
</tr>
</thead>
</table>

Learning Targets
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.
Evidence-Based Requirements - ESSA

- [http://www.mde.k12.ms.us/OSI/evidence-based-programs](http://www.mde.k12.ms.us/OSI/evidence-based-programs)

**WELL-IMPLEMENTED**
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

- **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 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 underpin 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*

- Strengthening Effectiveness
- ESSA’s Four Levels of Evidence
- Identifying Evidence-Based Programs
- 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
Wwwaclearinghouse.gov

What Works Clearinghouse

WWC SUMMARY OF EVIDENCE FOR THIS INTERVENTION

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

Outcome domain  Effectiveness rating  Studies meeting standards  Grades examined  Students  Improvement index

Mathematics achievement  

Oral language  

Phonological processing  

Print knowledge  

EVIDENCE SNAPSHOT  INTERVENTION REPORT (200 KB)  REVIEW PROTOCOL

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

ISBN: 011516

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Ensuring a bright future for every child
Opening the study will provide details on WWC determination with an icon like the one below.

OR, if no studies have been done…

Reviewed Research

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

Strategic Plan

- School Improvement Plan
- SWP/TA
- CFPA
MCAPS – Planning Tool

Needs Assessment

Evidence-Based Interventions

Goals, Strategies, Action Steps
Planning the Goals: Be SMART (…and Action Steps)

**SMART Goals**

- **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

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
00:59:54

MCAPS Home
No Name Test (1111) Public District - FY 2018
Announcements
No Announcements Available

Planning
Funding
Requests for Funds
Project Summary
LEA Document Library
Address Book
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Help
Contact MDE
MCAPS Sign Out

Robertson, Sonja
Production
Session Timeout
00:59:35

MCAPS Home
No Name Test (1111) Public District - FY 2018
Announcements

Planning Tool
Action Step Bank

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

LEA and School Planning
No Name Test (1111) Public District - FY 2018
Announcements

2018
Active Plan

Requests for Funds
Project Summary
LEA Document Library
Address Book
MDE Document Library
Help
Contact MDE
MCAPS Sign Out

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Test Site
Session Timeout
00:55:30

LEA Plan
No Name Test (1111) - LEA Plan

School Plan Assurances
Update School Plan Assurances

School Plan
All
Elementary 1 (001) - School Plan
Elementary 2 (002) - School Plan
High (004) - School Plan
Middle (003) - School Plan

Plan Funding Summary
View Summary

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### LEA and School Planning

#### No Name Test (1111) Public District - FY 2018

<table>
<thead>
<tr>
<th>LEA Plan</th>
<th>Revision</th>
<th>Status</th>
<th>Status Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Name Test (1111) - LEA Plan</td>
<td>0</td>
<td>LEA Plan Reviewer Returned Not Approved</td>
<td>8/22/2017</td>
</tr>
</tbody>
</table>

#### School Plan Assurances

**Update School Plan Assurances**

<table>
<thead>
<tr>
<th>School Plan</th>
<th>Service</th>
<th>Revision</th>
<th>Status</th>
<th>Status Date</th>
<th>School Plan Assurances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary 1 (001) - School Plan</td>
<td>SW</td>
<td>0</td>
<td>Not Started</td>
<td>7/07/2017</td>
<td>Not Verified</td>
</tr>
<tr>
<td>Elementary 2 (002) - School Plan</td>
<td>SW</td>
<td>0</td>
<td>Not Started</td>
<td>7/07/2017</td>
<td>Not Verified</td>
</tr>
<tr>
<td>High (004) - School Plan</td>
<td>SW</td>
<td>0</td>
<td>Not Started</td>
<td>7/07/2017</td>
<td>Not Verified</td>
</tr>
<tr>
<td>Middle (003) - School Plan</td>
<td>SW</td>
<td>0</td>
<td>Not Started</td>
<td>7/07/2017</td>
<td>Not Verified</td>
</tr>
</tbody>
</table>

#### Plan Funding Summary

**View Summary**
# 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

- **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**

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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
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.
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**
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.
1. Select the Funding Application then choose the Grant you wish to relate to this Action Step
2. Enter Amount
3. Click **Save**
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.
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
Launching point to pages within the application
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
Go To / Save and Go To menu allows navigation between any pages in the funding application.
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
<table>
<thead>
<tr>
<th>Turnaround Principle 1</th>
<th>TAP1: Providing Strong Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnaround Principle 2</td>
<td>TAP 2: Ensuring that teachers are effective and able to improve instruction</td>
</tr>
<tr>
<td>Turnaround Principle 3</td>
<td>TAP3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration</td>
</tr>
<tr>
<td>Turnaround Principle 4</td>
<td>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</td>
</tr>
<tr>
<td>Turnaround Principle 5</td>
<td>TAP 5: Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data</td>
</tr>
<tr>
<td>Turnaround Principle 6</td>
<td>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</td>
</tr>
<tr>
<td>Turnaround Principle 7</td>
<td>TAP 7: Provide ongoing mechanisms for family and community engagement</td>
</tr>
<tr>
<td>Turnaround Principle 8</td>
<td>TAP 8: Ensure that the school receives ongoing, intensive technical assistance and related support</td>
</tr>
<tr>
<td>TAP 1</td>
<td>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.</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>TAP 2</td>
<td>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.</td>
</tr>
<tr>
<td>TAP 3</td>
<td>Activities aligned may include the implementation of evidence-based programs, professional development and/or other practices used to support student learning and teacher collaboration.</td>
</tr>
<tr>
<td>TAP 4</td>
<td>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.</td>
</tr>
<tr>
<td>TAP 5</td>
<td>Activities aligned may include the implementation of evidence-based instructional resources used to collect, monitor and respond to benchmark/interim data.</td>
</tr>
<tr>
<td>TAP 6</td>
<td>Activities aligned may include the implementation of evidence-based programs, or practices/strategies used to improve the school’s climate and culture.</td>
</tr>
<tr>
<td>TAP 7</td>
<td>Activities aligned may include the implementation of evidence-based programs addressing systematic processes used to engage families and the community.</td>
</tr>
<tr>
<td>TAP 8</td>
<td>Activities aligned may include the implementation of evidence-based resources used to support the school’s action plan.</td>
</tr>
</tbody>
</table>
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**).
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.
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.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>$</td>
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<td></td>
<td>$</td>
</tr>
</tbody>
</table>

| Total: | $ | 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.

<table>
<thead>
<tr>
<th>1. Reduce the school’s achievement gap(s) between subgroups (by increasing the number of students scoring Levels 4 and 5).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Meet measurable outcomes for the school to improve the performance of the subgroups demonstrating the greatest gap.</td>
</tr>
</tbody>
</table>
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.
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.

<table>
<thead>
<tr>
<th>Evidence Level</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Select...</td>
<td>*$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence Level</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Select...</td>
<td>*$</td>
</tr>
</tbody>
</table>
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

## Verifying Reservation – Focus School

<table>
<thead>
<tr>
<th>Title I-A</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Eligibility</td>
</tr>
<tr>
<td>Non-Public Equitable Services</td>
</tr>
<tr>
<td>District Set Asides and Overview</td>
</tr>
<tr>
<td>PPA List</td>
</tr>
<tr>
<td>Budget</td>
</tr>
<tr>
<td>Budget Overview</td>
</tr>
<tr>
<td>Budget Overview Plus/Minus</td>
</tr>
<tr>
<td>Program Details</td>
</tr>
<tr>
<td>Personnel Details - Districtwide</td>
</tr>
<tr>
<td>Preschool Personnel Details (School-level)</td>
</tr>
<tr>
<td>Personnel Details (Summer School - K-12 School-level)</td>
</tr>
<tr>
<td>Personnel Details (Regular School-Year - K-12 School-level)</td>
</tr>
<tr>
<td>Preschool Service Details</td>
</tr>
<tr>
<td>Student Eligibility - Targeted Assistance Programs / Private Schools</td>
</tr>
<tr>
<td>Title III English Learners Notice of Intent</td>
</tr>
<tr>
<td>Plan Relationships</td>
</tr>
<tr>
<td>Related Documents</td>
</tr>
<tr>
<td>Program Assurances</td>
</tr>
</tbody>
</table>
### 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 accountability questions related to funds usage with Focus schools to the Office of School Improvement.

<table>
<thead>
<tr>
<th>School Name</th>
<th>1. Decrease the school's learning gap (by increasing the number of students performing Proficient and Above)</th>
<th>2. Meet annual measurable objectives for ESEA subgroups</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select...</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Required Reservations and Other Instructional Initiatives</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent &amp; Family Engagement for Public Schools: (1% minimum for allocations above $500,000) MINUS non-public amount. 90% of funds must be distributed to schools)</td>
<td>6,678.13</td>
</tr>
<tr>
<td>For LEAs receiving $500,000 or more in Title I allocations:</td>
<td></td>
</tr>
<tr>
<td>• (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.</td>
<td></td>
</tr>
<tr>
<td>• Note that 90% of the public school amount (number above) is $6,010.31 and must be distributed to your schools for parent &amp; family engagement activities.</td>
<td></td>
</tr>
<tr>
<td>Professional Development:</td>
<td>0.00</td>
</tr>
<tr>
<td>Preschool Programs: Exclude from Title I Equitable Services for Private Schools calculation.</td>
<td></td>
</tr>
<tr>
<td>Summer and Intersession Programs/Before &amp; After School Programs:</td>
<td></td>
</tr>
<tr>
<td>LEP: limited English proficient students served under Title I</td>
<td></td>
</tr>
<tr>
<td>Priority Schools: (20, if less, must justify)</td>
<td></td>
</tr>
</tbody>
</table>

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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

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.

<table>
<thead>
<tr>
<th>Interventions Utilizing Title I, Part A Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interventions Utilizing School Improvement, 1003(a) Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Personnel Details – Regular SY/Summer

<table>
<thead>
<tr>
<th>Regular School-Year Personnel Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Paraprofessionals</td>
</tr>
<tr>
<td>Instructional Facilitators</td>
</tr>
<tr>
<td>Resource Specialists</td>
</tr>
<tr>
<td>Guidance Counselors</td>
</tr>
<tr>
<td>Parent Involvement</td>
</tr>
<tr>
<td>Other:</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Headcount</th>
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<tbody>
<tr>
<td>[ ]</td>
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<thead>
<tr>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
</tr>
</tbody>
</table>

Total: .00

MISSISSIPPI
DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

59
## Plan Relationships

**Public District - FY 2017**

### LEA Plan Funding Summary - ALL funds must support a goal

<table>
<thead>
<tr>
<th>Grant</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Improvement, 1003(a)</td>
<td>$132,111.81</td>
</tr>
<tr>
<td>Total</td>
<td>$132,111.81</td>
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</tbody>
</table>

### Related LEA Plan Action Steps

### School Plan Funding Summary - ALL funds must support a goal

<table>
<thead>
<tr>
<th>Grant</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Improvement, 1003(a)</td>
<td>$132,111.81</td>
</tr>
<tr>
<td>Total</td>
<td>$132,111.81</td>
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</tbody>
</table>

### Related School Plan Action Steps
Plan Relationships

<table>
<thead>
<tr>
<th>5.) Improvement Of School Climate and Attendance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remaining</td>
</tr>
<tr>
<td>$22,876.44</td>
<td>$22,876.44</td>
</tr>
<tr>
<td>$41,096.26</td>
<td>$41,096.26</td>
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<tr>
<td></td>
<td>$91,015.55</td>
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</table>

<table>
<thead>
<tr>
<th>6.) Improve Graduation Rate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remaining</td>
</tr>
<tr>
<td>$32,144.00</td>
<td>$32,144.00</td>
</tr>
<tr>
<td>$59,937.59</td>
<td>$59,937.59</td>
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<tr>
<td></td>
<td>$132,111.81</td>
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<tr>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>
# Related Documents (School)

<table>
<thead>
<tr>
<th>Type</th>
<th>Document Template</th>
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</thead>
<tbody>
<tr>
<td>P16 Community Engagement Council</td>
<td>P16 Community Engagement Council - Documentation</td>
</tr>
<tr>
<td>Sample Focus Notification</td>
<td>Sample Focus Notification</td>
</tr>
<tr>
<td>Sample Priority Notification</td>
<td>Sample Priority Notification</td>
</tr>
</tbody>
</table>

### Optional Documents

<table>
<thead>
<tr>
<th>Document/Link</th>
</tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>
The Local Education Agency (LEA) hereby assures the State Education Agency:

1. The local educational agency (LEA) annually uses the State academic assessments to meet annual proficiency goals.

2. For any school designated as Priority, the LEA shall ensure the designation of School Improvement, 1003(a) allocation for each fiscal year to implement interventions that directly address the academic achievement problems that contributed to the school's designation.

3. For any school designated as Focus, the LEA shall ensure the school will implement evidence-based interventions that directly address the academic achievement problems that contributed to the school's designation.

4. The LEA shall support each designated school in implementing a Transformation Plan:
   a. establish a community-based council to support the school;
   b. review the school's plan, support the school as necessary;

5. The LEA/grantee adheres to the applicable provisions of the Education Data Report.

6. The LEA/grantee adheres to the applicable regulations of the Office for Civil Rights.

7. The LEA/grantee adheres to the Office of Management and Budget (OMB) regulations.

8. The LEA/grantee assures salary and wage charges will be supported by program funds.

9. The LEA/grantee assures that each school the LEA proposes to serve will have a Transformation Plan.
Funding Application Checklist

School Improvement, 1003(a) Checklist

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 is marked as Not Applicable, the LEA will submit an additional application for the amount of funds requested that is applicable. If the application is marked as Attention Needed, the section will be reviewed by the MDE and the LEA will be notified. The MDE will provide feedback to the LEA about the allowability and allocability of the items submitted in the program requirements.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description

### 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 and subfunction).
3. Budget Detail - The narrative provided aligns with how the funds are budgeted and authorized.
4. Ensure funds budgeted are appropriate and reasonable for the program description.

### 2. Principles, Interventions and Expenditures - Leveraging Resources to address focus school needs

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

Not Reviewed

Focus Schools
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

January 31, 2018
Tentative Release of FY18 Allocation and Recorded Webinar

February 9, 2018
Host Follow-up Webinar

February 28, 2018
FY18 Title I School Improvement Application Submission Date
Dr. Sonja Robertson
Executive Director –
School Improvement
srobertson@mdek12.org