Guidance Document
Supporting Schools through MCAPS
1003 Funding Application

Accessing MCAPS

School Improvement
The Mississippi Department of Education identifies schools for additional assistance and support, which includes professional development, leadership coaching, additional funding, and assistance to support the school’s transformation goals. We identify the schools that need the most assistance for their students to have the same opportunities for growth and success that exist for students in other schools. The Office of School Improvement (OSI) is responsible for supporting the systemic improvement and turnaround efforts of the lowest-performing schools.

Mississippi Comprehensive Automated Performance-based System (MCAPS)

Schools/Districts can also access MCAPS at mcaps@mdek12.org.
Make sure your district’s name is listed below MCAPS Home.

FY20 should be the fiscal year noted.
After you have confirmed your district, you will click on funding and select funding application.

Once you click funding application, select the corresponding year (2020). A drop-down box will appear regarding application status. Select All Active Applications, as this will allow schools/districts to access the 1003 school improvement application that is currently in draft started status. Once the district’s original application has been approved by the Office of School Improvement, the final status of the application MUST be approved by the LEA Superintendent. The district/school can also click the drop-down box and select All Approved Applications. This will allow schools/districts to access all applications within the MCAPS platform that have been approved by the MDE.
As districts begin the school’s funding application process, they must first complete the district level application.

The district will answer a series of questions regarding responsibilities for CSI and TSI schools receiving 1003 funds. **Question #1** pertains **ONLY** to CSI identified schools. If the district does not have identified CSI schools, they will notate **N/A** and move to question #2. **Question #2** pertains **ONLY** to TSI and ATSI identified schools. If the district does not have identified TSI or ATSI schools, they will notate **N/A**.

The * outlined next to the question # indicates that a response must be provided.
Once the district completes responses to questions, there is a new requirement that MUST be addressed (LEA Approval Certification). By clicking each box, the district assures that each school receiving 1003 funding will receive state and local funds it would have received in the absence of 1003 funding and that the school’s application has been reviewed and approved by the following individuals: principal, federal programs director, business manager, superintendent and local school board. The schools are NOT required to upload an assurance document nor a LEA signature approval page.
The next section of the funding application involves the allocation of funding for each identified school. Districts will click the drop-down box to select each school receiving funding.

School names will appear in the drop-down box.
Once you have selected your school, you will see a list of options you can choose.

Part II: Vision, Mission, Goals

My school is an existing CSI school, or an existing ATSI or TSI school based on the same subgroup.

This is where schools will share the vision and mission for their schools.

Part II: Vision, Mission, Goals begins the plan development process for NEWLY identified ATSI and TSI schools AND existing ATSI/TSI school with a NEWLY identified subgroup(s).

If your school is an existing CSI, ATSI or TSI school, you will click this box. Clicking this box allows this section of the application to be greyed out. Existing schools DO NOT have to complete this section as this information was captured in the school plan previously created in MS SOARS. Please move to the Evidence-based Action Plan section of this application.
NEWLY identified ATSI and TSI schools will address subgroup goals here. The OSI strongly encourages schools to look at the state’s 2024-25 goals to develop targeted proficiency goals as schools want to ensure they on the trajectory to reaching these goals.

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### 2024-25 Goals:
- ELA: All Subgroups will attain 70% proficiency by 2024-25.
- Math: All Subgroups will attain 70% proficiency by 2024-25.
- Graduation Rate: All Subgroups will have 95% graduation rate by 2024-25.

### Annual Goals

<table>
<thead>
<tr>
<th>Area</th>
<th>Subgroup</th>
<th>Prior Year Proficiency % MAAP Spring Assessment</th>
<th>Target Proficiency % on MAAP Spring Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>* Select:</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Math</td>
<td>* Select:</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Science</td>
<td>* Select:</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Schools will assess implementation levels of each indicator of effective practice as full implementation, limited implementation or no implementation. Districts/schools should utilize the Plan Review Checklist (guidance document) to assist in identifying current levels of implementation. This document outlines “Look Fors” as evidence of best practices that should be embedded in daily routines/processes in the school. Do not forget to address the reason for the school’s selected assessment of the indicator.
Schools will continue to assess implementation levels of each indicator. There are three (3) high school (HS) indicators ALL schools will address regardless of grade configuration.

<table>
<thead>
<tr>
<th>Talent Development Indicators of Effective Practice</th>
<th>Assessment of Practice in School</th>
<th>Provide details to explain the reason for the selected assessment of the indicator.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS.2.01: 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.</td>
<td><a href="#">Select...</a></td>
<td><a href="#">Select...</a></td>
</tr>
<tr>
<td>LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.</td>
<td><a href="#">Select...</a></td>
<td><a href="#">Select...</a></td>
</tr>
</tbody>
</table>

Full Implementation  
Limited Implementation  
No Implementation

Schools will continue to assess implementation levels of each indicator. There are three (3) high school (HS) indicators ALL schools will address regardless of grade configuration.

<table>
<thead>
<tr>
<th>Instructional Transformation Indicators of Effective Practice</th>
<th>Assessment of Practice in School</th>
<th>Provide details to explain the reason for the selected assessment of the indicator.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</td>
<td><a href="#">Select...</a></td>
<td><a href="#">Select...</a></td>
</tr>
<tr>
<td>PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</td>
<td><a href="#">Select...</a></td>
<td><a href="#">Select...</a></td>
</tr>
<tr>
<td>HS.4.03: 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.</td>
<td><a href="#">Select...</a></td>
<td><a href="#">Select...</a></td>
</tr>
</tbody>
</table>

Full Implementation  
Limited Implementation  
No Implementation
Schools will continue to assess implementation levels of each indicator. There are three (3) high school (HS) indicators ALL schools will address regardless of grade configuration.
Schools will begin identifying funded indicators that are considered “priority” in this section.

Schools will:
1) use the drop-down box to select the indicator of effective practice to be funded,
2) check the box under the funded column,
3) identify action steps aligned to the indicator that are being taken to improve outcomes for students,
4) identify a benchmark indicator (MUST be measurable and aligned to the MAAP assessment),
5) identify the position (NOT NAME OF PERSON) who will monitor the action step,
6) Identify the time frame the action step will be successfully completed.
(Has to be aligned to the period of funding availability) Obligation – September 2021/Liquidation – December 2021).

Schools may also choose to identify indicators of effective practice (not funded) to be monitored within the school plan.

Existing CSI, ATSI, and TSI schools may choose to modify their existing plan by choosing to fund additional indicators or choosing to fund an additional action step aligned to a currently funded indicator.

Existing CSI, ATSI, and TSI schools who are choosing NOT to modify their existing plan, which means all FY20 1003 funding will be utilized to fund the same indicator of effective practice and action step(s) in the school’s FY19 plan, should click the box labeled the content of my currently approved CSI, TSI, or ATSI plan will not be modified in this submission. (This box is located below the Evidence-based Action Plan heading)
Part IIA: In this section, the school will identify strategies aligned to the indicator of effective practice being funded, identify the evidence level, provide a narrative description of what the research says about the evidence-based strategy chosen, and provide the amount to be funded.

Please note: There are four (4) areas that MUST be addressed in the narrative description. Each one MUST be numbered or bulleted in the order of response.

1. Provide a brief description of the research evidence
2. Cite the source
3. Provide the effect size of the study being used
4. Address whether this strategy has been implemented within the prior three years, and if so, what was the result of implementation.
The strategy key provides abbreviations of strategies to be used in the plan. HQIMs can be found by accessing the following link. 
https://www.mdek12.org/OAE/OEER/TextbookAdoptionProcurement

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<table>
<thead>
<tr>
<th>Principal Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Name</td>
</tr>
<tr>
<td>* Phone Number</td>
</tr>
<tr>
<td>* Email</td>
</tr>
</tbody>
</table>

**FTE** = What percent of 1003 funds is being used (i.e., 1 = 100%, .5 = 50%, .25 = 25%, etc.)

**MCAPS**

<table>
<thead>
<tr>
<th>Regular School-Year Personnel Funded with School Improvement, 1003(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Paraprofessionals</td>
</tr>
<tr>
<td>Instructional Facilitators</td>
</tr>
<tr>
<td>Resource Specialist</td>
</tr>
<tr>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Parent Involvement</td>
</tr>
<tr>
<td>After-School/Extended Day Tutors</td>
</tr>
<tr>
<td>PC/SWIEF Recipients/Participants</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

Districts should identify the FTE of school personnel funded. FTE should be determined based on the percentage of 1003 funds being used (i.e., 1 = 100%, .5 = 50%, .25 = 25%, etc.)

Personnel Details for the regular school year will be addressed here.
Personnel Details for summer school will be addressed here.

Districts should identify the FTE of school personnel funded. FTE should be determined based on the percentage of 1003 funds being used (i.e., 1= 100%, .5= 50%, .25= 25%, etc.)

The school’s FY20 Revision is the ONLY related document to be uploaded in this section of the application. Schools will utilize the revision template found here.
There is no board approval signature page to be uploaded as this is addressed in the district level application.

All other uploads that apply will be uploaded to the LEA Document Library.

Districts/schools should utilize the checklist as a guide to address any modifications based on the Office of School Improvement’s review.
Once the Office of School Improvement approves the district’s application, the status should be escalated to LEA Superintendent Approved.

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If you need additional assistance or have additional questions, please contact the Office of School Improvement.