Guidance Document
Supporting Schools through MCAPS
1003 Funding Application

Accessing MCAPS

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ABOUT

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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)

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Schools/Districts can also access MCAPS at mcaps@mdek12.org.

MCAPS

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Giles, Sharita

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Announcements

2019 Equity Conference
The Office of Federal Programs in conjunction with the Office of Compulsory School Attendance Enforcement would like to inform you that registration for our *2019 Equity Conference*, to be held **September 18-19, 2019** at the Marriott Hotel in Downtown Jackson, MS is now open. **Participants have through Monday, September 16, 2019, to register.**

The theme of the conference is **Mississippi Succeeds: A Focus on Equity.** The focus of the conference is removing barriers to ensure success for all students. This two-day event is designed for Mississippi educators who work with students who are English Learners, immigrant, migrant, homeless, neglected/delinquent, or 21st century program attendees. Compulsory school attendance officers, Foster Care liaisons, Homeless liaisons, EL coordinators, and 21st Century Community Learning Centers coordinators are required to attend. We have requested immigrant coordinators, Title I-Part A Neglected coordinators, Title I- Part D coordinators, and educators who work with homeless, neglected or delinquent students to join us for this conference as well. There will be several keynote sessions focused on the needs of all special populations students, and breakout sessions to target the needs of specific populations.
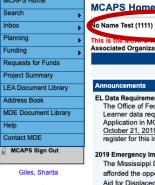
If you have any questions, or require additional information, please contact the Office of Federal Programs at (601) 359-3499 or the Office of Compulsory School Attendance Enforcement at (601) 359-5743.

To register, please click here .

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Dr. Carey M. Wright
State Superintendent of Education

Mississippi Comprehensive Automated Performance-based System

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MCAPS Home

No Name Test (1111) Public District - FY 2020

This is the MCAPS TEST Site! Please be sure to complete your work on the LIVE site at http://mcaps.mdek12.org/

Associated Organizations

Organization Number	Organization Name
1111	No Name Test

Announcements

EL Data Requirements in MSIS Webinar
The Office of Federal Programs is hosting a webinar to discuss English Learner data requirements in MSIS and the completion of the FY20 Title III Application in MCAPS. Please join us for a webinar at 11:00 am on Monday, October 21, 2019. All LEAs are expected to attend. Please click here to register for this important webinar.

2019 Emergency Impact Aid for Displaced Students Program
The Mississippi Department of Education Office of Federal Programs has been afforded the opportunity to apply for the 2019 Temporary Emergency Impact Aid for Displaced Students Program as a result of federally declared disasters. The Impact Aid Program awards grants to local educational agencies (LEAs) and non-public schools that have enrolled students displaced during the 2018-19 school year by Hurricanes Florence and Michael, Typhoon Mangkhut, Super Typhoon Yutu, and wildfires, earthquakes, and volcanic eruptions occurring in calendar year 2018 and tornadoes and floods occurring in calendar year 2019.
A webinar is scheduled for **Tuesday, October 8, 2019** at **2:00 p.m.** to review the application and submission process. Click here to register.

Reminders

School Improvement Announcement
The Office of School Improvement will host an informational webinar on October 8, as well as a conference on October 15-16, 2019, to support schools with implementation of the requirements of the Mississippi Succeeds Plan. These events are designed for districts with schools identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and Schools At Risk (SAR).
The webinar will provide district and school leaders with guidance around the school improvement process as well as the expectations for completing school improvement plans and funding applications. In addition to the webinars, the Office of School Improvement will host a two-day convening – "**Transforming Schools: Meeting the Needs of All Learners**" – on Tuesday, October 15 and Wednesday, October 16, at the Lake Terrace Convention Center in Hattiesburg, MS.

To register for the events, please click the applicable links provided below.

**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.

MCAPS

Funding ▶	View MDE History Log		
Requests for Funds	View Change Log		
Project Summary	**Description** (View Sections Only View All Pages)		
LEA Document Library			
Address Book	**All**		
MDE Document Library	− **History Log**	⊟	School Improvement, 1003(a)
Help	History Log		District Level ⬍
Contact MDE	Create Comment		
MCAPS Sign Out	− **Allocations**		
Giles, Sharita	Allocations		
Test Site	− **District Level Application**		
	Application Components		
	Part I: District Application for Section 1003 School Improvement Funds		
Session Timeout	− **Assurances**		
00:59:37	Related Documents		
	− **School Improvement, 1003(a) Checklist**		
	School Improvement, 1003(a) Checklist		
	All		

As districts begin the school's funding application process, they must first complete the district level application.

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MISSISSIPPI **DEPARTMENT OF EDUCATION** *Ensuring a bright future for every child*	
MCAPS Home	**Part I: District Application for Section 1003 School Improvement Funds**
Administer ▶	
Search ▶	Test District (000000) Test District - FY 2020 - School Improvement, 1003(a) - Rev 0 - District Level Application
Reports	
Inbox ▶	Go To ▾
Planning ▶	
Funding ▶	Please provide a description of how the district will carry out the following responsibilities for CSI and TSI schools receiving Section 1003 School Improvement funds.
Requests for Funds	1. Please describe how the LEA will develop CSI plans for schools that receive Section 1003 funds. For more information about CSI plan requirements, please see the schools CSI plan in MS SOARS.
Project Summary	
LEA Document Library	**Districts will answer questions regarding 1003 funding**
Address Book	
MDE Document Library	
Help	2. If the district will receive Section 1003 funds for use in TSI schools (including ATSI schools), please describe how the LEA will support schools developing or implementing TSI plans. Please see the TSI plan in MS SOARS for more information about TSI plan requirements. Note: if the district will not receive Section 1003 funds for its TSI schools, this element does not have to be addressed.
Contact MDE	
☐ **MCAPS Sign Out**	
Giles, Sharita	
Test Site	
Session Timeout 00:59:23	* 3. Please describe how the district will monitor schools receiving Section 1003 funds. (If the district will receive Section 1003 funds for TSI (including ATSI) schools, this description should address how the district will monitor the implementation of those schools' TSI plans and what additional action the district will take if the TSI plan has been unsuccessfully implemented after a number of years.)

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.

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* 5. Please describe how the district will align other Federal, State, and local resources to carry out the activities supported with Section 1003 funds.

* 6. Please describe how the district will, as appropriate, modify any practices and policies to provide operational flexibility that enables full and effective implementation of CSI and TSI plans.

* 7. Please describe process used by the school leadership team in collaboration with the district leadership to identify and select the evidence based interventions.

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

☐ * LEA Approval Certification: The district certifies that the plan and funding application for each school that received Section 1003 funds has been reviewed at the school and district level as well as has received approval from the principal, federal programs director, business manager, superintendent and local school board.

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NEW REQUIREMENT

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.

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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.

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School names will appear in the drop-down box.

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Description (View Sections Only View All Pages)	Validation	Print ☐ Select Items
All	Messages	Print
History Log		Print
History Log		Print
Create Comment		
Allocations		Print
Allocations		Print
District Level Application		Print
Application Components		Print
Part I: District Application for Section 1003 School Improvement Funds		Print
School Improvement, 1003(a) [Elementary 1 (1111001) ⌄]	Messages	Print
Budget	Messages	Print
Budget Overview		Print
School Improvement, 1003(a) School Allocations		Print
Part II: Vision, Mission, Goals		Print
Part IIA: Use of Section 1003 School Improvement Funds		Print
Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools		Print
Personnel Details (Regular School Year Pre K-12 School Level)		Print
Personnel Details (Summer School Pre K-12 School Level)		Print
Related Documents		Print
Assurances		Print
Related Documents		Print
School Improvement, 1003(a) Checklist		Print
School Improvement, 1003(a) Checklist		Print

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Once you have selected your school, you will see a list of options you can choose.

Part II: Vision, Mission, Goals

No Name Test (1111) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - Elementary 1 (1111001) - Public School

| Go To ▶ |

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

* Vision of the School:

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

* Mission of the School:

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.

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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 90% graduation rate by 2024-25.

Annual Goals

Area	Subgroup	Prior Year Proficiency % MAAP Spring Assessment	Target Proficiency % on MAAP Spring Assessment
ELA	* Select... ♦	* ___ %	* ___ %
Math	* Select... ♦	* ___ %	* ___ %
Science	* Select... ♦	* ___ %	* ___ %

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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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Indicators of Effective Practice - Assessment - As part of your school's comprehensive needs assessment process, the school leadership team must assess each indicator listed below and provide an explanation for the assessment.

Transformational Leadership Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
LDR.2.09: Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.	* Select... ♦ **Full Implementation Limited Implementation No Implementation**	*
DC.1.01: LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation.	* Select... ♦	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* Select... ♦	*
LDR.1.06: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).	* Select... ♦	*

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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.

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Talent Development Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
HS.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.	* [Select... ▼] **Full Implementation Limited Implementation No Implementation**	*
LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.	* [Select... ▼]	*

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.

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Instructional Transformation Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	* [Select... ▼] **Full Implementation Limited Implementation No Implementation**	*
PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	* [Select... ▼]	*
HS.4.03: The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to success in rigorous courses designed for college and career readiness.	* [Select... ▼]	*

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.

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Culture Shift Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
LDR.3.10: School implements strategies and practices to improve school climate and culture.	* [Select... ▼] **Full Implementation Limited Implementation ◄ No Implementation**	*
HS.5.02 The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).	* [Select... ▼]	* **This may be an indicator elementary/middle schools may assess as "No implementation" based on processes within the school**

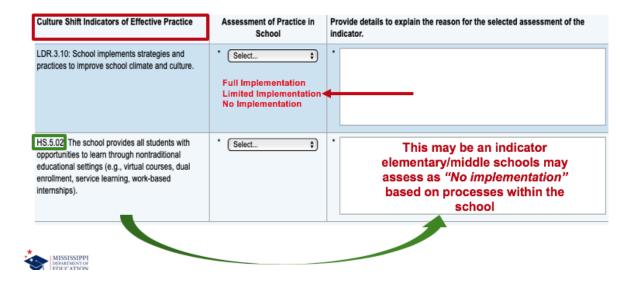MISSISSIPPI DEPARTMENT OF EDUCATION

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.

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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)

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Part IIA: Use of Section 1003 School Improvement Funds

No Name Test (1111) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - Elementary 1 (1111001) - Public School

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In the chart below, for each school that has been identified for CSI, TSI or ATSI and will be served with Section 1003 School Improvement funds as reflected on Mississippi's list of schools served, describe how Section 1003 funds will be used. Section 1003 School Improvement funds must support evidence-based interventions that meet strong, moderate, or promising evidence levels. For more information about these evidence-based requirements, please see http://www.mdek12.org/OSI/EBP/defined. In your narrative for each strategy: 1) provide a brief description of the evidence, 2) cite the source, 3) provide the effect size of the study being used, and 4) address whether this strategy has been implemented within the prior three years, and if so what was the result of implementation.

Improvement Status:
- ○ CSI
- ○ TSI
- ○ ATSI

Information outlined in this section **SHOULD ALIGN** to funded action steps in the **Evidence based Action Plan** section of the application.

Strategy (See Key)	Indicator of Effective Practice	If Other, Name Strategy or enter NA	Evidence Level	Narrative Description	Cost
Select... ⬍	Select... ⬍	*	Select... ⬍		$

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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.

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Strategy Key
L = Leadership
HQIM = High Quality Instructional Materials
TI = Technology Integration
OJEPD = On-Going, Job-Embedded Professional Development
ILT = Increased Learning Time
ECP = Early Childhood (Pre-K) Programs
O = Other
EBIR = Evidence-based Instructional Resources

**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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Principal Contact Information

* Name

* Phone Number

* Email

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

☐ N/A

Regular School-Year Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers		
Paraprofessionals		
Instructional Facilitators		
Resource Specialists		
Guidance Counselors		
Parent Involvement		
After-School/Extended Day Tutors		
PD Stipend Recipients/Participants		
Other:		
Total:	0	0

Personnel Details for the regular school year 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.)**

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☐ N/A

Summer School Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers		
Paraprofessionals		
Instructional Facilitators		
Resource Specialists		
Guidance Counselors		
Parent Involvement		
PD Stipend Recipients/Participants		
Other:		
Total:	0	0

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.)

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No Name Test (1111) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - Elementary 1 (1111001) - Public School

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Required Documents

This page is currently not accepting Related Documents.

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FY20 Revision Documentation ONLY

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Mississippi Department of Education
MCAPS Revision Form

District Name	
Reason for Revision (Please provide detailed description)	
Revision Number (e.g. Revision 3)	
Fiscal Year (e.g. FY17)	

Optional Documents

Document Template

📄 Revision Form

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.

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Related Documents

No Name Test (1111) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - Assurances

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	Optional Documents	
Type	**Document Template**	
Board Approval Signature Page [Upload up to 1 document(s)]	📄 Board Approval Signature	

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.

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School Improvement, 1003(a) Checklist

No Name Test (1111) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) Checklist

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This checklist is a means of communication between the MDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

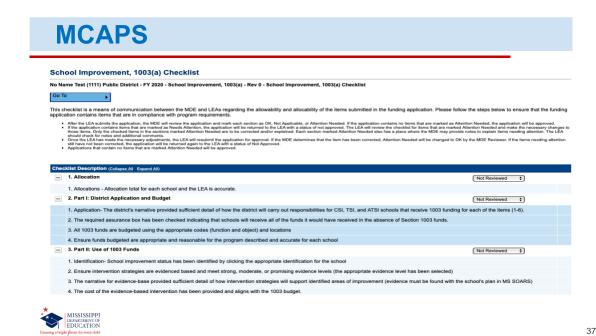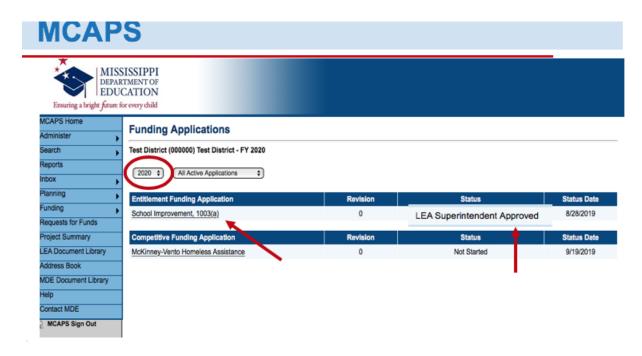- After the LEA submits the application, the MDE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked 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 items needing attention. The LEA should check for notes and additional comments.
- 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, Attention Needed will be changed to OK by the MDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again 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**	Not Reviewed ⇕
	1. Allocations - Allocation total for each school and the LEA is accurate.	
⊟	**2. Part I: District Application and Budget**	Not Reviewed ⇕
	1. Application- The district's narrative provided sufficient detail of how the district will carry out responsibilities for CSI, TSI, and ATSI schools that receive 1003 funding for each of the items (1-6).	
	2. The required assurance box has been checked indicating that schools will receive all of the funds it would have received in the absence of Section 1003 funds.	
	3. All 1003 funds are budgeted using the appropriate codes (function and object) and locations	
	4. Ensure funds budgeted are appropriate and reasonable for the program described and accurate for each school	
⊟	**3. Part II: Use of 1003 Funds**	Not Reviewed ⇕
	1. Identification- School improvement status has been identified by clicking the appropriate identification for the school	
	2. Ensure intervention strategies are evidenced based and meet strong, moderate, or promising evidence levels (the appropriate evidence level has been selected)	
	3. The narrative for evidence-base provided sufficient detail of how intervention strategies will support identified areas of improvement (evidence must be found with the school's plan in MS SOARS)	
	4. The cost of the evidence-based intervention has been provided and aligns with the 1003 budget.	

Districts/schools should utilize the checklist as a guide to address any modifications based on the Office of School Improvement's review.

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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.