

InformTN – Prepare to Plan & Reflect to Plan

Prompt Guidance

Overview

InformTN contains information and data to assist local educational agencies (LEAs) in conducting the required annual needs assessment and LEA plan. The InformTN planning tool has been designed to meet the planning needs of LEAs and help LEAs demonstrate compliance with several requirements under the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) as well as the Individuals with Disabilities Education Act (IDEA). The *Prepare to Plan* and the *Reflect to Plan* sections of InformTN, in particular, were designed to help LEAs show how federal requirements around stakeholder involvement and program-specific needs assessments are met. ESEA and IDEA funding are tied closely to these sections and LEAs are expected to describe the connection between the LEA plan and funding within the Consolidated Funding Application (CFA).

The prompts in the *Prepare to Plan* and the *Reflect to Plan* sections contain important information to be considered *before* the LEA plan is crafted to ensure that the needs of all students, educators, special populations, and families are considered and represented throughout the plan. Ensuring the appropriate LEA staff and stakeholders are involved in completing the LEA plan is imperative. Collaboration amongst those with insights into the strengths, challenges, and needs of the covered areas will allow LEAs to develop meaningful and robust responses, resulting in a stronger and more comprehensive plan.

Changes for FY24

Last year, the *Reflect on Plan* section, previously located at the end of the LEA plan, was moved toward the beginning of the plan and was renamed the *Reflect to Plan* section. For FY24, minimal changes have been made to both the *Prepare to Plan* and the *Reflect to Plan* sections. Prompts in both sections have been adjusted to provide more clarification about the information that is needed and why it is required.

Section Tips

To ensure that the *Prepare to Plan* and *Reflect to Plan* sections are approved with minimum revisions, LEAs should be sure to respond to all parts of the prompt and respond to each prompt in full. For example, the prompt below requires the LEA to provide the following information:

As required under ESSA Title II, Part A § 2102(b)(2), describe how professional development for teachers, principals, and other school leaders will build capacity for high-quality instruction, positively impact student academic achievement, and address the needs of educators in the district to teach all learners. Include in the response:

- 1. A description of educator and school leader needs regarding professional development and how the district determines those needs.*
- 2. A description of professional development opportunities implemented by the district to meet those needs, including opportunities that address the needs of educators in the district to teach all learners.*

In the LEA response, all aspects of the prompt must be addressed. In the first part of the above prompt, LEAs must provide information focused on the needs around professional development *and* how those needs were determined. If only one aspect of that part of the prompt is answered, revisions will be required.

The second part of the prompt asks the LEA to describe the professional development that will be implemented to meet those needs, *including* the needs of teachers to teach all learners. Similarly, if only the first part of the prompt is answered, but the needs of teachers to teach all learners are not addressed, then revisions will be required.

Prepare to Plan Tips

ESSA § 1112(a)(1)(A) requires any LEA who receives Title I, Part A funds to develop a plan that is developed with timely and meaningful consultation with: teachers; principals; other school leaders; paraprofessionals; specialized instructional support personnel; charter school leaders (in an LEA that has charter schools); and administrators (including administrators of other ESSA programs); other appropriate school personnel; and parents of children in schools served Title I. The *Prepare to Plan* section allows an LEA to document members of its planning team and provide a description of the planning process. In the creation of a robust and compliant plan, an LEA must ensure all required stakeholders are involved in the planning process.

Prepare to Plan Prompts in InformTN

Identify Team

Identify all planning team members, including team members' titles. Under ESSA Title I, Part A § 1112(a)(1)(A), the district plan must be developed in consultation with the following stakeholders (at a minimum):

- teachers;
- principals;
- other school leaders;
- administrators (including administrators of other ESSA programs and special education programs);
- paraprofessionals;
- other appropriate school personnel;
- charter school leaders (in districts that have charter schools); and
- parents of students.

Stakeholder Involvement

Describe how the district actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the district plan throughout the year in accordance with ESSA Title I, Part A § 1112(a)(5). Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process.

Reflect to Plan Tips

In addition to the stakeholder involvement requirements previously described, ESSA also requires LEA plans to contain specific information addressing the needs of students, educators, special populations, and families [Title I, Part A § 1112(b)]. Further, both Title II, Part A and Title IV, Part A also have planning requirements, with a focus on professional development, well-rounded educational opportunities, safe and healthy students, and the effective use of technology. The *Reflect to Plan* section allows an LEA to evaluate its practices in these areas and incorporate insights gleaned from this evaluation into the needs, goals, and

strategies of the overall plan. Responses in this section should be thoughtful and thorough, ensuring all parts of the prompts have been addressed in full.

Reflect to Plan Prompts in InformTN

Student Group Improvement and Support

Describe how the district is identifying and supporting schools and student groups with the most room for improvement as required under ESSA Title I, Part A § 1112(b)(1)(B) and (C). Include in the response:

1. A description of how the district identifies schools and student groups with the most room for improvement, including the data that is utilized in that process.
2. A description of the supports the district has or will put in place to support schools and student groups with the most room for improvement.

Disciplinary Practices

As required under ESSA Title I, Part A § 1112(b)(2), describe the following:

1. How the district will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.

Well-Rounded Education

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a district will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high-quality materials.

As required under ESSA Title IV, Part A § 4106(d)(1)(A), describe the district's vision of a well-rounded education and how it will ensure all students have access to those courses, activities, and programs. Districts who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

1. A detailed description of the district's vision for a well-rounded education.
2. A description of the courses and opportunities (e.g., enrichment, foreign language, health & wellbeing, early post-secondary) that go beyond core subjects by grade band that support the district's vision.
3. Actions the district will take to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the district's vision.
4. Specific local, state, and federal funding sources (including ESSER and Title IV, Part A program funds), that support the district's efforts.

Safe, Supportive, and Healthy Environments

As required under ESSA Title IV, Part A § 4106(d)(1)(B), describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments in all schools and how the district will meet those needs. Districts who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

1. A detailed description of the district's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the district will implement to meet those needs.

2. Specific local, state, and federal funding sources (including ESSER and Title IV, Part A) the district will utilize to provide safe, supportive, and healthy environments in schools.

Integration and Effective Use of Technology in the Classroom

As required under ESSA Title IV, Part A § 4106(d)(1)(C), describe the level of access that students have to technology as part of the instructional program and how the district ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the district taking to address these challenges? Districts who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

1. A detailed description of the level of access students have to technology across all grade bands.
2. A detailed description of how the district ensures technology is being utilized effectively by students and educators.
3. A detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges.
4. Specific local, state, and federal funding sources (including ESSER and Title IV, Part A) that support the integration and effective use of technology.

Parent and Family Engagement

As required under ESSA Title I, Part A § 1112(b)(7), describe the strategies the district will use to implement effective parent and family engagement under ESEA § 1116, including the barriers that exist to greater engagement by families and how the district is addressing those barriers. How does the district ensure schools are implementing effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the district? Also address activities specifically designed to engage the families of historically underserved student groups (e.g., economically disadvantaged students; black, Hispanic, Native American students; English learners; migratory students; students with disabilities). Include in the response:

1. A description of the barriers that exist to greater engagement by families and how the district is addressing those barriers.
2. The strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the district.
3. A description of the activities specifically designed to engage the families of historically underserved student groups as applicable (e.g., economically disadvantaged students; black, Hispanic, Native American students; English learners; migratory students; students with disabilities).

Professional Learning for Educators

As required under ESSA Title II, Part A § 2102(b), describe how professional development for teachers, principals, and other school leaders will build capacity for high-quality instruction, positively impact student academic achievement, and address the needs of educators in the district to teach all learners. Include in the response:

1. A description of educator and school leader needs regarding professional development and how the district determines those needs.

2. A description of professional development opportunities implemented by the district to meet those needs, including opportunities that address the needs of educators in the district to teach all learners.

Effective Transitions across Grade Bands

As required under ESSA Title I, Part A § 1112(b)(8) and (10), describe how the district facilitates effective student transitions from early childhood to elementary school, elementary to middle school, and middle to high school. What steps is the district taking to address transition challenges and meet the needs of students? Include in the response:

1. A description of the transition challenges faced by the district and how the LEA is addressing those challenges to ensure they meet the needs of all students.
2. A description of transition programs/procedures for (1) early childhood to elementary school, (2) elementary to middle school, and (3) middle to high school.

Effective Transitions from High School to Postsecondary and Career

Describe how the district facilitates effective student transitions from high school to postsecondary and career. What steps is the district taking to address postsecondary transition challenges and meet the needs of students, including those with disabilities? Include in the response:

1. The policies and procedures in place to actively promote planning for students with disabilities to graduate on time.
2. The early warning system in place that adequately identifies any student with a disability who is not on track for successful transition to postsecondary life.
3. The process in place to monitor credit acquisition and intervene at any point needed.
4. The opportunities for students with disabilities to participate in CTE courses and WBL.

Educator Placement

As required under ESSA Title I, Part A § 1112(b)(2), describe how the district is reviewing and analyzing data to identify and address disparities that result in students, particularly low-income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Include in the response:

1. The process in place to review and analyze educator placement.
2. Steps the district takes to address any disparities that result in students, particularly low-income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Integration of CTE and WBL

Describe how the district is supporting programs that coordinate and integrate academic and career and technical education content; these may incorporate work-based learning opportunities, experiential learning opportunities, and/or courses aimed at promoting skills attainment important to in-demand occupations or industries. Include how the district ensures access to these opportunities for students with disabilities.

Include in the response:

1. A detailed description of the district supports, coordination, and integration of integrated academic and career and technical education content.

2. A detailed description of how students with disabilities are ensured access to CTE courses, work-based learning opportunities, and experiential learning opportunities.

English Learners (WIDA ACCESS Data)

Based on the most recent WIDA ACCESS data available, describe the progress and challenges faced by students in your district in obtaining English language proficiency and the alignment of WIDA ACCESS data with state academic data. Include in the response:

1. The systematic problems or challenges interfering with ELs making growth and/or exiting ESL services.
2. If students are showing growth on the WIDA ACCESS, but not on state academic assessments, explain the root cause of the misalignment and the actions that will be taken to address the misalignment.

English Learners (Data Analysis and Benchmarking)

Describe the district’s process for analyzing all available EL data (e.g., state assessment, WIDA ACCESS, benchmarking) to update Individualized Learning Plans (ILPs) and schedule ELs appropriately. Include in the response:

1. A description of the process for including ELs in the benchmarking process.
2. The roles of the team members involved in the process.
3. How and what data drives instructional programming and scheduling.

Prepare to Plan and Reflect to Plan Question Contacts

For questions or assistance on the *Prepare to Plan* or *Reflect to Plan* sections, please contact:

Prompt Name	Contact(s)
Prepare to Plan Prompts	ESEA Divisional Coordinator
Student Group Improvement and Support	Deborah.Thompson@tn.gov Brinn.Obermiller@tn.gov
Well-Rounded Education	Brinn.Obermiller@tn.gov
Disciplinary Practices	Jackie.Jacobson@tn.gov Erin.Christian@tn.gov
Safe, Supportive, and Healthy Environments	Brinn.Obermiller@tn.gov
Integration and Effective Use of Technology in the Classroom	Brinn.Obermiller@tn.gov
Parent and Family Engagement	Vanessa.Waters@tn.gov
Professional Learning for Educators	Danny.Bounds@tn.gov
Effective Transitions across Grade Bands	Vanessa.Waters@tn.gov
Effective Transitions from High School to Postsecondary and Career	Michael.Gately@tn.gov
Educator Placement	Danny.Bounds@tn.gov
Integration of CTE and WBL	Michael.Gately@tn.gov
English Learners (WIDA ACCESS Data)	Hannah.Gribble@tn.gov
English Learners (Benchmarking and Analysis)	Hannah.Gribble@tn.gov