

InformTN – 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 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). This document is intended to assist LEAs in completing the *Reflect to Plan* section and provide additional information regarding the prompts in this section.

Changes for FY23

For FY23, the *Reflect on Plan* section previously located at the end of the LEA plan, is now located toward the beginning of the plan and is called the *Reflect to Plan* section. The prompts in this section contain important information to be considered *before* the LEA plan is crafted, rather than after, to ensure that the needs of all students, educators, special populations, and families are considered and represented throughout the plan.

Additionally, the *Reflect to Plan* prompts have been adjusted to provide more clarification about the information that is needed. Many of the prompts have been broken down into smaller parts to help ensure all aspects are being addressed.

Reflect to Plan Section Tips

Ensuring the appropriate LEA staff and stakeholders are involved in completing the *Reflect to Plan* section is imperative. Collaboration amongst those with insights into the strengths, challenges, and needs of the areas covered in the section will allow LEAs to develop meaningful and robust responses that will make the plan stronger and more comprehensive.

Additionally, to ensure that the *Reflect to Plan* section is 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:

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, including those with disabilities. Include in the response:

- 1. A description of educator and school leader needs in regards to 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, including those with disabilities.*

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, *including* those with disabilities. Similarly, if only the first part of the prompt is answered, but the needs of teachers to teach all learners, including those with disabilities, is not addressed, then revisions will be required.

Reflect to Plan Questions

Student Group Improvement and Support

Describe how the district is identifying and supporting your schools and students groups with the most room for improvement. Include in the response:

1. A description of how the district identifies schools and students 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 students groups with the most room for improvement.

Disciplinary Practices

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.
2. The behavioral supports available for students with disabilities and how the district ensures that discipline procedures and practices do not contribute to discrepancies among subgroups.

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.

Describe the district's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. Include in the response:

1. a description of the district's vision for a well-rounded education.
2. a description of the courses and opportunities (i.e. enrichment, foreign language, health & wellbeing, early post-secondary, etc.) 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), that support the districts efforts.

Safe, Supportive, and Healthy Environments

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. Include in the response:

1. A 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) the district will utilize to provide safe, supportive, and healthy environments in schools.

Integration and Effective Use of Technology in the Classroom

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? (Include possible funding sources to be used to support increased access to technology.) 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) that support the integration and effective use of technology.

Parent and Family Engagement

Describe the barriers that exist to greater engagement by families and how the district is addressing those barriers. What strategies are being used to implement effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the district? As applicable, address activities specifically designed to engage the families of historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities). and how is the district addressing those barriers. 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 (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities).

Professional Learning for Educators

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, including those with disabilities. Include in the response:

1. A description of educator and school leader needs in regards to 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, including those with disabilities.

Effective Transitions across Grade Bands

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, including those with disabilities? Include in the response:

1. A description of transition programs/procedures for early childhood to elementary school, elementary to middle school, and middle to high school.
2. 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 students, including those with disabilities.

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

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 integrate 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, 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 (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.

Reflect to Plan Question Contacts

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

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