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). 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 funding is 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 FY26

For FY26, 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 <u>all parts of the prompt and respond to each prompt in full</u>. 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 <u>needs</u> regarding professional development and <u>how the district determines those needs.</u>*

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

In the LEA response, <u>all</u> 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

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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); 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

<u>Identify Team</u>

Identify all planning team members, <u>including team members' titles.</u> 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.

<u>Stakeholder Involvement</u>

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-round 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 <u>all parts of the prompts have been addressed in full</u>.

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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.

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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 <u>level of access</u> students have to technology <u>across all grade bands</u>.
2. A detailed description of how the district ensures technology is being <u>utilized effectively by students and educators</u>.
3. A detailed description of the <u>challenges</u> in effectively integrating technology into the instructional program <u>and steps being taken to address these challenges</u>.
4. <u>Specific local, state, and federal funding sources (including ESSER and Title IV, Part A)</u> 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 <u>barriers</u> that exist to greater engagement by families and <u>how the district is addressing those barriers</u>.
2. The <u>strategies</u> being used to implement effective family and community engagement activities that are <u>(1) meaningful and (2) aligned with student academic achievement in the district.</u>
3. A description of the activities specifically designed to engage the families of <u>historically underserved student group</u>s 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 <u>needs</u> regarding professional development and <u>how the district determines those needs</u>.
2. A <u>description of professional development opportunities</u> implemented by the district to meet those needs, including opportunities that address the needs of educators in the district to <u>teach all learners.</u>

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

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 <u>policies and procedures</u> in place to <u>actively promote planning for students with disabilities to graduate on time</u>.
2. The <u>early warning system in place</u> that adequately identifies any student with a disability who is not on track for successful transition to postsecondary life.
3. The <u>process</u> in place to <u>monitor credit acquisition and intervene</u> at any point needed.
4. The <u>opportunities for students with disabilities to participate in career and technical education (CTE) courses and work-based learning (WBL)</u>.

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 <u>process</u> in place to <u>review and analyze educator placement.</u>
2. Steps the district takes to <u>address any disparities</u> 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 <u>detailed description of the district supports, coordination, and integration of integrated academic and career and technical education content</u>.
2. A detailed description of <u>how students with disabilities are ensured access to CTE courses, work-based learning opportunities, and experiential learning opportunities.</u>

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English Learner (EL) Data-Based Decision Making for ESL Programming

Based on your district's analysis of recent English Language Proficiency Assessment (ELPA) data, as well as other relevant assessment data (e.g., state assessments, benchmarking, etc.), describe how data-based decisions are made for ELs by answering the following questions:

1. How does your district utilize data to identify specific areas of need for English Learners (ELs) in terms of language proficiency and academic performance?
2. Describe how data are used to monitor the effectiveness of instruction, needed interventions, and support services for ELs.
3. In review of your ESL program, how are transition students performing in terms of academic performance?

Programmatic Adjustments for English as a Second Language (ESL) Instruction Based on Data

Describe the programmatic adjustments your district will make for English Learners (ELs) based on the analysis of EL student data (from question above) by answering the following questions:

1. How are data sources on the Individualized Learning Plans (ILPs) used to inform instructional programming for ELs? How is ILP implementation monitored and adjusted based on student progress?
2. What practices and processes are in place to ensure that instructional programming is tailored to meet the specific language development goals outlined in ILPs, and how are ILPs updated to reflect new data? What systematic steps does the district take to address identified gaps in language development and academic achievement for ELs?
3. How are data sources related to ELs shared among district leaders, instructional teams, schools, and educators across the LEA so that adjustments may be made to student instruction in language and content?

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:

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Integration and Effective Use of Technology in the Classroom	Brinn.Obermiller@tn.gov
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