

History Log

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2018 - LEA Plan - Rev 0**

Date	User	Status (S) / Comment (C)	S/ C
4/12/2018 3:37:14 PM	Barry Amacker	Status changed to 'LEA Superintendent Approved'.	S
4/12/2018 3:37:14 PM	Barry Amacker	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
4/12/2018 3:22:08 PM	Quentin Ransburg	Status changed to 'MDE Consolidated Director Approved'.	S
4/12/2018 3:00:05 PM	Judy Nelson	Status changed to 'MDE Consolidated Supervisor Approved'.	S
4/12/2018 1:51:11 PM	Gwen King	Status changed to 'MDE Consolidated District Contact Approved'.	S
4/12/2018 1:49:16 PM		Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action	

	Elke Adams	of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
4/12/2018 1:49:16 PM	Elke Adams	Status changed to 'LEA Plan Reviewer Approved'.	S
4/12/2018 1:45:25 PM	Susan Benson	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
4/12/2018 1:45:25 PM	Susan Benson	Status changed to 'Draft Completed'.	S
4/12/2018 1:39:08 PM	Judy Nelson	Status changed to 'MDE Consolidated District Contact Returned Not Approved'.	S
4/12/2018 1:39:05 PM	Judy Nelson	Status changed to 'MDE Consolidated Supervisor Returned Not Approved'.	S
4/9/2018 2:29:57 PM	Gwen King	Status changed to 'MDE Consolidated District Contact Approved'.	S
4/9/2018 12:52:39		Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education	

PM	Susan Benson	agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
4/9/2018 12:52:39 PM	Susan Benson	Status changed to 'LEA Plan Reviewer Approved'.	S
4/9/2018 12:48:12 PM	Elke Adams	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
4/9/2018 12:48:12 PM	Elke Adams	Status changed to 'Draft Completed'.	S
4/9/2018 10:54:16 AM	Judy Nelson	Status changed to 'MDE Consolidated District Contact Returned Not Approved'.	S
4/9/2018 10:54:12 AM	Judy Nelson	Status changed to 'MDE Consolidated Supervisor Returned Not Approved'.	S
3/6/2018 8:54:15 AM	Gwen King	Status changed to 'MDE Consolidated District Contact Approved'.	S
2/28/2018 9:21:53 AM		Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education	

	Susan Benson	agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
2/28/2018 9:21:53 AM	Susan Benson	Status changed to 'LEA Plan Reviewer Approved'.	S
2/28/2018 9:18:22 AM	Elke Adams	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
2/28/2018 9:18:22 AM	Elke Adams	Status changed to 'Draft Completed'.	S
2/21/2018 10:19:13 AM	Gwen King	Status changed to 'MDE Consolidated District Contact Returned Not Approved'.	S
2/15/2018 2:01:50 PM	Elke Adams	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
2/15/2018 2:01:50	Elke Adams	Status changed to 'LEA Plan Reviewer Approved'.	S

PM			
2/15/2018 1:59:01 PM	Susan Benson	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
2/15/2018 1:59:01 PM	Susan Benson	Status changed to 'Draft Completed'.	S
2/7/2018 10:27:42 AM	Gwen King	Status changed to 'MDE Consolidated District Contact Returned Not Approved'.	S
2/6/2018 11:19:06 AM	Elke Adams	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
2/6/2018 11:19:05 AM	Elke Adams	Status changed to 'LEA Plan Reviewer Approved'.	S
2/6/2018 11:17:46 AM	Susan Benson	Status changed to 'Draft Completed'.	S
2/6/2018		Agreed to "By submitting this automated plan, the local education agency representatives	

11:17:46 AM	Susan Benson	assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
2/6/2018 11:15:23 AM	Susan Benson	Status changed to 'LEA Plan Reviewer Returned Not Approved'.	S
2/1/2018 11:01:37 AM	Susan Benson	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
2/1/2018 11:01:37 AM	Susan Benson	Status changed to 'Draft Completed'.	S
1/12/2018 10:35:20 AM	Gwen King	Status changed to 'MDE Consolidated District Contact Returned Not Approved'.	S
1/12/2018 10:35:16 AM		Good morning, I am returning your application due to the fact there are still several areas that were not corrected. I am listing them below. Please let me know if you need guidance on how to correct these issues. I would be glad to have a phone conference or a zoom meeting. Thank you!	
		<b>LEA Plan</b>	

-Â Â Â Â Â Â Â Â You still have several places in the plan where vendorâ€™s names are mentioned.

**Dimension 2: Curriculum and Instruction**

-Â Â Â Â Â Â Â Â The information you supplied is not evidence based resources.Â You must show the evidence based resource bank, the level of effectiveness (strong, moderate, or promising), demographics similar to Jackson County, and the practice/strategy to be implemented.Â Please refer to the link for more information. (<http://www.mde.k12.ms.us/OFP/title-ii>)

**Dimension 3: Professional Development**

-Â Â Â Â Â Â Â Â The information you supplied is not evidence based resources.Â You must show the evidence based resource bank, the level of effectiveness (strong, moderate, or promising), demographics similar to Jackson County, and the practice/strategy to be implemented.Â Please refer to the link for more information. (<http://www.mde.k12.ms.us/OFP/title-ii>)

Gwen King

C

**Dimension 4: Parent and Family Engagement**

-Â Â Â Â Â Â Â Â The information you supplied is not evidence based resources.Â You must show the evidence based resource bank, the level of effectiveness (strong, moderate, or promising), demographics similar to Jackson County, and the practice/strategy to be implemented.Â Please refer to the link for more information. (<http://www.mde.k12.ms.us/OFP/title-ii>)

**Dimension 5: School Context and Organization**

-Â Â Â Â Â Â Â Â Class size reduction must always be 17:1.Â You must show evidence that you are using the 17:1 ratio in your district.Â Please provide how many classes are using the 17:1 ratio and give the number of students in each classroom.

**LEA Plan Overview**

		<p>-Â Â Â Â Â Â Â Â Benchmark Indicator should be measurableÂ (e.g. 10% increase in growth and proficiency in ELA and Math on state assessments)</p> <p>-Â Â Â Â Â Â Â Â Estimated Completion Date is <b>2016</b>.Â The date should be current.</p> <p>-Â Â Â Â Â Â Â Â Person Responsible should be a personâ€™s <b>title</b>, not the personâ€™s <b>name</b>.</p> <p>-Â Â Â Â Â Â Â Â You should have notes in each section box describing what the funds are used for.</p>
<p>1/10/2018 2:08:52 PM</p>	<p>Susan Benson</p>	<p>Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."</p> <p style="text-align: right;">C</p>
<p>1/10/2018 2:08:52 PM</p>	<p>Susan Benson</p>	<p>Status changed to 'LEA Plan Reviewer Approved'.</p> <p style="text-align: right;">S</p>
<p>1/9/2018 3:53:41 PM</p>	<p>Elke Adams</p>	<p>Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."</p> <p style="text-align: right;">C</p>
<p>1/9/2018</p>		

3:53:41 PM	Elke Adams	Status changed to 'Draft Completed'. S
12/18/2017 1:21:58 PM	Gwen King	Status changed to 'MDE Consolidated District Contact Returned Not Approved'. S
12/18/2017 1:21:45 PM		<p>Good afternoon, Your LEA Plan has been returned not approved. Please see the comments below concerning the revisions the plan needs. Thank you.</p> <p><b>LEA Plan</b></p> <p>Vendors names cannot be mentioned in your application unless the district currently has a three year contract with that vendor. I-Ready is mentioned several times throughout the plan.</p> <p><b>Accountability Data- What the factors that contributed to your accountability designation?</b></p> <p>Please list the factors that make the schools successful.</p> <p><b>College and Career Readiness</b> Describe how the LEA will implement strategies to transition students from home to elementary school, elementary school to middle grades, middle grades to high school, and high school to postsecondary education.</p> <p>More details need to be given of how students will transition from grades. Are their open houses offered? Do you offer school visitations? What do you do to help kids with transitioning to the workforce? How to you ensure your students are prepared for college?</p> <p><b>School Climate and Culture</b> What discipline issues if any impact student achievement/growth?</p>

-&#x2013; You state &#x201c;our discipline rates are very low compared and are not disproportionate in our groupings&#x201d;. What are you comparing the rates to?

**School Climate and Culture** What safeguards does the LEA have in place to ensure that excessive discipline does not negatively impact achievement?

-&#x2013; How do you ensure limited interruptions to instructional time?

**Dimension 1: Student Achievement** What actions will the LEA take to provided effective, timely, additional assistance to these students?

-&#x2013; Details were not given as to what actions are given for assistance.

**Dimension 2: Curriculum and Instruction**

-&#x2013; You mention highly qualified teachers in this section. Highly qualified should be changed to highly effective.

-&#x2013; You mention M-Star. M-Star is no longer used and should be replaced with Mississippi Educators and Administrators Professional Growth System.

-&#x2013; The information you supplied is not evidence based resources. You must show the evidence based resource bank, the level of effectiveness (strong, moderate, or promising), demographics similar to Jackson County, and the practice/strategy to be implemented. Please refer to the link for more information. (<http://www.mde.k12.ms.us/OFP/title-ii>)

Gwen King

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**Dimension 3: Professional Development**

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		is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	
12/14/2017 3:54:08 PM	Susan Benson	Status changed to 'LEA Plan Reviewer Returned Not Approved'.	S
12/13/2017 3:33:01 PM	Susan Benson	The Jackson County School District will use Title IV funds in the high schools to increase our graduation rates along with college and career readiness. We will divide the money on a per pupil basis for each high school to use to help students pay for AP assessments, ACT trainings, dual credit, and dual enrollment. We have many children who take AP course, but who cannot afford to take the AP assessments. We also have students who would participate in dual enrollment and dual credit opportunities, but when there is a fee they cannot participate. We would also like to provide ACT training for students.	C
12/12/2017 11:00:28 AM	Elke Adams	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
12/12/2017 11:00:28 AM	Elke Adams	Status changed to 'Draft Completed'.	S
8/14/2017 1:31:26 PM	Gwen King	Status changed to 'MDE Consolidated District Contact Returned Not Approved'.	S
6/26/2017 3:56:16 PM	Susan Benson	Status changed to 'LEA Plan Reviewer Approved'.	S
6/26/2017		Agreed to "By submitting this automated plan, the local education agency representatives	

3:56:16 PM	Susan Benson	assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
6/26/2017 3:07:11 PM	Elke Adams	Status changed to 'Draft Completed'.	S
6/26/2017 3:07:11 PM	Elke Adams	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
6/26/2017 3:06:58 PM	Elke Adams	Status changed to 'Draft Started'.	S
6/26/2017 3:00:16 PM	MCAPS Administrator	Status changed to 'Not Started'.	S

LEA Planning Team

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2018 - LEA Plan - Rev 0**

**Please identify all planning team members, including title.**

Becky White, Principal  
Monique Farrington, Principal  
Karen Glass, Principal  
Kathy Duvall, Teacher  
Cassandra Luzana, Teacher  
Chalandra Bullard, Teacher  
M. Muir, Teacher  
K. Nicholson  
H. Leteer, Parent  
Mary Tanner, Assistant Superintendent  
Dr. Van Winkle, Assistant Superintendent  
Todd Knight, Assistant Superintendent  
Stewart Hurley, SPED Director  
Lark Christian, Food Service Director  
David Besacon, Technology Director  
Kimberly Williams, Testing Director  
Laura McCool, HR Director  
Penny Westfaul, Curriculum Director  
Crystal Savoy, Transportation Director  
Melvin Holder, Maintenance Worker  
Matt Walters, Athletic Director  
Dr. Susan Benson, Assistant Superintendent  
Dr. Barry Amacker, Superintendent  
Stu White, Business Officer  
Elke Adams, Bookkeeper

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2018 - LEA Plan - Rev 0**

**Student Demographics (Enrollment) (Totals for All Schools)**

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2015-16	9278	4437	4841	340	1054	273	31	7449	117	5385	1005	174	2	18	0
2016-17	9278	4437	4841	340	1054	273	31	7449	117	5385	1005	174	2	18	0

**District Data**

Year	Student ADA	# of Teacher PD Absences
2015-16	8740.7	4458.3
2016-17	8740.7	4458.3

**District Characteristics (ie. census, poverty, rural status, businesses/industries, natural disasters)**

Jackson County School District is the second largest district in the southern counties of MS. We have a blended district where much of it is rural and one attendance center with a suburban classification. We have a strong economy in the area with many industry plants and small businesses. We employ around 1400-1500 people with over 600 teachers. Our student attendance rate was 94.6% for the school year.

We are an A-rated district. We have 3 high schools, 3 middle schools, and 8 elementary schools serving three attendance centers along with 1 career and technical center. Based on the average daily attendance, the student-teacher ratio in the district is approximately 15.6:1. We have seven A-rated schools and five B-rated schools. Our high school graduation rate is 88.1% and we have a low dropout rate of 8.3%. Three JCSD teachers were chosen to serve on the MDE's MS Teacher Council, a pilot program created for educators to provide feedback on legislation related to education at the state level.

We have a diverse school district with a slight decrease in our ELL population. We have students with the following demographic enrollment: Asian, African American, Hispanic, Native American, Pacific Islander, Caucasian, and multi-racial. We have a steady poverty rate of that ranges from 51-59% during the school year.

Our MKAS2 scores increased from 92.11% to 95%.

**Community Characteristics (ie. census, poverty, rural status, businesses/industries, natural disasters)**

The Jackson County School District has students from high poverty families, non-English speaking families as well as students from affluent families. Our area has numerous businesses that pay high wages such as Chevron, Ingalls, Off-Shore jobs, Singing River Power, Singing River Hospital, MS Power, MS Gulf Coast Community College, local hotels and restaurants, and the Jackson County School District. Most people in our area have jobs. Our poverty rates differ by attendance centers. One elementary school ranks over 60% poverty while others rank in the 40-50% range. Our schools score well and our students perform well. We received a 1.2 million grant from Chevron for the first Fab Lab in MS. This lab will enhance learning and focuses on STEM areas as well as creativity.

We are in an area that is prone to hurricanes and tropical storms. Some areas are still recovering from Hurricane Katrina.

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2018 - LEA Plan - Rev 0**

**Please use most recent year of data**

**School Accountability Designation - Indicate the number of schools for each accountability designation**

Year	Comprehensive Support and Improvement	Targeted Support and Improvement
2015-16	0	0
2016-17	0	0

**Accountability Designation - What are the factors that contributed to your accountability designation? (Such as proficiency, growth, gap analysis, teacher attendance, student attendance, subgroup performance, etc.)**

In the 16-17 school year the district scored an A rating, with St. Martin North Elementary, St. Martin East Elementary, Vancleave Lower Elementary, Vancleave Middle School, Vancleave High School, East Central Middle School, East Central High School were rated A schools. All other schools were rated B. Our students have a 94.32% attendance rate and our teacher attendance rate is 96.02%. The MKAS2 3rd Grade Reading scores were rated 92% pass rate.

Jackson County School District Accountability proficiency and student academic growth levels were positively impacted by the following factors:

- Online and teacher-led, evidence-based programs
- Targeted professional development
- Tutoring for ELL students

**LEA Accountability Designation**

Year	4 Year Graduation Rate	Letter Grade
2015-16	88.6	B

**Accountability Designation - What are the factors that contributed to your accountability designation? (Such as proficiency, growth, gap analysis, teacher attendance, student attendance, subgroup performance, etc.)**

The JCTC is a very large district with almost 10,000 students. Administrators work very hard to ensure everyone is on the same page and doing the same thing according to our policies and state adopted curriculum. In 15-16 we purchased a program that helps measure progress our students are making, thus measuring growth and providing tutorial programs via Chromebooks or other computers. This program gauges where we are and where we are going. We monitor the use of the program to ensure fidelity and ensure all schools are held accountable for using the program. It also has a predictor or our state rating based on our students growth and achievement. The program is credited with much of our success in grades K-8.

Our high schools are strong and offer many opportunities for students to be involved in various activities. We have a high graduation rate due to the connections students have with their class sponsors, coaches, and teachers. Our teacher attendance was 96.64% for the school year, which is high. We have strong staff who make a difference in the lives of our students.

Our district succeeds in every area. We have the MS Parent of the Year, Angel Barns, from our district. The MASA MS Superintendent of the Year is our superintendent,. He has written numerous books and we have continuous professional development for our administrators and staff. We have a vision team that helps guide our goals and identifies needs of our district.

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N/A If high school is not served

**College and Career Readiness 11th Grade ACT Scores (All Schools)**

Year	Composite	English	Math	Reading	Science
2015-16					
2016-17					

**ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

**Student Promotion Data (% Promoted) (All Schools)**

Year	K	1	2	3	4	5	6	7	8
2015-16	0.97	0.93	0.97	0.98	0.98	0.98	0.97	0.98	0.97
2016-17	0.97	0.93	0.97	0.98	0.98	0.97	0.98	0.97	0.97

**Student Promotion - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

Again our program is credited with providing individualized computerized tutoring for students and information for teachers and administrators. In addition, we provide tutors through federal programs and through the district to ensure each child receives exactly what s/he needs. The software program also is our district assessment, which provides us with data to

determine our direction and decisions for the schools and district.

**Describe how the LEA will implement strategies to transition students from home to elementary school, elementary school to middle grades, middle grades to high school, and high school to postsecondary education. Describe the work-based opportunities available to students in the LEA.**

We held steady at a high rate for all grades yet we decreased from 98% to 97% in fifth and seventh grades. We increased in the sixth grade from 97% to 98%. Again these are high rates for our district and we are pleased with these rates. Students do mature at different rates and we have a high mobility rate due to the military base in our area. We are pleased with these rates and feel justified and that it is in the best interest of the children who are retained.

In addition, we have identified a few gaps in our curriculum from one grade to the next, which is being addressed by our curriculum director, principals, and teachers.

Each lower elementary school hosts a Kindergarten preview day for entering Kindergarten students. Partnerships have been formed with local day-care organizations, preschools, and Head Start facilities to promote this event. Additionally, each school hosts an open house at the onset of each school year, which encourages parental involvement and offers transitioning support to students in all schools. Further, field experiences are provided for all students in transitioning grades in the spring prior to moving up to the new school. Career days are offered to students to raise awareness of career options available locally to them.

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**Out-of-School Suspensions (All Schools)**

	2015-16		2016-17	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	767		849	
IEP	175	0.23	250	0.29
EL	2	2.5999999999999999E-3	14	1.6500000000000001E-2
Asian	3	3.8999999999999998E-3	4	4.7000000000000002E-3
BLK/AA	173	0.23	258	0.3
His/Lat	12	1.5599999999999999E-2	26	3.0599999999999999E-2
NAM	1	1.2999999999999999E-3	0	0
White	577	0.75	540	0.64

What discipline issues if any impact student achievement/growth?

We have a very large district of almost 10,000 students. The past two years we have seen an increase in the number of younger students referred for serious offenses (drugs, aggressive behaviors, bullying, etc.). To address the increase in discipline issues, professional development opportunities were presented to all teachers. Our district has a positive behavior intervention program where students are praised for good behavior and re-directed when behaviors are inappropriate. This starts on the first day of school in all of our schools. Training for teachers is also provided and includes classroom management training, crisis prevention training, and other district and school-sponsored speakers and workshops. In the 16-17 school year, a behavior modification class was implemented; however, due to its lack of overall effectiveness, it was discontinued in the 17-18 school year.

What safeguards does the LEA have in place to ensure that excessive discipline does not negatively impact academic achievement?

All of our schools have strong PBIS programs and plans in place with positive behavior personnel, which are provided to prevent excessive disciplinary problems. In addition teachers have access to crisis prevention and other training opportunities that promotes the prevention of negative behaviors. When excessive discipline occurs, measures are in place to minimize the negative impact on student achievement. These include risk assessments, behavior intervention plans, functional behavioral assessment, a homebound program, school-based alternative instructional settings, and online instructional programs that can be accessed from any computer.

Summarize other factors impacting climate and culture. (optional)

The Jackson County School District has a motto, which is: Raising the Standard. In our district, we are striving to improve on all student achievement and teacher achievement data. We compete in student and teacher attendance rates as well as achievement scores. We have three attendance centers that are very competitive. All of the schools want to be the best at everything they do. We reward those with the best in student and teacher attendance each month through recognition at school board meetings, a certificate, postings on the website, and praise at administrative meetings.

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**In addition to state assessments, how will student progress be monitored?**

We currently use a software programs to assess our students academic and behavior progress. This is a software program that progress monitors student absences and academic progress with district assessments. We also use another program that links all scores, discipline, and attendance information to view as a school or district. We can easily see who is missing school the most, who is being referred for discipline issues with the highest to lowest for students, and grades for each of our students and teachers' classroom achievement and improvement.

These types of software have proven success and is very promising for success in the Jackson County School District. The evidence is clear and show effectiveness for these programs, which inform teachers and administrators to find what is effective and what needs improving in the classroom. According to Curriculum Associates, the use of technology is not new and can have a positive impact on tracking achievement. Adaptive assessments are frequently chosen for their high precision and efficiency, allowing educators to pinpoint student needs more accurately and in less time than with traditional fixed-form assessments. By dynamically selecting test items based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items and can adapt to students with low and high ability to get a better assessment of student performance. The Jackson County School District proposes using software specifically focused on reading/language arts and mathematics.

For example, if a student is able to correctly solve a two-digit multiplication problem that requires re-grouping, then there is no need to assess that student on single-digit addition, a skill that is necessary to solve the initial multiplication problem. Yet, with a fixed-form test, multiple test items would be required to gain this same information! Because software that is diagnostic by design already knows the student has a very high probability of answering questions aligned to these standards correctly, it tries to gain more information about the student's ability level by providing questions that will offer more information about the student.

The software proposed makes measuring student growth easy, because of its use of a vertical scale for scoring. Think of it like a growth chart seen at a pediatrician's office—every child can be measured on one char and uses a vertical scale to measure which skills a student has gained from one point in time to the next, on a chart of skills that spans kindergarten through 12th grade. Educators can thereby measure student growth on a consistent scale throughout a student's entire career. Because diagnostic software is built

on the MS College and Career Readiness Standards it can chart achievement on achievement at each grade level. The Jackson County School District will focus the efforts of this software on grades K-8. Title will only pay for software in grades K-5, as these are the focus of federal funding.

Upon completion of the adaptive diagnostic software, multiple types of scores are reported by the software to enable a well-rounded view of each student's proficiency levels:

- Scale Scores— a common language across grades and schools. Scale scores put everything on a single continuum so that educators can compare across grade levels. They provide a metric, which indicates that a student has mastered skills up to a certain point and still needs to work on skills that come after that point
- Placement Levels— the practical day-to-day language that helps teachers determine what grade level of skills to focus on with a particular student. Placement levels indicate where students should be receiving instruction
- Norm Scores— identify how students are performing relative to their peers nationwide. Based on a nationally representative sample of students taking the software diagnostic, they specify a student's ranking compared to students in the same grade. For example, if a student's percentile rank is 90%, this means the student scored better than or equal to 90% of her national peers from the same grade level
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**How will the LEA use progress monitoring results to identify struggling students? What actions will the LEA take to provide effective, timely, additional assistance to these students?**

We use a software program to assess our students. This is a software program that progress monitors student progress. We also use a data warehousing program that links all scores, discipline, and attendance information. We can easily see who is missing school, who is being referred for discipline issues, and grades for each of our students. After identifying these students, they are given extra support utilizing the MTSS model. This model designates requirements for effective programs and timelines for assistance.

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**How will the analyses of student achievement data guide district staff in determining professional development activities?**

We currently a software program to assess our students. This is a software program that progress monitors student progress. We also use School Status that links all scores, discipline, and attendance information. We can easily see who is missing school, who is being referred for discipline issues, and grades for each of our students.

In addition, we have teachers to complete surveys that discuss programs we are using and if they see it as successful or not. Our curriculum director also polls teachers to determine their needs. Training is provided according to their needs and needs identified through our district/school data.

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2018 - LEA Plan - Rev 0**

**Teacher Retention Trends**

Year	0 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2015-16	115	91.3	174	90.8	133	89.5	622	91.3
2016-17	99	93.9	185	92.4	208	95.7	137	87.6

**Highly Effective Teachers** – Describe how you recruit, retain and evaluate teachers.

We have a large pool of teacher applicants who are highly effective. We advertise on our district website and with MDE. We are close to the AL state line and receive many experienced and effective teachers and administrators who have retired from their system. We also have a wonderful area with low crime where people enjoy relocating to live and work, which is close to local beaches and parks. We have a 90.0% retention rate. Most of those who left our district retired or relocated.

We retain our teachers through the amazing teaming culture that we have. Those who have left our district usually end up wanting to return.

We are continuing to use the state evaluation for teachers. Our principals have electronic tablets and the process is very effective and efficient. We work to train our teachers in any area of deficiency. In addition, we look at the growth each teacher's students make.

**Highly Effective Teachers** – Describe how the requirements of Section 1119 qualifications for teachers and paraprofessionals are met.

The federal programs office and human resource offices work closely together to ensure all of our teachers and paraprofessionals are highly effective. We will not accept any application unless they have met the requirements as a

teacher or paraprofessional. If someone applies and they do not have the proper credentials, we do not send their application to principals who are seeking to fill vacancies. These qualifications must be attached to the application prior to the individual being recommended for the job. This procedure has ensured that we only have highly qualified teachers and paraprofessionals.

**Describe how the LEA uses its curriculum and staff to provide accelerated, high quality instruction.**

We have focus groups and a curriculum committee that focuses on what is needed to ensure our teachers have all of the tools they need to be successful in the classroom. We use a variety of tools that teachers can use to ensure students are making progress. We monitor our students for progress and intervene when a student does not meet expectations. We use diagnostic software to find deficits and instructional specialist and consultants to help new or struggling teachers to be successful.

**Identify current evidence-based supplemental instructional resources and describe their use and impact on student achievement in your LEA.**

We currently use evidence based software programs that provide diagnostics, intervention, and problem solving skills along with other helpful resources. In addition, we use software to help EL's learn English, which is an evidence-based ELL online instruction program. See this link for research matching our district demographics and population and evidence based information.

[http://ildc.cdn.imaginelearning.com/Company/US/MA/Imagine\\_Learning\\_Evidence\\_of\\_Effectiveness.pdf](http://ildc.cdn.imaginelearning.com/Company/US/MA/Imagine_Learning_Evidence_of_Effectiveness.pdf)

Our software currently meet the USDOE criteria as evidence-based interventions that are under evaluation, which is one of the standards outlined in the USDOE guidance that constitutes the appropriate use of Title I funding. Both programs are considered as under evaluation because the multi-year efficacy research study is still ongoing. However, a correlational study was recently completed and published revealing a strong predictive correlation with the Mississippi Academic Assessment Program (MAAP) ELA and Mathematics assessments. A recent linking study was conducted showing strong correlations between the software diagnostic assessment and MAAP results.

The research shows promising results. Adaptive assessments are frequently chosen for their high precision and efficiency, allowing educators to pinpoint student needs more accurately and in less time than with traditional fixed-form assessments. By dynamically selecting test items based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items and can adapt to students with low and high

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For example, if a student is able to correctly solve a two-digit multiplication problem that requires re-grouping, then there is no need to assess that student on single-digit addition, a skill that is necessary to solve the initial multiplication problem. Yet, with a fixed-form test, multiple test items would be required to gain this same information! Because software that is diagnostic by design already knows the student has a very high probability of answering questions aligned to these standards correctly, it tries to gain more information about the student's ability level by providing questions that will offer more information about the student.

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**Describe the district's instructional plan and how the plan is based on evidence-based practices and strengthens the core academic program of the school.**

The Jackson County School District curriculum aligns with current academic standards required and adopted by the Mississippi Department of Education. These standards are available to all teachers in each school. Curriculum pacing guides are teacher-developed and are also aligned to the Mississippi College and Career Readiness Standards (MCCRS). Instructional resources are chosen based on scientific/evidence-based research and are aligned to the MCCRS or subject area frameworks. Common diagnostic and standards-mastery assessments are given to each student. Data from these assessments is used to inform classroom instruction. Additionally, a comprehensive and thorough Multi-Tiered System of Support (MTSS) is in place to support students who need academic intervention. Teachers are evaluated annually based on Mississippi Educator's and Administrators Professional Growth System (MEAPGS) requirements. Those who need support are offered training in the area(s) of deficiency.

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References supporting the effectiveness of technology and software to support academic achievement and improvement of instruction include the following:

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Gulek, C. (2003, Winter). Preparing for high-stakes testing. Theory into Practice, 42 (1), 42–50

**Will federal funds be used to extend learning time? If yes, please explain.**

Schools provided tutoring before, during, and after school. The decision of when to perform tutoring is based on the school schedule.

**Describe how teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in each school.**

All teachers are encouraged to participate in our district survey. They are also represented on our school's vision team and district strategic planning team/vision team. They often make recommendations and suggestions via email. Our District supports open communication via any method (email, calls, texts, surveys, school and district level teams, etc.).

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2018 - LEA Plan - Rev 0**

**Professional Development Planning**

Identified Priority Needs	Data Sources
Increase Student Achievement	State Assessments, District Discipline Results
Positive Educational Experience	District Comprehensive Needs Assessment Surveys
Effectkve Leadership	School Ratings by the State, Awards
Sound Financial Management	Clean audits

**Describe how your professional development plan aligns to the learning forward standards - (learningforward.org).**

The JCSD Professional Development Committee convenes and reviews multiple sources of data to determine the goals that should be included in the JCSD Professional Development Plan. This plan adheres to the Standards of Professional Learning as directed by MDE, and will align with JCSD goals. Data sources that are consulted include student attendance, student achievement, student discipline, and professional development-related survey results from JCSD teachers and administrators. As a result of the 2016-2017 Needs Assessment data analysis, the focus of 2017-2018 professional development should be Reading Language Arts (across the curriculum), Google Classroom/Google Documents, technology integration, subject-area strategies, behavior interventions, and classroom management.

All educators participate in

Learning Communities	professional learning communities that align collaborative work with school improvement goals and focus on continuous improvement.	<p><b>Describe how activities will be based on a review of evidence-based research and why the activities are expected to improve student outcomes.</b></p> <p>The primary objective in our plan is to create a more consistent, systemic approach for all JCSD school-level Professional Learning Communities. The focus of the PLC's will be to collaboratively review student formative data and use that data to drive instructional decisions. Each PLC will operate under a continuous improvement cycle design where planning, implementing, and sustaining is repeated throughout the school year, as necessary. This model is evidence-based and has been proven to yield improvement in student outcomes.</p> <p>Focus will be on effective implementation of Curriculum Associates programs and products.</p> <p>i-Ready and Ready currently meet the USDOE criteria as evidence-based interventions that are under evaluation, which is one of the standards outlined in the USDOE guidance that constitutes the appropriate use of Title I funding. Both programs are considered as under evaluation because the multi-year efficacy research study is still ongoing. However, a correlational study was recently completed and published revealing a strong predictive correlation with the Mississippi Academic Assessment Program (MAAP) ELA and Mathematics assessments. A recent linking study was conducted showing strong correlations between the I-Ready Diagnostic Assessment and MAAP results.</p>
Leadership	Teachers serve in a variety of leadership roles.	
Resources	School schedule allows for professional learning time during the school day.	
Data	Teachers/ teams analyze student data to make decisions about student progress and ongoing adjustments needed to increase student learning.	
<p><b>Describe the activities and how they are aligned with challenging state standards and how the activities will have substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.</b></p> <p>The primary objective in our plan is to create a more consistent, systemic approach for our school Professional Learning Communities. Teachers and administrators will receive training on the PLC model and will be held accountable through reporting requirements. In addition, a consultant, who is an expert in establishing PLCs, will provide training and coaching to our administrators and teachers to support the implementation of the new PLC model. The focus of the PLC's will be to collaboratively review student formative data and use that data to drive instructional decisions. Data used will be both</p>		<p><b>Describe the activities and how they are aligned with challenging state standards and how the activities will have substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.</b></p> <p>The primary objective in our plan is to create a more consistent, systemic approach for our school Professional Learning Communities. Teachers and administrators will receive training on the PLC model and will be held accountable through reporting requirements. In addition, a consultant, who is an expert in establishing PLCs, will provide training and coaching to our administrators and teachers to support the implementation of the new PLC model. The focus of the PLC's will be to collaboratively review student formative data and use that data to drive instructional decisions. Data used will be both</p>

class-wide and individualized to meet the needs of all students, regardless of socioeconomic or minority status.

Curriculum Associates products are designed for formative data to inform instruction. PLCs will utilize I-Ready formative data to plan meaningful lessons that are differentiated and rigorous. The data provides measurement for lesson effectiveness that will be revisited during each PLC meeting.

-Ready and Ready currently meet the USDOE criteria as evidence-based interventions that are under evaluation, which is one of the standards outlined in the USDOE guidance that constitutes the appropriate use of Title I funding. Both programs are considered as under evaluation because the multi-year efficacy research study is still ongoing. However, a correlational study was recently completed and published revealing a strong predictive correlation with the Mississippi Academic Assessment Program (MAAP) ELA and Mathematics assessments. A recent linking study was conducted showing strong correlations between the I-Ready Diagnostic Assessment and MAAP results.

#### **How will the LEA evaluate the improvement of its instructional leadership practices?**

Through consultant coaching and reporting requirements, the LEA will be able to determine effectiveness of instructional leadership practices. Additionally, student performance data, both formative and summative, will be reviewed and analyzed to evaluate the improvement of student outcomes in relation to leadership efforts. Further, the MEAPGS will be used to monitor teacher effectiveness and evaluate the improvement of instructional leadership practices.

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**Parent and Family Engagement**

Identified Priority Needs	Data Sources
Actively involve families and stakeholders	CNA Stakeholder Survey, family learning nights

**Describe the strengths and challenges around family, parental and community engagement.**

We have many strengths in our families, parents, and community due to their involvement in the school setting. Most parents have a high regard for education and want their children to be college or career ready when they leave our system. In addition, our community culture honors an education and most businesses that pay well within our community requires the applicant to have a high school degree and be drug-free. Our parents support this concept in our school district as well. This past year, we had the following results from our parent, community, student, and staff survey.

**Results from Stakeholder Survey taken in Feb. 2017**

The following reflects the distribution of responses:

4371 total responses were given from:

- 2448 Students
- 1078 Parents
- 37 Community Members
- 760 Employees

Results are posted on our website.

District Data – Federal Programs CNA Stakeholder Survey from parents.

CNA Stakeholder Survey provides a summary of JCSD perceptions of our strengths and challenges. Here are a few of the highlights:

94.4% (which increased from 91.6% last year) viewed teachers in the school/district as highly qualified and effective. (STRENGTH)

90.2%, (which is down from 92.3% last year) either viewed tutoring as effective or it did not apply. (CHALLENGE)

70.3% (which is down from 78.1% from last year) either viewed nurses as important in meeting our attendance and achievement goals or it did not apply. (This is an area we discussed at length in our planning meeting.) School stakeholders see nurses as very important, yet our stakeholders do not. This is something where we may need additional information. (CHALLENGE)

89% (which is down from 92.1% last year) viewed CSR teachers as effective in increasing achievement or it did not apply. However, we are not allowed to continue to fill this overwhelming need with Title II funding. (CHALLENGE)

79% (which is down from 86.1% last year) viewed federal funds are being effectively used at their school or it did not apply. Not all of our schools receive Title I funds. (CHALLENGE)

93.9% (which is an increase from 92% last year) view instructional strategies and activities helping students achieve and learn. (STRENGTH)

95.5% (which is an increase from 91% last year) view teachers as holding high expectations. (STRENGTH)

87.6% (which is a minor decrease from 89.1% from last year) view teachers as available to help students with assignments. (CHALLENGE)

### **Curriculum and Instruction**

83.9 (which is a little less than 88.3% last year) believe the educational program offered in our district is of high quality.

(CHALLENGE)

### **Family and Community**

92.3% (which is an increase from 84.1 % from last year) of our family and community members are satisfied with the way students are treated by teachers, administrators, and counselors. (STRENGTH)

### **How do you analyze and communicate assessment results to stakeholders?**

We analyze and communicate assessment results to stakeholders through our principals, website, our JCSD app for smartphones and tablets, flyers to parents, and brochures. We also communicate through the newspaper, board meetings, and award ceremonies.

### **Describe the evidence-based strategy that will be used to implement effective parent and family engagement**

Principals will select their specific parent events, such as math night, homework help, and reading guidance. We also ask that parents allow their children to utilize computer-based tutoring from home or the library during school breaks and during the school year via their computer. Students have their own login and their tutoring is individualized to their specific needs. Our computer-based learning program is evidence-based, (See Dimension 3 for evidence-based details.) and has proven to be very effective as our result from using it was to move from a B to an A rating. In addition, it aids in the identification of our lowest 25% so we can provide them with more direct-based instruction to accomplish and meet all required standards for their grade.

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**Pupil/Teacher Ratios (Enter response in the format x : y or 25 : 1 for example)**

Year	K	1	2	3	4	5	6	7	8
2015-16	23:1	24:1	24:1	25:1	21:1	22:1	23:1	20:1	18:1
2016-17	23:1	23:1	23:1	23:1	21:1	23:1	23:1	23:1	23:1

**Stakeholder Decision Making**

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input type="checkbox"/> Yes <input type="checkbox"/> No	We have vision teams at each school and district
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	<input type="checkbox"/> Yes <input type="checkbox"/> No	We have a curriculum committee of teachers
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Everyone has a voice via the vision team.
Stakeholders take part in developing solutions to identified problems.	<input type="checkbox"/> Yes <input type="checkbox"/> No	This is also a function of the vision team

**Describe the evidence-based practice that will justify the need for class size reduction teachers.**

We will not employ Class Size Reduction teachers from federal funds. Our district feels strongly regarding the success we have seen when we provided CSR teachers in our 3rd grade classes to ensure students receive additional help in literacy to pass the end of the year third grade reading assessment. We will fund this effort from district level funds.

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Not a recipient of Title III "English Learners grant

1. Briefly describe the progress monitoring that occurs for EL students.

2. Describe the commonly used interventions utilized by the EL teacher when providing limited service to students experiencing academic difficulties due to linguistic difficulties.

3. Describe the commonly used strategies and interventions utilized by classroom teachers to differentiate instruction for EL students.

4. Describe how the LEA will improve the instruction and assessment of English Learners. Include plans for both EL teachers and general classroom teachers.

5. Describe how the LEA will increase the English language proficiency of English learners by providing evidence-based language instruction educational programs that meet the needs of English learners and demonstrate success in increasing English language proficiency and student academic achievement.

6. Based on the needs assessment, describe the project goals and activities that will be developed, implemented, and administered.

7. Describe the LEA's methods for identifying and assessing the students to be included in the English language instruction educational program.

8. Describe how the LEA is developing and implementing new language instruction educational programs and academic

content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary, and secondary school programs.

9. Describe how the LEA is carrying out existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth.

10. Describe how the LEA will improve the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.

11. Describe how the LEA will provide tutorial and academic or career and technical assistance, and intensified instruction. This instruction may include materials in a language that the student can understand.

12. Describe how the LEA will improve the English language proficiency and academic achievement of English learners.

13. Describe the LEA's procedures for designating individuals to serve on the student evaluation team (SET), responsibilities of the team, and the person(s) responsible for oversight of the SET.

14. Describe the LEA's methods and procedures for transitioning and/or exiting students from the English language instruction educational program and for monitoring their progress for a period of four years.

15. Provide a summary of how the LEA will provide effective professional development to classroom teachers, principals, tutors, and other school leaders, administrators and other school or community-based organizational personnel.

16. Describe how the LEA will provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners.

17. Describe how the LEA will provide and implement other effective activities and strategies that will enhance parent,

family, and community engagement activities.

18. Describe how the LEA will provide assistance to parents and families, supporting them as they work to strengthen their children's academic performance and become more engaged in the educational process.

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Not a recipient of Title III "Immigrant Children and Youth grant"

**LEA Plan - Immigrant Children and Youth**

Immigrant children and youth are: aged 3 through 21; were not born in any state or U.S. territory; and have not been attending one or more schools in any one or more states for more than three full academic years.

**Language Data - Indicate the number of immigrant children and youth and the number of languages represented as well as the name of those languages.**

	Number of Immigrant Children and Youth	Number of languages represented	List different languages
<b>2015-2016</b>			
<b>2016-2017</b>			

1. Describe the project goals and activities that will be developed, implemented, and administered.

2. Describe the process that is in place for evaluating the effectiveness of the project or activity supported with Title III Immigrant Children and Youth funds.

3. Describe how the Immigrant Children and Youth funds will be used for the identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the programs.

4. Describe how the LEA is using Immigrant Children and Youth funds to increase family literacy, parent and family

outreach, and families'™ capacities to become active participants in the education of their children.

5. Describe how the LEA will recruit and support personnel including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.

6. Describe how the LEA is providing tutorials, mentoring, and academic or career counseling for immigrant children and youth.

7. Describe how the LEA will use funds to provide basic instructional services that are directly attributable to the presence of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation, or such other costs as are directly attributable to such basic instructional services.

8. Describe how the LEA will use additional instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools.

LEA Plan - IDEA Annual Performance Report Data (APR)

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2018 - LEA Plan - Rev 0**

**Below is the Annual Performance Report indicator data for your district. If your district was assigned a determination of "needs assistance" or "needs intervention", you will be required to address only the indicators flagged on your determination rubric.**

Graduation Rate / Dropout Rate	Report As	2014-15
Indicator 1 - Graduation Rate for Students with Disabilities - <i>Note: NA - LEA does not have high school/graduation rate data</i>	(%)	38.2
Indicator 2 - Dropout Rate for Students with Disabilities - <i>Note: NA - LEA does not have high school/dropout rate data</i>	(%)	14.29

**Graduation Rate / Dropout Rate for Students with Disabilities - Please indicate how and where this area will be addressed in your LEA Plan Prioritized Goals and Strategies.**

We begin early training all students about the importance of graduation. Even our kindergarten students attend a football game and their class is introduced as the Class of 2030 and they run out on the field with the football players and they receive a hardy applause by those in attendance. Cheerleaders, football players, student mentors, and graduating seniors all made appearances at our elementary schools where they are seen as super stars. Children begin at an early age wanting to be like them and to graduate from high school. This past year, we had a student accepted to Harvard on a full-scholarship. We instill a drive in children to succeed and as our motto states, Raise the Standard.

As noted by our data, the JCSD is doing extremely well in graduating all students.

Indicator 3 - Achievement Results for Students with Disabilities	Report As	Percentage of SWDs Scoring At or Above Proficient	Change in Percent of SWDs Scoring At or Above Proficient from 2014-15 to 2015-16
RLA Grades 3-8	(%)	12.05	4.38

<b>Math Grades 3-8</b>	(%)	14.44	3.78
<b>English II</b>	(%)	4.88	1.94
<b>Algebra I</b>	(%)	10.89	4.31

**Achievement and Gap Assessment AMO Results for Students with Disabilities - Please indicate how and where this area will be addressed in your LEA Plan Prioritized Goals and Strategies.**

NA

**Indicator 4 - Suspension/Expulsion of Students with Disabilities**

**Indicator 4A: Students with disabilities identified as significantly discrepant based on review of LEA policies, procedures, and practices?**

**Indicator 4B: Students with disabilities by race/ethnicity identified as significantly discrepant based on review of LEA policies, procedures, and practices?**

<b>Report As</b>	<b>2014-15</b>
(Yes/No)	N
(Yes/No)	N

**Suspension/Expulsion of Students with Disabilities - Please indicate how and where this area will be addressed in your LEA Plan Prioritized Goals and Strategies.**

We ensure our students with disabilities are provided appropriate services within the appropriate environment. We track suspensions and expulsions of students with disabilities and ensure we are meeting all requirements of the law. We also have specialist in behavior who work with students who have challenges in their behavior. We ensure they are put with teachers who will best match their needs as well as other supporting staff to ensure they are successful. This is addressed in our goals for increasing student achievement and a positive educational experience.

**Least Restrictive Environment**

**Report As**      **2015-16**

**Indicator 5 - Least Restrictive Environment Categories:**

Indicator 5A: In general education setting 80% or more of day	(%)	67.89
Indicator 5B: In general education setting less than 40% of day	(%)	12.2
Indicator 5C: In separate schools, residential facilities, or homebound/hospital placements	(%)	2.3
Indicator 6 - Early Childhood Least Restrictive Environment Categories: - <i>Note: NA - LEA does not have early childhood students</i>		
Indicator 6A: In regular early childhood program and receiving majority of special education services in regular early childhood classroom	(%)	35.06
Indicator 6B: In separate special education class, separate school, or residential facility	(%)	36.36

**Least Restrictive Environment - Please indicate how and where this area will be addressed in your LEA Plan Prioritized Goals and Strategies.**

All students are placed in their least restrictive environment, which is indicated in our goals for increasing student achievement and a positive educational experience. Federal programs and special education programs often collaborate and support student achievement. Last year, Title I provided a teacher for a class that housed young children with behavioral challenges and the special education department provided the assistant in the class. Although the class was not considered effective for all students, it shows how we work together to support the needs of all students in our district.

<b>Indicator 7 - Early Childhood Outcomes</b>	<b>Report As</b>	<b>2015-16 Outcome A: Positive Social-Emotional Skills</b>	<b>2015-16 Outcome B: Acquisition and Use of Knowledge and Skills</b>	<b>2015-16 Outcome C: Use of Appropriate Behaviors to Meet Needs</b>
<b>Summary 1: Of those pre-K students entering pre-K program below age expectations in the Outcome, the percent who substantially increased rate</b>	<b>(%)</b>	33	69	44

of growth by the time they turned six years old or exited the program			
Summary 2: The percent of pre-K students who were functioning within age expectations in the Outcome by the time they turned six years old or exited the program	(%)	43	64

**Early Childhood Outcomes - Please indicate how and where this area will be addressed in your LEA Plan Prioritized Goals and Strategies.**

We do not have a pre-school class yet we work with local day cares and Head Start organizations to ensure they know what the standards are. We provide a teacher to help provide teaching and learning strategies to these organizations. This is addressed under our goal of increasing student achievement.

<b>Indicator 8 - Parent Involvement Survey</b>	<b>Report As</b>	<b>2015-16</b>
<b>Percent Involved -</b> <i>Note: NA - LEA was not on 2014-15 SY survey cycle</i>	<b>(%)</b>	99.2

**Parent Involvement Survey Percent Involved - Please indicate how and where this area will be addressed in your LEA Plan Prioritized Goals and Strategies.**

We provide a parent, community, student, and staff survey to address how we can better include parents and increase student achievement. We have a vision team at each school as well as a parent organization to include parents in the decision-making process. We are very transparent and have all of our board meeting agendas and minutes online.

<b>Disproportionate Representation in Special Education by Race/Ethnicity</b>	<b>Report as</b>	<b>2015-16</b>
<b>Indicator 9 - Disproportionate Representation in Special Education by Race/Ethnicity - Identified as Disproportionate Based on LEA Self-Assessment</b>	<b>(Yes/No)</b>	<b>Y</b>

**Indicator 10 - Disproportionate Representation in Special Education by Race/Ethnicity and High Incidence Disability Categories**

	Report As	Autism	Emotional Disturbance	Intellectual Disability	Other Health Impairment	Speech or Language Impairment	Specific Learning Disability
African American	(Yes/No)	N	N	N	N	N	N
American Indian	(Yes/No)	N	N	N	N	N	N
Pacific Islander	(Yes/No)	N	N	N	N	N	N
Hispanic	(Yes/No)	N	N	N	N	N	N
Multi-Racial	(Yes/No)	N	N	N	N	N	N
White	(Yes/No)	N	N	N	N	N	N

**Disproportionate Representation in Special Education by Race/Ethnicity - Please indicate how and where this area will be addressed in your LEA Plan Prioritized Goals and Strategies.**

We do not have a disproportionate representation in our district.

**Eligibility and Transition Timeline Compliance**

**Indicator 11 - Child Find: Initial Eligibility Timeline Compliance Percent Compliant -**  
*Note: NA - LEA had no initial referrals*

**Indicator 12 - Part C to B Transition Timeline Compliance Percent Compliant -**  
**Compliant -**

Report As	2015-16
(%)	100
(%)	100

**Note: NA - LEA had no transitions from Part C to Part B**

**Child Find: Initial Eligibility / Part C to B Transition Timeline Compliance - Please indicate how and where this area will be addressed in your LEA Plan Prioritized Goals and Strategies.**

We have a district policy regarding child find. We follow all aspects of the law. We have a parental and community meeting every year to empower our parents and community members regarding all of the agencies that are available to provide assistance to students with disabilities as well as to their families.

<b>Indicator 13 - IEP Transition Goals in Place for Students Age 16 and Above</b>	<b>Report As</b>	<b>2015-16</b>
<b>Percent Compliant -</b> <b>Note: NA - LEA was not monitored for IEP goals in the 2014-15 SY cycle</b>	<b>(%)</b>	<b>100</b>

**IEP Transition Goals in Place for Students Age 16 and Above - Please indicate how and where this area will be addressed in your LEA Plan Prioritized Goals and Strategies.**

All students with disabilities have transition goals in place by the age of 16.

<b>Indicator 14 - Post-Secondary Outcomes Survey - Percent of Students No Longer in Secondary School:</b>	<b>Report As</b>	<b>2015-16</b>
<b>Indicator 14A: Who had IEPs in effect at the time of exit and were enrolled in higher education within one year of leaving high school</b>	<b>(%)</b>	<b>8</b>
<b>Indicator 14B: Who had IEPs in effect at the time of exit and were enrolled in higher education or competitively employed within one year of leaving high school</b>	<b>(%)</b>	<b>48</b>
<b>Indicator 14C: Who had IEPs in effect at the time of exit and were enrolled in higher education or other post-secondary education/training program; or competitively employed or in some other employment within one year of leaving high school</b>	<b>(%)</b>	<b>72</b>

**Post-Secondary Outcomes Survey - Please indicate how and where this area will be addressed in your LEA Plan Prioritized Goals and Strategies.**

The data shows improvements in this area and we will continue to provide the supports needed for all students to be successful.

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**Summarize what's working in your LEA and why?**

As our motto states, we are raising the standard in Jackson County School District. We are focusing on improving student achievement, providing sound financial management, improving facilities and infrastructure, ensuring a positive educational experience for our students, and demonstrating effective leadership. We are seeing a steady increase in our scores each year, which is very encouraging. We have filled vacancies with highly effective and capable professionals, who help and contribute to the improvement of all aspects of our district. Improvements are noted in district-wide student achievement, professional development, facilities, and leadership. Our scores rank in the top 20 of the state and we are an A district.

Our strategic planning process is working well. We have superb buy-in from our stakeholders. They know their voices are heard.

Our teachers and assistants are highly effective.

**Summarize what's not working in your LEA and why?**

At this time we are revisiting our GED program. This is a service to our students; however, student can receive the same program at the local junior college. We had 7 students who graduated in 2016. We are continuing to offer it this next year; however, the future is uncertain for this program. We are working to increase the amount of scholarships received by seniors each year, which is currently greater than 14 million.

**List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies.**

1. Continue to improve student achievement and close the achievement gaps with the use of diagnostic software.
2. There is a need to continue to our literacy trainings for all teachers.
3. Close the gap in the division regarding the need for school nurses.
5. Continue to use our Vision Team process to give everyone within a large district a voice.

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2018 - LEA Plan - Rev 0**

**Plan Items ( )**

**G** 1) Improving student achievement in ELA and mathematics.

Description:

All students will reach high standards by increasing our student proficiency rating by 3% in ELA and mathematics on the MAAP in grades K-5 for the 2017-2018 school year.

Performance Measure:

The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in ELA and mathematics on the State's assessment will increase by 3%. (Note: These subgroups are those for which the ESSA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)

**S** 1.1) Prevention/intervention (Reading & Mathematics)

Description:

Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics as evidenced through an A rating for the district in the 2017-2018 school year as measured by the MDE accountability rating results.

**AS** 1.1.1) Providing mathematical supplementation, intervention, and tutoring to students who are struggling core subject areas of reading and mathematics.

Description:

East Central Upper Elementary, Vancleave Lower Elementary, St. Martin North Elementary, St. Martin East Elementary, Vancleave Upper Elementary, St. Martin Upper Elementary, and East Central Lower Elementary will use Title I funds to pay all or a portion of salaries/benefits for school-level instructional interventionists, Intervention Lab Facilitators, tutors, and/or Paraprofessionals who will work with students and teachers in the areas of remediation and/or interventions for students struggling in core academic subjects.

**Benchmark Indicator:**

Increase student achievement in math and reading by 3% scoring proficient or above for all students as evidenced on the 2017-2018 MAAP in grades K-5.

**Person Responsible:**  
School Principals

**Estimated Completion Date:**  
6/30/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salaries & Benefits	\$622,626.97

**S** 1.2) Instructional and educational materials will support instructional efforts of all students.

**Description:**

Title I funds will be used to purchase supplemental instructional and educational materials used to fully support all students in the MS curriculum and develop effective instruction as evidenced by an A rating for the Jackson County School District based on the 2017-2018 school year.

**AS** 1.2.1) Instructional Supplies will support effective instruction.

**Description:**

School and district level funds will be used to support instruction via purchases through a variety of vendors and suppliers. Software, manipulatives, and instructional supports will be purchased to help all students better understand mathematical concepts as evidenced by an increase of 3% on the mathematical portion of the MAAP in grades K-5.

**Benchmark Indicator:**

Increased student achievement in the area of mathematics as evidenced by an increase of 3% on the mathematical portion of the MAAP in grades K-5.

Person Responsible:  
 school principals  
 Estimated Completion Date:  
 6/30/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	Supplies & Software renewals	\$401,529.28

**S** 1.3) Technology will positively impact instruction and learning.

Description:

The district will purchase technology to effectively impact the quality, content, and structure of teaching and learning that will focus on results as measured by an increase of 3% in student achievement in core academic areas on the MAAP for the 2017-2018 school year.

**AS** 1.3.1) Software and equipment will be purchased to support student learning.

Description:

The District and school level Title I funds will be used to subscribe and/or renew subscriptions to evidence based educational software in core subjects.

Benchmark Indicator:

Increased student achievement in mathematics by 3% in growth and proficiency of all students and subgroups as measured the the MAAP scores for the 2017-2018 school year.

Person Responsible:

school principals

Estimated Completion Date:

6/30/2018

**AS** 1.3.2) Technology hardware and software are needed to enhance learning.

Description:

The District and school level Title I funds will be used to purchase computers, laptops, hardware, interactive whiteboards, copiers, printers, tablets, and/or other technology to increase and enhance instruction and learning capacity for teachers and students.

Benchmark Indicator:

Increased student achievement in English/Language Arts and mathematics as evidenced by an increase of 3% in all student subgroups on the MAAP results for the 2017-2018 school year.

Person Responsible:

school principals

Estimated Completion Date:

6/30/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Equipment	\$202,257.00

**S** 1.4) Safety & Security

Description:

Security efforts to enhance prevention, identification, and intervention as a means of insuring a safe, drug-free environment for the student population.

**AS** 1.4.1) Homeless Students will be provided a safe and secure learning environment.

Description:

District Title funds will fund basic hygienic and educational supplies for those students who meet the criteria of homeless.

Benchmark Indicator:

Increased student achievement and increased growth by 3% in all students and subgroups on the MAAP for the 2018-2019 school year.

Person Responsible:  
school principals

Estimated Completion Date:  
6/30/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	Homeless Supplies	\$3,000.00

**AS** 1.4.2) A school nurse is needed.

Description:

Vancleave Lower Elementary will use Title I funds to pay the salary and local travel expenses of a school nurse. Students will have basic health care needs met in a timely manner. This will help improve student attendance and thus positively impact student achievement in core subjects.

Benchmark Indicator:

The district will increase student scores and growth in ELA and mathematics by 3% in all subject areas on the MAAP in grades k-5 for the 2018-2019 school year.

Person Responsible:  
School Principals

Estimated Completion Date:  
6/30/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	School Nurse	\$8,372.21

**§ 1.5) District Assessment, Data Collection, & Analysis**

**Description:**

Develop, collect, and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year.

**AS 1.5.1) Needs Assessment Data Collection**

**Description:**

District Title funds will be used to conduct an annual needs assessment. This will culminate in a compilation of survey results complete with analysis. The surveys will go out to community members, parents, teachers, and students. The results will be used to drive the district and school-level Title I plan needs and revisions for the 2018-2019 school year.

**Benchmark Indicator:**

Increased student achievement and growth by 3% in all core academic areas and student subgroups on the MAAP for the 2017-2018 school year.

**Person Responsible:**  
school principals

**Estimated Completion Date:**  
6/30/2018

**AS 1.5.2) Provide School and District Data and Status**

**Description:**

Principals requested an evaluation and data integration program that coordinates with our student information system. A school and district data source and status software will consolidate all data and provides a wealth of information from which to consider when evaluating instruction and student growth and achievement. Informed decisions can then be made at the school and district levels. Title funds will be used to renew licenses and software to support a platform with data and easy to use dashboard for

individual students, schools, and district achievement based on district and state assessments.

Benchmark Indicator:

Increased student achievement and growth by 3% on the MAAP for the 2017-2018 school year.

Person Responsible:

school principals, assistant superintendent, curriculum coordinator

Estimated Completion Date:

6/30/2018

**S** 1.6) Increase Family Education and Involvement (Reading & Mathematics)

Description:

Provide workshops, materials, and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading and mathematics. Subjects such as how to help with homework, use technology in learning, math night, interpreting district and state assessment scores, and learning to speak English are types of workshops to involve families in the instructional process of the school.

**AS** 1.6.1) Parent Involvement Activities

Description:

School and district Title funds will be used to provide presenters for parent workshops, supplies for family reading nights, math nights, parent communication mediums, supplies for reading fair workshops, home access to educational software, and other resources for parents. The district funds will be used to involve parents in the decision making process and strategic planning of the district, which includes SMART goals for the 2017-2018 and 2018-2019.

Benchmark Indicator:

The district will increase student achievement in all core academic areas for all subgroups as measured by the MAAP taken during the 2018-2019 school year.

Person Responsible:

school principals, assistant superintendent, curriculum coordinator

Estimated Completion Date:

6/30/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	Parent Involvement	\$14,317.86

**S** 1.7) Address teaching and learning needs related to academic problems of low achieving students.

Description:

Target specific academic deficits of students using disaggregated results from the needs assessment process done through a collection of data and surveys.

**AS** 1.7.1) Administrative Support

Description:

District Title I and II funds will be used to pay all or a portion of the salaries and benefits of a Federal Programs Coordinator and a Federal Programs Assistant. These employees will support the district and school initiatives through administrative and clerical duties. Additionally, district Title funds will be utilized to purchase office and training supplies, computer software, computer hardware, and other technology as needed to provide support to school and district-level improvement initiatives.

Benchmark Indicator:

Increased student achievement in core academic areas by 3% on the MAAP in the 2018-2019 school year.

Person Responsible:

federal programs director

Estimated Completion Date:

6/30/2018

Funding

Application	Grant	Notes	Amount
<b>Consolidated</b>	Consolidated Cost Pool	Federal Programs Cost Pool	\$76,750.02

**G** 2) Reading/Language Arts

Description:

All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts on the MAAP in the 2018-2019 school year.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment will increase by 3%. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).)

**S** 2.1) Prevention/intervention (Reading & Mathematics)

Description:

Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

**AS** 2.1.1) Provide tutoring and interventions to students.

Description:

East Central Upper Elementary, Vancleave Lower Elementary, St. Martin North Elementary, St. Martin East Elementary, Vancleave Upper Elementary, St. Martin Upper Elementary, and East Central Lower Elementary use Title I funds to pay all or a portion of the salaries/benefits for school-level TST Interventionists, Intervention Lab Facilitators, Tutors, and/or Paraprofessionals that will work with students and teachers in the areas of remediation and/or interventions for students struggling in core academic subjects.

Benchmark Indicator:

Increased student achievement in English/Language Arts and mathematics by 3% for all student subgroups on the MAAP in the 2018-2019 school year.

Person Responsible:  
School Principals

Estimated Completion Date:  
6/30/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	See Math 1.1.1	\$0.00

**§** 2.2) Address teaching and learning needs related to academic problems of low achieving students, specifically English learners.

Description:

Target specific academic deficits of students using disaggregated results from the needs assessment process.

**AS** 2.2.1) EL Support

Description:

Students who meet the criteria as English Learner will receive support from an EL Teacher or tutor. The district will use Title I funds to help fund salaries and benefits for EL teachers and tutors. In addition, a translator will be hired as needed to help overcome language barriers between teachers and students and/or parents. Also, ELL student and instructional supplies will be funded with district Title I funds. This will include software, picture dictionaries, and licence renewals.

Benchmark Indicator:

Increased student achievement for ELL students.

Person Responsible:

school principals, federal programs director

Estimated Completion Date:

6/30/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	1 FT ELL Tutor	\$36,783.45

**AS** 2.2.2) Administrative Support

Description:

District Title I and II funds will be used to pay all or a portion of the salaries and benefits of a Federal Programs Coordinator and a Federal Programs Assistant. These employees will support the district and school initiatives through administrative and clerical duties. Additionally, district Title funds will be utilized to purchase office and training supplies, computer software, computer hardware, and other technology as needed to provide support to school and district-level improvement initiatives.

Benchmark Indicator:

Earn a district rating of an A, which is based on improving student achievement in core academic areas in the 2018-2019 school year.

Person Responsible:

federal programs director

Estimated Completion Date:

6/30/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	See Math 1.7.1	\$0.00

**G** 3) Highly Qualified Teachers- Professional Development

**Description:**

All students will be taught by 'highly effective' teachers receiving high quality professional development.

**Performance Measure:**

100% of teachers will be highly qualified, capable, and effective as measured by the accreditation report and MDE reports for the 2018-2019 school year.

**S** 3.1) High quality professional development of instructional staff

**Description:**

Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

**AS** 3.1.1) Professional Development Opportunities will enhance teacher capabilities.

**Description:**

District and school level Title I and II funds will be used to fund high-quality, scientifically research-based professional development opportunities. Examples are teacher training, registration, and travel expenses for teachers to attend conferences and trainings focusing on improving instruction and learning for all students as well as closing all achievement gaps in the 2018-2019 school year.

**Benchmark Indicator:**

Teachers will increase effective instruction and measured by student achievement in math and English/language arts on the MAAP for the 2018-2019 school year.

**Person Responsible:**

school principals, federal programs director, curriculum director

**Estimated Completion Date:**

6/30/2018

<b>Funding Application</b>	<b>Grant</b>	<b>Notes</b>	<b>Amount</b>
<b>Consolidated</b>	Title I-A	Professional Development	\$107,589.30

	Title I-A	Travel to workshops	\$9,909.91
	Title II-A	Professional Development training supplies	\$10,383.49
	Title II-A	Substitute Pay	\$6,250.00
	Title II-A	Travel	\$94,793.51
	Title II-A	Various PD training	\$158,720.00
		<b>Total</b>	<b>\$387,646.21</b>

**G** 4) Graduation

Description:

Increase student achievement

Performance Measure:

The 2017 percentage of students graduating from JCSD will be at or above 88.1.

**S** 4.1) Prevention/intervention (Reading & Mathematics)

Description:

Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics. Title IV will be used to support an increased graduation rate as well as college and career readiness standards. Students will take AP classes but they often do not take the AP assessments that would provide college credit for them after they graduate. We often have many students who do not benefit from dual credit and dual enrollment due to the expense. To ensure all students have the opportunity to graduate from high school with a AA from college and HS diploma, we will focus in providing opportunities in these areas.

**AS** 4.1.1) Increase Achievement

Description:

Increase graduation rates by 1% and college and career readiness standards at the high school level as

measured by the results on the ACT scores for the 2018-2019 school year.

Benchmark Indicator:

Increase the graduation rate by 1%.

Person Responsible:

Principals

Estimated Completion Date:

6/30/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title IV-A	AP tests, dual enrollment/credit/ACT Prep	\$33,429.00

LEA Plan Related Documents

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2018 - LEA Plan - Rev 0**

Optional Documents		
Type	Document Template	Document/Link
Title III Notice of Intent [Upload up to 20 document(s)]	N/A	
Revision Letter	N/A	

LEA Plan Assurances

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2018 - LEA Plan - Rev 0**

\* The Local Education Agency (LEA) hereby assures the Mississippi Department of Education (MDE) that the LEA will:

- 1. work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119**
- 2. work in consultation with schools as the schools develop the schools' plans and assist schools as the schools implement such plans**
- 3. coordinate and collaborate with the State educational agency and other agencies providing services to children, youth, and families if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school**
- 4. consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools**
- 5. ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers**
- 6. use the results of the student academic assessments and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments**
- 7. ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand**
- 8. inform eligible schools and parents of schoolwide program authority**
- 9. provide technical assistance and support to schoolwide programs**
- 10. if applicable, provide services to eligible children attending private elementary schools and secondary**

	schools, including timely and meaningful consultation with private school officials regarding such services
11.	if applicable, provide early childhood development services to low-income children in compliance with section 641A(a) of the Head Start Act
12.	comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development
13.	inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999
14.	assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula

LEA Plan Checklist

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2018 - LEA Plan - Rev 0**

**Checklist Description** ([Collapse All](#) [Expand All](#))

<input type="checkbox"/>	<p><b>1. Planning Tool - LEA Planning Team</b></p>	<input type="text" value="OK"/>	<p>Gwen King</p>	<p>3/6/2018 8:54:03 AM</p>
	<p>1. Team members are identified by name and title.</p> <p>2. Team members represent key stakeholder groups including parents, teachers, administrators, paraprofessionals, students, community representatives. Faith-based representatives may be included for 21st CCLC planning.</p>			
<input type="checkbox"/>	<p><b>2. Planning Tool - Needs Assessment</b></p>	<input type="text" value="OK"/>	<p>Gwen King</p>	<p>3/6/2018 8:54:03 AM</p>
	<p>1. Demographics - LEA provided clear overview of district characteristics by specifically referencing data associated with census, poverty, businesses, industries and other factors that impact the district.</p> <p>2. Demographics - LEA provided clear overview of community-at-large characteristics by specifically referencing data associated with census, poverty, businesses, industries and other factors that impact the community at large. (could include regional information)</p> <p>3. Accountability Data - LEA responded to accountability trend data including state and federal designations being sure to address (sub-group proficiency, growth, gap analysis, and student and teacher attendance).</p> <p>4. College and Career Readiness (a) The description offers a summary of 11th grade ACT scores comparing most recent years of data across all scored areas. Response will address reasoning for progress and challenges. Noted challenges may include possible solutions. (b) The description offers a summary of student promotion data comparing most recent years of data across grades K-8. Response will address reasoning for progress and challenges. Noted challenges may include possible solutions. Thought question: what will I do differently?</p>			

5. School Climate and Culture: LEA responded to school climate and culture trend data by summarizing: 1. District discipline data, addressed disciplinary data in the narrative. 2. Safeguards to ensure greater instructional effectiveness addressed such as safety measures, interruptions to instructional time, support for teaching and learning, overall school environment to include facilities and established expectations for positive outcomes. Specific information on school safety, condition of facilities, protecting instructional time, supports for teaching and learning addressed in the narrative

6. Dimension 1: Student Achievement - (a) What is the district's process for monitoring student progress? (i.e. tools, frequency, usage of results) (b) What is the district's process for monitoring struggling students? (i.e. identification methods, tools, frequency, usage of results) (c) Response offers a description of the district's process for developing and revising professional development activities based on student achievement data addressed in previous questions.

7. Dimension 2: Curriculum and Instruction - The LEA responded to the Curriculum and instruction dimension by offering a) Description of its process(s) of attracting and maintaining quality (highly qualified) teachers through recruitment and retention efforts in a narrative form. (b) Noting process(s) addressing teacher evaluations and describing methods of ensuring qualifications for teachers and paraprofessionals are met; (c) description of how the LEA uses its curriculum and staff to provide accelerated, high quality instruction. Response may address usage of key staff (i.e. academic coaches), instructional supports and resources/tools.

8. Dimension 2: Curriculum and Instruction continued - d) List of resources designed to improve instruction through the use of supplemental materials, extended learning time and activities/courses that focus on improving academic achievement. (e) Description of how the district implements its instructional plan while strengthening the core academic program of the school. Response may address the usage of a tiered instructional model as required by accreditation standard 20. (f) List of the federal funds used to support extended learning time. Describe how funds are used in conjunction with Title resources. (g) Response describing a structured process of engaging teachers in usage of academic assessments designed to improve student achievement and instructional program. (h) (i.e. PLC, team meetings)

9. Dimension 3: Professional Development - LEA responded to professional development planning based on prioritized needs and relevant data. Activities are aligned with identified need. Clear connection between proposed activities and identified needs. a) Proposed activities aligned to the Learning Forward standards and components are identified in the narrative. b) Proposed activities are research-based. c) Activities are aligned with MS College and Career Readiness Standards. d) Activities clearly demonstrate efforts to minimize achievement gap(s). ?

<p>10. Dimension 4: Family &amp; Community Involvement - LEA responded to Family and Community Involvement planning based on prioritized needs and relevant data by identifying noted strengths and challenges. The LEA addressed process for sharing assessment results with stakeholders.</p>	<p>11. Dimension 5: School Context and Organization - LEA responded to School Context and Organization by addressing Pupil/Teacher Ratios and the need for CSR teachers and involvement of teachers in the decision-making process.</p>	<p>12. Prioritized List of Needs - LEA responded to prioritized needs based on achievement, disciplinary, relevant data. Priorities listed align with needs assessment. Identified what's working and what's not working.</p>	<p><b>3. Planning Tool - Goals</b></p>	<p>1. LEA has goals clearly aligned with needs assessment. Goals are linked to priorities listed in section 9 of Needs Assessment. Identified goals are Specific, Measurable, Attainable, Results-oriented, and Time-bound.</p> <p>2. Identified goals are Specific, Measurable, Attainable, Results-oriented, and Time-bound. Identify each component of SMART in goals.</p> <p>3. LEA has established goals appropriately based on achievement data. (i.e. goal 1 - top priority)</p>	<p><b>4. Planning Tool - Strategies</b></p>	<p>1. Each strategy describes the specific change in practice necessary to meet the related goal.</p> <p>2. Each strategy is aligned to the goal it is intended to meet.</p>	<p><b>5. Planning Tool - Action Steps</b></p>	<p>1. Each action step is clearly aligned to the goal and strategy to which it is connected.</p>	<p>3/6/2018 8:54:03 AM</p>				
			<input type="text" value="OK"/>	<input type="text" value="Gwen King"/>				<input type="text" value="OK"/>	<input type="text" value="Gwen King"/>		<input type="text" value="OK"/>	<input type="text" value="Gwen King"/>	<p>3/6/2018 8:54:03 AM</p>

- 2. The action step description is clearly stated, specific, and aligned with the strategy.
- 3. In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When and Why
- 4. The benchmark indicator is described in measurable terms. It is quantifiable.
- 5. The person responsible is populated by position and not by staff name and is the appropriate position for this action step.
- 6. The estimated date of completion is realistic and aligns with other activities to allow district to reach goals. (NOTE: all Action Steps do not all have an end of school year date.)

**6. Planning Tool - Grant Relationships (Funding Sources)**

OK

3/6/2018  
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Gwen King

- 1. A funding source has been created for each action step (multiple funding sources may be utilized).
- 2. There is a clear alignment between prioritized needs, goals, strategies, action steps and funding sources.
- 3. All funds have been allocated to a goal and there is a zero balance on the plan relationships page.