

History Log

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0

Date	User	Status (S) / Comment (C)	S/ C
12/8/2018 5:20:49 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
12/8/2018 5:20:49 PM	Barry Amacker	Status changed to 'LEA Superintendent Approved'.	S
12/8/2018 5:00:59 PM	Judy Nelson	Status changed to 'MDE Consolidated Director Approved'.	S
12/7/2018 8:14:51 AM	Brendsha Roby	Status changed to 'MDE Consolidated Supervisor Approved'.	S
12/7/2018 7:53:49 AM	Tiffany Jones	Status changed to 'MDE Consolidated District Contact Approved'.	S
12/4/2018 1:09:36 PM	Elke Adams	Status changed to 'LEA Plan Reviewer Approved'.	S
12/4/2018 1:09:36 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"	

			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
Elke Adams	12/4/2018 1:00:54 PM	Kimberly Williams	Status changed to 'Draft Completed'.	S
	12/4/2018 1:00:54 PM	Kimberly Williams	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
	12/4/2018 11:09:54 AM	Tiffany Jones	Status changed to 'MDE Consolidated District Contact Returned Not Approved'.	S
	12/4/2018 11:09:35 AM	Tiffany Jones	Good morning, I am returning the LEA plan not approved based on the feedback being provided via phone.	C
	11/26/2018 5:31:50 PM	Elke Adams	Status changed to 'LEA Plan Reviewer Approved'.	S
	11/26/2018 5:31:50 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	C

			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.	S
11/26/2018 5:26:08 PM	Kimberly Williams	Status changed to 'Draft Completed'.		C
11/26/2018 5:26:08 PM	Kimberly Williams	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."		
11/26/2018 1:41:57 PM	Tiffany Jones	Status changed to 'MDE Consolidated District Contact Returned Not Approved'.	S	
11/26/2018 1:41:52 PM	Tiffany Jones	Good afternoon, I am returning the LEA plan not approved based on the following: Accountability:Â Remove "chromebooks" College and Career Readiness:Â Identify and address disparities. Identifying and Serving Gifted Students:Â Address students not teachers. Dimension 2:Â Describe specific instructional strategies aligned to state standards. How is the plan based on evidence-based practices? Dimension 3:Â Describe how the PD plan aligns to the learning forward strategies. Please address how the LEA ensures its activities are aligned with		C

state standards.

Dimension 4:Â Please address how the LEA used the results of its annual evaluation.

LEA Overview:Â Identify funding sources.Â All benchmark indicators and performance measures must be measurable.

11/20/2018
10:59:12
AM

Elke Adams

C

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11/20/2018
10:59:12
AM

S

Status changed to 'LEA Plan Reviewer Approved'.

11/20/2018
10:47:35
AM

Kimberly
Williams

C

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."

11/20/2018
10:47:35
AM

Kimberly
Williams

S

Status changed to 'Draft Completed'.

11/14/2018 9:12:52 AM	Tiffany Jones	Status changed to 'MDE Consolidated District Contact Returned Not Approved'.	S
11/14/2018 9:12:45 AM	Tiffany Jones	Good morning,	C
10/17/2018 1:22:54 PM	Elke Adams	The LEA plan is being returned not approved based on the feedback provided in the document sent via email.Â Please share a convenient day and time to discuss, preferably after 1 pm on any given work day.	C
10/17/2018 1:22:54 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
10/17/2018 1:22:54 PM	Elke Adams	Status changed to 'LEA Plan Reviewer Approved'.	S
10/17/2018 1:11:34 PM	Kimberly Williams	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
10/17/2018 1:11:34 PM	Kimberly Williams	Status changed to 'Draft Completed'.	S

8/30/2018 1:41:04 PM	Brendsha Roby	S	Status changed to 'MDE Consolidated District Contact Returned Not Approved'.
6/20/2018 10:50:18 AM	Elke Adams	C	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."
6/20/2018 10:50:18 AM	Elke Adams	S	Status changed to 'LEA Plan Reviewer Approved'.
6/20/2018 10:39:37 AM	Susan Benson	C	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."
6/20/2018 10:39:37 AM	Susan Benson	S	Status changed to 'Draft Completed'.
6/20/2018 7:21:18 AM	Susan Benson	S	Status changed to 'Draft Started'.
6/20/2018 7:20:17 AM	MCAPS Administrator	S	Status changed to 'Not Started'.

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0**Please identify all planning team members, including title.**

Jamie Wade, Principal ECU

James Hughey, Principal ECHS

Dr. Lisa Suarez, Principal SMN

April Parkman, Principal SMMS

Dr. John Mundy, Principal VCL

Stephanie Davis, Teacher ECMS

Amanda Pabon, TST Interventionist VUE

Lawana Cummings, Librarian

Lisa Fulton, Parent

Lenore Saget, Parent

Melanie Adams, Parent

Lindsey Henley, Parent

Mary Tanner, Asst. Superintendent

Dr. Susan Benson, Asst. Superintendent

Todd Knight, Asst. Superintendent

Stewart Hurley, SPED Director

Ashley Harris, Food Service Director

David Besanon, Technology Director

Kimberly Williams, Federal Programs and Student Services Director

Laura McCool, Human Resources Director

Penny Westfaul, Curriculum Director

Ryan Earley, Business Manager

Michael Henry, Transportation

Harry Williams, Maintenance

Dr. Jerry Morgan, CTE Director

Dr. Barry Amacker, Superintendent

Elke Webb, noncertified paraprofessional

EA Plan - Demographics

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - 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	Homeless	Native Hawaiian/Pacific Islander
2015 -16	9279	4431	4848	346	1012	247	27	7584	50	5391	911	71	0	27	2
2016 -17	9278	4437	4841	340	1054	273	31	7449	117	5385	1005	174	2	18	0
2017 -18	9242	4393	4849	317	1041	274	36	7421	135	5313	1061	157	1	12	30

District Data

Year	Student ADA	# of Teacher Absences
2015-16	8742.06	4522.2
2016-17	8740.7	4458.3
2017-18	8681.29	4473.6

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 industrial plants and small businesses. We employ around 1400-1500 people with over 600 teachers. Our student attendance rate was 94.6% for the 2017-2018 school year.

We are a B-rated district. We have 3 high schools, 3 middle schools, and 7 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 to 1 within a 20% range. We have two A-rated schools and 10 B-rated schools. Our high school graduation rate is 89.08% and we have a low dropout rate.

We have a diverse school district with a slight increase 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 kindergarten readiness results show that our kindergartners grew 231 points overall as a district, and each school saw significant growth as well. Moreover, our 3rd graders had a 99.15% pass rate on the 3rd Grade Reading Summative.

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 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.

LEA Plan - Accountability Data

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - 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	Focus	Priority
2015-16	0	0	0	0
2016-17	0	0	0	0
2017-18	0	4	0	0

LEA Accountability Designation

Year	4 Year Graduation Rate	Letter Grade
2015-16	88.6	B ➤
2016-17	88.1	A ➤
2017-18	89.08	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 JCSD is a very large district with approximately 9300 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 online tutorial programs or other computers. This programs 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.

We have four schools that have been identified as TSI/ATSI due to our subgroup, which is our students with disabilities, all being in the lowest 50 % of the overall accountability index and having a 3-year average subgroup performance that is at or below that of all students in the lowest performing schools bottom 5%. There has been a gap-to goal for this subgroup for a 3-year period.

LEA Plan - College and Career Readiness

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0

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					
2017-18					

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
2017-18	0.97	0.94	0.97	0.98	0.98	0.98	0.97	0.97	0.99

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

As our program is accredited, we provide 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 he or she 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.

We have consistently maintained at least a .97 promotion rate for all grade levels across a 3-year period except for our first grade. As the rigor and academic expectations increase, students in first grade are given more time to grow and mature, so it our retention rate maybe it

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.

The LEA will provide opportunities for students in local preschools to visit the elementary schools in the school district in order to promote a smooth and effective transition into Kindergarten. Additionally, each elementary school hosts a Kindergarten “roundup” that allows prospective Kindergarten students the opportunity to experience and become acclimated to the school in which they will attend. Fifth graders take field trips to the middle schools to promote an awareness and increase comfort regarding the new environment and expectations. Eighth graders have the same type of experience with high schools. Finally, high school students are involved in multiple experiences toward career and/or college pathways. Some of the experiences include career fairs, field trips to colleges and universities, college “signing” days, and more.

Additionally, students are given the opportunity to take the ACT workkeys during their high school career.

Describe how the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.

The principals of Jackson County School District have strenuous teacher observation and evaluation procedures in place. The purpose of these MDE-mandated procedures is to ensure that all students are under the instruction of high quality and effective teachers. School level officials equally disperse students among the classes in a heterogeneous fashion. All inexperienced or out-of-field teachers are paired with mentors and/or lead teachers in their content areas. Any teacher who is considered ineffective, according to MDE professional growth rubric, will be provided with professional development opportunities and instructional coaching.

Describe how the LEA will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

In a partnership with Chevron and the Fab Foundation, Jackson County School District (JCSD) has acquired a Fab Lab. This makerspace is centrally located within the school district. It offers our teachers, students, and community the opportunity to integrate academic and career and technical content in the form of Science, Technology, Engineering, Arts, and Mathematics (STEAM) education. Additionally, schools in JCSD coordinate with the Jackson County Technology Center to teach Coding, and other technology related subjects from elementary grades through high school.

Chevron and the Fab Foundation have partnered with a south Mississippi school district to establish a Fab Lab. This collaboration includes a 1.2-million-dollar grant to fund a fabrication lab containing commercial-grade equipment, such as 3D printers, wood lathes, laser cutters, screen printers, and more. Schools and community members have the opportunity to utilize these tools to create objects and inventions.

One anticipated outcome for the investment is improved student interest in Science, Technology, Engineering, Arts, and Mathematics (STEAM)-related careers, such as many of those offered by Chevron. These positions are sometimes difficult to fill. The increase in urgency for qualified applicants to fill STEAM positions is amplifying the necessity for K-12 education to provide students an adequate background in these subjects and potential career opportunities. Makerspaces, such as Fab Labs, could be excellent vehicles for schools to accomplish this.

The Fab Lab concept was conceived by founder Neil Gershenfeld of the Massachusetts Institute of Technology (MIT) Center for Bits and Atoms.

Describe how the LEA will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Through our JC technology center, students are allowed to explore various career paths that engages them in work-based learning. Our programs are ranked amongst the top in the state. Additionally, our students are able to earn several certifications through our Career-Technical programs. Additionally, all three of our high schools have opportunities for students to earn college credits by taking accelerated coursework in AP courses or Dual Credit courses. JCSD has partnered with MGCCC and William Carey to offer the dual credit program for our high schoolers, We also have certified

teachers teaching our Advanced Placement test for students who want to earn academic credit in this manner.

JCSD has internship programs in place for students who are interested in working at Chevron and Ingalls. Students have an opportunity to work for these companies in while earning high school credit.

Describe how the LEA will assist schools in identifying and serving gifted and talented students.

JCSD gifted personnel follow the MDE and JCSD mandated policies regarding the identification and serving of gifted and talented students. The student identification processes are separated into six stages for the Intellectually Gifted category: The six stages are as follows: referral, (LSC) review of referral data, parental permission for testing, assessment, assessment report, and the eligibility ruling by the LSC. The Jackson County School District identification procedures shall consider the following:

- The identification process shall consist of a combination of subjective and objective measures, such as state and local formative and summative assessments, to determine eligibility for the gifted programs. No single evaluation method or instrument adequately identifies students who are gifted. Thus, a multifaceted identification process must be followed to ensure a fair evaluation of each individual student.
- The identification process shall provide an equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled under IDEA guidelines, physically handicapped, ADD/ADHD, as well as students who exhibit classroom behavior such as extreme shyness, short attention spans, disruptiveness, continual questioning, and anxiety. Throughout the identification process, close attention and careful consideration shall be paid to all information available and collected on each individual student and how that information dictates the kinds of instruments and measures that should be used to correctly assess that student.
- All instruments administered and measures must have been validated for the specific purpose for which they are being used.
- The assessment criteria and minimal acceptable criteria to be used shall be documented in writing in the district's Gifted Education Program Proposal submitted to the Office of Gifted Education Programs at the Mississippi Department of Education (MDE) and approved by the State Board of Education (SBE). All instruments and measures administered must have been validated for the specific purpose for which they are being used. Hearing, vision, and general physical examinations are suggested but are not required.

Once students have been identified as gifted, the district will implement a Gifted Education Program for students in grades 2-6 and provide accelerated courses, such AP courses and Dual enrollment courses.

Describe how the LEA will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

It shall be the policy of this school district that a learning media program, which meets or exceeds the minimum standards of the Commission on School Accreditation, be provided in each school in the district. Each school media center shall serve as an instructional support capacity, and the media specialist shall work cooperatively with teachers in all curriculum areas to plan and to coordinate the use of materials, equipment and services which help meet instructional objectives. Each school shall have a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. As per the MS Accountability Standards, the district will meet the following requirements. A. The library media center shall be staffed by a full-time certified librarian who is not asked to serve as a substitute teacher. For enrollment of 500 or more, support staff is strongly recommended. Flexible scheduling/open access shall be incorporated into the school library schedule. 25% of the librarian's time shall be spent in the administration of the library program and in collaborative planning with teachers. Time shall be allotted at the beginning and end of the school year for necessary library maintenance tasks. B. The library staff shall offer a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students. C. The school district shall provide sufficient funding for the purchase and maintenance of current resources for the school library so that the library can annually expend a minimum of \$7.00 per student (more when funds are available) for library resources. D. The library shall be equipped with age-appropriate library furnishings, equipment, and computers in good working order. E. The library shall provide seating for at least one class. The physical arrangement of the library shall facilitate learning and achievement, access to materials and resources, and accessibility by persons with disabilities in accordance with Public Law 101-476. F. Library selection policy shall ensure that materials are selected on the basis of their contribution to the total instructional program and that input from teachers and support staff this solicited and utilized when selecting and purchasing materials (both print and non-print) and equipment. G. The collection shall be cataloged and organized using standardized library procedures utilizing an automated library system.

JCSD librarians have secured World E-books and Tumble E-books and provide students instruction and practice accessing these books online and finding appropriate literature based on their reading level.

LEA Plan - School Climate and Culture

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0**Out-of-School Suspensions (All Schools)**

	2015-16		2016-17		2017-18	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	767		849		1058	
IEP	175	0.23	250	0.29	334	0.32
EL	2	0	14	0.02	14	0.01
Asian	3	0	4	0	15	0.01
BLK/AA	173	0.23	258	0.3	315	0.3
His/Lat	12	0.02	26	0.03	23	0.02
NAM	1	0	0	0	0	0
White	577	0.75	540	0.64	694	0.66

What discipline issues if any impact student achievement/growth?

We at JCSD believe that any discipline issue will result in the loss of instruction time, which limits a student's learning potential; however, there are no glaring patterns of specific discipline infractions that are not common in most schools across the state. When students make the choice to disrupt the class, disrespect authority, or to engage in inappropriate behavior, he or she impacts their growth and the achievement of other students exposed to the discipline issue. These discipline issues lead to the out-school-suspension referenced above.

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

JCSD personnel maintains consistent efforts to minimize discipline issues through prevention procedures. A Positive Behavior and Intervention System (PBIS) is in place at all schools. Fair and equitable discipline policies are in place and followed by administrators and teachers. This promotes a positive school culture and learning environment, and subsequently, increased student achievement. Prevention procedures are in place to promote positive school culture. In the event that a student's behavior prevents him from participating in his normal educational routine, the district can provide the continuation of educational services through Edgenuity, an online learning program. A district homebound instructor is also available to provide students with consistent instruction. Using the MTSS system outlined by MDE, excessive discipline issues are addressed systematically within JCSD.

Summarize other factors impacting climate and culture. (optional)

JCSD has a Comfortably Collaborative Culture, according to recent needs assessment results. The survey and other data results reveals that while student attendance and behavior is excellent, there are three specific areas for improvement. These are parent relations, teachers in leadership roles, and administrative praise of teachers. District and school administrators have taken steps to make progress in these areas. A school-family relations expert and public speaker, delivered the keynote address at the 2018-2019 JCSD Convocation on August 2. JCSD administrators at each school provide teachers leadership opportunities and positive feedback in an effort to improve climate and culture.

LEA Plan - Dimension 1: Student Achievement

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0

In addition to performance on the state assessment, how will the LEA and its schools identify struggling students? (Please identify any specific screening tools the LEA and its schools use.)

K-12 Students take formative and diagnostic assessments throughout the school year in all tested subjects. Examples are the i-Ready Diagnostic Assessment, STAR Reading, STAR Math, NWEA Science Diagnostic Assessment, and a dyslexia screener.

What actions will the LEA and its schools take to provide effective, timely, additional assistance to struggling students?

After students are identified as struggling learners, they are placed into our MTSS system on Tier 2 or Tier 3. This is monitored constantly and is updated by school-level TST Interventionists.

Teachers should use progress monitoring information to (a) determine if students are making adequate progress, (b) identify students as soon as they begin to fall behind, and (c) modify instruction early enough to ensure each and every student gains essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments. Screeners will be administered to assist in the identification of students in need of interventions: a. All students shall be administered a state-approved screener within the first 30 days of school and repeated at mid-year and at the end of the year to identify any deficiencies in reading. b. Universal Behavior Screeners will be administered 3 times a year. The screener will address externalizing behavior and internalizing behavior. c. A dyslexia screener will be administered in the spring of kindergarten and the fall of 1st grade as outlined in policy IDADABA. If strategies at Tiers 1 and 2 are unsuccessful, students must be referred to the Teacher Support Team. The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the Mississippi Department of Education. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:

designed to address the deficit areas; · evidence based; · implemented as designed by the TST; · supported by data regarding the effectiveness of interventions. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

How will the LEA and its schools monitor the progress of struggling students? (Please identify any specific progress monitoring tools the LEA and its schools will use.)

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment. I-Ready Diagnostic Assessment is used for progress monitoring.

LEA Plan - Dimension 2: Curriculum and Instruction

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - 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				
2017-18	85	89.4	189	95.2	210	95.2	135	83				

Describe how the LEA 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.

JCSD Approved School Board Policy:

Recruitment: 1. In order for an applicant to be employed in the Jackson County School District as professional personnel, the following documents shall be submitted to the Office of the Superintendent: a. An application for the applicable certified position b. A valid Class A, or higher, Mississippi certificate with the proper endorsement for the position being sought c. A transcript of grades d. Other forms as required by state and federal guidelines 2. Race, color, national origin, sex, age, religion or handicapping conditions shall not be considered in appointing, assigning, retaining, promoting, determining salary, or any other terms or conditions of employment. 3. Interview procedures a. The purpose of the interview is to provide the candidate with an opportunity to become acquainted with the school system and to learn the overall philosophy of the Board of Education. The interview also provides an opportunity for the school officials and/or Superintendent to evaluate the qualifications of the applicant. b. The applicant will be interviewed by the building principal and/or the Assistant Superintendent for the Attendance Center. Applicants may also be interviewed by the Superintendent. Applicants for positions in Special Education will also be interviewed by the Director of Special Education. 4. Applicants may communicate with the Office of the Superintendent and/or principal at any time concerning the status of their individual applications. 5. A listing of all vacancies will be posted for ten (10) working days on the bulletin board in the staff/teachers' lounge at each school in the district and on the bulletin board in the district office. Each applicant for a position will receive a response to his/her application, either through an interview or a letter of rejection. The Assistant Superintendent at the attendance center will review all rejected applications and will concur with the principal on the applicant selected for the position. The Assistant Superintendent at the district office will follow the same procedure with the department directors' selections. The Assistant Superintendent will make the recommendation for the position to the Superintendent, who will make the final recommendation to the school board. New positions must be approved by the school board and the vacancy posted at each school prior to the position being filled.

Recommendation/Retention: The Superintendent is responsible for the recommendation for employment of all personnel. The Board of Education has the power and authority to select all school district personnel in the manner provided by law. (37-7-301 [p]) The Board may disapprove any recommendation made by the Superintendent. 2. When a principal/director recommends a candidate for employment, he/she will discuss the exact position to be filled with the Assistant Superintendent. The sole basis of selection is the ability to fulfill the responsibilities of the position efficiently as judged by all pertinent standards. 3. If the Superintendent concurs with the Assistant Superintendent's recommendation, he will recommend the candidate to the Board of Education. If the applicant is elected by the Board, the Superintendent shall enter into a contract with the certificated employee in the manner as provided by state law.

Evaluation: All certified employees will be evaluated annually according to state and district personnel appraisal instruments using the competencies appropriate for the employee position

Describe how the LEA ensures all teachers and paraprofessionals (particularly those working in Title I programs) meet state certification and licensure requirements.

The employment of teachers depends upon proper licensure by the Mississippi Department of Education. Each teacher is recommended by the principal for the type of license indicated on his/her application. A valid copy of each teacher's license must be on file in the Office of Human Resources and Risk Management before being recommended to the board. A contract shall not be issued to a teacher who does not possess a valid Mississippi Educator's license with the proper endorsement for employment. All contracts shall be based on the issue date of the license. The signature of a teacher on a contract represents good faith on the part of the teacher to fulfill the requirements set forth by the administration and the Board of Education. After a contract is signed any resignation must be approved by the school board. All certified employees will be evaluated annually according to state and district personnel appraisal instruments using the competencies appropriate for the employee position

Individuals who wish to apply for the position of Assistant Teacher in the Jackson County School District must pass the Assistant Teacher Examination. Individuals will not be considered eligible for employment as an Assistant Teacher until they have passed the exam. *In accordance with requirements of the Mississippi Department of Education, any assistant teacher hired shall meet one of the following requirements: 1. Completed at least two (2) years of study (48 semester hours) at an institution of higher learning, or; 2. Obtained an associate's degree(or higher) in academic coursework; or 3. Met a rigorous standard of quality as determined by a formal assessment. The Mississippi Department of Education has approved ACT WorkKeys to meet this requirement. These requirements of the MDE apply to all paraprofessionals, regardless of the funding source for the position. The requirements are in effect from January 8, 2002 and shall apply to those paraprofessionals employed prior to that date by January 8, 2006.

Describe the common strategies used by schools to provide accelerated, high-quality instruction (please address both curriculum and efforts to ensure effective instruction by staff).

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. It is the goal of all JCSD administration, teachers, and staff to ensure that all students learn and have an

opportunity to learn in a safe and orderly environment. All school staff members take great pride in creating an educational environment that is conducive for learning. Our district encourages teachers to collaborate and acquire effective evidenced-based learning techniques that will positively impact instruction. Some of the common instructional strategies employed by our teachers are the use of the following:

1. Setting Objectives
2. Reinforcing Effort/Providing Recognition
3. Cooperative Learning
4. Cues, Questions & Advance Organizers
5. Nonlinguistic Representations, such as Similes, Metaphors, and other Analogies(ex.fact/opinion or problem/solution)
6. Identifying Similarities and Differences
7. Generating & Testing Hypotheses

Additionally, 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. All strategies utilized are aligned to the MDE approved state standards.

Describe the types of interventions the LEA and its schools commonly provide to struggling students and the effects they have on student achievement.

Intervention Description of the Intervention

Discovery Ed Instructional Videos for K-12

Edgenuity Online courses

Edmentum Adaptive Intervention Solution - Diagnostic and benchmark assessments.

Flocabulary	Online vocabulary building program
Imagine Learning	Adaptive Intervention Solution - Diagnostic assessments. Used for ELL and math interventions
iReady Subscription	Formative assessment tool with built-in online instruction for grades
Lexia Learning Systems	Online intervention for Reading and Language Orton-Gillingham based
Math Intervention Resource	Math intervention kits
Mastery Connect	Online tool to manage student progress toward standards mastery, create assessments, and connect with other teachers
NEWSELA Pro	Web site that tracks students' Lexile levels, and lets students work on CCSS through news articles. Provides intervention source in ELA comprehension as well as a tool for all teachers to differentiate by Lexile levels their subject area content material. In addition, there are fantastic writing prompts available. Great for teaching students to read for information and annotate as they read.

NWEA
Science
Diagnostic
Assessment Formative/Diagnostic science assessment

Problem Attic Online math problem bank

Ready Resources Ready Math, Ready Reading, Ready Math Practice and Problem Solving, and the Teacher Tool kit

Reading Inventory (Houghton Mifflin) Online Reading Assessment to determine Lexile levels for students grades (Replace our old SRI program)

School Status Data reporting tool and teacher evaluation platform

Sonday System Multisensory Language Intervention Program

STEMscopes Comprehensive science curriculum which includes online, print, and hands-on kits

Teachers Pay Teachers Kindermath and Firstiernath - supplemental math resources

Teq Online technology integration professional development program

E-book subscription appropriate for reading levels and interests of
TumbleBooks elementary students

Turnitin Turnitin reveals content matches in student writing. It helps students take ownership of their work and practice proper citation. Helps teachers increase efficiency in grading writing assignments.

USA Test Prep Benchmark assessments for Algebra I, English II, Biology, and US History/ Test item bank for ACT Science, Reading, and Math

World e-Book Suite Subscription to e-books - Best suited to middle and high school

Students are provided with a visual representation of specific content, blended learning opportunities, and hands-on tools that will accelerate student achievement by capturing the minds and imaginations of students and tapping into students' natural curiosity and desire to learn.

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.

Teachers and students of Jackson County School District are provided superior-quality information, tools, and resources that are appropriate and adequate to facilitate the highest levels of student academic achievement. All administrators and faculty members are given access to the most current academic frameworks and standards available from the Mississippi Department of Education. Academic frameworks and standards are provided to teachers both digitally through internet links and in a flash-drive file at each campus. District and school-level professional development is furnished in an

ongoing effort to build teacher capacity in instructional best-practices. In addition, teachers work together to align resources and instructional pacing to the Mississippi College and Career Readiness Standards. Input from parents, students, staff members, faculty members, and administrators is obtained annually regarding district-provided curriculum, resources, and information. This data, along with student assessment results and corresponding research evidence, is considered for procedural and purchasing decision-making.

The instructional management system includes a tiered instructional model (MTSS) in accordance with (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1), including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

The JCSD school improvement framework utilizes evidence-based interventions throughout all schools within the district. Our instructional plan is based on evidence-based practices that will strengthen the core academic program of the school. This plan will strengthen coherent instruction and professional capacity of teachers through the use of instructional coaches and various professional development opportunities. Instructional interventionists and tutors will provide support for struggling and/or non-English speaking learners and create an environment of concern for all students. Additionally, this plan will support family and community engagement and effective leadership, which research suggests is critical in developing and addressing the needs of the "whole" child.

According to two years worth of MAAP data in math and reading, we have increased in our proficiency levels, which demonstrates that our district's instructional plan is effective.

Reading (2016-17)(2017-18)	Reading (2016-17)	Math (2016-17)	Math (2017-18)
50.4	53.4	52.6	55.3

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

Schools will provide tutoring before, during, and after school at all Title I Schools. The decision of when to perform tutoring is based on the school schedule.

Describe how the LEA and its schools use evidence to select instructional resources, and how their impact on student achievement is evaluated.

In order to evaluate the effectiveness of a selected evidenced-based instructional resource and its impact on student achievement, our district will systematically monitor student progress on state and local, formative and summative assessments. Before our Curriculum Director and school administration choose an instructional strategy, it must be shown to be effective in multiple high-quality research studies across multiple settings with many participants. The evidence-based instructional practices alone may not be effective for teaching all children because each child learns in a unique way. However, through consistent progress monitoring, teachers will be able to modify or change teaching strategies to meet the needs of the individual learner.

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://lfdc.cdn.imaginelearning.com/Company/US/MA/Imagine_Learning_Evidence_of_Effectiveness.pdf

Our software currently met 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 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 chart 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
- Lexile® Measures – developed by MetaMetrics®, Lexile measures are widely used as measures of text complexity and reading ability, allowing a direct link between the level of reading materials and the student's ability to read those materials
- Quantile® Measures – developed by MetaMetrics, the Quantile Framework for Mathematics is a unique resource for accurately estimating a student's ability to think mathematically and matching him/her with appropriate mathematical content. Educators are also given explicit qualitative information on each student's abilities:

- The specific skills students have mastered and those that need to be prioritized for instruction
- Standard-by-standard analysis that details student performance against the set curriculum of the state.

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Well-rounded Education

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

1. Describe the LEA will develop and implement a well-rounded program of instruction to meet the academic needs of all students.

To contribute to the "Well-Rounded Educational Opportunities" in our district, Title IV money will be spent on providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics and ensuring that our low-income students have access to accelerated learning opportunities, including Advanced Placement and Dual Credit courses. Moreover, our elementary and middle schoolers have an opportunity to be enriched in the areas of music, art, library media, and computer application and physical education.

2. How will the LEA ensure students have access to those courses, activities, and programs? (Include possible funding sources to be used to support these courses, activities, and programs.)

We will use state and local funding sources, along with the Title IV grant monies to fund our AP, Dual Credit, ACT preparatory programs, music, art, library media, and computer application and physical education. Low Income students will be given an opportunity to participate in accelerated coursework without having apprehension over fees.

Integration of Technology in the Classroom

Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the district taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.)

Students have access to laptops and desktops. Even though we are not a 1 to 1 initiative, we are striving to meet the technological needs of all students for academic growth. Through the use of federal funds, we are using a portion of these funds to ensure that students have their technological needs met.

It is with great effort that the Jackson County School District strives to provide its students with the best technology that is practical to progress through the district's curricula. The district currently has a staff of five pc technicians and a network manager to support access to the access to the technical and online resources as required. However, the future is gravitating towards more and more online resources. To this end, our students are burdened more and more with access while not at school. Since half of the district's students are rural in nature, the access to technology at home is limited. Some of the district's schools have started allowing students to check out technology to bring home.

The District is growing with regard to its online curricula adoption. This expansion has placed significant strain on an already insufficiently staffed Information Technology Department. In addition to Human Resources, the technology resources are continually stressed. We are able to maintain computer replacement, but currently are deficient with regard of keeping teacher resources and interactive whiteboards up to date. We have been striving to rearrange budgeting from textbooks to these areas but there is still a shortfall in keeping the classroom systems current.

LEA Plan - Dimension 3: Professional Development

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - 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
Effective 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 plan aligns with the Learning Forward standards as follows:

Standard	Indicators	Actions/Strategies	Who is Responsible?	Timeline	Evidence
	All educators participate in professional learning	District-wide guidelines and procedures for Professional	JCSD Professional Development Committee	This will be reviewed and/or revised annually.	<ul style="list-style-type: none">-JCSD PLC Guidelines-JCSD Professional

				Development Plan
Learning Communities	communities that align collaborative work with school improvement goals and focus on continuous improvement.	Teachers serve in a variety of leadership roles. Leadership	<p>Learning Communities will be implemented.</p> <p>The role and responsibilities for school-level Professional Development Coordinators will be revised to include duties related to PLC organization/facilitation.</p>	<p>This will be reviewed and/or revised annually.</p> <p>JCSD Professional Development Committee</p> <p>This will be reviewed and/or revised annually.</p> <p>-Role and responsibilities for guidelines for Professional Development Coordinators at the school-level.</p> <p>JCSD Professional Development Plan</p> <p>This will be proposed in the Spring as the 2017-2018 calendar is revised.</p> <p>The JCSD Professional Development Committee will propose.</p> <p>Approval by superintendent, and then the school board must occur.</p> <p>Propose the development of the 2017-2018 JCSD calendar to include provision for a professional development day once per 9 weeks. Also propose that those days are protected and reserved for PLCs.</p> <p>School schedule allows for professional learning time during the school day.</p> <p>Resources</p>

		District officials will purchase resources as per teachers/ admin. recommendation	This is ongoing.	School-level data analysis ·PLC minutes
Teachers/ teams analyze student data to make decisions about student progress and ongoing adjustments needed to increase student learning. Data	The district will provide data resources to be utilized by teachers/ teams to inform instruction.	JCSD Professional Development Committee, Committee, school administrator	This will be reviewed and revised annually	Professional Development handbook
Professional learning in JCSD will focus on team-based learning at each school to address the needs of students at every grade-level or content area Learning Designs	Each PLC team will be decided and or developed by the school administrator, as it was outlined in the JCSD Professional Development handbook	The school administrator will be responsible for ensuring implementation, as it was outlined in the JCSD Professional Development handbook	Each campus is responsible for the implementation of leadership and the district professional development committee	PLC Minutes
The outcomes of	The school	District and	PLC committee	Teacher Effectiveness

Outcomes	<p>each PLC is to increase student achievement and teacher effectiveness. Through well-designed learning opportunities for teachers, student achievement will increase</p> <p>administrator will be responsible for ensuring implementation, as it was outlined in the JCSD Professional Development handbook</p>	leadership and the district professional development committee	
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Overview and Purpose The Jackson County School District is a learning organization focused on increasing student achievement through more effective professional development, or professional learning opportunities. As required by the Mississippi Department of Education, the District shall use this policy to ensure that it implements a professional development program aligned with the Learning Forward Standards for Professional Learning (Standard 15 of the Mississippi Public School Accountability Standards of 2014). The purpose of professional development is to ensure that every educator engages in effective professional learning every day so every student achieves. According to Learning Forward, “[i]ncreasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators.” Section I: DEFINITION OF PROFESSIONAL DEVELOPMENT The Mississippi Public School Accountability Standards of 2014 defines professional development as the growth-promoting learning process that empowers stakeholders (teachers, administrators, staff, and other school personnel) to improve the educational organization. Section II: GOALS OF PROFESSIONAL DEVELOPMENT The goals of implementing the Standards for Professional Learning are to outline the characteristics of professional learning that lead to the following: 1. Effective teaching practices; 2. Supportive leadership; and 3. Improved student results.

Section III: PROFESSIONAL DEVELOPMENT MODEL Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. The seven standards of Learning Forward focus attention on educator learning that relates to successful student learning: 1. Learning Communities - Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. 2.

Leadership - Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocates, and create support systems for professional learning. 3. Resources-Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. 4. Data - Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

5. Learning Designs - Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. 6. Implementation - Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change. 7. Outcomes - Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Briefly describe the professional development activities the LEA plans to carry out this year.

Project Read- we invited a speaker from Project Read (Learning Circles) to provide instruction on implementation districtwide. An expert teacher was also contracted to help teachers create learning materials for Project Read. STEMscopes science- the company provided professional development for their program for all JCSD science teachers. Additionally, the Bailey Group provided a science expert consultant. Teq online technology professional development- a webinar was provided to demonstrate effective implementation of the program. CPI training (Crisis Prevention & Intervention)- Our special education personnel provided training throughout the district. Classroom management training-training will be provided through our professional learning communities. Additionally, we will provide teachers with one-on-one training from our Instructional coaches. Identifying At-Risk students and Providing Intervention Strategies- the Bailey group will work with individual schools and teachers to demonstrate how to effectively identify at-risk and struggling learners and provide them with evidence-based intervention strategies.

The implementation of these activities will be carried out by the district, school-originated, or by the company. This includes school-level Professional Learning Communities.

How does the LEA determine which professional development activities to carry out? Please address how the LEA ensures its activities are (1) aligned with state standards, (2) based on a review of evidence-based research to the extent such research is available, and (3) likely to have a substantial, measurable and positive impact on student outcomes (including eliminating achievement gaps).

The JCSD Professional Development Committee convened and reviewed multiple sources of data to determine the goals and direction that should be included in the JCSD Professional Development Plan. This plan will adhere to the Standards of Professional Learning as directed by MDE, and will align with JCSD goals. Data sources that were consulted include relevant research, student attendance, student achievement, student discipline, and professional development-related survey results from JCSD teachers and administrators. As a result of the 2017-2018 Needs Assessment data analysis, the focus of 2018-2019 professional development should be Reading Language Arts (across the curriculum), Google Classroom/Google Documents, behavior interventions, Crisis Prevention and Intervention (CPI), Identifying and remediating the lowest 25%ile students, and classroom management. Overall, we believe that through the implementation of PLCs and other professional development activities we will positively impact student achievement and eliminate achievement gaps.

Policy GAD: The Jackson County School District is a learning organization focused on increasing student achievement through more effective professional development, or professional learning opportunities. As required by the Mississippi Department of Education, the District shall use this policy to ensure that it implements a professional development program aligned with the Learning Forward Standards for Professional Learning and to the Mississippi state standards (Standard 15 of the Mississippi Public School Accountability Standards of 2014). The purpose of professional development is to ensure that every educator engages in effective professional learning every day so every student achieves. According to Learning Forward, “[i]ncreasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators.”

How does LEA determine if its professional development activities have been effective? Please address how the LEA uses both data and stakeholder feedback to continually update and improve its professional development.

To determine effectiveness of professional development activities, participants complete an evaluation form and turn it in to the presenter or the principal. A district-level questionnaire is distributed in an online format that provides teachers the opportunity to give feedback on professional development policy and practices. It also allows teachers to give suggestions for future training topics. A professional development committee convenes twice per year to evaluate the status of professional learning and to make corrections, as needed. The committee has teacher and administrative representation.

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0**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.

As a diverse district, we have a variety of differences amongst our families, parents, and communities. As we strive to meet the needs of these stakeholders, we are always seeking opportunities to involve them all. Currently, each of our Title I schools host at least one parent night, which is informative and the beginning of a positive bond with parents and community members. We also have outreach programs in which lower elementary school counselors host a Kindergarten preview day for parents and families. Other transitional activities are done throughout the year to familiarize parents with their child's new school environment. Partnerships in education have been formed with businesses, churches, and daycare facilities, to encourage their support of all of JCSD local schools.

As we seek to make improvements, we realize that non-English-speaking parents and community members have not forged connections with families from culturally diverse backgrounds and prepared educators and other school personnel to make connections between schools, families, and communities of those who are culturally diverse.

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. 2018 (Results are posted on our website)

The following reflects the distribution of responses:

3,843 total responses were given from:

- 2386 Students
- 689 Parents
- 11 Community Members
- 777 Employees

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

Strengths and Challenges

- Despite a U. S. Census-estimated poverty rate of almost 35% for children in the district, JCSD has continued to maintain a high accountability rate from the Mississippi Department of Education. The district earned an overall "B" accountability rating based on new criteria in 2017; four schools earned "A" ratings. Enrollment is down by 1.8% over the past five years, and the district's rate of chronic absenteeism was 12.97% for 2016-2017. Graduation rates have increased to 89.1%, while the dropout rate has fallen to 7.3%. The district remains financially sound amid state and federal revenue budget cuts and shortfalls.
- In response to statements on the survey regarding federal programs, ninety-five percent of stakeholders feel their teachers are state certified and effective, while 89.5% believe that school nurses are important. A majority also believe that tutoring is delivered by well-qualified instructors and that lowering class size will help raise student achievement. Sixty percent indicated that federal funds are being used effectively at the elementary level; 32.6% felt the question was not applicable or they had no information about the topic.
- Statements about curriculum and instruction received the highest marks on the survey. Ninety percent or higher of

all responding stakeholders agreed that teachers involve students in their learning, that the educational program is of high quality, that teachers have high expectations for students, and that teachers are available to assist students when needed.

- Family and community matters are also perceived as positive. Parent-teacher communication is promoted; parents are involved and feel welcome in the schools and are knowledgeable about school processes, procedures, and goals. Eighty-eight percent (87.6%) of stakeholders expressed satisfaction with their schools.
- School improvement, context, and the organization received a positive response from survey participants as well. Students are seen as motivated, and stakeholders understand the district's vision, purpose, and direction. Eighty percent feel the district has enough resources to allow students to be successful, while 84% think that the schools are safe and orderly.

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 parent and family engagement activities and strategies the LEA will carry out this year. Please address how the LEA used the results of its annual evaluation of its parent and family engagement policy to design evidence-based strategies for more effective parental involvement.

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. 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.

Using the results of the annual Comprehensive Needs Assessment and the annual evaluation of the parent and family engagement policy, it was discovered that parents and family members recommendations were not specific and the

policy had been addressed as set forth.

However, there is always an opportunity to continue to strengthen the relationship between schools and parents. Since parents and school staff both share in the responsibility of preparing students to be productive and responsible, our schools will sponsor several activities to encourage parents to become involved in their students' lives. Each of our parent nights will display their child's talents and provide them with evidence-based strategies to help their children at home. Our computer-based learning program, which is an evidence-based tool, will provide parents with a resource to help their student with difficult academic content. Parents sole responsibility in this instance is to provide the oversight needed for their student to utilize the program. We want to connect with parents and engage them in their child's learning experience, and sustain their involvement by giving them a participatory role.

LEA Plan - Dimension 5: School Context and Organization

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0**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
2017-18	23:1	23:1	23:1	23:1	21:1	22:1	23:1	21:1	21:1

Stakeholder Decision Making

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input checked="" type="checkbox"/> Yes	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 checked="" type="checkbox"/> Yes	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 checked="" type="checkbox"/> Yes	Everyone has a voice via the vision team
Stakeholders take part in developing solutions to identified problems.	<input checked="" type="checkbox"/> Yes	This is also a function of the vision team

If the LEA plans to use Title II, Part A funds to reduce class size, please describe the evidence base that supports the reduction, or

If the LEA plans to use federal funds to reduce class size, please describe how the LEA determined the reduction is necessary and reasonable. Please address any evidence that supports the reduction.

We will not use federal funds to employ CSR teachers.

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0

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 provide supports to EL students, including differentiated instruction when appropriate.

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. 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 provides effective language instruction educational programs (LIEPs) the meet the needs of EL students and demonstrate success in increasing English language proficiency and student academic achievement.

9. 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.
10. 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.
11. 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.
12. Describe how the LEA will provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners.
13. Describe how the LEA will provide and implement other effective activities and strategies that will enhance parent, family, and community engagement activities.
14. 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.
15. Please address the curricula, instructional materials, educational software, assessment procedures, and instructional strategies to be used.

LEA Plan - Immigrant Children and Youth

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0

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
2015-2016			
2016-2017			

LEAs that receive Immigrant Children and Youth grant funds may spend those funds on a number of activities that provide enhanced instructional opportunities for immigrant children and youth. These activities may include:

- family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;
- recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;

- basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services;
- other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

Please describe how your LEA will implement one or more of the activities above using Immigrant Children and Youth Funds, or another activity that will provide enhanced instructional opportunities for immigrant children and youth.

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - 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 - Note: NA - LEA does not have high school/graduation rate data	(%)	45.7
Indicator 2 - Dropout Rate for Students with Disabilities - Note: NA - LEA does not have high school/dropout rate data	(%)	18.4

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 2031 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 superstars. 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 Yale 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	(%)	5.24	
Math Grades 3-8	(%)	2.08	-4.44
English II	(%)	1.79	1.79
Algebra I	(%)	2.04	-6.07

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.

These areas will be addressed in our goal #1., which is to continue to improve student achievement and close the achievement gaps with the use of the diagnostic software and blended learning opportunities to ensure that students are college and career ready. We will also continue our literacy training for all teachers.

Indicator 4 - Suspension/Expulsion of Students with Disabilities	Report As	2014-15
Indicator 4A: Students with disabilities identified as significantly discrepant based on review of LEA policies, procedures, and practices?	(Yes/No)	No
Indicator 4B: Students with disabilities by race/ethnicity identified as significantly discrepant based on review of LEA policies, procedures, and practices?	(Yes/No)	No

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 four specialists 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

Indicator 5 - Least Restrictive Environment Categories:

Indicator 5A: In general education setting 80% or more of day

Indicator 5B: In general education setting less than 40% of day

Indicator 5C: In separate schools, residential facilities, or homebound/hospital placements

Indicator 6 - Early Childhood Least Restrictive Environment Categories: -

Note: NA - LEA does not have early childhood students

Indicator 6A: In regular early childhood program and receiving majority of special education services in regular early childhood classroom

Indicator 6B: In separate special education class, separate school, or residential facility

	Report As	2015-16
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(%)	69.35
(%)	13.04
(%)	1.17
(%)	39.13
(%)	38.04

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.

Indicator 7 - Early Childhood Outcomes	Report As	2015-16Outcome	2015-16Outcome B:Acquisition and C:Use of
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	A:Positive Social-Emotional Skills (%)	Use of Knowledge and Skills	Appropriate Behaviors to Meet Needs
Summary 1: Of those pre-K students entering pre-K program below age expectations in the Outcome, the percent who substantially increased rate of growth by the time they turned six years old or exited the program	57	57	36
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	(%)	76	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; however, we work with local daycares and Head Start organizations to ensure they know what the standards are. We provide a speech-language pathologist to help provide special education services as well as providing teaching and learning strategies to these organizations. This is addressed under our goal of increasing student achievement.

Indicator 8 - Parent Involvement Survey	Report As (%)	2015-16
Percent Involved - Note: NA - LEA was not on 2014-15 SY survey cycle		98.09

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. Additionally, we invite parents to participate in secondary transition meetings as well as yearly budget meetings. 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.

Disproportionate Representation in Special Education by Race/Ethnicity			Report as (Yes/No)	2015-16
Indicator 9 - Disproportionate Representation in Special Education by Race/Ethnicity - Identified as Disproportionate Based on LEA Self-Assessment				
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
African American	(Yes/No)	No	No	No
American Indian	(Yes/No)	No	No	No
Pacific Islander	(Yes/No)	No	No	No
Hispanic	(Yes/No)	No	No	No
Multi-Racial	(Yes/No)	No	No	No
White	(Yes/No)	No	No	No

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 Percent Compliant -
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.

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

Report As	2015-16
(%)	100

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 14. Additional training was provided to all middle and high school special education teachers on how to effectively write transitions plans as part of the IEP.

Indicator 14 - Post-Secondary Outcomes Survey - Percent of Students No Longer in Secondary School:	Report As	2015-16
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	(%)	30.77
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	(%)	76.92
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	(%)	82.05

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.

LEA Plan - Prioritized List of Needs

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0

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 25% of the state and we are a B school 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. Their effectiveness is evident in our school rating and our overall graduation rate.

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, a student can receive the same program at the local junior college. We had the 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 number 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 the diagnostic software and blended learning opportunities to ensure that students are college and career ready.

2. There is a need to continue our literacy training for all teachers.
3. Close the gap in the division regarding the need for school nurses.
4. Continue to provide programming to improve instruction and student engagement in science, technology, engineering, and mathematics
5. Continue to promote access to accelerated learning opportunities (including Advanced Placement and Dual Credit)
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 2019 - LEA Plan - Rev 0

Plan Items ()

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 2018-2019 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)(ii).)

1.1) Prevention/intervention (ELA & Mathematics)

Description:

Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in English/Language Arts and Mathematics as evidenced through an A rating for the district in the 2018-2019 school year as measured by the MDE accountability rating results.

1.1.1) Provide 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 2018-2019 MAAP in grades K-5.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salaries and benefits	\$623,862.50

[AS] 1.1.2) Instructional and educational materials will support instructional efforts of all students and effective instruction.

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 2018-2019 school year. 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:

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Instructional Supplies	\$322,370.08
	Title I-A	Instructional Supplies and Software renewals	\$120,000.00
		Total	\$442,370.08

1.2) 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 boards, printers, tablets, computer books, and/or other technology to increase and enhance instruction and learning capacity for teachers and students.

1.2.1) 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, computer books, hardware, interactive boards, 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 2018-2019 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$223,728.79

1.3) Safety and Security of Students

Description:

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

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

Description:

District Title funds will fund basic hygienic, healthy snacks, uniforms, and educational supplies for those students who meet the criteria of homeless. Tutorial services will also be offered. Additionally, Title funds will be used to provide professional development to students and staff on bullying prevention, suicide prevention, drug prevention and other issues that impact the health and safety of students.

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:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Homeless Supplies	\$5,600.00

	Title IV-A	Healthy Schools supplies	\$5,355.00
	Title IV-A	PD for students and staff	\$28,000.00
	Total	\$38,955.00	

1.4) 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.

1.4.1) Basic health care needs are met.

Description:

Vancleave Lower Elementary will use Title I funds to pay the salary and local travel expenses of a school nurse. Vancleave Lower 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 Principal

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Nurse Benefits	\$9,222.02

	Title I-A	Nurse Salary	\$17,341.98
		Total	\$26,564.00

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.

1.5.1) Provide School and District Data and Status

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 2018-2019 school year.

Person Responsible:

Federal Programs Director

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Consolidated Cost Pool	Annual assessment and supplies	\$20,000.00

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.

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 2018-2019 and 2019-2020.

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 by 3%.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Parental Involvement supplies	\$16,385.15

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. Support the federal program needs within the district.

[AS] 1.7.1) Support federal programs administrative expenses**Description:**

District Title I, II, IV funds will be used to pay all or a portion of the salaries and benefits of a Federal Programs Director and a Federal Programs Bookkeeper/Secretary and Federal Programs Accountant. 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:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Consolidated Cost Pool	Benefits	\$35,841.78
	Consolidated Cost Pool	Dues for fees	\$1,000.00
	Consolidated Cost Pool	PD for Federal Programs	\$2,500.00
	Consolidated Cost Pool	Salaries	\$103,085.90
	Consolidated Cost Pool	Technology/equipment	\$5,006.00

		Consolidated Cost Pool	Travel for Federal Programs	
		Total	\$155,433.68	\$8,000.00

G 2) Improving 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/Language Arts)

Description:

Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading/language arts, which includes writing.

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:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salaries and benefits	\$87,500.00

[AS] 2.1.2) 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.

Benchmark Indicator:

Increased student achievement in reading and language arts by 3% for all EL student subgroups on the MAAP in the 2018-2019 school year.

Person Responsible:

District

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL instructional software	\$22,000.00

[AS] 2.1.3) Address teaching and learning needs related to academic problems of low achieving students, specifically English learners.

Description:

Students who meet the criteria as English Learner will receive support from an EL Interventionist Teacher and EL tutors. The district will use Title I funds to help fund additional salaries and benefits for EL Interventionist Teacher and EL tutors. Also, ELL student and instructional supplies will be funded with district Title I funds. This will include software, picture dictionaries, and license renewals and other instructional supplies.

Benchmark Indicator:

Increased student achievement for ELL students on all state assessments by 3%.

Person Responsible:

Federal Programs Director

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL instructional supplies	\$10,000.00
	Title I-A	EL Interventionist and 2 EL tutors	\$172,311.04
	Title I-A	Travel for EL tutors and interventionist	\$9,997.76
Total			\$192,308.80

[AS] 2.1.4) Administrative and District Support

Description:

District Title I, Title II, and Title IV funds will be used to pay all or a portion of the salaries and benefits of a Federal Programs Director and Federal Programs Bookkeeper/Secretary. Title I will pay for an EL teacher and 2 EL tutors. Title II funds will be used to fund an instructional coach at the elementary level

and to fund an instructional coach at the secondary level. These instructional coaches will provide support to teachers who lack effectiveness in their instruction. Instructional coaches will support and mentor new teachers. They will work with school and grade level PLC's to monitor student progress and determine instructional effectiveness. These employees will support the district and school initiatives through administrative, instructional, instructional support, and clerical duties. Additionally, district Title II 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:

District

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title II-A	Salaries and benefits for Instructional Coaches	\$159,821.51

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.

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 by instructional coaches, 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 will be measured by student achievement in math and English/language arts on the MAAPI for the 2018-2019 school year with an increase of 3%.

Person Responsible:

School Principals/District

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title II-A	PD supplies	\$44,513.49
	Title II-A	Substitute salary and benefits	\$12,500.00
	Title II-A	Travel in-state and out-of-state	\$75,000.00
	Title II-A	Various PD training	\$85,000.00
		Total	\$217,013.49

G 4) Increase the graduation rate.

Description:

Increase Student Achievement by producing more students who are college and career ready.

Performance Measure:

The 2018-2019 percentage of students graduating from JCSD will be at or above 89%.

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 .05% 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 graduation rates by .05% 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.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A		\$49,000.00

[AS] 4.1.2) Increase AP and Dual Credit enrollment for low-income students

Description:

Increasing the enrollment of low-income students in accelerated courses such as Advanced Placement (AP) and Dual Credit courses by ensuring that all fees are paid for these accelerated courses.

Benchmark Indicator:

An Increase in the enrollment in accelerated courses such as Advanced Placement (AP) and Dual Credit Courses for classified as low-income students by 3%.

Person Responsible:

District

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A		\$19,420.00

LEA Plan Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0

Type	Optional Documents	Document Template	Document/Link
Revision Letter	N/A		

LEA Plan Assurances

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0

- * The Local Education Agency (LEA) hereby assures the Mississippi Department of Education (MDE) that the LEA will:
- Coordinate and collaborate with the State educational agency and other agencies providing services to children, youth and families to carry out its responsibilities for schools identified for comprehensive support and improvement and targeted support and improvement consistent with Section 1111(d) of ESSA.
- Identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.
- 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.
- If using Title I, Part A funds to provide early childhood education services to low-income preschool students, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- Ensure that all teachers and paraprofessionals working in a program supported with Title I, Part A funds meets applicable State certification and licensure requirements.
- 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.

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - LEA Plan - Rev 0

Checklist Description (Collapse All Expand All)			
<input type="checkbox"/> 1. Planning Tool - LEA Planning Team	<input type="button" value="OK"/> <input checked="" type="button" value="▼"/>	Tiffany Jones	12/7/2018 7:53:40 AM
<ol style="list-style-type: none">1. Team members are identified by name and title.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.			
<input type="checkbox"/> 2. Planning Tool - Needs Assessment	<input type="button" value="OK"/> <input checked="" type="button" value="▼"/>	Tiffany Jones	12/7/2018 7:53:40 AM
<ol style="list-style-type: none">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.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)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).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?			

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.Â (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). ?
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	10. Dimension 4: Family & 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.	
	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.	
	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.	
<input type="checkbox"/>	3. Planning Tool - Goals	
	<p>OK <input type="button" value=">"/></p>	Tiffany Jones 12/7/2018 7:53:40 AM
	<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>	
	4. Planning Tool - Strategies	
	<p>OK <input type="button" value=">"/></p>	Tiffany Jones 12/7/2018 7:53:40 AM
	<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>	
<input type="checkbox"/>	5. Planning Tool - Action Steps	
	<p>OK <input type="button" value=">"/></p>	Tiffany Jones 12/7/2018 7:53:40 AM
	1. Each action step is clearly aligned to the goal and strategy to which it is connected.	

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.)

<p>6. Planning Tool - Grant Relationships (Funding Sources)</p> <p style="text-align: right;"><input type="button" value="OK"/> <input type="button" value=">"/></p>	<p>Tiffany Jones</p> <p>12/7/2018 7:53:40 AM</p>
<p>1. A funding source has been created for each action step (multiple funding sources may be utilized).</p> <p>2. There is a clear alignment between prioritized needs, goals, strategies, action steps and funding sources.</p> <p>3. All funds have been allocated to a goal and there is a zero balance on the plan relationships page.</p>	