

Kuspuk School District (29) - FY 2022 - ESEA Consolidated - Rev 2 - Application Development

A. Coordination with Other Federal Programs

This plan has been formulated, as appropriate, in coordination with other programs under ESEA and other Acts. Check all that apply.
[Section 1112(a)(1)(B)]

*** A.1. ESEA Programs**

- Title I-A - Improving Basic Programs Operated by LEAs
- Title I-C - Education of Migratory Children
- Title I-D - Prevention & Intervention Programs for Children & Youth Who are Neglected, Delinquent, or At-risk
- Title II-A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III-A - English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A - Student Support and Academic Enrichment Grants
- Title IV-B - 21st Century Community Learning Centers
- Title V - Flexibility and Accountability (REAP-Flex, SRSA, and RLIS)
- Title VI - Indian, Native Hawaiian, and Alaska Native Education

*** A.2. Other Acts**

- Individuals with Disabilities Education Act
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technical Education Act of 2006
- Workforce Innovation and Opportunity Act
- Head Start Act

McKinney-Vento Homeless Assistance Act

Adult Education and Family Literacy Act

Other

B. High Quality Education for All Students

Monitoring Student Progress

Provide a description of how the district will monitor students' progress in meeting the challenging State academic standards by-

* **B.1.** Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. [Section 1112(b)(1)(A)]

Kuspuk School District continues to develop and implement a well-rounded instructional program in order to meet the academic needs of all of our students by:

- ensuring that adopted curriculum being used is current, research-based and adopted contingent on the input of all stakeholders including teachers, principals, parents, other staff and community members
- ensuring the adoption of curriculum that covers all of the basic areas of reading, writing, math, social studies, science, health, technology and SEL
- ensuring that classroom instruction is based on on-going assessments of students and that differences in need are addressed, for example needs of EL students and Special Education students
- ensuring that adopted curriculum has components to address needs of special populations in EL and Special Education
- ensuring that all teachers are trained and provided with ongoing professional development in order to provide well-rounded instruction to all students
- providing access to elective course outside of the regular areas of instruction by utilizing correspondence course, offering online courses and self-study courses for advanced math, science, foreign language and other courses not routinely offered by a particular school site
- using results of assessments such as PEAKS, WIDA and other data sources to drive instructional practices in the classrooms
- using surveys by teachers, paraprofessionals, students, parents, and community members about their satisfaction with using curriculum, suggestions on improving instructional practices and incorporating culture into curriculum
- implementing robotics programs in schools across the district to provide opportunities for students to learn appropriate and innovative uses of technology

* **B.2.** Identifying students who may be at risk for academic failure. [Section 1112(b)(1)(B)]

Kuspuk uses benchmark assessments and other classroom assessments, three or more times per year, to identify students who may be at risk for academic failure. PEAKS and WIDA data are also normally used after the spring assessments. Students who

are identified "at-risk", are assigned to Tier II interventions within the RTI framework and provided with additional instruction and /or educational actives to ensure mastery. Students who are still below proficient in reading, writing or math are placed in Tier III interventions and are provided with additional instruction which concentrates on their key areas of need. These students are also offered after-school tutoring in order to work on specific skills needed to be successful in the classroom.

* **B.3.** Providing additional educational assistance to individual students that the district or school determines need help in meeting the challenging State academic standards. [Section 1112(b)(1)(C)]

Based on assessment data, students are placed in either Tier I, II or III. All students are provided with instruction in the core curriculum. Students not meeting standards are provided with Tier II interventions and students who continue to need assistance or not reach proficiency are provided with Tier III interventions. iReady Reading and Math is used throughout the District to provide diagnostic assessments to identify areas of need and to provide systematic individualized interventions. Additionally, afterschool tutoring is also provided to individual students needing one-on-one assistance with specific skills.

* **B.4.** Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. [Section 1112(b)(1)(D)]

Kuspuk identifies and implements instructional strategies to strengthen academic programs and improve school conditions for student learning by:

- ~ providing ongoing professional development to teachers and paraprofessional staff in the areas of utilizing instructional strategies in classrooms and across the curriculum
- ~ provide professional development in the areas of writing, reading in the content areas, and math instruction by state mentors or other professionals
- ~ provide time on Wednesday afternoons so that teachers can collaborate and share ideas for strengthening the academic programs at their sites
- ~ improving school conditions in the areas of anti-bullying to provide more socially positive conditions for students
- ~ providing counseling to students to enhance self-esteem and self-image in order for them to more positively participate in learning and improve attendance
- ~ by providing clean, healthy schools to enhance the learning experience
- ~ by providing fun activities for students such as morning meetings, Red Ribbon Week activities, and after school activities and sports to improve student attitudes, enhance camaraderie and improve focus for students

Coordination and Integration

If determined appropriate by the district, the district will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning opportunities.

* **B.5.** If appropriate, describe how the district will 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. [Section 1112(b)(12)(A)]

If determined appropriate by the district, support programs will be used that integrate academic, career, and technical education content through instructional strategies and work-based learning opportunities.

* **B.6.** If appropriate, describe how the district will coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Section 1112(b)(12)(B)]

Kuspuk School District coordinates through an MOA with EXCEL Alaska in a partnership that provides work-based learning opportunities and in-depth interaction with industry professionals through the Math & Science Expedition every August. Students and chaperones spend 10 days on the Kuskokwim River taking water samples and salmon fry samples. They measure fish, water quality and study fish environments. They work with fish biologists and incorporate writing and math into activities. The District takes part in the George River Internship. Students can work along with professionals in the field of salmon spawning and fishery health. Students are allowed a science and/or math credit on the high school level for participation and completion of these opportunities.

C. Equitable Access to Excellent Educators

* **C.1. Identify and Address Disparities**

Describe how the district 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. [Section 1112(b)(2)]

Kuspuk School District strives to hire all highly-qualified teachers that are endorsed in their field. Since all schools are Title I schools based on low-income, and 99% of our students are Alaska Native, no particular school site or group of students are taught at higher rates by ineffective, inexperienced or out of field teachers. The District maintains official records of teacher certifications, college transcripts, degrees and records of service in order to document experience, certifications, and field of teaching records. The District office works with the State to identify teachers who have a lapsed certification and notifies these teachers. The District identifies inexperienced or out-of-field teachers through the documentation of previous work experience which is verified by hiring Principals or the District office. Ineffective teachers are identified by the evaluation process used by the Principals (Danielson method). Ineffective teachers are identified and provided with principal or mentor assistance.

* **C.2. Ensuring Certified Teachers**

Describe how the district will ensure that all teachers working in a Title I program meet applicable State certification. [Section 1111(g)(2)(J)]

Kuspuk ensures that all teachers meet applicable state certification by hiring Alaskan certified teachers whenever possible. If out of state teachers are hired, they are immediately notified of the requirement to be Alaska certified and given information on the certification process. Principals are responsible for reminding teachers of certification requirements. The District office send out reminders to teachers who have a re-certification date approaching. According to the Kuspuk Negotiated Agreement, any teacher who is not certified or lets their AK certification lapse, will be placed on substitute teacher pay until such time they are re-certified. In

order to assist teacher with the classes/credits necessary to attain AK certification or re-certification, the District offers to pay for up to six credit hours of classes per year as an incentive for keeping current and teacher retention.

*** C.3. Ensuring Paraprofessionals Meet Standards**

Describe how the district will ensure that all instructional paraprofessionals working in a Title I program meet Alaska's paraprofessional standards. [Sections 1111(g)(2)(J)&(M)]

Kuspuk ensures that all paraprofessionals meet Alaska's standards by:

- ~providing assistance to register for the ParaPro test
- ~providing reimbursement for up to 6 credit hours of college classes toward a certification or degree
- ~providing payment for the registration to take the ParaPro test

*** C.4. Systems of Professional Growth and Improvement**

Provide a description of the district's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders. [Section 2102(b)(2)(B)]

Kuspuk provides professional growth and improvement opportunities for teachers, principals, counselors and other school leaders by:

- ~participation in professional development session at four inservice days throughout the year where they can learn new curriculum, best practices in teaching and learn new technology
- ~New teachers and principals have two extra days of inservice where they learn more about the District, the culture of our area, learning opportunities and benefits
- ~All teachers and principals are trained in the Danielson Model, which is the evaluation tool used by the District. Teachers are given opportunities to increase professional growth and improve their teaching practice by participating in classes that are reimbursed by the District, by participating in Wednesday Collaboration Days and by having the opportunity to have Mentor Teachers from the State visit classrooms and give feedback.
- ~all teachers can participate in Self-Reflection Day incentive pay, where they choose a topic of self-improvement that they work on all year. They are paid the equivalent of one day's pay at the end of the year.
- ~teachers and principals are given opportunities to attend trainings and conferences outside of the District such as Principal Conference, RTI, ASTE and ASLI. Selection is based on stated justification, objectives, and time since last professional development opportunity

*** C.5. Systems for Building Capacity of Teachers**

Provide a description of the district's systems for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]

The District helps build capacity of teachers and to increase meaningful teacher leadership by:

- ~promoting from within by hiring teachers as principals of schools

- ~providing funding to assist teachers in attaining Leadership certification
- ~providing opportunities for teachers to serve on committees such as curriculum adoption committees, Title I and Consolidated Grant committees, and attend SAC meetings where they can work in conjunction with the local Tribe and community members
- ~some smaller sites have Lead teachers that serve as the "principal" of the school in the absence of the Principal
- ~teachers are given opportunities to share and present successful teaching strategies and activities to their peers during inservice days or collaboration days

*** C.6. Improve Skills of Educators in Identifying Students**

Describe how the district is helping teachers, principals, or other school leaders improve their skills in identifying students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)]

Kuspuk School District provides training in the identification of special needs during in-services. A review of the procedures for referring, evaluating and placing a child in services are done every year. Also, a review of the Student Identification Team (SIT) procedures for referral, implementing interventions, recording data and results and done at least once per year. In order to help identify English learners, teachers are trained in cultural differences, English as a second language, and how to administer the W-APT test to identify potential EL's. The procedures for identifying Gifted & Talented students are also reviewed at in-services, although at present, we do not have any identified GT students. In order to assist in identifying low literacy students, teachers are provided with training and materials in the form of the online STAR Reading and STAR Early Literacy assessments which are administered three times per year to gain benchmarks scores for all students. They are also provided with training in DIBELS which assessing early literacy fluency. Using the results of these assessments, together with classroom data, teachers are able to identify students with low literacy levels and put them into RTI groups for interventions.

*** C.7. Improve Skills of Educators in Serving Students**

Describe how the district is helping teachers, principals, or other school leaders improve their skills in providing instruction based on the needs of students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)]

Kuspuk provides in-depth trainings to teachers during fo ur in-services per year including instructional strategies based on the needs of individual students. This includes curriculum training using the RTI methods and materials in Tier II and III for students with disabilities, EL's and students with low literacy levels. Specific strategies are presented by staff (including District Office staff and/or classroom teachers) that have been successful for struggling students. Outside presenters are used to give specific trainings in math, reading readiness and writing. State mentors provide training and assistance to classroom teachers on-site.

D. Support and Engagement

Homeless Children and Youth

*** D.1. Homeless Children & Youth - Services**

Describe the services the district will provide homeless children and youths, including services provided with Title I-A funds reserved

under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act [Section 1112(b)(6)]

Kuspuk developed and distributed a student housing questionnaire during enrollment and it is included in all student registration packets. This form is utilized by the district to identify homeless youth. The data collected from the forms is analyzed to determine services needed. Outreach to relatives about the youth, enrollment assistance to get the student into school and supports such as transportation, clothing and school supplies will be provided.

*** D.2. Homeless Children & Youth - Identification**

Describe the procedure used by the homeless liaison to identify homeless students and assess their needs. Include any community agencies, organizations, and other resources regularly contacted to assist with the identification of homeless children and youth. [Section 722(g)(1)(B)]

Based on data collected during student enrollment and registration, there are homeless youth within the district. In addition, school secretaries, principals, and teachers are trained in the procedures to identify homeless youth. They are told to be aware of signs that a child may be homeless such as wearing the same clothes, always hungry, tired and /or not prepared. Secretaries are trained to gather information, then report the child to the Homeless Liaison for the District (Federal Programs Director) who will in turn contact local community agencies for assistance, as applicable. The District understands that students who may be "couch surfing" or identified as staying with family or friends who are not their parents, are homeless youth and do qualify for services when applicable.

*** D.3. Homeless Children & Youth - Support for School Personnel**

Describe the training/professional development that was or will be provided to district staff and school personnel (principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten their awareness of the specific needs of homeless children and youth, including runaway and homeless children and youth. Include the dates or timeframe and the types of staff that received training. [Section 722(g)(1)(D)]

Kuspuk has provided inservice training for all staff and will provide Homeless Children & Youth training in November to all staff. Training will include awareness of how to identify homeless children or youth, what needs these students may have, who to contact, and how to best assist these students in the classroom.

D.4. Homeless Children & Youth - Access to Services

Describe procedures that ensure that:

Homeless children have access to public preschool programs as provided to other children in the district; Homeless children and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular

activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels. [Section 722(g)(1)(F)]

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All students, including Homeless students, have access to their village school sites and will have equal access to appropriate educational opportunities including preschool, secondary education and any support services available. Every effort will be made to identify student needs especially credit from a previous school. Kuspuk does not have magnet schools, summer school or charter schools. In the event that a homeless student is identified, they will not face barriers to accessing academic or extracurricular activities, access to career and technical education, advanced placement where applicable, or online learning opportunities.

D.5. Homeless Children & Youth - Strategies to Address Other Problems

Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:

Requirements of immunization and other required health records;

Residency requirements;

Lack of birth certificates, school records, or other documents;

Guardianship issues; or

Uniform or dress code requirements [Section 722(g)(1)(H)]

*

Kuspuk has strategies to address enrollment delays for all students, including homeless children and youth in that:

~immunization records are kept at local clinics instead of by parents, for easy access by school districts. Other health records are later requested with parental consent, but students are allowed into school without health records

~no residency requirements are part of school enrollment. If a student is residing in a particular village, they are allowed to enroll in the local school

~lack of documents such as birth certificates or previous school records are preferred, but not required for school enrollment

~no student is denied enrollment based on guardianship issues. If a student is residing with friends or relatives, that student is able to enroll in the local school

~no uniform or dress codes are required

*** D.6. Homeless Children & Youth - Policies to Remove Barriers**

Demonstrate that the district has developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, including barriers to enrollment and retention due to outstanding fees or fines, or absences. [Section 722(g)(1)(I)]

Kuspuk has policies to ensure that no barriers to school enrollment exist for identified homeless children or youth. Kuspuk strives to make sure no student identified as homeless will be retained due to outstanding fees or fines or absences. Local Board policy was last updated on 3/17. The District will ensure updating policy to align with ESEA when needed.

*** D.7. Homeless Children & Youth - Assistance from Counselors**

Describe how homeless children and youth will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths in college. [Section 722(g)(2)(K)]

Kuspuk contracts with a licensed clinical social worker to provide tele-therapy services. If the District identifies any students that are homeless, they will receive priority referral for counseling services and further assistance

Foster Care Children

ESSA requires districts to help ensure the educational stability of students in foster care by 1) Allowing them to remain in their school of origin when it is in the student's best interest (regardless of changes in housing); 2) Coordinating with the Social Security Act Title IV-E Agency (Office of Children's Services) to provide transportation to the school of origin; and 3) Facilitating expedited enrollment in a new school when it is determined in the student's best interest to change schools. [Section 111(g)(1)(E)] Note: The "school of origin" is the school in which the child was enrolled immediately prior to being placed into foster care, and thereafter, immediately prior to any change in foster care placement.

*** D.8. Foster Care Children - OCS Point of Contact & Transportation Agreements**

A copy of the district's Memorandum of Agreement **and** Transportation Agreement with the Office of Children's Services has been uploaded on the Related Documents page. The document(s) must establish the current Point of Contact for each agency, describe how the educational stability of students in foster care will be supported, and clarify how transportation to the student's school of origin will be arranged and funded.

*** D.9. Foster Care Children - Educational Stability**

For district students in the OCS Foster Care system, describe how the district learns of the student's foster care status, where the information is recorded or stored, and how the information is shared with necessary school staff.

The MOU with the Western Region of OCS is uploaded. OCS will provide data through the Director of Special Education & Federal programs, who will confidentially maintain records. Information will receive dissemination to staff only as needed. Staff that would receive communication that a child is in Foster Care would include the District's Special Education Director as well as site administrator and that child's teacher. Student Foster care status is recorded in PowerSchool. Administrators would have access to this information through PowerSchool as well. Teachers would be notified by their site administrator of a student's status, and would also be able to check the student's records.

*** D.10. Foster Care Children - Transportation to School of Origin**

For district students in the OCS Foster Care system, describe the transportation methods used to enable the child to attend their school

of origin (unless the child's foster placement is in a new community that is not connected by road to their school of origin or is more than 50 miles away by road).

1) Children in Foster Care, once identified by OCS, are able to remain in their school of origin and provided bus service to school, if the village they are residing in has school bus service. If there is no bus service, the students walk to the school. They are allowed enrollment in any village school in the district without records from the previous school being sent to the new school, in a timely fashion. Walking and bussing will work for all placements within the original village; however a placement in a different village or community means it is in the student's best interest to transfer schools because there are no roads to/from any of the district's villages.

First contact would be the Director of Student Services who will share relevant information with a building principal and other staff, only as needed. 2) In district villages, most students either walk, bike, use four-wheelers or snow machines to come to school. If walking distance is a barrier, there is bus transportation in Aniak, Kalskag, and Crooked Creek. At all other sites, parents bring their children to school. If walking was a barrier at our schools without bus transportation (Chuathbaluk, Sleetmute and Stony River) transportation would be arranged with parents, as well as reimbursement for cost of transportation. Chuathbaluk has a vehicle that could be used by the lead teacher to pick up students as necessary.

*** D.11. Foster Care Children - Expedited Enrollment**

Describe how the district staff help ensure a student in foster care exiting or entering the district has expedited enrollment, even if records normally required for enrollment are unavailable.

If school records that are normally required for enrollment are not available, the student will be allowed to enroll in school. Every effort will be made to secure records from a previously attended school, but the child shall not be held responsible for those records, nor will they be unable to enroll or attend school.

Engagement and Transitions

D.12. Parent & Family Engagement

The district shall implement effective parent and family engagement as required by Section 1116. [Section 1112(b)(7)]

District Parent and Family Engagement Policy [Section 1116(a)]

School Parent and Family Engagement Policies [Section 1116(b)]

Annual Title I Meetings [Section 1116(c)]

School-Parent Compacts [Section 1116(d)]

Building Capacity for Involvement [Section 1116(e)]

* Describe the strategies the district will use to implement effective parent and family engagement required under Section 1116. Include a description of how the district will regularly evaluate and revise the parent engagement policies and activities as described in Section

1116. [Section 1112(b)(7)]

Kuspuk has a district parent and family engagement policy within Board policy. In addition, each school within the district has a family engagement policy. Every effort is made to encourage family and parent engagement at all of our schools including:

- ~open House nights for each school
 - ~serving refreshments or having raffles at events to encourage attendance and participation
 - ~coordinated Family Nights at the schools which may offer fun academic activities
 - ~providing open gym nights to parents and community members as well as students
 - ~holding annual Title I meetings to engage parents in the process of planning and participating in Title I school activities
 - ~utilizing School-Parent compacts that outline the responsibilities of schools and of parents
 - ~providing welcoming areas of schools where parents can see bulletin boards or displays of upcoming events, student work and chances to volunteer
 - ~providing a District calendar to all households so that parents and family can see at a glance, what events are coming up
- Through District surveys and sign-in sheets, parent engagement activities are evaluated for efficacy and participation. Opportunities to add or revise activities are decided by Principals and local SAC committees.

*** D.13. Early Learning**

If applicable, describe how the district will support, coordinate, and integrate services provided under Title I, Part A with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [Section 1112(b)(8)]

If preschool is needed in a particular school, the District uses general as well as Title V RLIS funds to pay for supplies for preschools within village schools. General and Indian Education funds are used for salaries of classified preschool teacher positions. Student records on file in the school office or available in the SIS. Preschools are in the buildings, however, transition is additionally aided through preschool students visiting the Kindergarten classrooms, and a pre-Kindergarten day for parents and students.

D.14. Effective Transitions

The district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable -

through coordination with institutions of higher education, employers, and other local partners; and

through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. [Section 1112(b)(10)]

* Describe of how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

In order to facilitate a smooth transition from middle school grades to high school grades, the middle schoolers are invited to the high school for a day for a pre-orientation. The Carnegie credit system is explained and they are given lists of elective classes to

choose from. Sites are so small, so students are usually familiar with the high schools, but this event gives them additional assistance in making the transition. For students making the transition from high school to postsecondary education, including college or trade school, the director of student services or principal usually the person responsible for assisting students with school applications, financial aide packages, etc. Dual credit opportunities are offered to students in some classes through the EXCEL program. Some English, Math or Science courses can be taken for high school credit as well as credit at UAF or UAA.

*** D.15. Discipline Reduction**

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

[Section 1112(b)(11)]

Kuspuk has recently revised the Parent/Student Handbook outlining efforts and new policies to reduce school suspensions outside of the classroom. Having counselors to assist with students who have discipline issues will enable schools to work on issues that the student may have that is causing school discipline problems.

E. English Learners


All districts are required to identify, serve and assess English learners (ELs) under Title I, the Office of Civil Rights regulations, and Alaska state regulations. Per Alaska regulation 4 AAC 34.055, districts that have 8 or more identified EL students in any school must file a Plan of Service for EL Students.

* **E.1.** Indicate if the district is required to file a Plan of Service for EL students.

Yes

No

E.2. If yes, enter the expiration date of the Plan of Service and upload the plan on the Related Documents page.

07/01/2023 

F. School Improvement

The local educational agency will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) under (1) and (2) of section 1111(d). [Section 1112(a)(3)]

F.1. Comprehensive Support and Improvement

The district shall, for each CSI school identified, develop and implement, in partnership with stakeholders, a comprehensive support and improvement plan to improve student outcomes that:

is informed by all indicators of the accountability system, including student performance against the long-term goals;

includes evidence-based interventions;

is based on a school-level needs assessment;

identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;

is approved by the school, district, and State educational agency; and

upon approval and implementation, is monitored and periodically reviewed by the State educational agency. [Section 1111(d)(1)(B)]

* Describe how the district will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI).

A plan of service was developed for FY 21 for all of our CSI schools. Our district Literary Director and Curriculum Director, will work closely with the Superintendent, and teachers on updating the STEPP plan, planning inservice, and working with teachers and aides on intervention plans. *GMSHS, JJSS, JOGES, AJSHS & ZLES School Improvement Goals and STEPP Plans are uploaded in related documents.

F.2. Targeted Support and Improvement

The district -

shall provide notification to each TSI school with respect to which subgroup or subgroups of students in such school are consistently underperforming as determined by the state ESSA plan. [Section 1111(d)(2)(A)(ii)]

will ensure that each TSI school, in partnership with stakeholders (including principals and other school leaders, teachers and parents), develops and implements a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system, for each underperforming subgroup of students that-

is informed by all indicators of the accountability system, including student performance against the long-term goals;

includes evidence-based interventions;

is approved by the district prior to implementation;

is monitored, upon submission and implementation, by the district; and

results in additional action following unsuccessful implementation of such plan after a district-determined number of years. [Section

1111(d)(2)(B)]

will ensure that for a TSI school that is identified in which any subgroup of students, on its own, would lead to identification as a CSI school (in the lowest 5% of Title I schools) shall also identify resource inequities (which may include a review of district and school level budgeting), to be addressed through implementation of the TSI plan. [Section 1111(d)(2)(C)]

* Describe how the district will carry out its responsibilities regarding Targeted Support and Improvement (TSI).

A plan of service has been developed for FY20 for all of our CSI schools. Our district Literary Director and Curriculum Director, will work closely with the Superintendent, and teachers on updating the STEPP plan, planning inservice, and working with teachers and aides on intervention plans. *GMSHS, JJSS, JOGES, AJSHS & ZLES School Improvement Goals and STEPP Plans are uploaded in related documents.