

History Log

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - LEA Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
8/12/2019 8:35:56 AM	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
8/12/2019 8:35:56 AM	Barry Amacker	Status changed to 'LEA Superintendent Approved'.	S
7/25/2019 3:46:26 PM	Quentin Ransburg	Status changed to 'MDE Consolidated Director Approved'.	S
7/25/2019 2:58:43 PM	Judy Nelson	Status changed to 'MDE Consolidated Supervisor Approved'.	S
6/28/2019 12:28:37 PM	Brendsha Roby	Status changed to 'MDE Consolidated District Contact Approved'.	S
6/11/2019 2:54:54 PM	Kimberly Williams	Status changed to 'LEA Plan Reviewer Approved'.	S
6/11/2019	Kimberly	Agreed to "By submitting this automated plan, the local education agency	C

2:54:54 PM	Williams	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."	
6/11/2019 7:29:45 AM	Jennifer Smith	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
6/11/2019 7:29:45 AM	Jennifer Smith	Status changed to 'Draft Completed'.	S
4/27/2019 10:46:35 AM	Kimberly Williams	Status changed to 'Draft Started'.	S
4/27/2019 10:46:22 AM	MCAPS Administrator	Status changed to 'Not Started'.	S

LEA Planning Team

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Please identify all planning team members, including title.

Dr. Barry Amacker, Superintendent
Dr. Susan Benson, Asst. Superintendent & Parent
Todd Knight, Asst. Superintendent
Mary Tanner, Asst. Superintendent & Parent
Ryan Earley, Business Manager
Ashley Harris, Child Nutrition Director & Parent
Dr. Penny Westfaul, Curriculum Director & Parent
Stewart Hurley, Special Education Director
David Besancon, Technology Director
Kimberly Williams, Federal Programs/Student Services Director
Jennifer Smith, Federal Grant Accountant
Elke Webb, Federal Programs Bookkeeper/Paraprofessional
Deborah Parker, ELL Instructional Interventionist
Shelly Barnett, MSIS Secondary, Homeless Liaison and Foster Care Paraprofessional
Ashley Bowen, Secondary Instructional Coach
Samantha Benson, Elementary Instructional Coach & Parent
Jamie Wade, Principal & Parent
Lisa Suarez, Principal
April Parkman, Principal & Parent
Rhett Ladner, Principal & Parent
Lindsey Henley, Parent
Stephanie Davis, Teacher
Gary Long, Teacher & Coach
Lawana Cummings, Librarian
Amy Rhodes, Teacher
Madina Dycus, Teacher

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Student Demographics (Enrollment) (Totals for All Schools)

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Native Hawaiian/Pacific Islander
2015-16																
2016-17																
2017-18																

District Data

Year	Student ADA	# of Teacher Absences
2015-16		
2016-17		
2017-18		

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

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

LEA Plan - Accountability Data

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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				
2016-17				
2017-18				

LEA Accountability Designation

Year	4 Year Graduation Rate	Letter Grade
2015-16		Select... ▼
2016-17		Select... ▼
2017-18		Select... ▼

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.)

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N/A If high school is not served

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

Year	Composite	English	Math	Reading	Science
2015-16					
2016-17					
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									
2016-17									
2017-18									

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

Describe how the LEA will implement strategies to transition students from home to elementary school, elementary school to middle grades, middle grades to high school, and high school to postsecondary education.

Describe 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.

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.

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.

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

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.

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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						
IEP						
EL						
Asian						
BLK/AA						
His/Lat						
NAM						
White						

What discipline issues if any impact student achievement/growth?

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

Summarize other factors impacting climate and culture. (optional)

LEA Plan - Dimension 1: Student Achievement

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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.)

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

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.)

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Teacher Retention Trends

Year	0 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2015-16								
2016-17								
2017-18								

Describe how the LEA recruit, retain and evaluate teachers.

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

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).

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

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.

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

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

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.
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.)

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.)

LEA Plan - Dimension 3: Professional Development

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Professional Development Planning

Identified Priority Needs	Data Sources
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Describe how your professional development plan aligns to the learning forward standards - (learningforward.org).

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

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).

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.

LEA Plan - Dimension 4: Parent and Family Engagement

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Parent and Family Engagement

Identified Priority Needs	Data Sources

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

How do you analyze and communicate assessment results to stakeholders?

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.

LEA Plan - Dimension 5: School Context and Organization

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

Year	K	1	2	3	4	5	6	7	8
2015-16									
2016-17									
2017-18									

Stakeholder Decision Making

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	Select... ▼	
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	Select... ▼	
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	Select... ▼	
Stakeholders take part in developing solutions to identified problems.	Select... ▼	

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.

LEA Plan - English Learners (EL)

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Not a recipient of Title III - English Learners grant

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

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

3. Describe the commonly used strategies and interventions utilized by classroom teachers to 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) that 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.

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

LEA Plan - Immigrant Children and Youth

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

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

	Number of Immigrant Children and Youth	Number of languages represented	List different languages
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.

LEA Plan - IDEA Annual Performance Report Data (APR)

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

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

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.

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	(%)		
Math Grades 3-8	(%)		
English II	(%)		
Algebra I	(%)		

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.

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

Least Restrictive Environment	Report As	2015-16
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: - <i>Note: NA - LEA does not have early childhood students</i>		
Indicator 6A: In regular early childhood program and receiving majority of special education services in regular early childhood classroom	(%)	

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

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

Indicator 7 - Early Childhood Outcomes	Report As	2015-16 Outcome A: Positive Social-Emotional Skills	2015-16 Outcome B: Acquisition and Use of Knowledge and Skills	2015-16 Outcome C: Use of Appropriate Behaviors to Meet Needs
<p>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</p>	<p>(%)</p>			
<p>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</p>	<p>(%)</p>			

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

Indicator 8 - Parent Involvement Survey

Report As 2015-16

**Percent Involved -
Note: NA - LEA was not on 2014-15 SY survey cycle**

(%)

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

Disproportionate Representation in Special Education by Race/Ethnicity							Report as	2015-16
Indicator 9 - Disproportionate Representation in Special Education by Race/Ethnicity - Identified as Disproportionate Based on LEA Self-Assessment							(Yes/No)	
Indicator 10 - Disproportionate Representation in Special Education by Race/Ethnicity and High Incidence Disability Categories								
	Report As	Autism	Emotional Disturbance	Intellectual Disability	Other Health Impairment	Speech or Language Impairment	Specific Learning Disability	
African American	(Yes/No)							
American Indian	(Yes/No)							
Pacific Islander	(Yes/No)							
Hispanic	(Yes/No)							
Multi-Racial	(Yes/No)							
White	(Yes/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.

Eligibility and Transition Timeline Compliance	Report As	2015-16
Indicator 11 - Child Find: Initial Eligibility Timeline Compliance Percent Compliant <i>Note: NA - LEA had no initial referrals</i>	(%)	
Indicator 12 - Part C to B Transition Timeline Compliance Percent Compliant <i>Note: NA - LEA had no transitions from Part C to Part B</i>	(%)	

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.

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

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.

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		(%)
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		(%)
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		(%)

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

LEA Plan - Prioritized List of Needs

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Summarize what's working in your LEA and why?

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

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.

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Plan Items ()

G 1) Improving Student Achievement in ELA and Mathematics

Description:

All students will reach high standards by increasing our student proficiency rating by 3% in ELA and mathematics on the MAAP in grades K-5 for the 2019-2020 school year.

Performance Measure:

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

S 1.1) Prevention/intervention (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 2019-2020 school year as measured by the MDE accountability rating results.

AS 1.1.1) Provide mathematical supplementation, intervention, and tutoring to students who are struggling in 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 2019-2020 MAAP in grades K-5.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Private school requirement	\$3,619.94
	Title I-A	Salaries and benefits	\$720,606.78
		Total	\$724,226.72

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 2019-2020 school year. School and district level funds will be used to support instruction via purchases through a variety of vendors and suppliers. Software, manipulatives, instructional supports and motivational speaker will be purchased to help all students better understand mathematical and ELA concepts as evidenced by an increase of 3% on the mathematical and ELA portion of the MAAP in grades K-5.

Benchmark Indicator:

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

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Instructional Supplies	\$124,018.31
	Title I-A	Instructional Supplies and Software renewals	\$88,875.00
	Title I-A	SME and SMN speaker	\$2,000.00
Total			\$214,893.31

S 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.

AS 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 2019-2020 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$142,285.31

S 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.

AS 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 2019-2020 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Homeless Supplies	\$6,324.14
	Title IV-A	Healthy Schools supplies	\$6,217.00
	Title IV-A	PD for students and staff	\$39,662.75
Total			\$52,203.89

S 1.4) A school nurse is needed.

Description:

Vancleave Lower Elementary and Vancleave Upper Elementary will use Title I funds to pay the salary and benefits 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.

AS 1.4.1) Basic health care needs are met.

Description:

Vancleave Lower Elementary and Vancleave Upper Elementary will use Title I funds to pay the salary and benefits of a school nurse. Vancleave Lower and Vancleave Upper 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 2019-2020 school year.

Person Responsible:

School Principal

Estimated Completion Date:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Nurse Benefits	\$9,682.96
	Title I-A	Nurse Salary	\$19,828.29
		Total	\$29,511.25

\$ 1.5) District Assessment, Data Collection, & Analysis

Description:

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

AS 1.5.1) 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 2019-2020 school year.

Benchmark Indicator:

Increased student achievement and growth by 3% in all core academic areas and student subgroups on the MAAP for the 2019-2020 school year.

Person Responsible:

Federal Programs Director

Estimated Completion Date:

6/30/2020

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

AS 1.5.2) Support for Schoolwide Title I Plan Implementation

Description:

The Local School Title I facilitator will target specific academic deficits of students using disaggregated results from the needs assessment process done through a collection of data and surveys. Additionally, he or she will support the Title I program needs within the local school.

Benchmark Indicator:

Increased student achievement and growth by 3% in all core academic areas and student subgroups on the MAAP for the 2019-2020 school year.

Person Responsible:

Local School Title I Facilitator

Estimated Completion Date:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Local School Title I Facilitator Salary/Benefits	\$8,785.00

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

Description:

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

AS 1.6.1) Parent Involvement Activities

Description:

School and district Title funds will be used to provide presenters for parent workshops, supplies for family reading nights, math nights, parent communication mediums, supplies for reading fair workshops, home access to educational software, and other resources for parents. The district funds will be used to involve parents in the decision making process and strategic planning of the district, which includes SMART goals for the 2019-2020 and 2020-2021.

Benchmark Indicator:

The district will increase student achievement in all core academic areas for all subgroups as measured by the MAAP taken during the 2019-2020 school year by 3%.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Parental Involvement supplies	\$15,909.64

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

Description:

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

AS 1.7.1) Support for 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 2019-2020 school year.

Person Responsible:

Federal Programs Director

Estimated Completion Date:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Consolidated Cost Pool	Benefits	\$47,045.18
	Consolidated Cost Pool	Dues and registration fees	\$5,000.00
	Consolidated Cost Pool	Professional Services	\$5,000.00
	Consolidated Cost Pool	Salaries	\$151,367.02
	Consolidated Cost Pool	Technology/equipment	\$3,000.00

Consolidated Cost Pool Travel for Federal Programs

\$8,000.00

Total \$219,412.20

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 2019-2020 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 2019-2020 school year.

Person Responsible:
 School Principals
 Estimated Completion Date:
 6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salaries and benefits	\$110,265.57

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 2019-2020 school year.

Person Responsible:

District

Estimated Completion Date:
 6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL instructional software	\$20,000.00

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:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL instructional supplies	\$10,000.00
	Title I-A	EL Intervent. and 2 EL tutors salaries and benefit	\$205,162.50
	Title I-A	EL Technology/equipment	\$3,000.00
	Title I-A	Travel for EL tutors and interventionist	\$10,000.00
		Total	\$228,162.50

AS 2.1.4 Administrative and District Support

Description:

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 2019-2020 school year.

Person Responsible:

District

Estimated Completion Date:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title II-A	Salaries and benefits for Instructional Coaches	\$167,500.00

G 3) Highly Qualified Teachers- Professional Development

Description:

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

Performance Measure:

100% of teachers will be highly qualified, capable, and effective as measured by the accreditation report and MDE reports for the 2019-2020 school year.

S 3.1) High quality professional development of instructional staff

Description:

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

AS 3.1.1) Professional Development Opportunities will enhance teacher capabilities.

Description:

District and school level Title I and II funds will be used to fund high-quality, scientifically research-based professional development opportunities. Examples are teacher training 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 2019-2020 school year.

Benchmark Indicator:

Teachers will increase effective instruction and will be measured by student achievement in math and English/language arts on the MAAP for the 2019-2020 school year with an increase of 3%.

Person Responsible:

School Principals/District

Estimated Completion Date:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Local School PD	\$57,475.36
	Title II-A	PD registrations	\$32,000.00
	Title II-A	PD supplies	\$50,000.00
	Title II-A	Professional Services	\$25,000.00
	Title II-A	Travel in-state and out-of-state	\$80,944.00

G 4) Increase the graduation rate.

Description:

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

Performance Measure:

The 2019-2020 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 2019-2020 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 2019-2020 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A	ACT Preparation Software	\$60,000.00

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:

6/30/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A	Student Fees	\$25,205.25

LEA Plan Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - LEA Plan - Rev 0

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

LEA Plan Assurances

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - 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.




LEA Plan Checklist

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - LEA Plan - Rev 0

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

<input type="checkbox"/>	<p>1. Planning Tool - LEA Planning Team</p>	<p>OK <input type="button" value="v"/></p>	<p>Brendsha Roby</p>	<p>6/18/2019 8:05:14 PM</p>
	<p>1. Team members are identified by name and title.</p> <p>2. Team members represent key stakeholder groups including parents, teachers, administrators, paraprofessionals, students, community representatives. Faith-based representatives may be included for 21st CCLC planning.</p>			
<input type="checkbox"/>	<p>2. Planning Tool - Needs Assessment</p>	<p>Not Applicable <input type="button" value="v"/></p>	<p>Brendsha Roby</p>	<p>6/18/2019 8:05:14 PM</p>
	<p>1. Demographics - LEA provided clear overview of district characteristics by specifically referencing data associated with census, poverty, businesses, industries and other factors that impact the district.</p> <p>2. Demographics - LEA provided clear overview of community-at-large characteristics by specifically referencing data associated with census, poverty, businesses, industries and other factors that impact the community at large. (could include regional information)</p> <p>3. Accountability Data - LEA responded to accountability trend data including state and federal designations being sure to address (sub-group proficiency, growth, gap analysis, and student and teacher attendance).</p>			
	<p>4. College and Career Readiness (a) The description offers a summary of 11th grade ACT scores comparing most recent years of data across all scored areas. Response will address reasoning for progress and challenges. Noted challenges may include possible solutions. (b) The description offers a summary of student promotion data comparing most recent years of data across grades K-8.</p>			

	<p>Response will address reasoning for progress and challenges. Noted challenges may include possible solutions. Thought question: what will I do differently?</p>	
	<p>5. School Climate and Culture: LEA responded to school climate and culture trend data by summarizing: 1. District discipline data, addressed disciplinary data in the narrative. 2. Safeguards to ensure greater instructional effectiveness addressed such as safety measures, interruptions to instructional time, support for teaching and learning, overall school environment to include facilities and established expectations for positive outcomes. Specific information on school safety, condition of facilities, protecting instructional time, supports for teaching and learning addressed in the narrative</p>	
	<p>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.</p>	
	<p>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.</p>	
	<p>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. (i.e. PLC, team meetings)</p>	
	<p>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</p>	

<p>connection between proposed activities and identified needs. a) Proposed activities aligned to the Learning Forward standards and components are identified in the narrative. b) Proposed activities are research-based. c) Activities are aligned with MS College and Career Readiness Standards. d) Activities clearly demonstrate efforts to minimize achievement gap(s). ?</p>													
<p>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.</p>													
<p>11. Dimension 5: School Context and Organization - LEA responded to School Context and Organization by addressing Pupil/Teacher Ratios and the need for CSR teachers and involvement of teachers in the decision-making process.</p>													
<p>12. Prioritized List of Needs - LEA responded to prioritized needs based on achievement, disciplinary, relevant data. Priorities listed align with needs assessment. Identified what's working and what's not working.</p>													
<p> 3. Planning Tool - Goals</p>	<table border="1"> <tr> <td data-bbox="857 67 1003 947">OK</td> <td data-bbox="1003 67 1117 947">Brendsha Roby</td> <td data-bbox="1117 67 1528 947">6/18/2019 8:05:14 PM</td> </tr> <tr> <td data-bbox="857 947 1003 2041"> <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> </td> <td data-bbox="1003 947 1117 2041"></td> <td data-bbox="1117 947 1528 2041"></td> </tr> <tr> <td data-bbox="857 1297 1003 2041"> <p>2. Identified goals are Specific, Measurable, Attainable, Results-oriented, and Time-bound. Identify each component of SMART in goals.</p> </td> <td data-bbox="1003 1297 1117 2041"></td> <td data-bbox="1117 1297 1528 2041"></td> </tr> <tr> <td data-bbox="857 1444 1003 2041"> <p>3. LEA has established goals appropriately based on achievement data. (i.e. goal 1 - top priority)</p> </td> <td data-bbox="1003 1444 1117 2041"></td> <td data-bbox="1117 1444 1528 2041"></td> </tr> </table>	OK	Brendsha Roby	6/18/2019 8:05:14 PM	<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>		
OK	Brendsha Roby	6/18/2019 8:05:14 PM											
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<p> 4. Planning Tool - Strategies</p>	<table border="1"> <tr> <td data-bbox="1003 947 1149 1199">OK</td> <td data-bbox="1149 947 1263 1199">Brendsha Roby</td> <td data-bbox="1263 947 1528 1199">6/18/2019 8:05:14 PM</td> </tr> <tr> <td data-bbox="1003 1199 1149 2041"> <p>1. Each strategy describes the specific change in practice necessary to meet the related goal.</p> </td> <td data-bbox="1149 1199 1263 2041"></td> <td data-bbox="1263 1199 1528 2041"></td> </tr> <tr> <td data-bbox="1003 1486 1149 2041"> <p>2. Each strategy is aligned to the goal it is intended to meet.</p> </td> <td data-bbox="1149 1486 1263 2041"></td> <td data-bbox="1263 1486 1528 2041"></td> </tr> </table>	OK	Brendsha Roby	6/18/2019 8:05:14 PM	<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>					
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<p>1. Each strategy describes the specific change in practice necessary to meet the related goal.</p>													
<p>2. Each strategy is aligned to the goal it is intended to meet.</p>													
<p> 5. Planning Tool - Action Steps</p>	<table border="1"> <tr> <td data-bbox="1149 947 1295 1199">OK</td> <td data-bbox="1295 947 1409 1199">Brendsha Roby</td> <td data-bbox="1409 947 1528 1199">6/18/2019</td> </tr> </table>	OK	Brendsha Roby	6/18/2019									
OK	Brendsha Roby	6/18/2019											

				8:05:14 PM
	<ol style="list-style-type: none"> Each action step is clearly aligned to the goal and strategy to which it is connected. The action step description is clearly stated, specific, and aligned with the strategy. In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When and Why The benchmark indicator is described in measurable terms. It is quantifiable. The person responsible is populated by position and not by staff name and is the appropriate position for this action step. 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.) 			
<input type="checkbox"/>	6. Planning Tool - Grant Relationships (Funding Sources)	<input type="text" value="OK"/>	Brendsha Roby	6/18/2019 8:05:14 PM
	<ol style="list-style-type: none"> A funding source has been created for each action step (multiple funding sources may be utilized). There is a clear alignment between prioritized needs, goals, strategies, action steps and funding sources. All funds have been allocated to a goal and there is a zero balance on the plan relationships page. 			