

## History Log

## JACKSON CO SCHOOL DIST (3000) Public District - FY 2025 - LEA Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
5/15/2024 1:43:46 PM	Brendsha Roby	Status changed to 'MDE Consolidated Director Approved'.	S
5/15/2024 10:28:12 AM	Kerry Thomas	Status changed to 'MDE Consolidated Supervisor Approved'.	S
5/15/2024 10:25:41 AM	John Woodard	Status changed to 'MDE Consolidated District Contact Approved'.	S
5/15/2024 10:13:43 AM	Kimberly Williams	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
5/15/2024 10:13:43 AM	Kimberly Williams	Status changed to 'LEA Plan Reviewer Approved'.	S
5/15/2024 10:11:47 AM	Kristina Schoon-Rocco	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
5/15/2024 10:11:47 AM	Kristina Schoon-Rocco	Status changed to 'Draft Completed'.	S
4/29/2024 2:05:21 PM	Kristina Schoon-Rocco	Status changed to 'Draft Started'.	S
4/16/2024 10:16:28 AM	MCAPS Administrator	Status changed to 'Not Started'.	S

LEA Planning Team

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2025 - LEA Plan - Rev 0**

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

Dr. Kimberly Williams, Director of Federal Programs and Student Services  
Montgomery Noblitt, Assistant Superintendent (Curriculum and Instruction)  
Karen Glass, Human Resources Director  
Dr. Tanya Sonnier, Director of Curriculum and Curriculum Specialist Supervisor  
Gwendolyn Stallworth, Director of Special Education  
Chris Collins, Director of Information Technology  
Kristina Schoon-Rocco, Federal Grants Accountant  
Leslie Tillman, Federal Programs Coordinator  
Anastasia Harris, EL Coordinator  
Shelly Barnett, Student Service Technical Manager, Homeless Liaison, Foster Care POC  
Shannon Melton, Principal  
Dr. Jillian Vallo, Principal  
Dr. Kim Tillman, Principal  
Valerie Martino, Principal  
Krista Sablich, Principal  
Ashley Dooley, Principal  
Donna Knight, Principal  
Angela Sievers, Principal  
Brandy Johnson, Instructional Technology Supervisor  
Donna Davis, LSTI Facilitator, TST  
Renee Jordan, Teacher, Librarian  
Keri Wiggins, Parent  
Katie Dickerson, Parent  
Jennifer Knowles, Parent  
Danielle Brandenburg, Parent  
Mari Ann Jenne, LSTI Facilitator, TST  
Angelia Groh, Title Assistant  
Katryna Twilbeck, School Counselor, LSTI Facilitator  
Carla Castorina, Pastor, Parent, Community Member  
Wanda Shaw, Registrar  
Jennifer Russell, School Counselor  
Amy Haffey, Parent  
Ann Bruffey, TST  
Crystina Moran, School Counselor, LSTI Facilitator  
Burnadette Parker, Title Assistant  
Bridget Mudgett, Parent, Teacher  
Amanda Rosetti, Teacher, LSTI Facilitator  
Dawn Barske, Bookkeeper

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2025 - LEA Plan - Rev 0**

\* 1. Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by developing and implementing a **well-rounded program of instruction to meet the academic needs of all students**. Sec. 1112(b)(1)(A)

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

The well-rounded program of instruction is developed by including the use of curriculum-rich content and intervention tools. Using I-Ready and other diagnostic assessments, students are assessed to determine their academic levels and areas of interests to include the arts, math, sciences, social sciences, and English. Ensuring that students have the background knowledge needed through a content-rich curriculum provided by high-quality, certified teachers in these subjects will allow students to transfer the ability to read into other subjects and experiences that require them to make meaning of what they have read. Using I-Ready data points to monitor all students progress is conducted every quarter. Teachers are able to design meaningful and specific lessons to ensure that academic deficiencies are addressed in a timely manner prior to state assessments.

\* 2. Describe how the LEA will **identify students who may be at risk for academic failure**. Sec. 1112(b)(1)(B)

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

Using the above mentioned formative and diagnostic assessments and screeners, JCSD will utilize all assessments and screeners to determine if students are at-risk for academic failure. Additionally, school counselors and other MTSS personnel will monitor failures every 9-weeks to determine if students are in need of additional instructional supports. Both classroom grades and diagnostic assessment results will be used to determine which students are at risk for academic failure. Teachers, counselors, and MTSS personnel will be responsible for implementation of any interventions needed for both academic and behavioral needs. Students who are unsuccessful with Tier 1 and 2 instruction will be provided with specific, intensive interventions specifically designed to meet the individual needs of students.

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

Teachers should use progress monitoring information to (a) determine if students are making adequate progress, (b) identify students as soon as they begin to fall behind, and (c) modify instruction early enough to ensure each and every student gains essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

Screeners will be administered to assist in the identification of students in need of interventions: a. All students shall be administered a state-approved screener within the first 30 days of school and repeated at mid-year and at the end of the year to identify any deficiencies in reading. b. Universal Behavior Screeners will be administered 3 times a year. The screener will address externalizing behavior and internalizing behavior. c. A dyslexia screener will be administered in the spring of kindergarten and the fall of 1st grade as outlined in policy IDADABA. If strategies at Tiers 1 and 2 are unsuccessful, students must be referred to the Teacher Support Team. The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the Mississippi Department of Education. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be designed to address the deficit areas; evidence based; implemented as designed by the TST; supported by data regarding the effectiveness of interventions. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

\* 3. Describe how the LEA will provide additional educational assistance to at risk students. Sec. 1112(b)(1)(C)  
After students are identified as struggling learners, they are placed into our MTSS system on Tier 2 or Tier 3. This is monitored constantly and is updated by school-level TST Interventionists.

As it becomes clear that additional educational supports for identified at-risk students are needed, students will be given additional counseling services, intervention services, and services provided by a positive behavioral specialist. Absenteeism, tardiness, grades, behavior, and other social/emotional issues will be monitored weekly by the classroom teacher and the school administrative team to ensure that student struggles and/or cries for help are addressed quickly. Trained teachers and educational specialist will be responsible for provide guidance and interventions/tutoring to ensure that at-risk student motivation increases, as well as their academic performance.

\* 4. Describe how the LEA will monitor students' progress in identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning for all students. Sec. 1112(b)(1)(D)

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

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

We currently use evidence-based software programs that provide diagnostics, intervention, and problem-solving skills along with other helpful resources for all students. In addition, we use software to help ELs learn English, which is an evidence-based EL online instruction program.

Moreover, the process used to monitor students progress to improve/strengthen academic programs and school culture will include the use of I-Ready diagnostic and weekly formative assessment data, the school's comprehensive needs assessment, and other parent feedback to determine the areas of weakness in overall student achievement and school culture. In JCSD, parents have consistent opportunities to communicate with all of their child's teachers using REMIND, School Status, Class Dojo, SAM7 Activeparent, and other communication portals. All data and feedback will be brought to school leadership teams and areas of concern will be discussed along with solutions for the improvement of school culture and student academics. School leadership teams will meet at least quarterly to determine professional development needs.

\* 5. Describe the process the LEA uses to identify and address disparities among at risk students and other students who are taught by ineffective, inexperienced, or out-of-field teachers. Sec. 1112(b)(2)

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

Teachers will be required to maintain all appropriate licensure for the state of Mississippi. Using the accreditation standards mandated by the state of Mississippi, licensures that are flagged in MSIS for accreditation errors will be immediately addressed and teachers will be expected to remedy any disparities prior to the MSIS personnel report approval. In the case of at-risk students being taught by ineffective, inexperienced, or out-of-field teacher, students will continuously be accessed using both formative and diagnostic assessments to determine any disparities. Furthermore, any educator falling into one of the three aforementioned categories of licensure deficits, will be supported and supervised by a local school mentor teacher, along with school administration, and provided support by the district instructional coaches and instructional technologists.

6. Describe how the LEA will carry out its responsibilities to CSI, TSI and/or ATSI for served Title I schools that are identified, if applicable. Sec. 1112(b)(3)

The LEA will carry out its responsibilities to our ATSI school. The curriculum department will prioritize the instructional coaches for our served Title I ATSI school so that additional time will be allocated to assist the effective implementation of ATSI plans. The Special Education director will ensure that he modifies or adjusts sped unit allocations per ATSI school as needed to implement the school's plan. Moreover, his team will progress monitor IDEA students every nine weeks.

The JCSD district-level administrative team will use its authority to remove barriers and allow for school-level autonomies, including budget, staffing, and curriculum. The district will allocate funding and resources based on the needs of our SPED student population and the Special Education and Curriculum Director will ensure that a system is developed to support, monitor, and sustain school improvement efforts.

As a district level leadership team, the Superintendent, Special Education Director, Business Manager, Curriculum Director, and the Federal Programs/Student Services Director will work together to ensure that the ATSI school has the support needed to provide transformational leadership in their buildings, to develop new and existing teacher talents, to implement instructional initiatives, and to shift school culture. The curriculum department will provide instructional coaching support in the schools and act as an advisor for the school administration as ATSI plans are

developed and implemented. The business office will provide any cost data needed to evaluate spending options. Overall, JCSD district-level team will provide technical support using our staff to answer questions and guide the process, when necessary.

7. Describe in general the nature of the programs to be conducted by the Title I served schools operating Schoolwide or Targeted Assistance programs that includes the **appropriate educational services (outside the regular school day) for children living in local institutions or community day school programs for neglected or delinquent children, if applicable**. Sec. 1112(b)(5)

N/A

\* 8. Describe the services that the LEA will provide homeless children and youths to support their enrollment, attendance and success in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act from the required reservation. Sec. 1112(b)(6)

The LEA will provide homeless children and youth with support for enrollment, attendance, and educational/personal resources needed to ensure academic success. Guidance services, educational resources, personal care resources, and other allowable fees or activities will be provided to all homeless students as needs arise. Moreover, the student services technician will provide valuable information to parents of homeless students to include a list of community resources available for a variety of needs.

\* 9. Describe the strategy(s) the LEA will use to implement effective parent and family engagement. Sec. 1112(b)(7)

Principals will select their school's specific parent events, such as math night, homework help, and reading guidance to provide parents with numerous resources to aid their student in their academic success. They will also ask that parents allow their children to utilize computer-based tutoring from home or the library during school breaks and during the school year via their computer. Students have their own login and their tutoring is individualized to their specific needs. In addition, it aids in the identification of our lowest 25% so we can provide them with more direct-based instruction to accomplish and meet all required standards for their grade.

Using the results of the annual Comprehensive Needs Assessment and the annual evaluation of the parent and family engagement policy, it was discovered that parents and family members recommendations were not specific and the policy had been addressed as set forth.

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

This participatory role is extended through the use of & "structured conversations". All JCSD Title I schools create "structured conversations" between teachers and parents about student learning multiple times per year. Teachers provide detailed information and training, especially during parent nights, which increases family engagement. Parents' informed coaching efforts at home contribute to students' improvement in reading and math. "Structured conversations" provide parents with information about their student's performance, demonstrate skills taught in the classroom, allow parents to practice the activities together in small groups, and help parents set academic goals for their child.

**Structured conversations are Tier 2, Moderate,**  
Source: <https://dera.ioe.ac.uk/12360/1/DfE-RR176.pdf>

\*Structured conversation success In terms of the structured conversations with parents, schools used the suggested model of practice as a vehicle for changing home-school relationships. Success was seen where a collaborative relationship – involving a two-way exchange of information, ideas, aspirations and concerns – was formed. Schools expressed determination to involve the most 'hard to reach' parents, and were extremely creative and flexible in the approaches they used in this regard. Finally, in relation to developing provision for wider outcomes, schools implemented an extraordinary range of approaches and strategies. A recurrent theme was that the nature of the work undertaken was determined very much by local contexts and circumstances and the needs of pupils within each school.

**Source #1:**

[https://www.academia.edu/4287432/Developing\\_positive\\_school\\_home\\_relationships\\_through\\_structured\\_conversations\\_with\\_parents\\_of\\_learners\\_with\\_special\\_educational\\_needs\\_and\\_disabilities\\_SEND](https://www.academia.edu/4287432/Developing_positive_school_home_relationships_through_structured_conversations_with_parents_of_learners_with_special_educational_needs_and_disabilities_SEND)  
In this case study several schools mirror the Jackson County School districts Title I schools who have high free and reduced lunch recipients and are located in both rural or urban. Similar to our schools, parent participation among students who are at-risk (or who have special educational needs) is lower than those who are considered regular. Structured conversations with parents have been deemed successful for working with schools with lower percentages of parental support. JCSD has 13.8 percentage of special education population.  
Parents play a crucial role in their children's education, and their active involvement can lead to better outcomes. However, evidence suggests that parental engagement and confidence among perhaps the most vulnerable group of learners –those with special educational needs and disabilities (SEND) – may be lower than for those without difficulties. We report on research exploring a model for developing positive home–school relationships, known as 'structured conversations with parents', which was

implemented as part of a comprehensive intervention to improve outcomes for learners with SEND (the Achievement for All pilot). Our research design utilized both quantitative and qualitative elements, including school-level surveys, parent questionnaires, interviews with key personnel and stakeholders, and case studies of pupils/parents in participating schools across 10 local authorities in England. Our analyses suggest that the structured conversations with parents were successful in achieving their intended outcomes, albeit with important caveats in relation to issues of individual differences, implementation, fidelity/adherence and sustainability

**Source #2:**

<https://www.headteacher-update.com/best-practice-article/structured-conversations-to-engage-parents/66856#:~:text=The%20structured%20conversations%20approach%20requires,enhance%20their%20chances%20of%20success>.  
The school in this case study mirrors JCSD, in that most of our schools have 20 to 30 percent of parents who do not participate in parental involvement activities. Moreover, this case study mirrors several schools in Jackson County School districts Title I schools who have high free and reduced lunch recipients and are located in both rural or urban areas.

\*Through structured conversations, many schools have been able to develop really effective partnerships with parents, get them more involved in their children's learning, develop effective learning targets and develop more individualized approaches to learning. The results of this approach have been startling. For example at Tredworth Junior School (see case study) in a deprived part of central Gloucester, 87 per cent of pupils on free school meals have achieved Level 4 plus in English and maths compared to 68 percent nationally. Persistent absenteeism dropped from 12.6 per cent to just over eight per cent in a year. Structured conversations were at the center of Tredworth's work with parents. Below is the Tredworth Junior School Case Study:

**Case study: Tredworth Junior School**

Tredworth was the lowest achieving school in Gloucestershire when Andy Darby became headteacher in 2002. His first priority was to improve engagement with the 35 per cent of parents who at the time had little to do with the school. "For me it was key we improved the parents' knowledge of what the children were up to at school," he said. "We needed to empower them to ask questions of the school and challenge us as well."

By 2009 parental engagement was up to 85 per cent. This was good progress but Tredworth still had a sizeable proportion of "hard-to-reach" parents.

It was then that Tredworth began using the structured conversations approach as part of the Achievement for All programme as the bedrock of its parental engagement strategy. Teachers are regularly given a day away from the classroom for a series of 30-minute in-depth conversations. Teachers learn how to recap a conversation, summarise complex or convoluted points that both sides understand, and set targets. Parents can leave their pre-school children in a crèche at the school during the meeting. "The basic premise of structured conversations is simple but Achievement for All gave us a structure and a methodology for taking our parental engagement work forward," Mr. Darby explained. "In fact, it has become the model for parental engagement for the entire school." Parents of every pupil in the school are invited into the school for a structured conversation with the teacher twice a year. For years 3 to 5 this is increased to three times a year. The parental discussions always involve the child's class teacher and the teaching assistant. Once a year the child is invited into the meeting to discuss how objectives have been met and to set new binding targets for the next academic year.

This level of commitment takes a teacher out of class for at least two days a year but the supply cover cost is covered by Pupil Premium funding attracted by pupils on free school meals. Parent attendance at Tredworth's structured conversations is now 97 per cent. Attainment of pupils with SEN and/or disabilities is above average for every year group. For example, 81 per cent of pupils classified as having SEN and/or disabilities achieved key stage 2 Level 4 or above in English and maths in 2012. The national average was 46 per cent. It is the same story for pupils who qualify for free school meals. The figure was 87 per cent for free school meals pupils – well above the 68 per cent national average. Persistent absenteeism across the school has now dropped – from 12.6 per cent in 2011 to eight per cent in 2012.

10. If applicable, how will the LEA support, coordinate, and integrate services provided with ESEA funds with early childhood education programs at the LEA or individual school level, including plans for the transition of students into the local elementary school program. Sec. 1112(b)(8)

N/A

11. **Title I Targeted Assistance School Program ONLY** - How do teachers and school leaders in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a **Title I targeted assistance school program** identify the eligible children most in need of services. Sec. 1112(b)(9)

N/A

12. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. **(Completed if serving grades 6-12)**

a. Through coordination with institutions of higher education, employers, and other local partners. Sec. 1112(b)(10)(A)

N/A

b. Through increased student access through either early college high school, dual/ concurrent enrollment opportunities or career counseling to identify student interests and skills. Sec. 1112(b)(10)(B)

N/A

\* 13. Describe how the LEA will support the efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with rates of discipline, disaggregated by each of the subgroups on the State report card. Sec. 1112(b)(11)



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

**Only answer the applicable question below if Title I funds are used.**

14. How will the LEA support any programs that coordinate and integrate academic, 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? Sec. 1112(b)(12)(A)

N/A

15. How will the LEA support any programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit? Sec. 1112(b)(12)(B)

N/A

16. How will the LEA use Title I, Part A funds to assist schools in identifying and serving gifted and talented students? Sec. 1112(b)(13)(A)

N/A

17. How will the LEA allocate Title I, Part A funds to assist schools in developing effective school library program to provide students an opportunity to develop digital literacy skills and improve academic achievement? Sec. 1112(b)(13)(B)

N/A

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2025 - LEA Plan - Rev 0**

Not Applicable. The LEA transferred all funds

1. Describe the activities to be carried out by the local educational agency (LEA) with Title II, Part A funds for each State Goal and select applicable Standards for Professional Learning. "A" or "B" rated districts are exempted from aligning with the Standards for Professional Learning. [Sec. 2102(b)(2)(A)]

Standards for Professional Learning	
<b>Standard 1</b> - Equity Practices	<b>Standard 7</b> - Implementation
<b>Standard 2</b> - Curriculum, Assessment, and Instruction	<b>Standard 8</b> - Equity Foundations
<b>Standard 3</b> - Professional Expertise	<b>Standard 9</b> - Culture of Collaborative Inquiry
<b>Standard 4</b> - Equity Drivers	<b>Standard 10</b> - Leadership
<b>Standard 5</b> - Evidence	<b>Standard 11</b> - Resources
<b>Standard 6</b> - Learning Designs	

**State Goal 1. All Students are Proficient and Showing Growth in All Assessed Areas**

Please select the aligned appropriate Standard(s) for Professional Learning:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> "A" or "B" rated District
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**State Goal 2. Every Student Graduates from High School and is Ready for College and Career**

Please select the aligned appropriate Standard(s) for Professional Learning:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> "A" or "B" rated District
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**State Goal 3. Every Child has Access to a High-Quality Early Childhood Program**

Please select the aligned appropriate Standard(s) for Professional Learning:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> "A" or "B" rated District
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**State Goal 4. Every School has Effective Teachers and Leaders**

Please select the aligned appropriate Standard(s) for Professional Learning:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> "A" or "B" rated District
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The LEA will employ three curriculum specialist and two instructional technologists to mentor and provide on-site, face-to-face, and/or one-on-one professional development in addition to the implementation of professional learning communities in all JCSD schools.

1. Canvas Training for professional development and curriculum development
2. TEQ/OTIS online professional development- a web-based professional development tool that provides information and resources on numerous educational topics.
3. CPI training (Crisis Prevention & Intervention)- Our special education personnel will provide training throughout the district.
4. Classroom management training-training will be provided through our professional learning communities. Additionally, we will provide teachers with one-on-one training from our Instructional coaches and instructional technology specialists.
5. Identifying At-Risk students and Providing Intervention Strategies- Instructional coaches and the Director of Curriculum will work with individual schools and teachers to demonstrate how to effectively identify at-risk and struggling learners and provide them with evidence-based intervention strategies.

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

**State Goal 5. Every Community Effectively Uses a World-Class Data System to Improve**

Please select the aligned appropriate Standard(s) for Professional Learning:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> "A" or "B" rated District
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**State Goal 6 Every School and District is Rated "C" or Higher**

Please select the aligned appropriate Standard(s) for Professional Learning:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> "A" or "B" rated District
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2. Describe the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. Sec. 2102(b)(2)(B)

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

JCSD's PROFESSIONAL DEVELOPMENT MODEL will employ and be based upon the Learning Forward 7 Standards for Professional Learning, which outlines the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. The seven standards of Learning Forward focus attention on educator learning that relates to successful student learning: 1. Learning Communities - Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. 2. Leadership - Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocates, and create support systems for professional learning. 3. Resources- Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. 4. Data - Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. 5. Learning Designs - Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. 6. Implementation - Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change. 7. Outcomes - Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

All JCSD educators will have access to online PD opportunities, and other in-service professional activities at the local school and district level. Both instructional technologists and instructional coaches will provide a series of professional development sessions for beginning/new teachers and other teacher leaders to build self-efficacy in several areas of education. Using the state-mandated Professional Growth Rubric, teachers will be evaluated to determine their effectiveness and teacher efficacy. Areas of improvement will also be examined using the professional growth rubric so that professional learning opportunities can be offered to address specific needs. JCSD has developed professional development opportunities that will allow teachers to become expert leaders in areas of interest to them. Teachers within JCSD serve in several leadership roles, and the Curriculum department has developed the new initiative of & "Teacher Choice PLCs" which allows teachers to select specific content and/or categories that they are interested in becoming proficient. Specific online professional development modules are selected and completion of these online and in-person trainings from instructional coaches and instructional technologists will award the teacher with a distinguished award that will make him or her an expert on his or campus.

3. Describe how the LEA will prioritize funds to schools served by the agency that are implementing Comprehensive Support and Improvement (CSI) activities, Targeted Support and Improvement (TSI) activities, Additional Targeted Support and Improvement (ATSI) activities and/or have the highest percentage of low-income children. Sec. 2102(b)(2)(C)

The LEA will prioritize funds to ATSI and TSI to address the achievement gaps of special education students and to equip teachers with literacy strategies to bridge the achievement gaps. Instructional coaches and instructional

technologists will provide strategies and resources to special education and general education teachers who serve special education students.

4. Describe how the LEA will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A funds. Sec. 2102(b)(2)(D)

The LEA will use data presented and discussed during PLC meetings and other district/level data chats and ongoing consultation with instructional leaders to continually update and improve activities supported with Title II, Part A funds. Moreover, to determine effectiveness of professional development activities, participants will also complete an evaluation form and turn it in to the presenter or the principal. A district-level questionnaire will be distributed in an online format that provides teachers with the opportunity to give feedback on professional development policy and practices. It will also allow teachers to give suggestions for future training topics. A professional development committee will convene at least twice per year to evaluate the status of professional learning and to make corrections, as needed. The committee will have teacher and administrative representation.

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LEAs that receive Student Support and Academic Enrichment (SSAE) grant funds may use these funds to implement activities as outlined below. Please complete the section which the LEA will use their SSAE allocation.

Not Applicable. The LEA Transferred all funds.

1. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart. Sec. 4106(e)(1)(A)

Currently, JCSD has partnered with Chevron in the creation of a stationary Fablab and a mobile Fablab to increase STEAM/STEM activities throughout the district. Additionally, both William Carey and Mississippi Gulf Coast Community College have partnered with our high schools to provide students with an opportunity to obtain dual credits while in high school. This opportunity allows for students to earn college credits during their senior year of high school.

2. Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcome. Sec. 4106(e)(1)(E)

Periodic reviews of the effectiveness of SSAE-funded activities will convene during LEA administrative meetings, primarily at the end of an semester. Principals will report progress of students engaged in these activities and/or programs to their assistant superintendents, curriculum director, and the superintendent. Using state-assessments and other college-career assessments&#39; scores, the LEA will determine if academic progress is being made by all students, especially secondary students who will benefit from numerous activities to prepare them for college and careers. Evaluations will convene throughout the year in various principal meetings with the Curriculum director and the secondary and elementary principals as diagnostic, benchmark, and state assessment data will be discussed. Moreover, parents and other stakeholders will have an opportunity to express their opinions about all of the SSAE funded activities upon completion of the annual comprehensive needs assessment and during the annual Title parent and community meeting.

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\* 1. Describe how the LEA will ensure the information provided to parents is in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. Sec. 1112(e)(4) and Sec. 1116(e)(5)

Utilizing multiple communication modes, JCSD will take every opportunity to ensure that parents, community members, and other stakeholders receive timely communications. These communication modes include, but are not limited to, news outlets, weekly/bi-weekly Superintendent newsletters, district/school websites, school messaging system, newspaper, live/taped school board meetings, award ceremonies, parent nights, flyers, brochures, interpretation/translation service, and other local school social media platforms. All written communication will be translated in the language identified and requested in the parent's home language survey. Additionally, a translator is available via our website, to ensure that all district and school information posted to the general public is accessible in an understandable language.

\* 2. Describe how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of Title I served schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Sec. 1116(a)(2)(B)

The LEA will provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I served schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance by ensuring that each of the seven Title I schools in JCSD have access to current evidenced-based research regarding engaging families and parents in aiding in their student's success. Each school will have access to both online and in-person PD opportunities that will be provided by the district to increase ideas to meet the needs of all parents and families. District and local administrators will consistently collaborate on how to improve parent and family engagement during administrative meetings.

Community partners, such as Chevron, Ingalls, Junior Auxiliary, and local daycares are consistently receiving school and district updates from school counselors, the CTE director, and the Superintendent weekly and monthly school board reports via social media and newsletter. These updates allow for all stakeholders to have an opportunity to engage in a variety of areas to assist with supporting Title I schools, especially with parent and family engagement activities. Some of these organizations give of their time and expert knowledge to enhance parent and family engagement activities.

\* 3. Describe how the LEA will coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs. Sec. 1116(a)(2)(C)

The LEA will coordinate and integrate parent and family engagement strategies with law enforcement, child/welfare agencies, health agencies, and parent resource centers to ensure that parents have an opportunity to have access to and knowledge of resources available from federal, state, and local agencies. Local school principals and school counselors will work to ensure that information is organized and communicated to parents as needed.

Working with the JCSD EL department, Homeless and Foster POC, and Special Education Director, the LEA will work to ensure that PFE strategies are shared with all departments during administration meetings. All departments will work together to disseminate valuable program information with parents during school open houses or parent nights or at other events held by departments that solicit parent attendance. Moreover, EL teachers work with each

school they serve at and participate in all parent and family engagement programs to ensure that parents are reached for both served and monitored students.

4. How does the LEA annual evaluation of the effectiveness of the parent and family engagement policy address the following:

\* a. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). Sec. 1116(a)(2)(D)(i)

The annual Comprehensive Needs Assessment along with school board meetings affords parents and community members with a vehicle to provide feedback about barriers to parent's activities. Meetings notices and survey link dissemination are extensively advertised on all school/district social media platforms and websites. Parents and families have an opportunity to voice concerns and to express barriers with through survey, email, phone call, or in-person meeting.

Barriers are identified through parent feedback and/or other reports made to educational leaders throughout the school district. Currently, the parents living in rural areas throughout our district have expressed that access to internet services is a barrier to non-traditional schooling. Most of these parents have expressed their support for in-person, face-to-face school. However, the district has sought to remedy barriers to education for these students, such as adding access points at every school so that in case school closing is inevitable, students and their parents will be able to have access to internet services in every school parking lot throughout the district. Title planning committees throughout the district will ensure that all parent concerns are brought forward, and the committee will seek to provide solutions to remedy deficiencies.

\* b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. Sec. 1116(a)(2)(D)(ii)

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

Using School Status and SAM7 ActiveParent, parents are communicated with every quarter to ensure that the needs of all students are addressed. During these structured conversations, parents are given specific information for their student's learning, and they are given an opportunity to express concerns. Additionally, teachers, school counselors, and administrators will identify student needs that can be addressed by equipping parents with resources and information. Currently quarterly structured conversations with parents have afforded parents with the space and opportunity to candidly express concerns about their needs with assisting their student with learning

\* c. Strategies to support successful school and family interactions. Sec. 1116(a)(2)(D)(iii)

During LEA administrative meetings, local and district leaders discuss strategies to encourage parental support and family interactions.

All parent and family engagement strategies are evaluated for their effectiveness twice annually. Parents, teachers, and administrators are given an opportunity to provide feedback in the comprehensive needs assessment and currently there are no identified areas of improvement. However, if improvements are ever needed, the JCSD will convene an administrator meeting to discuss the area of improvement. Solutions will be discussed in these meetings and policy revisions and/or procedures will be revised and implemented



\* 5. What process will be used to ensure the use of evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies? Sec. 1116(a)(2)(E)

Parents and other community stakeholders will be encouraged to attend the annual District Title I meeting and their local school Title I meetings to ensure that all parent and family engagement activities are appropriate and effective. Moreover, district and school leaders will attend workshops, conferences, or other educational meetings to increase knowledge of evidence-based strategies for effective parental involvement. Policy revisions will occur at the district-level when newly formed district initiatives are mandated.

Using the What Works Clearinghouse to determine if effective parent-family engagement activities used in JCSD are evidence-based PFE strategies. If ineffective strategies are outlined in policy, a revision/updated will be put before the school board for discussion and approval. Currently our district utilizes structured conversations to ensure effective parent and family engagement.

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

This participatory role is extended through the use of & "structured conversations". All JCSD Title I schools create "structured conversations" between teachers and parents about student learning multiple times per year. Teachers provide detailed information and training, especially during parent nights, which increases family engagement. Parents' informed coaching efforts at home contribute to students' improvement in reading and math. "Structured conversations" provide parents with information about their student's performance, demonstrate skills taught in the classroom, allow parents to practice the activities together in small groups, and help parents set academic goals for their child.

**Structured conversations are Tier 2, Moderate,**

**Source: <https://dera.ioe.ac.uk/12360/1/DFE-RR176.pdf>**

\*Structured conversation success In terms of the structured conversations with parents, schools used the suggested model of practice as a vehicle for changing home-school relationships. Success was seen where a collaborative relationship – involving a two-way exchange of information, ideas, aspirations and concerns – was formed. Schools expressed determination to involve the most 'hard to reach' parents, and were extremely creative and flexible in the approaches they used in this regard. Finally, in relation to developing provision for wider outcomes, schools implemented an extraordinary range of approaches and strategies. A recurrent theme was that the nature of the work undertaken was determined very much by local contexts and circumstances and the needs of pupils within each school.

**Source #1:**

**[https://www.academia.edu/4287432/Developing\\_positive\\_school\\_home\\_relationships\\_through\\_structured\\_conversations\\_with\\_parents\\_of\\_learners\\_with\\_special\\_educational\\_needs\\_and\\_disabilities\\_SEND](https://www.academia.edu/4287432/Developing_positive_school_home_relationships_through_structured_conversations_with_parents_of_learners_with_special_educational_needs_and_disabilities_SEND)**

In this case study several schools mirror the Jackson County School districts Title I schools who have high free and reduced lunch recipients and are located in both rural or urban. Similar to our schools, parent participation among students who are at-risk (or who have special educational needs) is lower than those who are considered regular.

Structured conversations with parents have been deemed successful for working with schools with lower percentages of parental support. JCSD has 13.8 percentage of special education population.

Parents play a crucial role in their children's education, and their active involvement can lead to better outcomes. However, evidence suggests that parental engagement and confidence among perhaps the most vulnerable group of learners –those with special educational needs and disabilities (SEND) – may be lower than for those without difficulties. We report on research exploring a model for developing positive home–school relationships, known as 'structured conversations with parents', which was implemented as part of a comprehensive intervention to improve outcomes for learners with SEND (the Achievement for All pilot). Our research design utilized both quantitative and qualitative elements, including school-level surveys, parent questionnaires, interviews with key personnel and stakeholders, and case studies of pupils/parents in participating schools across 10 local authorities in England. Our analyses suggest that the structured conversations with parents were successful in achieving their intended outcomes, albeit with important caveats in relation to issues of individual differences, implementation fidelity/adherence and sustainability

**Source #2:**

**<https://www.headteacher-update.com/best-practice-article/structured-conversations-to-engage-parents/66856#:~:text=The%20structured%20conversations%20approach%20requires,enhance%20their%20chances%20of%20success.>**

The school in this case study mirrors JCSD, in that most of our schools have 20 to 30 percent of parents who do not participate in parental involvement activities. Moreover, this case study mirrors several schools in Jackson County School districts Title I schools who have high free and reduced lunch recipients and are located in both rural or urban areas.

\*Through structured conversations, many schools have been able to develop really effective partnerships with parents, get them more involved in their children's learning, develop effective learning targets and develop more individualized approaches to learning. The results of this approach have been startling. For example at Tredworth Junior School (see case study) in a deprived part of central Gloucester, 87 per cent of pupils on free school meals have achieved Level 4 plus in English and maths compared to 68 percent nationally. Persistent absenteeism dropped from 12.6 per cent to just over eight per cent in a year. Structured conversations were at the center of Tredworth's work with parents. Below is the Tredworth Junior School Case Study:

**Case study: Tredworth Junior School**

Tredworth was the lowest achieving school in Gloucestershire when Andy Darby became headteacher in 2002. His first priority was to improve engagement with the 35 per cent of parents who at the time had little to do with the school.

“For me it was key we improved the parents' knowledge of what the children were up to at school,” he said. “We needed to empower them to ask questions of the school and challenge us as well.”

By 2009 parental engagement was up to 85 per cent. This was good progress but Tredworth still had a sizeable proportion of “hard-to-reach” parents.

It was then that Tredworth began using the structured conversations approach as part of the Achievement for All programme as the bedrock of its parental engagement strategy.

Teachers are regularly given a day away from the classroom for a series of 30-minute in-depth conversations. Teachers learn how to recap a conversation, summarise complex or convoluted points that both sides understand, and set targets. Parents can leave their pre-school children in a crèche at the school during the meeting.

“The basic premise of structured conversations is simple but Achievement for All gave us a structure and a methodology for taking our parental engagement work forward,” Mr Darby explained. “In fact, it has become the model for parental engagement for the entire school.”

Parents of every pupil in the school are invited into the school for a structured conversation with the teacher twice a year. For years 3 to 5 this is increased to three times a year. The parental discussions always involve the child's class teacher and the teaching assistant.

Once a year the child is invited into the meeting to discuss how objectives have been met and to set new binding targets for the next academic year.

This level of commitment takes a teacher out of class for at least two days a year but the supply cover cost is covered by Pupil Premium funding attracted by pupils on free school meals.

Parent attendance at Tredworth's structured conversations is now 97 per cent. Attainment of pupils with SEN and/or disabilities is above average for every year group. For example, 81 per cent of pupils classified as having SEN and/or disabilities achieved key stage 2 Level 4 or above in English and maths in 2012. The national average was 46 per cent.

It is the same story for pupils who qualify for free school meals. The figure was 87 per cent for free school meals pupils – well above the 68 per cent national average. Persistent absenteeism across the school has now dropped – from 12.6 per cent in 2011 to eight per cent in 2012.

\* 6. Describe how the LEA will involve Title I, Part A parents in the development, revision, and review of the parent and family engagement policy. Sec. 1116(a)(2)(F)

The LEA will solicit parent participation in the development, revision, and review of the current parent and family engagement policy during the annual Title I meetings throughout the district. Parents and other community stakeholders will be encouraged to attend the annual District Title I meeting and their local school Title I meetings to express their concerns and opinion and to ensure that all parent and family engagement activities are appropriate and effective. Each school principal, teacher, and other educational leaders share Title meeting notifications via several communication mediums to include Facebook, JCSD district and website, Remind, School Status and other parent-teacher communication tools to allow parents an opportunity to discuss and revise the JCSD PFE policy. Parents of all student groups are contacted via email and parent messaging services

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\* Summarize the successes of schools within the LEA and what contributed to it:

As our motto states, we are raising the standard in Jackson County School District. We are focusing on improving student achievement, providing sound financial management, improving facilities and infrastructure, ensuring a positive educational experience for our students, and demonstrating effective leadership. We are seeing a steady increase in our scores each year, which is very encouraging. We have filled vacancies with highly effective and capable professionals, who help and contribute to the improvement of all aspects of our district. Improvements are noted in district-wide student achievement, professional development, facilities, and leadership. Our scores rank in the top 10% of the state and we are a A school district. Moreover, there is a continuous focus on transparent leadership, which has allowed stakeholders to engage in discussions and make significant suggestions to improve facilities, academic activities, and educational experiences. Ultimately, our strategic planning process is working well. We have superb buy-in from our stakeholders, and they know that their voices are being heard. Teachers, paraprofessionals, and other instructional leaders are vital to the overall success of our students. It is essentially due to their effectiveness that we have maintained a school rating of an A and a steadily increasing graduation rate of all students including our homeless, ELs, special education, and other at-risk student groups.

\* Summarize the challenges of schools within the LEA and what contributed to it:

With diverse demographics, cultures, and academic-levels throughout the JCSD, the LEA is faced with a few challenges. It is the goal of the JCSD to aid students in matriculating through the K-12 educational process with minimal discipline, behavioral, or mental health issues. With the increase of our special education population and mental health referrals, a need for additional social-emotional learning resources is needed, along with additional positive behavioral and mental health personnel. Additionally, it is the goal of the LEA to increase the number of seniors graduating and receiving scholarships. Students who have suffered from low ACT scores or who have fallen behind in their coursework will need additional ACT coaching/tutoring and academic guidance counseling.

\* List, in order of priority, the areas of need as identified through the comprehensive needs assessments. Prioritizing needs by identifying the most critical areas where the creation of goals and strategies will be developed from.

1. Continue to improve student achievement and close the achievement gaps with the use of the diagnostic software and blended learning opportunities to ensure that students are college and career ready.
2. There is a need to continue our literacy and instructional technology training for all teachers.
3. Continue to provide professional development programming to improve instruction and student engagement in science, technology, engineering, and mathematics
4. Continue to promote access to accelerated learning opportunities (including Advanced Placement and Dual Credit)
5. Continue to increase student ACT scores throughout all three attendance centers.
6. Continue to meet instructional staffing needs throughout the district

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**Plan Items ( )**

**1) Improving Student Achievement in ELA and Mathematics**

Description:

All students will reach high standards by increasing our student proficiency rating by 3% in ELA and mathematics on the MAAP in grades K-5 for the 2024-2025 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).)

**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 2024-2025 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, along with a district set aside, will use Title I funds to pay all or a portion of salaries/benefits for school-level instructional interventionists and 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 2024-2025 MAAP in grades K-5.

Person Responsible:  
School Principals

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	Interventionist	\$65,226.78
	Title I-A	Private school requirement	\$20,261.78
	Title I-A	TA Salaries and benefits	\$618,481.90

Title I-A	TST interventionist salary & benefits	\$461,069.45
<b>Total</b>		<b>\$1,165,039.91</b>

**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 2024-2025 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:**

6/30/2025

<b>Funding Application</b>	<b>Grant</b>	<b>Notes</b>	<b>Amount</b>
<b>Consolidated</b>	Title I-A	Instructional Supplies and Software renewals	\$18,058.09
	Title III English Learners	Declining Title III EL funds	\$22,221.00
	Title III Immigrant	Declining Title III Immigrant funds	\$8,798.00
	Title IV-A	STEM/STEAM equipment/technology	\$16,800.00
	Title IV-A	STEM/STEAM supplies	\$7,000.00
<b>Total</b>			<b>\$72,877.09</b>

**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.

**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 personal hygiene kits, uniforms, and educational supplies for those students who meet the criteria of homeless. Tutorial services will also be offered. Additionally, Title funds will help provide safe and healthy students by helping decrease the use of drugs among students in our schools. The safe and healthy funds will purchase vaping, mental health, bullying, and violence prevention materials, software, and supplies.

Benchmark Indicator:

Increased student achievement and increased growth by 3% in all students and subgroups on the MAAP for the 2024-2025 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	Homeless Liaison reg fees, travel	\$2,500.00
	Title I-A	Homeless Liaison salaries and ben	\$21,000.00
	Title I-A	Homeless Supplies	\$2,050.00
	Title IV-A	Mental Health Contract Services	\$75,469.43
<b>Total</b>			<b>\$101,019.43</b>

**S** 1.4) 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** 1.4.1) 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 2024-2025 school year.

Benchmark Indicator:

Increased student achievement and growth by 3% in all core academic areas and student subgroups on the MAAP for the 2024-2025 school year.

Person Responsible:

Federal Programs Director

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Consolidated Cost Pool	Annual assessment, document storage, and supplies	\$17,500.00

**AS** 1.4.2) 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 2024-2025 school year.

Person Responsible:

Local School Title I Facilitator

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	Local School Title I Facilitator Salary/Benefits	\$9,100.00

**S** 1.5) 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** 1.5.1) 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 2024-2025.

Benchmark Indicator:

The district will increase student achievement in all core academic areas for all subgroups as measured by the MAAP taken during the 2024-2025 school year by 3%.



Person Responsible:  
 School Principals  
 Estimated Completion Date:  
 6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	Parental Involvement supplies	\$17,577.09

**1.6) 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 1.6.1) 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, a Federal Programs Coordinator, and a 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 2024-2025 school year.

Person Responsible:

Federal Programs Director

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Consolidated Cost Pool	Annual ad for Budget	\$75.00
	Consolidated Cost Pool	Dues and registration fees	\$5,000.00
	Consolidated Cost Pool	Salary and Benefits	\$210,496.57
	Consolidated Cost Pool	Travel for Federal Programs	\$4,965.00
		<b>Total</b>	<b>\$220,536.57</b>

**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 2024-2025 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).)

**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.

**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, 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 2024-2025 school year.

**Person Responsible:**

School Principals

**Estimated Completion Date:**

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Tutor Salaries and benefits	\$122,100.46

**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 2024-2025 school year.

**Person Responsible:**

School Principals

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	EL instructional software and supplies	\$21,008.88

**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 Instructional Interventionist and EL teacher/tutor. The district will use Title I funds to help fund additional salaries and benefits for an EL Instructional Interventionist and EL teacher/tutor. Also, EL 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 EL students on all state assessments by 3%.

Person Responsible:

EL Instructional Interventionist

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A	EL local travel and registration fees	\$4,000.00
	Title I-A	EL staff salaries & benefit	\$135,500.00
		<b>Total</b>	<b>\$139,500.00</b>

**AS** 2.1.4) Administrative and District Support

Description:

Title II funds will be used to fund three Curriculum Specialist at both the elementary and secondary levels and to fund two Educational Technology Specialist to serve schools throughout the district. The Curriculum Specialist, and Educational Technology Specialist will provide support to teachers and principals who lack effectiveness in their instruction and instructional technology, and school leadership. All of the above mentioned Title II personnel will support and mentor new teachers and new principals. They will work with school and grade level PLC's to monitor student progress and determine instructional effectiveness and ensure that teachers know how to utilize technology effectively. These employees will support the district and school initiatives through administrative, instructional, instructional support, and clerical duties.

Benchmark Indicator:

Earn a district rating of an A, which is based on improving student achievement in core academic areas in the 2024-2025 school year.

Person Responsible:

School Principals

Estimated Completion Date:  
6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title II-A	Salaries and benefits for Title II Personnel	\$291,982.42
	Title IV-A	Salary and Benefits for Educ Tech Specialists	\$20,463.15
<b>Total</b>			<b>\$312,445.57</b>

**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 2024-2025 school year.

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

Description:

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

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

Description:

District and school level Title I, II, and IV funds will be used to fund high-quality, scientifically research-based professional development opportunities. Examples are teacher and principal training by Assistant Superintendent of Curriculum and Instruction, Curriculum Specialist, Educational Technology Specialist, and on-site PD provided by other vendors. Additionally, teachers may participate in specialized off-campus educational conferences/trainings. Teachers who will participate in these trainings will focus on improving instruction and learning for all students as well as closing all achievement gaps in the 2024-2025 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 2024-2025 school year with an increase of 3%.

Person Responsible:

School Principals/District

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
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<b>Consolidated</b>	Title I-A	EL onsite PD and PD for new software instituted	\$13,000.00
	Title I-A	SMNE Off site PD travel and registration fees	\$15,000.00
	Title IV-A	PD for counselors and supplies	\$4,500.00
	<b>Total</b>		<b>\$32,500.00</b>

4) Increase the graduation rate.  
 Description:  
 Increase Student Achievement by producing more students who are college and career ready.  
 Performance Measure:  
 The 2024-2025 percentage of students graduating from JCSD will be at or above 89%.

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 an HS diploma, we will focus on 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 2024-2025 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 2024-2024 school year.  
 Person Responsible:  
 School Principals  
 Estimated Completion Date:  
 6/30/2025

<b>Funding Application</b>	<b>Grant</b>	<b>Notes</b>	<b>Amount</b>
<b>Consolidated</b>	Title IV-A	College and Career Readiness counseling supplies	\$5,400.00

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:**

School Principals

**Estimated Completion Date:**

6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title IV-A	Student Fees	\$7,000.00

LEA Plan Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2025 - LEA Plan - Rev 0

Type	Optional Documents Document Template	Document/Link
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Revision Letter	N/A	
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**JACKSON CO SCHOOL DIST (3000) Public District - FY 2025 - LEA Plan - Rev 0**

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

**Title I, Part A**

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. Sec. 1112(c)(1)
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services. Sec. 1112(c)(2)
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). Sec. 1112(c)(3)
4. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Sec. 1112(c)(4)
5. Collaborate with the State or local child welfare agency to-
  - (A) Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency. Sec. 1112(c)(5)(A);
  - (B) By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall:
    - i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)). Sec. 1112(c)(5)(B)(i)
    - ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if:
      - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation.
      - b. The local educational agency agrees to pay for the cost of such transportation.
      - c. The local educational agency and the local child welfare agency agree to share the cost of such transportation. Sec. 1112(c)(5)(B)(ii)

6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Sec. 1112(c)(6)

7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). Sec. 1112(c)(7)

**Title II, Part A**

8. The local educational agency will comply with section 8501 (regarding participation by private school children and teachers). Sec. 2102(b)(2)(G)(i)



9. The local educational agency will coordinate professional development activities authorized under Title II, Part A with professional development activities provided through other Federal, State, and local programs. Sec. 2102(b)(2)(G)(ii)

**Title III, Part A**

10. Each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application. Sec. 3116(b)(4)(A)

11. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126. Sec. 3116(b)(4)(B)

12. The eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan. Sec. 3116(b)(4)(C)

13. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. Sec. 3116(b)(4)(D)

**Title IV, Part A**

14. The local educational agency, or consortium of such agencies, will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that are among the schools with the greatest needs, as determined by such local educational agency, or consortium.

15. The local educational agency, or consortium of such agencies, will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that have the highest percentages or numbers of children counted under section 1124(c).

16. The local educational agency, or consortium of such agencies, will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i).

17. The local educational agency, or consortium of such agencies, will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that are implementing targeted support and improvement plans as described in section 1111(d)(2).

18. The local educational agency, or consortium of such agencies, will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that are identified as a persistently dangerous public elementary school or secondary school under section 8532.

19. The local educational agency, or consortium of such agencies, will comply with section 8501 (regarding equitable participation by private school children and teachers).

20. The local educational agency, or consortium of such agencies, will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107 for LEAs receiving more than \$30,000.00.

21. The local educational agency, or consortium of such agencies, will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108 for LEAs receiving more than \$30,000.00.

22. The local educational agency, or consortium of such agencies, will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b) for LEA receiving more than \$30,000.00.

23. The local educational agency, or consortium of such agencies, will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under well-rounded educational opportunities, safe and healthy students, and effective uses of technology.

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2025 - LEA Plan - Rev 0****Checklist Description** [\(Collapse All\)](#) [\(Expand All\)](#)

<p><b>1. Planning Tool - LEA Planning Team</b></p> <p>1.01 Team members are identified by name and title.</p> <p>1.02 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>	<p>OK</p> <p>John Woodard</p>	<p>5/15/2024 10:25:36 AM</p>
<p><b>2. Planning Tool - Needs Assessment</b></p> <p>2.01 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>2.02 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>2.03 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>2.04 College and Career Readiness (a) The description offers a summary of 11th grade ACT scores comparing most recent years of data across all scored areas. Response will address reasoning for progress and challenges. Noted challenges may include possible solutions. (b) The description offers a summary of student promotion data comparing most recent years of data across grades K-8. Response will address reasoning for progress and challenges. Noted challenges may include possible solutions. Thought question: what will I do differently?</p> <p>2.05 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>2.06 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>2.07 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>2.08 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</p>	<p>OK</p> <p>John Woodard</p>	<p>5/15/2024 10:25:36 AM</p>

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)

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

2.10 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.

2.11 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.

2.12 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.

**3. Planning Tool - Goals**

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3.01 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.

3.02 Identified goals are Specific, Measurable, Attainable, Results-oriented, and Time-bound. Identify each component of SMART in goals.

3.03 LEA has established goals appropriately based on achievement data. (i.e. goal 1 - top priority)

**4. Planning Tool - Strategies**

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4.01 Each strategy describes the specific change in practice necessary to meet the related goal.

4.02 Each strategy is aligned to the goal it is intended to meet.

**5. Planning Tool - Action Steps**

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5.01 Each action step is clearly aligned to the goal and strategy to which it is connected.

5.02 The action step description is clearly stated, specific, and aligned with the strategy.

5.03 In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When and Why

5.04 The benchmark indicator is described in measurable terms. It is quantifiable.

5.05 The person responsible is populated by position and not by staff name and is the appropriate position for this action step.

5.06 The estimated date of completion is realistic and aligns with other activities to allow district to reach goals. (NOTE: all Action Steps do not all have an end of school year date.)



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

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6.01 A funding source has been created for each action step (multiple funding sources may be utilized).

6.02 There is a clear alignment between prioritized needs, goals, strategies, action steps and funding sources.

6.03 All funds have been allocated to a goal and there is a zero balance on the plan relationships page.