

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - LEA Plan - Rev 2

Please identify all planning team members, including title.

Bardwell, Sarah - JMS Principal

Beaudoin, J.P., Ph.D. -Accountability Director, Research in Action, Inc.

Gilliam, John David - CHS student

- CES counselor, Liaison for Homeless, Foster, EL

Expose, Bailey - CHS student

Hahn, Angela - CPS interventionist

Handshaw, Edward- paraprofessional

Harris, Jason, Ph.D. - Superintendent

Houston, Reed - Houston Cleaners

Johnson, Kristi - parent

McNeal, L.V. - CHS principal

Novinski, Mike - high school teacher

Smith, Leslie, Ed.D. - CES principal

Rayborn, Jay, Ph.D. - CPS principal

Rayborn, Renea – SPED director

Bass, Nicole - Business manager

Roney, Joe - Professional Development Specialist

Lee, Amy - Federal Programs Director

Belcher, Otho Ed.D. - Curriculum Coordinator

Wallace, Crystal - JMS parent

Sabine, John - Technology Director

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* 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)

No changes for FY24.

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

No changes for FY24.

* 3. Describe how the LEA will **provide additional educational assistance to at risk students**. Sec. 1112(b)(1)(C)

No changes for FY24.

* 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)

No changes for FY24.

* 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)

No changes for FY24.

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)

No changes for FY24.

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 - The CSD does not serve a neglected facility and/or JDC.

* 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)

No changes for FY24.

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

No changes for FY24.

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 - The CSD does not use Title I funds for PreK services.

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 - The CSD has no Title I Targeted Assistance Schools.

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)

No changes for FY24.

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)

No changes for FY24.

* 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)

No changes for FY24.

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 No Title I funds are used

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 No Title I funds are used

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 No Title I funds are used

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 No Title I funds are used

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☐ 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

Standard 1 - Equity Practices	Standard 7 - Implementation
Standard 2 - Curriculum, Assessment, and Instruction	Standard 8 - Equity Foundations
Standard 3 - Professional Expertise	Standard 9 - Culture of Collaborative Inquiry
Standard 4 - Equity Drivers	Standard 10 - Leadership
Standard 5 - Evidence	Standard 11 - Resources
Standard 6 - 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:

☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☒ "A" or "B" rated District

All Professional Learning (PL) is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels. All Professional Development (PD) activities are aligned to MS College- and Career-Readiness Standards and Curriculum Frameworks state academic standards and are designed to minimize achievement gaps. The following PD activity topics will address identified needs: academic teaching strategies, identifying and overcoming biases and barriers to equity, classroom management of instruction, using technology as an instructional tool, meeting needs for special needs students and struggling subgroups, parent/family engagement, differentiated instruction, reading skills, manipulative-based math instruction, behavior interventions, training on unit-writing, and/or the writing process. The types of [KT1] professional development activities that will be implemented to address these topics include Professional Learning Community (PLC) time embedded during the school day for all instructional staff and through high quality online PD available on demand to all staff. To promote diversity and to increase growth opportunities, staff may join multiple PLC's which may include but is

not limited to grade-level PLC, subject-area PLC, leadership PLC, and/or school-wide PLC. School-wide PLC's will meet at least once a month to report and evaluate progress.

The staff needs professional development in using data to plan/drive/reflect on/improve instruction, in using technology as an instructional tool, and in performance-based activities/assessments. These professional development needs will be met through ongoing job-embedded PD provided by the Professional Development Specialist and/or administrators and through PLC's which will meet weekly, bi-weekly, or monthly based on the needs of each individual school site.

PLC's ongoing review/analysis of student achievement data indicates a need to improve Tier I instruction. Professional development activities are planned to increase teacher observations/feedback, modeling best practices, peer observations, and use of cameras to self-evaluate and outside-evaluate.

Professional development may also be provided for teachers, principals, administrators, instructional interventionists, and/or other district personnel through attending other conferences/workshops (including workshops on non-contractual work days and in-house and outside trainers as needed) that aid in helping all students reach high standards, attaining proficiency or better on state assessments, promoting equity, and other areas of need. New teachers (with one to two years of experience and/or new to the district) are assigned mentor teachers under the Teacher Mentoring Plan which is used at all the schools. Ongoing mentoring and monitoring throughout the year provide support for new teachers.

Culture of Collaborative Inquiry:

Ongoing, job-embedded PLC's provide opportunities for continuous improvement, engagement in collaborative learning, and sharing responsibility for improving learning for all students.

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:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ "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:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ "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:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ "A" or "B" rated District
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State Goal 5. Every Community Effectively Uses a World-Class Data System to Improve

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

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ "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:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ "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 CSD has a system of professional growth and improvement. Professional growth and improvement for building capacity of teachers includes New Teacher Orientation. New teachers are required to participate in New Teacher Orientation training to assist them in learning the basic operations of a school, online grade book systems, employee and personnel requirements, and provided an overview of classroom management and best instructional strategies. New Teacher mentoring programs provide additional support to new teachers and help to increase teacher retention. All teachers are evaluated through classroom observations and all teachers and principals are evaluated through the Mississippi Educator and Administrator Professional Growth System. The Mississippi Educator and Administrator Professional Growth System is an evaluation process designed to improve the professional performance of all educators. The Mississippi Educator and Administrator Professional Growth System provides a system of performance assessments based on common standards to gauge teacher effectiveness, help track educational progress, identify areas of need, and improve performance throughout an educator's career.

Professional growth and improvement for building capacity of administrators includes the Principal's Academy and other professional development opportunities. New principals and/or assistant principals may attend a year-long Principal's Academy or utilize various other professional development activities. Teachers are given opportunities to develop meaningful teacher leadership by serving as grade level, subject-area, and committee chairpersons/leaders, by providing input through surveys and face-to-face meetings, by facilitating PL in small group settings (e.g., PLCs, organized PL sessions), and by sharing ideas/best practices within PLC's.

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)

No changes for FY24.

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)

No changes for FY24.

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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)

No changes for FY24.

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)

No changes for FY24.

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - LEA Plan - Rev 2

* 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)

No changes for FY24.

* 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)

No changes for FY24.

* 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)

No changes for FY24.

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)

No changes for FY24.

* 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)

No changes for FY24.

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

No changes for FY24.

* 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)

No changes for FY24.

* 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)

No changes for FY24.

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - LEA Plan - Rev 2

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

The CSD schools are more **successful** identifying and meeting the immediate needs of students. Across the district, according to the latest MAAP scores, reading trends are up slightly. **Contributing factors** include a commitment of strong instruction taking place daily. Also, the ongoing diagnostic and benchmark assessments along with additional data points work well to identify learning gaps. Ongoing Professional Learning Communities (PLCs) use this data to plan for and take action to fill the learning gaps. These plans and action steps include proactive as well as reactive Tier I, II, and III interventions. All staff work together in the intervention process including administrators, classroom teachers, interventionists, and assistants. Another contributing factor is that the students have more opportunities for success with the availability of individual technology devices and many other technological resources.

Our successful 95.9 percent graduation rate is significantly above state and national averages thanks to strategic planning and support for every student. A **successful** B-rating is thanks to teacher and school leaders using data to drive instruction in the classroom and instructional pathways for individual students.

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

Our CSD schools are **challenged** to meet academic and social/emotional needs of students. Across the district, math trends and science trends are down. The negative effects of the COVID pandemic are **contributing** to the lack of 'on grade level' reading and mathematics. The social and emotional impacts, as well as the negative impact of 'virtual learning', are evident in our classrooms.

We are blessed to have one-to-one technology devices for our students. A resulting **challenge** is to increase student to student engagement and student to teacher via technology devices (according to the data point from teacher observations that students work in isolation when using technology devices).

Additional **challenges** include the number of students living in poverty. Generational poverty persists for many in our community and causes challenges for children and those who care for them. Time is a **challenge** because we know that our students can and will learn with the right opportunities. Many students need more time with teachers and other interventions to reach their potential. We must teach these college preparatory skills early and often to help support our students' college readiness.

* 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 need is to increase academic proficiency in reading/language arts, math, science, and U.S. history
- #2 need is to provide a safe and healthy learning environment
- #3 need is to ensure federal, state, and local compliance

COLUMBIA SCHOOL DISTRICT (4620) Public District - FY 2024 - LEA Plan - Rev 2**Plan Items ()****1) Reading/Language Arts, Math, Science, and U.S. History**

Description:

All students will increase proficiency in Reading/Language Arts, Math, Science, and U.S. History as indicated on state assessments.

Performance Measure:

All students will show growth and/or obtain/maintain proficient or better (or level 3 or above) on state assessments and/or pass and score above the state average on the MKAS.

1.1) Address teaching and learning needs related to academic problems

Description:

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

1.1.1) Quality instructional staff

Description:

Employ certified/licensed/qualified instructional staff to provide support for all students. Hire staff to provide instruction, interventions, and/or any activities/instructional strategies to improve student achievement, behavior, and/or attendance.

Benchmark Indicator:

School Board minutes indicating staff hired, lesson plans and/or teaching schedule indicating additional support provided to students, and student state assessment data will show 1% increase in proficient and advanced for each tested area

Person Responsible:

principals

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$762,313.50

1.2) 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.

1.2.1) On-site job-embedded Training/Instruction and other off-site professional development

Description:

Professional Development Specialist and Director of Accountability will provide ongoing job-embedded professional development as determined by data analysis, needs assessment, teacher evaluation, and staff request. Additional training and student instruction may be provided by consultants. Additional off-site staff training and/or professional development will be related to identified needs.

Benchmark Indicator:

Training/professional development schedules and student state assessment data will show 1% increase in proficient and advanced for each tested area

Person Responsible:

Professional Development Specialist and Director of Accountability

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Educational consultants	\$9,782.31
	Title I-A	Educational Services PD/student instruction	\$0.00
	Title II-A	Part salary/bn Professional Development Specialist	\$52,156.00
	Title II-A	Professional Learning Travel/other PD,assoc fees	\$0.00
	Title V	Part salary benefits PD Specialists	\$34,523.82
	Title V	Travel other PD or assoc fees	\$11,460.53
Total			\$107,922.66

§ 1.3) Instructional & Educational Materials/Services

Description:

Purchase supplemental instructional and educational materials and/or services that support the scientifically research based curriculum of the district.

AS 1.3.1) Instructional & Educational Materials/Services

Description:

Purchase supplemental instructional and educational materials and/or services that support student learning.

Benchmark Indicator:

1% annual increase in student proficiency on state assessments.

Person Responsible:

Principals

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Educational materials, consumables, books, etc.	\$27,253.88
	Title I-A	Educational Services student licenses/instruction	\$21,782.37
Total			\$49,036.25

§ 1.4) Parent Education Engagement/Involvement (Reading, Mathematics, & Science)

Description:

Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading, mathematics, and science.

AS 1.4.1) Resources Parental

Description:

Purchase materials, equipment, services, and supplies to educate parents and/or to provide two-way communication. Purchase may include but is not limited to flyers, paper for flyers/announcements, folders, texts, multi-media, software, web services, technology equipment, educational theater productions, and/or training services.

Benchmark Indicator:

Records of purchases, event sign-in sheets, parent survey participation will increase 10%, and student state assessment data will show 1% increase in proficient and advanced for each tested area

Person Responsible:

Principals

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	communication/engagement with parents	\$9,828.75

§ 1.5) Address district or school achievement issues

Description:

Remove barriers that keep high school students from participating in AP classes/exams, ACT, and dual college/dual enrollment.

AS 1.5.1) Remove Cost Barriers

Description:

Assist paying for preparation for and costs associated with AP exams, dual enrollment/dual credit, PSAT, and/or ACT

Benchmark Indicator:

1% increase in successful completion of AP exams, 1% increase in dual enrollment/dual credit, and 1% increase in college entrance exam scores

Person Responsible:

High School Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A	Assist paying for AP exams, dual enrollment, ACT	\$19,991.00

☒ 2) Provide a safe, healthy, and positive K-12 school climate (culture)

Description:

Each school year, policies and procedures will be followed to ensure the safety and well-being of all students. Students will receive opportunities to learn about alcohol and drug abuse, bullying, proper social media use, domestic violence or other topics. As a result, the number of discipline referrals will be reduced.

Performance Measure:

The number of student suspensions reported via MSIS will decrease 1% annually.

☒ 2.1) Prevention/Education (Violence, Alcohol, Tobacco, and Other Drugs)

Description:

A planned process of approaches and activities designed to preclude the onset of violence, alcohol, tobacco, and other drug problems as a means of insuring a safe, drug-free environment for the student population.

☒ 2.1.1) School Resource Officer

Description:

School Resource Officers will conduct student and/or staff safety training, will conduct safety inspections, and will patrol campuses during school and special events.

Benchmark Indicator:

Agendas, sign-in sheets, reports, and/or student behavior data will show a 1% decrease in discipline referrals

Person Responsible:

School Resource Officers

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
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Consolidated	Title IV-A	Partial salary/benefits for SRO	\$10,000.00
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AS 2.1.2) Address social, emotional, and mental needs of students

Description:

SEL activities and positive behavior interventions led by the behavior specialist will be supported/implemented by all applicable CSD staff. Ongoing professional development, supplies, and resources will provide successful implementation that will promote a safe, healthy, and positive school climate and culture.

Benchmark Indicator:

Student discipline referrals will be reduced by 1% annually.

Person Responsible:

Principals

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	BSCA Grant	\$162,319.00

3) Ensure Federal, State, and Local Compliance

Description:

Meet federal and state requirements for spending federal funds to include but not limited to parental engagement funds, indirect costs, administration costs, and homeless set aside

Performance Measure:

Meet 100% of Federal and State guidelines as stated in the assurances, EDGAR and/or Circulars, and/or monitoring instruments. Annual individual school district audits and MDE monitoring visits will have zero findings.

3.1) Expend funds

Description:

Following EDGAR, circulars, and/or State/local policies/procedures, all funds will be allocated/spent throughout the year according to the approved plan

AS 3.1.1) Allocate other funds

Description:

Allocate funds to meet federal and state requirements for spending federal funds to include but not limited to parental engagement funds, indirect costs, administration costs, and homeless set aside.

Benchmark Indicator:

All funds allocated according to federal and state guidelines with 0% audit findings

Person Responsible:

Federal Programs Director

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	administration travel, supplies, equip, fees	\$130,560.42
	Title I-A	Indirect Cost + 300 Homls	\$21,305.77
	Title V	Indirect Cost	\$1,011.65
Total			\$152,877.84

AS 3.1.2) Professional Development

Description:

Staff will attend professional development training in order to learn how to implement with fidelity federal/state requirements and to learn how to help improve student achievement.

Benchmark Indicator:

Agendas, monitoring/audit results will show 0% audit findings

Person Responsible:

Principals

Estimated Completion Date:

9/30/2025