



# District Improvement Plan 2019 - 2020



## Jeff Davis County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jeff Davis County
Team Lead	Natalie Hayes

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)

## 2. DISTRICT IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve Tier I instruction in content areas (English, Math, Science, Social Studies, Fine Arts, CTAE, Foreign Language, Physical Education)
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	The lack of consistency and implementation of Tier I instruction across all contents and all grades
Goal	By end of the 19-20 school year, all content area teachers, administrators, and support staff (building and system) will have participated in PLCs and training geared towards effective implementation and monitoring of Tier I instruction.

Action Step # 1

Action Step	1. Teachers, administrators, and support staff (building and system) will participate in PLCs emphasizing the importance of consistent Tier I instruction.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC notes, pacing guides, agendas and sign in sheets, observations, walk-throughs
Method for Monitoring Effectiveness	Data analysis of benchmarks and state tests
Position/Role Responsible	Director of Curriculum and Professional Learning, Principals, and School Improvement Specialists
Evidence Based Indicator	Strong
Timeline for Implementation	Monthly

Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our LEA will be seeking assistance from our local RESA, GLRS, CTAERN, and private vendors to implement these action steps.
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Action Step # 2

Action Step	2. Teachers will work collaboratively to design and implement and effective pacing guides for their contents and continue to refine learning targets, standard expectations, and effective instructional strategies.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Pacing Guides and collaborative meeting minutes, PLC agendas, sign in sheets, observations, walk-throughs
Method for Monitoring Effectiveness	Data analysis of benchmarks and state tests
Position/Role Responsible	Principals and School Improvement Specialists, Director of Curriculum
Evidence Based Indicator	Strong
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in	Our LEA will be seeking assistance from our local RESA, GLRS, CTAERN, and private vendors to implement these action steps. Only research-based professional learning will be conducted during PL sessions.
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Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our LEA will be seeking assistance from our local RESA, GLRS, CTAERN, and private vendors to implement these action steps. Only research-based professional learning will be conducted during PL sessions.
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Action Step # 3

Action Step	3. Teachers will work collaboratively to design lessons that have a bar of mastery for all students that exceed the Level 2 minimum of a developing learner and that are evaluated by administrators on a regular basis.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, GMAS scores, Benchmark scores, observations, walk-throughs, PLC notes/agendas/sign-in sheets
Method for Monitoring Effectiveness	Data analysis of benchmarks and state tests
Position/Role Responsible	Director of Curriculum and Professional Learning, Principals, and School Improvement Specialists
Evidence Based Indicator	Strong
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our LEA will be seeking assistance from our local RESA, GLRS, CTAERN, and private vendors to implement these action steps.
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Action Step # 3

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our LEA will be seeking assistance from our local RESA, GLRS, CTAERN, and private vendors to implement these action steps.
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Action Step # 4

Action Step	4. During the 2019-2020 school year, school administrators will participate in training on the effective implementation and monitoring of standards based Tier I instruction.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Walk-throughs, lesson plans, 45 action plans, monthly administrative meetings, agendas, sign-in sheets, handouts, presentations
Method for Monitoring Effectiveness	Data analysis of benchmarks and state tests
Position/Role Responsible	Superintendent, Director of Curriculum and Professional Learning, Principals
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in	
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Action Step # 4

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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Action Step # 5

<p>Action Step</p>	<p>5.To effectively support new teachers and ensure effective instruction for students; all teachers new to each building will be provided with a mentor who will help with planning instruction, processes, and procedures.</p>
<p>Funding Sources</p>	<p>Title II, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Professional Capacity Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Mentor logs, sign-in sheets, agendas, and professional learning logs</p>
<p>Method for Monitoring Effectiveness</p>	<p>Teacher retention rate, climate surveys</p>
<p>Position/Role Responsible</p>	<p>Principals, School Improvement Specialist, Director of Human Resources</p>
<p>Evidence Based Indicator</p>	<p>Strong</p>
<p>Timeline for Implementation</p>	<p>Yearly</p>

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Our LEA will be seeking assistance from our local RESA, GLRS, CTAERN, and private vendors to implement these action steps.</p>
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Action Step # 6

Action Step	6. To ensure that all students receive the best possible Tier I instruction, steps will be taken to guarantee that teachers and paraprofessionals have the appropriate certification necessary.
Funding Sources	Title II, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	GTAP, sign in sheets, agendas, presentations, PSC certification, in-field portal reports
Method for Monitoring Effectiveness	In-field reports
Position/Role Responsible	Superintendent, Principals, Director of Curriculum and Professional Learning
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our LEA will be seeking assistance from our local RESA, GLRS, CTAERN, and private vendors to implement these action steps.
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Action Step # 7

Action Step	7. To better improve Tier I instruction, teachers, paraprofessionals, and administrators will receive training and follow up training on software programs and effective instructional technology practices.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title V, Part B



Action Step # 7

Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign In sheets, agendas, survey of need, walkthroughs, TKES observations
Method for Monitoring Effectiveness	Data analysis of benchmarks, program usage reports, and state tests
Position/Role Responsible	SIS, Director of Curriculum and PL, and Principals
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our LEA will be seeking assistance from our local RESA, GLRS, CTAERN, and private vendors to implement these action steps.
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2. DISTRICT IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve literacy rates and writing across all grade levels
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Time allotted in the schedules to address all components of a balanced literacy block
Root Cause # 2	A fully functional understanding of a balanced literacy block at all grade levels
Goal	By the end of the 2019-2020 school year to show a 10% growth in Lexiles from each grade cohorts scores the year before.

Equity Gap

Equity Gap	Lexile identify subgroups, grade level span and content area(s)
Content Area(s)	ELA
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Teachers will monitor growth from each administration of the RI with the help of the School Improvement Specialist, as well as, have research-based professional learning on effective ways to increase Lexile scores.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	RI reports, data charts, growth charts, training agendas, sign in sheets, handouts, data walls
Method for Monitoring Effectiveness	Reading inventory, growth reports, Lexile score reports
Position/Role Responsible	Principals, School Improvement Specialist, Director of Curriculum and Professional Learning
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our LEA will receive assistance from our local RESA, GLRS, CTAERN, and private vendors to implement these action steps.
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Action Step # 2

Action Step # 2

Action Step	Teacher will participate in research-based Professional Learning geared towards improving writing portions of GMAS.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas, handouts, and work samples, professional learning logs, writing bench-marks, observations, walk-throughs
Method for Monitoring Effectiveness	Data analysis of benchmarks and state tests
Position/Role Responsible	Director of Curriculum, School Improvement Specialists, and Principals
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our LEA will be seeking assistance from our local RESA, GLRS, CTAERN, and private vendors to implement these action steps.
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Action Step # 3

Action Step	Parent engagement sessions will be held to ensure understanding of reading and writing components of JDCSS instructional program. Professional learning for parents in ways to help at home will addressed during these sessions.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B

Action Step # 3

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas, presentations, handouts, sign-in sheets, test scores
Method for Monitoring Effectiveness	Sign-in sheets for meetings, data analysis of benchmarks, and state tests
Position/Role Responsible	School Improvement Specialists, Principals, Director of Curriculum, Federal Programs Director
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our LEA will be seeking assistance from our local RESA, GLRS, CTAERN, and private vendors to implement these action steps. Community representatives, PAC members, PTO representatives, and Family Connections director will be invited/involved in workshops.
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2. DISTRICT IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve leadership skills and processes/procedures for administrators; and provide tools/resources for improving climate/culture within our district
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Due to a large amount of promotions within the system, there are new administrators at every building level and a new superintendent which can impact climate/culture
Root Cause # 2	A lack of consistency in effective administrative monitoring practices/procedures at each building
Goal	By the end of the school year, all building level and system level administrators will have been trained in effective leadership practices/procedures/processes.

Equity Gap

Equity Gap	Inexperienced leaders (principals or assistant principals with less than four years of experience)
Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-2 Provide targeted school leader development

Action Step # 1

Action Step	Administrators will attend regional or system trainings on effective leadership practices.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	45 day action plans, agendas, sign in sheets, PL Logs
Method for Monitoring Effectiveness	School climate surveys, Stop-Start-Continue surveys, results from 45 day action plans
Position/Role Responsible	Director of Curriculum and PL, Superintendent
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our LEA will be seeking assistance from our local RESA, GLRS, GADOE, CTAERN, and private vendors to implement these action steps.
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Action Step # 2

Action Step	Principals will complete 45 day action plans to focus on the monitoring and implementation of consistent Tier I instruction in their buildings
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster

Action Step # 2

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	45 day action plans, SWARM walk through documentation, agenda and sign in from 45 day meetings
Method for Monitoring Effectiveness	Data analysis of benchmarks and state tests
Position/Role Responsible	Director of Curriculum, Superintendent, and Principals
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our LEA will be seeking assistance from our local RESA, GLRS, GADOE, CTAERN, and private vendors to implement these action steps.
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Action Step # 3

Action Step	Administrators will participate in training on the effective implementation and use of PLCs in their buildings as the need arises.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities



Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas, evidence in 45 day action plans, data reviews, and LKES evaluation
Method for Monitoring Effectiveness	PLC documentation, school climate surveys
Position/Role Responsible	Superintendent, Director of Curriculum and Professional Learning
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Our LEA will be seeking assistance from our local RESA, GLRS, GADOE,CTAERN, and private vendors to implement these action steps.
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Action Step # 4

Action Step	Continue to utilize instructional coaches, teacher leaders, and outside providers at all schools to provide job-embedded professional development and in house and off-site professional learning sessions during the school year and summer, to teachers, school leaders, and instructional coaches in effective PLC implementation, use of evidence-based teaching strategies to engage students in all subject areas, and to effectively address learning needs of all students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monthly SIS meetings, PLC documentation

Action Step # 4

Method for Monitoring Effectiveness	Benchmarks, GMAS, SIS evaluations
Position/Role Responsible	Federal Programs Director, Director of Curriculum, Principals
Evidence Based Indicator	Strong
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. DISTRICT IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve conceptual understanding of mathematics for teachers and students; and monitoring of effective practices by administrators.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	A lack of understanding of conceptual based mathematics by teachers and students
Goal	By the end of the school year, math teachers and administrators will have received training in conceptual mathematics strategies.

Action Step # 1

Action Step	Teachers and administrators will participate in both local and regional trainings for conceptual mathematics understanding.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, presentations, agendas, handouts, collaborative meeting minutes, lesson plans, walk-throughs, TKES observations
Method for Monitoring Effectiveness	Data analysis of benchmarks and state tests
Position/Role Responsible	Principals, Assistant Principals, School Improvement Specialist, Director of Curriculum and Professional Learning
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations,	
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Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. DISTRICT IMPROVEMENT GOALS

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve security for students, staff, and community for school activities
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Lack of updated security measures for students, staff, and community for school activities
Goal	To provide a well-rounded and safe learning environment through opportunities for students, staff, and community.

Action Step # 1

Action Step	Provide a well-rounded educational opportunity for all students through the following initiatives: life-skill university, physical education resources, foreign language support materials, STEM activities, and music support.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, instructional walk-throughs, TKES observations, purchase orders, stakeholder surveys
Method for Monitoring Effectiveness	Lesson plans, instructional walk-throughs, TKES observations, student attendance reports
Position/Role Responsible	Building Administrators
Evidence Based Indicator	Strong
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Local businesses, community members, RESA
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Action Step # 2

Action Step	Provide a safe and healthy environment for students and staff through the following initiatives: guest speakers, mental health services, mental health awareness training.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, TKES observations, instructional walk-throughs
Method for Monitoring Effectiveness	GMAS, student attendance reports, student discipline reports
Position/Role Responsible	Building Administrators
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, regional counseling agencies, community business members
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Action Step # 3

Action Step	Provide teachers and students with effective technology skills.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	TKES observations, Technology Summit sign-in sheets, lesson plans
Method for Monitoring Effectiveness	Instructional walk-throughs, GMAS, Technology Helpdesk tickets
Position/Role Responsible	Building Administrators, Technology Director, District Technology Team
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Community businesses, RESA Technology,
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DISTRICT IMPROVEMENT PLAN

3 Required Questions

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

<p>In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding</p> <ul style="list-style-type: none"> <li>• how best to improve the district’s activities to meet the purpose of Title II, Part A;</li> <li>• and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title III, Part A; Title IV, Part A; Title IV, Part B) and activities being conducted in the community.</li> </ul>	<p>In developing this plan, district level leadership met to discuss data and apparent needs. We then held stakeholder meetings to allow our stakeholder groups to provide input and discussion into the process. Our stakeholder group included the district CLIP committee, comprised of: parents, teachers, paraprofessionals, counselors, administrators, community members, business representatives, community service group members, post-secondary representatives, and religious organization representatives. An open invitation to the community (newspaper and social media) was sent to everyone for an invitation to attend discussions/presentations for working on updating the CLIP. A district committee of stakeholders from all areas were sent an email asking them to serve and to help review the process. Meetings were held at several times/days throughout the process, stakeholders who could not attend were emailed the documents for their review. Once we had a rough draft, we presented at our System Leadership Retreat that involved all system leaders, building level principals, assistant principals, and School Improvement Specialists. The CLIP District committee was also sent the rough draft for review. We asked for edits and input from these groups. After refining the document once more, it was then taken before our School Improvement Specialists (who completed the building level school improvement plans) to look to see once more if there were changes to be made. It has become evident that getting stakeholder input has to be direct, thoughtful, and purposeful. We must personally contact stakeholders to get input into our plans and programs to receive adequate feedback. We have found through this process that when we call and directly invite our community members who are parents, day care providers, state and regional agencies, etc that we gain insight that is beneficial in planning. All Title II activities planned are required to meet the requirements of ESSA and have questions answered that speak to the validity under Title II and ESSA. All planned Title II activities go through the Director of Professional Learning, which is also the Title II Director. Through monthly director and principal meetings coordination of activities is always discussed to make sure that professional learning is being provided to district staff using the most effective and financially responsible way. For many initiatives the district coordinates the use of local, Title I, Title IV, Title III, CTAE, and Title II funds to be able to provide the necessary professional learning for our teachers. The director signs off on all purchases that come out of Title II A funds. The need for professional learning is always decided upon jointly with School Improvement Specialist, Principals, Directors, and the Superintendent. Students in JDCSS are heterogeneously grouped, unless the course dictates otherwise. System leadership meets with building level leadership to</p>
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Stakeholder Involvement to Improve and Coordinate Activities

<p>In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding</p> <ul style="list-style-type: none"> <li>• how best to improve the district’s activities to meet the purpose of Title II, Part A;</li> <li>• and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title III, Part A; Title IV, Part A; Title IV, Part B) and activities being conducted in the community.</li> </ul>	<p>determine placement of teachers based on data. We ensure that our struggling students have some of our most tenured, well performing teachers. We are completely free and reduced lunch system, and all of our student regardless of socioeconomic status are held to the same standards. We ensure that minority children, through Migrant, ESOL, and regular interventions have the adequate supports to be successful.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>In order to ensure that students enrolled in our schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers we use data analysis to examine teacher effectiveness. We also examine the number of years that teachers have taught and look at specific areas teachers are certified. Once this has been done in each school, spreadsheets are created when scheduling to ensure that students are heterogeneously grouped based on academic achievement and discipline. Students are tracked on these spreadsheets to ensure students do not get assigned ineffective teachers consecutive years. The goal is for there not to be any ineffective teachers in Jeff Davis County, but if there are we ensure students do not receive two of those teachers in subsequent years through tracking on the spreadsheets. Through these spreadsheets we also ensure certification areas for teachers are met and up to date. In addition, we try to match teacher strengths to student weaknesses and this ensures that students in JDCS are receiving the best education possible.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> <li>• how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;</li> <li>• how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;</li> <li>• how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);</li> <li>• how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and</li> <li>• what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.</li> </ul>	<p>Data analysis is a constant in our district. We are always looking at multiple forms of data such as benchmarks, grades, GMAS scores, SRI data, data obtained from our RTI programs, etc to determine where our professional learning needs are. This happens at both the district and the school level. If walkthrough data begin to show deficits then request are made by the schools for professional development to strengthen those areas of need. The district strives to offer professional learning that is sustainable and continuous. Moving towards the guidelines of professional learning under ESSA, each of our building administrators, as well as our school improvement specialists have been educated on the guiding questions as to what is allowable under ESSA and what is not. The district has gone over system initiatives, as well as building specific initiatives, with our leadership staff to ensure that everyone understands professional learning must be evidence based and be included in our School/District Improvement Plans in order to be funded. We encourage each person requesting professional learning to seek out the research for the professional learning or to look for those specific evidence based professional learning topics.</p>
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PQ – Intent to Waive Certification

<p>For the current fiscal year, using the flexibility granted under Georgia charter law [OCGA 20-2-2065] or State Board Rule - Strategic Waivers [160-5-1-.33], does the district intend to waive teacher certification - Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Our district has chosen to waive certification under Strategic Waivers. Professional Qualifications for JDCS include:</p> <ul style="list-style-type: none"> <li>-Must hold a Clearance Certificate.</li> <li>-Must hold a 4 year college degree.</li> <li>-Teaching Certification Preferred, with the expectation of becoming certified within 3 years.</li> <li>-All Special Education teachers must meet Georgia state certifications.</li> </ul>
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PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:1. for all teachers (except Special Education), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</p> <p>[Note that in Georgia certification requirements for Special Education CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Jeff Davis County School District has waived certification for all teachers except Special Education Teachers and Paraprofessionals.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<ul style="list-style-type: none"> <li>-Must hold a Clearance Certificate.</li> <li>-Must hold a 4 year college degree.</li> <li>-Teaching Certification Preferred, with the expectation of becoming certified within 3 years.</li> <li>-All Special Education teachers must meet Georgia state certifications.</li> <li>-Teachers who are not certified will be paid on the state "BT" salary schedule. Placement on the state salary schedule will be based off of applicable years of experience.</li> </ul>
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State and Federally Identified Schools

<p>Describe actions the district will take to assist its state and federally-identified schools (CSI and TSI) needing support. Include the prioritization of Title II, Part A funds.</p>	<p>JDCS does not currently have any state or federally-identified schools needing support.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> <li>• coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and</li> <li>• work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</li> </ul>	<p>JDCS will have 2 Professional Learning days during this school year. All faculty and staff will participate and receive training in areas that are cross curricular and instructional strategies that are applicable to all areas. Non academic areas will be included in the PLCs that will be held monthly at each grade level building. All high school students are given the opportunity to participate in the WBL program. Students are placed with community and industry professionals that provide critical learning while earning academic credit. During the year, there are two CTAE advisory committee meetings where members are informed of curriculum, pathways, and courses that are offered for students in grades 6-12. Advisory members are encouraged to provide feedback and ask questions concerning CTAE activities. Both the middle and high schools offer a career day during the school year for students to visit various businesses, community organizations, colleges, and military branches.</p> <p>JDCS provide career awareness lessons to students in grades 1-5 so that students will become familiar with terms/language used in careers. Funds and resources are allocated from local and federal funds for STEAM/STEM activities, local field days (farm city day, firehouse visits) that integrate career and technical opportunities. The school system works with Hazlehurst-Jeff Davis Chamber of Commerce, Family Connections, and local technical college to provide opportunities of learning for all of our students.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>JDCS keeps specific records to minimize the amount of time students are removed from the classroom. Assistant Principals, who handle discipline, have been trained on correct data reporting by our FTE Coordinator, as well as trained on current needs of Sped students in their buildings. Also, through the use behavior RTI we hope to decrease the number of discipline incidences that would take the student out of the classroom. Each school has a discipline policy that focuses on correcting the behavior without removing the student from the classroom.</p>
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Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> <li>• coordination with institutions of higher</li> </ul>	<p>Each school in the JDCS system hold an orientation for the entering grade to help with the transition. PreK students go and visit Jeff Davis Primary school in the spring before the become Kindergartners in the Fall. Each other school holds a specific time for orientation for the new grade in their building. It allows for parents and students to learn new things about their new building and helps to alleviate the fears of those going into new places.</p>
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Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> <li>• coordination with institutions of higher education, employers and local partners; and</li> <li>• increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</li> </ul>	<p>At the high school level, a post secondary fair is held for different colleges and employers to come in and talk with our students. High school students in JDCS are also given ample opportunities to take college classes while still enrolled in high school in our dual enrollment program.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Jeff Davis PreK and Headstart visit Jeff Davis Primary school prior to starting Kindergarten. This allows them to tour the school and meet the teachers before starting. Teachers do activities with the PreK students to help familiarize them with a new school and people.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>JDCSS is district wide Title I with no targeted assistance schools.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> <li>● Title I schoolwide schools;</li> <li>● Targeted Assistance Schools; and</li> <li>● schools for children living in local institutions for neglected or delinquent children.</li> </ul>	<p>Jeff Davis County School System is a Title I district. Each school follows the curriculum set forth by the Georgia Department of Education. Georgia Standards of Excellence is the basis of the curriculum in Jeff Davis County schools. Each school has a School Improvement Specialist that helps to make sure that instruction is kept targeted to what is set forth by the state. Each school uses supplemental programs, including software programs, that help to reinforce the standards based instruction in the classroom.</p> <p>Instructional framework/programs applied in Jeff Davis County include: Balance Approach to Literacy, guided-shared-independent reading, daily writing instruction, Bookworms, USA Test Prep, IXL for language enrichment; Eureka Math K-3, 6 Elements of Math, software appropriate for various levels of 9-12 math; 5E Model for Science; SWIRL and Inquiry, document based questions, for Social Studies; differentiation and enrichment.</p> <p>All of the above will work with our curriculum and our needs assessment to help decrease gaps in literacy and mathematics. Evidence-based interventions will include: tutoring, small groups, differentiation instruction, flex groups, extended learning time while using the above named interventions/frameworks. Teachers will attend research-based professional learning for the interventions/frameworks to make sure that they are current on procedures/processes. All schools will provide parent and family engagement activities throughout the year on academic based content to ensure parent understanding of the interventions/frameworks.</p> <p>Jeff Davis County School System does not have any local institutions for neglected or delinquent children.</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> <li>● the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;</li> <li>● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and</li> <li>● how the district will use the Migrant Student Information Exchange (MSIX).</li> </ul>	<p>ALL students (back to school and returning) are given the occupational survey form as part of their registration packets. This document will be completed by the parents/guardians and returned to the schools. When received at the schools, the Records Clerks will collect fully completed forms and contact the MSP for the building to process the documents. The MSP will contact the family and use MSIX for verification into the migrant program. The MSP will complete all paperwork and send to the Regional office.</p> <p>When a student transfers into Jeff Davis County the records clerk does a formal request for records from the previous school, requesting all documentation associated with the student. IF the student is migrant, the MSP works through MSIX to collect data/records for the student. The school Records Clerk sends the request to previous schools within two days of student entry into the school. Received records are processed and pertinent information is given to the program managers, as needed.</p> <p>Jeff Davis County Schools has only one school building per grade span, therefore, the MSP uses MSIX to gather information concerning migrant students from other systems. The MSP works with the school Records Clerk to</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> <li>● the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;</li> <li>● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and</li> <li>● how the district will use the Migrant Student Information Exchange (MSIX).</li> </ul>	<p>update information and placement concerning the migrant student. The MSP then works with the scheduled teachers on the migrant schedule for students.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide academic instructional support and outreach activities:</p> <ul style="list-style-type: none"> <li>2. to migratory preschool children</li> <li>3. to out-of-school youth and drop-outs/ul</li> <li>4. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide outreach activities (coordination with other educational programs, health services, nutrition programs, and social services) to migrant families, out-of-school youth, drop-outs and preschool children during the regular school year and summer.</li> </ul>	<p>ALL students in Jeff Davis County Schools are included in program information and available services to everyone. Jeff Davis County is Title I Districtwide and all students are included in all Federal programs and local initiatives. The MSP works with the migrant families to ensure that they are informed about events specific to the migrant program, but all other communication to the families for activities/events is through the schools. Migrant MSPs work with OSY, DOs, and preschool children to provide specific needs for these groups. Information concerning education, health, nutrition, and social services is provided as needed to all migrant families/students. The annual PAC meetings that are held also provide an opportunity for parent input into the program and open communication between the parents and the school. The MSP works with the program director to conduct the evaluation of funded services. Data analysis is also conducted for all migrant students by the program director for review by the MSP.</p>
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IDEA Performance Goals

IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;</li> </ul>	<p>Jeff Davis County Schools participates in the ASPIRE program to teach students self-determination skills in grades K-12. All special education students in the system will participate in ASPIRE. Students are expected to participate in their IEP meeting in various meaningful ways. The Special Education Coordinator provides teachers with examples of age appropriate ASPIRE presentations and activities. Students who are eligible for transition services will take a more active role in choosing a path to accomplish their transition goals. All high school students will be administered a Self Determination Inventory as a pre and post assessment. Teachers are given guidelines and a rubric for writing transition plans. Jeff Davis County Schools collaborate with Georgia Vocational Rehabilitation Agency and Georgia High School High Tech to offer students opportunities to develop skills to be more prepared for post-secondary options or the workforce. Students with disabilities explore various campuses to expose them to the opportunities available in areas that interest them.</p> <p>The ASPIRE program has been monitored in the past through the completion of parent, teacher, and student surveys. In the coming year, an Exit Ticket will be completed by each teacher to describe how the student participated in their meeting.</p>
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<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;</li> </ul>	<p>Jeff Davis County Schools provide a continuum of services for students ages 3 to 5 years old. Where needed, speech services are provided at local daycares, in homes, in collaboration with Headstart, and at Pre-K by a certified Speech and Language Pathologist employed by the school system. The number and duration of segments is determined by IEP team based on results of speech and language assessments. Jeff Davis County Schools also employ two Preschool Intervention Program (PIP) Teachers and paraprofessional who work with students ages 3 – 5 who have been identified as a child with a disability. Services are offered at our Pre-K Facility for the students who are in Headstart, Pre-K, at home, or in local daycares. Services are offered four days per week and the amount of time for each student is determined by the IEP committee. Students who qualify also receive physical therapy and occupational therapy from licensed therapists who are on contract with Jeff Davis County Schools. The PIP teacher as well as the therapists provide parents with activities and strategies they can use at home to help prepare their child for kindergarten. Staff members are provided a variety of professional learning opportunities throughout the year. The PIP teachers and the speech therapist attend the Autism Conference. They have also been prepared to assess children through GELDS Training and ADOS Training. Behavior Management Training has also provided teachers with strategies for managing challenging behaviors and classroom management. Teachers are also trained on appropriate co-teaching strategies to use in the classroom. Implementation of strategies learned in professional learning activities are monitored through walk-throughs and through Pre-school Outcomes Data.</p> <p>Parents of students with disabilities are given the opportunity to participate in</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;</li> </ul>	<p>parent activities through the Headstart Program and the Pre-K Program. These activities are advertised in the local newspaper and on the school system Facebook page. Parents have also been given flyers about a Parent Advocacy Group. This group holds monthly meetings with different informational speakers each month.</p>
<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities;</li> </ul>	<p>Jeff Davis County Schools has activities in place that improve the provision of a free and appropriate public education to students with disabilities. The Special Education Coordinator and School Psychologist trains teachers at the beginning of each year on IEP and eligibility procedures. The Special Education Director attends these meetings and sign in sheets are kept. Refresher meetings are held as needed based on review of IEPs by school level liaisons. Monthly liaison meetings are held the second Monday of each month in order to address any countywide needs or school level concerns. The special education director holds quarterly meetings with the entire special education department in order to share updates and review procedures. School level liaisons ensure that teachers complete paperwork by the assigned due date and it is reviewed for compliance. Completion of this data is collected in a spreadsheet and shared with the special education director.</p>
<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</li> </ul>	<ul style="list-style-type: none"> <li>● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. [20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]</li> </ul> <p>Jeff Davis County Schools use data to evaluate the effectiveness of teachers and various initiatives. To ensure that students with disabilities have access to the same general curriculum as non-disabled peers, Co-teaching is used as a service delivery model. Teachers will be observed and coached in appropriate strategies throughout the year with various opportunities for feedback. Data will be collected via observation and compared with student achievement data to determine the effectiveness of this model.</p> <p>Jeff Davis County Schools has identified reading and writing as a Tier 1 issue. To help address this issue for students with disabilities, the use of a corrective reading program that gives students the structure needed to overcome reading deficits will be utilized consistently and pervasively.</p>

Title IV, Part A – Activities and Programming

<p>Describe continuing and/or new activities and programming, including objectives and intended outcomes, planned for supporting:</p> <ul style="list-style-type: none"> <li>• well-rounded educational opportunities for all students, if applicable</li> <li>• safe and healthy students, if applicable.</li> <li>• the effective use of technology, if applicable.</li> </ul>	<p><b>Well-Rounded educational opportunities for all students:</b></p> <p>Life-skill university – middle and high schools – 1 day per semester at each school – Students have an opportunity to attend a class on basic life skills. – EX: writing a check, changing a tire, fishing</p> <p>Physical education resources – primary, elementary, middle, and high – Additional equipment would be purchased to update PE equipment for all schools.</p> <p>Foreign Language support materials – elementary, middle, high – maps, country kits, software would be purchased to enable students to actually experience other cultures/countries.</p> <p>STEM activities – primary and elementary – one day per month at each school – Each school has a dedicated STEM day for all students. Various STEM activities are conducted in all classes.</p> <p>Music support – primary and elementary – Music connections would receive funds for supplemental materials for their classes.</p> <p><b>Safe and Healthy Environment for students</b></p> <p>Guest speaker – middle and high school – Speaker would discuss anti-bullying, harassment, relationship building, and school dropout.</p> <p>Mental health services – all schools – Additional mental health services would be provided for students in need.</p> <p>Mental health awareness training – all schools – Mental health awareness training would be provided for all faculty/staff in order to better assist students.</p> <p><b>Effective Use of technology</b></p> <p>Technology Summit – In-house Tech Summit would be provided for all faculty/staff. Sessions would be on software/practices/procedures for using technology that is available in the classrooms. Guest speaker would focus on a specific topic, but local experts would provide sessions. All skills presented would be used for classroom applications.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will engage in on-going consultations with original stakeholders as well as any newly formed collaborations with entities that possess a demonstrated record of success regarding the progress monitoring of activities and programming.</p>	<p>Our stakeholders group included the district CLIP committee, comprised of: parents, teachers, paraprofessionals, counselors, administrators, community members, business representatives, community service group members, post-secondary representatives, and religious organization representatives. An open invitation to the community (newspaper and social media) was sent to everyone for an invitation to attend discussions/presentations for working on updating the CLIP. A district committee of stakeholders from all areas were sent an email asking them to serve and to help review the process. Meetings were held at several times/days throughout the process, stakeholders who could not attend were emailed the documents for their review. A mid-year meeting will be held in December to update the committee on the process that JDCS is making.</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p><b>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</b></p> <ul style="list-style-type: none"> <li>● Intervention Effective – Equity Gap Eliminated</li> <li>● Intervention Effective – Maintain Activities/Strategies</li> <li>● Intervention Effective – Adjust Activities/Strategies</li> <li>● Intervention Not Effective – Adjust Activities/Strategies</li> <li>● Intervention Not Effective – Abandon Activities/Strategies</li> </ul>	<p>Intervention Effective - Maintain Activities/Strategies - Overarching Need #2            Improve literacy rates and writing across all grade levels.</p> <p>Intervention Effective - Maintain Activities/Strategies - Overarching Need #3            Improve leadership skills of administrators.</p> <p>The two equity gaps for FY18-19 were to improve literacy/writing rates and to improve leadership skills of administrators. Both of these were addressed and showed some improvement. However, to maintain and to continue to improve continued focus on these two areas will continue for FY19-20.</p>
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<p><b>Provide a brief description of LEA’s success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</b></p>	<p>All levels of ELA teachers participated in balanced literacy training during FY18-19. While Lexile scores improved and pockets of grade level ELA scores increased there is still a need to address writing deficiencies. Plans for FY20, include maintaining strategies put in place for the previous year, and incorporating new strategies to improve writing.</p> <p>Improvements were made to leadership processes/procedures during FY19, but due to a high turnover of administrators (promotions) this training will be necessary. For FY20, there is a new Superintendent, three new principals, three new assistant principals, and three new School Improvement Specialists. Training for this group will be vital for teacher/student success for this upcoming year.</p>
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