

Petersburg School District ESEA - District Plan

ELEMENTARY & SECONDARY EDUCATION ACT, AS AMENDED BY THE EVERY STUDENT SUCCEEDS
ACT OF 2015

Initial Effective Date: July 1, 2018

Revision Date: Oct. 26, 2018

The district may complete this template, or may choose to complete these questions on the District Plan page of the ESEA Consolidated Application.

If using this template, the district will upload the completed ESEA District Plan to the Related Documents page under the Application Development Section in the ESEA Consolidated Application.

A. Coordination with Other Federal Programs

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

A.1. ESEA Programs

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

A.2. Other Acts

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Individuals with Disabilities Education Act |
| <input type="checkbox"/> | Rehabilitation Act of 1973 |
| <input checked="" type="checkbox"/> | Carl D. Perkins Career and Technical Education Act of 2006 |
| <input type="checkbox"/> | Workforce Innovation and Opportunity Act |
| <input type="checkbox"/> | Head Start Act |
| <input checked="" type="checkbox"/> | McKinney-Vento Homeless Assistance Act |
| <input type="checkbox"/> | Adult Education and Family Literacy Act |
| <input type="checkbox"/> | Other: |

B. High Quality Education for All Students

Monitoring Student Progress

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

- | | |
|-------------|--|
| B.1. | Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. [Section 1112(b)(1)(A)] |
| | The Petersburg School District takes action to implement a well-rounded program of instruction to meet the academic, social, and emotional needs of all students. The Petersburg School District utilizes assessment data to determine if instruction is effective, whether or not students have mastered the standards, and determine next steps for instruction. The District provides a supportive learning environment for students requiring additional instruction, as well as enrichment opportunities for students who have reached the expected learning targets. PSD reviews curriculum on a board-adopted cycle to ensure students receive the most effective research-based instructional practices. Additionally, the PSD maintains small |

	teacher to student ratios that allow for teachers to meet the individual needs of students. We utilize a scaffolded, Response to Intervention process for identifying students who require additional support or corresponding enrichment.
B.2.	<p>Identifying students who may be at risk for academic failure. [Section 1112(b)(1)(B)]</p> <p>The Petersburg School District utilizes the DIBELS literacy assessment for universal screening in grades K-5. Students are assessed using these tools three times/year. Additionally, DIBELS progress monitoring tools are used to assess progress on a weekly/bi-weekly basis to determine level of proficiency. Students in grades 1st-9th grade are assessed using the NWEA MAP assessment. This assessment is administered three times/year, and provides individual student results as well as district wide data over a period of time. The Petersburg School District also uses the Performance Evaluation of Alaska's Schools (PEAKS) for students in grades 3-9 and the Alaska Science Assessment for students in grades 4th, 8th, and 10th. All of these district-wide assessments are used in collaboration with classroom assessments, formative assessments, individual screeners, daily assignments and projects, classroom observations, and running records to determine the needs of students and identify students who may be at risk for academic failure. The teachers, principals, and other leadership staff work collaboratively to support students and prevent academic failure.</p> <p>The Response to Intervention process is used to discuss academic, behavioral, and social/emotional concerns of students.</p>
B.3.	<p>Providing additional educational assistance to individual students that the district or school determines need help in meeting the challenging State academic standards. [Section 1112(b)(1)(C)]</p> <p>The Petersburg School District provides additional educational assistance to individual students by providing targeted intervention above and beyond the general education curriculum. The duration of the intervention varies for each student but is typically 8-12 weeks long, and is administered in a small group setting. The interventions are specific to the individual needs of the student. Interventions include addressing area of need in social-emotional learning, reading, writing, and math. From these broad topics, targeted skills are broken down further, and may include reading fluency, place value, number sense, social/emotional curriculum, etc. The intervention providers vary depending on the needs of the student and the instructor that is best prepared to provide the intervention (schedules, relationship with student, experience, etc.)</p> <p>The Petersburg School District provides a summer reading program for students in the lowest academic quartile based on formative, district, and state assessments and measures. The duration of summer school is typically 20 days.</p> <p>Secondary students are provided opportunities for after-school and Saturday tutoring sessions.</p>
B.4.	<p>Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. [Section 1112(b)(1)(D)]</p> <p>The Petersburg School District identifies and implements instructional strategies intended to strengthen academic programs and improve school conditions for student learning by providing professional learning opportunities to teachers and staff. During these professional development sessions, teachers are provided with training on specific instructional strategies, as well as collaboration time with colleagues. The Petersburg School District recognizes the important role that school climate plays in supporting academic growth. PSD actively promotes a positive learning environment by ensuring school safety, engaging families and community members, and creating a friendly and welcoming school.</p>
<p>Coordination and Integration</p> <p>If determined appropriate by the district, the district will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning opportunities.</p>	

B.5.	If appropriate, describe how the district will coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. [Section 1112(b)(12)(A)]
	Petersburg School District promotes on-demand skills in the CTE fields with a coordinated academic emphasis through fisheries management, culinary, and industrial arts programs. Students who participate in these opportunities learn valuable content area skills such as welding, woodworking, general car maintenance, small engine repair, graphic design, computer programming, aquaculture, and culinary arts, while simultaneously learning necessary reading, writing, and presentations skills that are critical in today's workforce. Students enrolled in these courses have the opportunity for experiential learning through coursework as well as participation in certification programs to test these newly acquired skills against peers from around the state and nation.
B.6.	If appropriate, describe how the district will coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Section 1112(b)(12)(B)]
	Petersburg School District encourages students to experience on the job training through its job co-op and career exploration program. Students have been placed with medical professionals, electrical linemen, teachers, computer technicians, recreation coordinators, mechanics, restaurant owners, and others. All students who complete the career exploration program earn high school credit for on the job learning.

C. Equitable Access to Excellent Educators	
C.1.	Identify and Address Disparities
	Describe how the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers. [Section 1112(b)(2)]
	The Petersburg School District releases a Report Card to the Public every year. The Report Card to the Public identifies the subgroups of students, achievement scores, and information regarding the number of highly qualified teachers in the district. Any disparities in the results are discussed by the administration team to determine areas for improvement. Teachers that are inexperienced or ineffective are offered support by the administration and their teacher mentors. The District makes every effort to hire, retain and maintain teachers who are endorsed in the content areas in which they teach. In the event an out-of-field teacher is being used in the classroom, the District provides professional development and additional mentorship to support the teacher.
C.2.	Ensuring Certified Teachers
	Describe how the district will ensure that all teachers working in a Title I program meet applicable State certification. [Section 1111(g)(2)(J)]
	The Petersburg School District ensures that teachers meet state certification requirements when hired. The District Office staff contact teachers prior to certification expiring and facilitates in teachers acquiring the proper certification. Additionally, the Petersburg School District has an adopted evaluation process and procedure to ensure teachers are meeting expectations.
C.3.	Ensuring Paraprofessionals Meet Standards
	Describe how the district will ensure that all instructional paraprofessionals working in a Title I program meet Alaska's paraprofessional standards. [Sections 1111(g)(2)(J)&(M)]
	The Petersburg School District is in the process of implementing a Schoolwide Title I program in the 2018-2019 school year. Paraprofessionals are offered training throughout the year to ensure they are meeting Alaska's standards. Paraprofessionals are supervised and evaluated by building principals and special education teachers, as appropriate.

C.4.	<p>Systems of Professional Growth and Improvement Provide a description of the district’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders. [Section 2102(b)(2)(B)]</p>
	<p>The Petersburg School District provides new teacher orientation at the beginning of each school year. Additionally, the District provides training to all teachers, paraprofessionals, and administrators in the fall and throughout the year. Teachers are required to complete a self-reflection and indicate two specific areas of improvement at the beginning of each school year.</p>
C.5.	<p>Systems for Building Capacity of Teachers Provide a description of the district’s systems for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]</p>
	<p>The Petersburg School District promotes a positive work environment that results in low teacher turn-over rate. This type of long-term teacher stability provides a culture of leadership and commitment. Teachers and staff are proud of their work and eager to help others. Staff members recognize that in supporting one another, they collectively support the students of the Petersburg School District. Veteran teachers provide mentorship and valuable insights to inexperienced teachers entering our district.</p>
C.6.	<p>Improve Skills of Educators in Identifying Students Describe how the district is helping teachers, principals, or other school leaders improve their skills in identifying students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)]</p>
	<p>The Petersburg School District allows teachers, principals, and other school leaders the opportunity to improve their skills in identifying students with specific learning needs through the Response to Intervention process. Teachers and administrators analyze student achievement data regularly and use that data in collaboration with observations, formative assessment data, and district/state assessment data to determine when a student may require additional support and intervention. The RTI team is composed of the principal, counselor, special education teacher, interventionist, general education teacher, English Language Learner (ELL) teacher, and the family of the student. The team discusses strengths, data, observations, and areas of concern, and determine interventions to provide additional support to the student.</p>
C.7.	<p>Improve Skills of Educators in Serving Students Describe how the district is helping teachers, principals, or other school leaders improve their skills in providing instruction based on the needs of students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)]</p>
	<p>The Petersburg School District provides professional development opportunities to teachers based on individualized needs using the Danielson Framework as a guide. Additionally, the District provides peer mentoring, classroom observations, and formal professional development to support teachers, principals, and other school leaders in improving instructional strategies for all students. PSD provides opportunities for teachers to apply to attend the ASTE (AK Society for Technology in Education) conference and the RTI/MTSS (Response to Intervention) Effective Instruction conference. They are also provided stipends for participating in ASDN courses, as well as release time for collaboration with peers.</p>

D. Support and Engagement

D.1.	<p>Homeless Children & Youth – Services</p> <p>Describe the services the district will provide homeless children and youths, including services provided with Title I-A funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act [Section 1112(b)(6)]</p>
	<p>Students identified as homeless are provided support with transportation, food, clothing, and community resources. The Petersburg School District provides transportation for students to and from school. Additionally, upon registration, families are provided information about free/reduced lunch and breakfast, activity/extracurricular scholarships, and additional supports through the Migrant program, as appropriate. When student’s attendance is inconsistent, counselors, principals and teachers work with families to provide support services to improve attendance. Additionally, the Petersburg School District works closely with the Parks and Recreation department to provide opportunities for students to participate in community events outside of school. School staff collaborate often with other community agencies to ensure that students have equitable access to activities and services.</p>
D.2.	<p>Homeless Children & Youth – Identification</p> <p>Describe the procedure used by the homeless liaison to identify homeless students and assess their needs. Include any community agencies, organizations, and other resources regularly contacted to assist with the identification of homeless children and youth. [Section 722(g)(1)(B)]</p>
	<p>The Homeless Liaison identifies homeless students through ongoing communication with the following local agencies: Office of Children Services, Petersburg Indian Association, Public Health Services, WAVE (Working Against Violence for Everyone) domestic abuse program, and local churches. Annual homeless training includes a definition of “homelessness” under McKinney-Vento. Teachers and support staff are trained to recognize the signs of homelessness during our initial August inservice training days. The school counselor and homeless liaison are in regular contact with community agencies and school personnel to monitor homeless children and youth.</p>
D.3.	<p>Homeless Children & Youth – Support for School Personnel</p> <p>Describe the training/professional development that was or will be provided to district staff and school personnel (principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten their awareness of the specific needs of homeless children and youth, including runaway and homeless children and youth. Include the dates or timeframe and the types of staff that received training. [Section 722(g)(1)(D)]</p>
	<p>Training will be provided in August of each year prior to the opening day of school. All front office staff, including administrators, school secretaries, school registrar, school counselor, and the school nurse will be provided training. Training topics will include:</p> <ol style="list-style-type: none"> 1. How to identify the tell-tale signs of homelessness. 2. How to let families know that their children can enroll in school even if they are experiencing homelessness. 3. Inform school officials and office staff that they need to provide a private place for families to fill out enrollment forms. 4. Inform school officials and office staff of methods for helping families fill our enrollment forms. 5. How to enroll homeless youth in free meal program and how to notify qualifying youth or families that their child(ren) are eligible for free meals. 6. Understand that homeless students have a right to every opportunity afforded a non-homeless student, including participation in after-school/extracurricular activities.

D.4.	<p>Homeless Children & Youth – Access to Services</p> <p>Describe procedures that ensure that:</p> <ul style="list-style-type: none"> • Homeless children have access to public preschool programs as provided to other children in the district; Homeless children and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and • Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels. [Section 722(g)(1)(F)]
	<p>The Petersburg School District does not provide a public preschool. We do provide special education support to students identified through Child Find activities. We ensure that homeless children and youth do not face barriers to accessing academic and extracurricular activities by providing them with scholarship information and the tools to be successful. If we do not have supplies or material resources available on-site (clothing, shoes, food, etc.), we work with local agencies to ensure students have access to the resources they need.</p>
D.5.	<p>Homeless Children & Youth – Strategies to Address Other Problems</p> <p>Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:</p> <ul style="list-style-type: none"> • Requirements of immunization and other required health records; • Residency requirements; • Lack of birth certificates, school records, or other documents; • Guardianship issues; or • Uniform or dress code requirements [Section 722(g)(1)(H)]
	<p>The Petersburg School District works directly with local and state agencies to address issues resulting from enrollment delays that are caused by:</p> <ul style="list-style-type: none"> • Immunizations and health records • Residency • Lack of birth certificates or school records • Guardianship issues • Dress code requirements <p>These agencies include, but are not limited to: State Department of Health and Human Services, Office of Children’s Service, Petersburg Trial Courts, Public Health Department, Petersburg Mental Health Services/True North Counseling Services, Salvation Army.</p>
D.6.	<p>Homeless Children & Youth – Policies to Remove Barriers</p> <p>Demonstrate that the district has developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, including barriers to enrollment and retention due to outstanding fees or fines, or absences. [Section 722(g)(1)(I)]</p> <p>The Petersburg School Board believes that children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school. The School board has adopted policies (BP 5111 Admission & BP 5112.6 Education for Homeless Children and Youths – Revised September 2017, in accordance with ESSA) to remove barriers to the identification of homeless children and youth including barriers to enrollment and retention due to outstanding fees or fines or absences.</p>

D.7.	<p>Homeless Children & Youth – Assistance from Counselors Describe how homeless children and youth will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths in college. [Section 722(g)(2)(K)]</p> <p>All students of the Petersburg School District have opportunity to receive assistance from a school counselor. There is a full time counselor in the elementary school, a full time counselor in the Middle/High School, and outside agency counseling available to students through a state of Alaska Suicide Prevention grant. Students are invited to discuss problems or concerns, as well as career choices and further college/vocational opportunities, with any trusted staff member, administrator, or school counselor. Post-secondary information is available in the guidance and counseling office and through the career planning course provided in the high school. Individual career counseling services are provided to all high school juniors and seniors, and group career counseling services to all students in grades 8-10.</p>
D.8.	<p>Foster Care Children – OCS Point of Contact & Transportation Agreements ESSA requires districts to help ensure the educational stability of students in foster care by allowing them to 1) remain in their school of origin when it is in the student’s best interest (regardless of changes in housing), 2) coordinating with Office of Children’s Services (OCS) to provide transport to the school of origin, and 3) facilitating expedited enrollment in a new school when it is determined in the student’s best interest to change schools.</p> <p><input checked="" type="checkbox"/> A copy of the district’s Memorandum of Agreement with the Office of Children’s Services (that establishes the Point of Contact for each agency and clarifies how the educational stability of students in foster care will be supported, including how transportation to the student’s school of origin will be arranged and funded) has been uploaded on the Related Documents page.</p>
D.9.	<p>Foster Care Children – School of Origin & Transportation Describe how the district staff and protocols help ensure the students in foster care are identified and are able to remain in their school of origin, (unless a determination is made that it is not in the student’s best interest) including how transportation is provided when necessary. [Section 1111(g)(1)(E)]</p> <p>Children within the jurisdiction of the Petersburg School District who are in foster care are identified by the Office of Children Services or the local ICWA liaison. Foster care status is noted in Powerschool, and confidential emails are sent to all pertinent staff. PSD is a single site district which ensures that local children in foster care may remain in their school of origin. Transportation is provided through regular school bus service or specialized transportation in the case of serving a foster child with unique needs. There are no residences outside regular walking routes or bus boundaries. A placement outside of Petersburg will require a change in schools because there are no roads to other school districts (island).</p>
D.10.	<p>Foster Care Children – Expedited Enrollment Describe how the district staff and protocols help ensure a student in foster care exiting or entering the district has expedited enrollment, even if records normally required for enrollment are unavailable. [Section 1111(g)(1)(E)]</p> <p>Children in foster care are identified to the school counselor and the school registrar by the OCS social worker or the ICWA liaison. School staff are trained to expedite the enrollment or exiting of children in foster care. Foster care students are allowed to enroll without transcripts or immunization records, and the office administrative assistants will track down these records.</p>
D.11.	<p>Parent & Family Engagement The district shall implement effective parent and family engagement as required by Section 1116. [Section 1112(b)(7)]</p> <ul style="list-style-type: none"> • District Parent and Family Engagement Policy [Section 1116(a)] • School Parent and Family Engagement Policies [Section 1116(b)] • Annual Title I Meetings [Section 1116(c)] • School-Parent Compacts [Section 1116(d)]

	<ul style="list-style-type: none"> ● Building Capacity for Involvement [Section 1116(e)] <p>Describe the strategies the district will use to implement effective parent and family engagement required under Section 1116. Include a description of how the district will regularly evaluate and revise the parent engagement policies and activities as described in Section 1116. [Section 1112(b)(7)]</p> <p>The Petersburg School District believes collaboration with families and parents is critical to the academic success of students. To ensure families and parents are involved in the schools, Petersburg School District renews the school-parent compact annually. Additionally, the District builds capacity for involving parents by actively encouraging families to volunteer and attend school events such as field trips, plays, puppet shows, band concerts, sporting events, awards banquets, etc. The Petersburg School District has an annual Title I meeting and provides families with the Report Card to the Public, district-wide assessment data, and works to renew the school-parent compact. School parents and family engagement policies are kept current and up to date with the support of the School Board. The Migrant program also provides an opportunity for a large number of parents/families to participate in making decisions about activities for their children (i.e. AMSEA Coldwater Safety, Radio training, tutoring, college/vocational tours, etc.) Parent engagement policies and activities are discussed during the first annual SchoolWide Parent meeting in the fall and updated accordingly. Effectiveness of activities are evaluated again in the spring.</p>
<p>D.12.</p>	<p>Early Learning</p> <p>If applicable, describe how the district will support, coordinate, and integrate services provided under Title I, Part A with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [Section 1112(b)(8)]</p> <p>Petersburg School District does not provide a public preschool. However, PSD hosts a Child Find event annually and offers transition services for students enrolled in the Infant Learning Program. The Petersburg School District provides assessments, screeners and special education services to students. Additionally, the District works collaboratively with private preschool programs and childcare facilities.</p>
<p>D.13.</p>	<p>Effective Transitions</p> <p>The district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable –</p> <ul style="list-style-type: none"> ● through coordination with institutions of higher education, employers, and other local partners; and ● through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. [Section 1112(b)(10)] <p>Describe of how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.</p> <p>The guidance and career counseling office provides exceptional support to students. Students are invited to discuss career choices or further vocational educational possibilities and gain specific information about a variety of post-secondary choices. The Petersburg School District provides individual career counseling services to all 11th and 12th grade students, and group career counseling services to students in grades 8-10. Additionally, students in 2nd grade participate in the Alaska Commission on Post-Secondary Education “I Know I Can” program. Students in 5th grade participate in Move Up Day, where they move from Stedman Elementary School to Mitkof Middle School for a day of transition activities. During their visit, they are provided with a tour of the school and specific information about life as a 6th grader at MMS.</p>
<p>D.14.</p>	<p>Discipline Reduction</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. [Section 1112(b)(11)]
	The Petersburg School District believes in the power of teaching procedures and expectations rather than reactionary discipline. In order for student to learn, they must be actively engaged in class. If students are removed from class, they are not present to learn and collaborate with other students. The Petersburg School District takes pride in its low disciplinary rate, and gives credit to the PBIS (Positive Behavior Interventions and Support) initiative in our district, which contributes to the overall positive school climate. Teachers ensure that students feel welcome, accepted, and create a sense of community in their classroom. Principals assess each disciplinary action to determine the best course of action. In some cases, the counselor may be called in to support the student. The Petersburg School District provides teachers with the professional support to enhance classroom management techniques to support student learning and diminish negative behaviors. We work hard to determine the underlying cause of misbehaviors, and provide support services to build resiliency, self-discipline, acceptance, and kindness.

E. English Learners

All districts are required to identify, serve and assess English learners (ELs) under Title I, the Office of Civil Rights regulations, and Alaska state regulations. Per Alaska regulation 4 AAC 34.055, districts that have 8 or more identified EL students in any school must file a Plan of Service for EL Students.	
E.1.	Indicate if the district is required to file a Plan of Service for EL students.
	<input checked="" type="checkbox"/> Yes
	<input type="checkbox"/> No
E.2.	If yes, enter the expiration date of the Plan of Service and upload the plan on the Related Documents page.
	April 15, 2020

F. School Improvement

The local educational agency will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) under (1) and (2) of section 1111(d). [Section 1112(a)(3)]	
F.1.	<p>Comprehensive Support and Improvement</p> <p>The district shall, for each CSI school identified, develop and implement, in partnership with stakeholders, a comprehensive support and improvement plan to improve student outcomes that:</p> <ul style="list-style-type: none"> • is informed by all indicators of the accountability system, including student performance against the long-term goals; • includes evidence-based interventions; • is based on a school-level needs assessment; • identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan; • is approved by the school, district, and State educational agency; and • upon approval and implementation, is monitored and periodically reviewed by the State educational agency. [Section 1111(d)(1)(B)] <p>Describe how the district will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI).</p>

	N/A
F.2.	<p>Targeted Support and Improvement</p> <p>The district -</p> <ul style="list-style-type: none"> • shall provide notification to each TSI school with respect to which subgroup or subgroups of students in such school are consistently underperforming as determined by the state ESSA plan. [Section 1111(d)(2)(A)(ii)] • will ensure that each TSI school, in partnership with stakeholders (including principals and other school leaders, teachers and parents), develops and implements a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system, for each underperforming subgroup of students that— <ul style="list-style-type: none"> ○ is informed by all indicators of the accountability system, including student performance against the long-term goals; ○ includes evidence-based interventions; ○ is approved by the district prior to implementation; ○ is monitored, upon submission and implementation, by the district; and ○ results in additional action following unsuccessful implementation of such plan after a district-determined number of years. [Section 1111(d)(2)(B)] • will ensure that for a TSI school that is identified in which any subgroup of students, on its own, would lead to identification as a CSI school (in the lowest 5% of Title I schools) shall also identify resource inequities (which may include a review of district and school level budgeting), to be addressed through implementation of the TSI plan. [Section 1111(d)(2)(C)] <p>Describe how the district will carry out its responsibilities regarding Targeted Support and Improvement (TSI).</p> <p>N/A</p>