

PASS CHRISTIAN PUBLIC SCHOOL DIST (2423) Public District - FY 2016 - LEA Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
8/4/2015 8:28:54 AM	Frank McCardle	Betina, The superintendent has changed the status of the FY16 MCAPS application to approved. Please advise as to what is to be done next. Thanks! Frank McCardle	C
8/3/2015 4:05:03 PM	Beth John	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
8/3/2015 4:05:03 PM	Beth John	Status changed to 'LEA Superintendent Approved'.	S
7/30/2015 9:39:24 AM	Marcus Cheeks	Status changed to 'MDE Consolidated Director Approved'.	S
7/30/2015 9:39:14 AM	Marcus Cheeks	Upon review of the LEA Plan Overview section it appears the goals and strategies are designed to fit the usage of funds established in the budget and do not address noted areas of academic deficiencies (Not Meeting AMOs). The OFP recognizes the high AMO targets; however, the Not Meeting AMO status should be addressed through the development of measurable goals and strategies. The goal and strategies must be revised prior to the approval of the final award adjustment later this year. Please note the guidance provided on LEA PLAN/NEEDS ASSESSMENTS/PLAN OVERVIEW provided to districts earlier this year. -MEC	C
7/30/2015 9:19:30 AM	Marcus Cheeks	Up on review of the plan overview section it appears the goals are designed to fit the usage of funds established in the budget.	C
7/22/2015 10:44:58 AM	Farrah Nicholson	Status changed to 'MDE Consolidated Supervisor Approved'.	S
7/17/2015 4:30:06 PM	Frank McCardle	Betina, I see that the district's MCAPS application has been approved. Does anyone in the district need to do anything to application at the point? Thanks! Frank	C

7/16/2015 3:47:56 PM	Betina White	Status changed to 'MDE Consolidated District Contact Approved'.	S
7/14/2015 2:08:27 PM	Frank McCardle	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
7/14/2015 2:08:27 PM	Frank McCardle	Status changed to 'LEA Plan Reviewer Approved'.	S
7/10/2015 2:44:53 PM	Frank McCardle	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
7/10/2015 2:44:53 PM	Frank McCardle	Status changed to 'Draft Completed'.	S
7/9/2015 5:19:32 PM	Frank McCardle	Betina, I corrected the pupil/teacher ratio information with 33:1 which is the acceptable ratio as stated in the MDE accreditation standards.	C
7/9/2015 5:19:30 PM	Frank McCardle	Betina, I corrected the pupil/teacher ratio information with 33:1 which is the acceptable ratio as stated in the MDE accreditation standards.	C
7/9/2015 5:17:27 PM	Frank McCardle	Betina, I addressed your comment concerning the pupil/teacher ratios in grades 6-8. It is difficult to calculate a specific student teacher ratio in these grades. Grades 6-8 are located at Pass Christian Middle School. This school operates on a seven period bell schedule. These students are not confined to self-contained classes like elementary students. With that being said, PCMS adheres to the MDE accreditation standard of 33:1 or a maximum of 150 students per teacher. In addition, high performing districts and schools are exempt from this accreditation standard. Even so, the district and Pass Christian Middle would only utilize this option in an emergency. Responses to the Comprehensive Needs Assessment show that stakeholders are not concerned with class size across the district.	C
7/9/2015 2:07:13 PM	Betina White	Status changed to 'MDE Consolidated District Contact Returned Not Approved'.	S
7/8/2015 4:08:20 PM	Betina White	Mr. McCardle,	C

		In the LEA Plan needs assessment, Dimension 5: School Context and Organization I noticed you did not enter the pupil/teacher ratios for grades 6, 7, and 8; however, you entered N/A. Please enter the data for grades 6, 7, and 8 or share with us your reason of not entering data.	
7/6/2015 3:25:18 PM	Frank McCardle	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
7/6/2015 3:25:17 PM	Frank McCardle	Status changed to 'LEA Plan Reviewer Approved'.	S
7/6/2015 10:16:28 AM	Frank McCardle	Agreed to "By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By submitting this automated plan, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this plan."	C
7/6/2015 10:16:28 AM	Frank McCardle	Status changed to 'Draft Completed'.	S
5/26/2015 11:02:21 AM	Frank McCardle	Status changed to 'Draft Started'.	S
5/26/2015 10:57:36 AM	Frank McCardle	FY16 CFPA MCAPS plan begun on Tuesday, May 26, 2015.	C
5/22/2015 9:16:04 PM	GMS Administrator	Status changed to 'Not Started'.	S

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Please identify all planning team members, including title.

Beth John, Superintendent
Frank McCardle, Federal Programs Director
Susan Walters, Federal Programs Administrative Assistant
Marsha Garziano, Business Director
Sissy Gonzales, Business Department Accounting
Meridith Bang, Curriculum and Professional Development Director
Doris Flettrich, Special Education Director
Desiree Lizana, Principal, DeLisle Elementary
Dr. Kenitra Barnes, Principal, Pass Christian Elementary
Joe Nelson, Principal, Pass Christian Middle School
Robyn Killebrew, Principal, Pass Christian High School
Saundra Isabelle, Food Services Director
Mona Graham, Transportation Supervisor
Tim Allen, Supervisor Buildings (Physical Plant)

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Summarize your accomplishments of what is working for students and why.

Pass Christian Public Schools provides a comprehensive education to all students with a "Commitment to Excellence". The district believes that **STUDENTS EXCEL WHEN:**

- **CURRICULUM IS CHALLENGING AND PROGRESSIVE**
- **ACTIVELY ENGAGED IN THE LEARNING PROCESS**
- **ALL HAVE AN EQUAL OPPORTUNITY TO LEARN**
- **LEARNING IS A SHARED RESPONSIBILITY**
- **HELD TO CLEARLY DEFINED, HIGH EXPECTATIONS**
- **ALL ARE ACCEPTED, VALUED, AND SAFE**

All schools operate schoolwide programs. The district consistently rates as a top performing district in the state. The district and all schools received an "A" accountability status during for the 2013-2014 school year. The high school's current graduation rate is 89%. Each school's current differentiated accountability label is "Not Meeting AMOs" for Reading/Language and Mathematics. Each school received a "Y" for Other Academic Indicators.

All schoolwide programs provide extended-day and extended-year tutoring when funds are available. Tutoring helps students improve academically in Reading/Language and Mathematics.

All schoolwide programs utilize computer interventions as a means of supporting academic achievement.

All schoolwide programs employ Interventionists who support achievement by addressing at-risk students' academic, attendance, discipline, and social issues.

All schoolwide programs support a school nursing program as a means of preventing minor health issues from becoming stumbling blocks for academic success.

All schoolwide programs benefit from the services of a district school psychologist who provides therapeutic interventions which address social/psychological behaviors which hinder academic success.

The district promoted approximately 96.13% of the total enrollment from all grades K-12.

Three of the district's four schools currently hold the distinction of being NCLB Blue Ribbon Schools:

- Pass Christian High School 2005
- Pass Christian Middle School 2012
- DeLisle Elementary 2013

DeLisle Elementary was identified as a Title I Distinguished School in 2014-2015 and a Title I Champions of Change in 2013-2014 by the MDE, Office of Federal Programs.

Partnership with the University of Southern Mississippi Gulf Coast Center for Child Development (Enrollment of 50, Infants to Pre-school)

#1 ranked school district in Mississippi for 5 years

Mississippi School Board Association (MSBA) Lighthouse School Leader Beacon Award 2002-2015

Program for Research and Evaluation of Public Schools (PREPS) Value Added Awards winner

Pass Christian High School 2013 Dispelling the Myth Award

Niche Ranking: Pass Christian Elementary, Pass Christian Middle School, and Pass Christian High School ranked #1 in Mississippi

Pass Christian High School past 6 years ranked *Best High Schools in the Nation* by U.S. News and World Report

DeLisle Elementary recognized as a REACH MS School-Wide Positive Behavioral Interventions and Supports "Model Site" 2012-2013 and 2013-2014

AdvancED District Accreditation Status 2008 and 2013

Pass Christian Middle School awarded Exemplary Inclusion Model School 2014 by MDE Special Education Advisory Panel

94% Pass/Fail rate on the 3rd Grade Gate (1st Round)

All schools are RENAISSANCE PROGRAM participants

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Student Demographics (Enrollment) (Totals for All Schools)

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
12-13	1864	983	926	55	544	24	16	1177	48	1170	127	5	3	0	40
13-14	1963	983	980	56	608	30	14	1201	54	1250	177	11	6	0	17
14-15	2011	1019	992	53	638	38	11	1288	90	1273	221	17	5	0	27

District Data

Year	Student ADA	# of Teacher Absences, Excluding PD	# of Teacher PD Absences	% of Highly Qualified Teachers	% of Teachers with Emergency Endorsement
2012-13	96.54	1348.80	470	100	0
2013-14	95.70	1108.50	600	99	1
2014-15	95.58	953.50	683	100	1

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

The most current Census data from 2000 reports the following:

Total Population Under 18:	3,010
Hispanic or Latino:	66
Non Hispanic or Latino:	2,944
Population of one race:	2,956
White alone:	1,962
Black or African American alone:	853
American Indian or Alaska Native alone:	22
Asian alone:	100
Hawaiian or other Pacific Islander alone:	2
Some other race alone:	17
Population of two or more races:	54

Note: Census data from 2000.

NOTES

- * denotes a column with data from 2012-2013
- [†] indicates that the data are not applicable. For example, the enrollment and staff characteristics for districts that opened in the 2013-2014 school year will not be available until the full 2013-2014 file is released.
- [-] indicates that the data are missing.
- [‡] indicates that the data do not meet NCES data quality standards.
- The directory information on district name, address, and phone number are preliminary data from initial submissions of district level data for 2013-2014.
- Data provided on student membership and staffing are from the official district level data for 2012-2013.

Source: CCD Public school district data for the 2012-2013, 2013-2014 school years

Pass Christian Public School District has a total enrollment of approximately 2025 students. It is considered to be a rural school district with a poverty rate of 63.52%. Pass Christian Elementary has the highest poverty rate of 72.38%. Pass Christian Middle School has a poverty rate of 63.77%. DeLisle Elementary has a poverty rate of 61.24%. The poverty rate at Pass Christian High School is 55.68%.

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

Pass Christian Public School District is still recovering/rebuilding from Hurricane Katrina, 2005. The district's student enrollment reached 2000 during the 2014-20105 school year. Student enrollment has not been this high since prior to Hurricane Katrina. The poverty rate for the district steadily increases.

The district serves students residing within the city limits of Pass Christian, and those students residing in the DeLisle community located in Harrison County. The population of the surrounding community reached its high in 2005 of 6,941 and a low in 2006 of 3,391. The population during the 2010 Census was 4,613. The most recent population count was 5,128. The estimated median household income for Pass Christian of \$43,471 is slightly higher than that of Mississippi at \$37,095.

<http://www.city-data.com/income/income-Pass-Christian-Mississippi.html>.

The poverty rate of the district is currently 63.27% based on figures calculated on March 1, 2015, and provided to this office by the Director of Food Services. The three-year poverty rate trend is 65.84% in 2013, 66.51% in 2014, and 67.97% in 2015.

Pass Christian Public School District in the past was eligible for Title VI, Low and Rural Income School funds. The district has not received these funds for the past four academic school years.

Pass Christian Community Information:

Fiscal			
	Amount	Amount per Student	Percent
Total Revenue:	\$20,509,000	\$12,528	
Revenue by Source			
Federal:	\$3,648,000	\$2,228	18%
Local:	\$10,471,000	\$6,396	51%
State:	\$6,390,000	\$3,903	31%
Total Expenditures:	\$24,716,000	\$15,098	

Total Current Expenditures:	\$18,708,000	\$11,428	
Instructional Expenditures:	\$9,626,000	\$5,880	51%
Student and Staff Support:	\$1,668,000	\$1,019	9%
Administration:	\$2,721,000	\$1,662	15%
Operations, Food Service, other:	\$4,693,000	\$2,867	25%
Total Capital Outlay:	\$5,615,000	\$3,430	
Construction:	\$4,309,000	\$2,632	
Total Non EI-Sec Education & Other:	\$21,000	\$13	
Interest on Debt:	\$372,000	\$227	

Note: Details do not add to totals due to rounding.
Note: Fiscal data (including per pupil count used in this table) from 2010-2011.

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Please use most recent year of data

Three-Year School Accountability Designation

Year	Priority	Focus	Not meeting AMOs	Meeting AMOs	Reward
2011-12	0	0	0	3	1
2012-13	0	0	3	1	0
2013-14	0	0	4	0	0

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

Accountability results show that all schools are currently "Not Meeting AMOs", while at the same time all being assigned an "A" accountability status. Until the current AMO schedule is reset, it is virtually impossible for the district and its schools to improve. All schools identified as "Not Meeting AMOs" will continue to review, revise, and implement plans required by the MDE for meeting yearly AMOs.

Three Year LEA Accountability Designation

Year	Reading AMO	Math AMO	AMO Other Academic Indicator	4 Year Graduation Rate	Letter Grade
2011-12	No	No	Yes	84.1	A
2012-13	No	No	Yes	86.9	A
2013-14	No	No	Yes	89.0	A

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

Pass Christian Public School District is and has been consistently rated as a high performing or "A" level school district. The district continues to identify areas of weakness when meeting yearly AMOs in Reading/Language Arts and Mathematics. Currently, the major obstacle for the district and its schools is meeting and exceeding the state's high AMOs. Until the current AMO schedule is reset, the district and schools will fail to meet designated levels.

All schools identified as "Not Meeting AMOs" will continue to review, revise, and implement plans required by the MDE for meeting yearly AMOs.

PASS CHRISTIAN PUBLIC SCHOOL DIST (2423) Public District - FY 2016 - LEA Plan - Rev 0**College and Career Readiness 11th Grade ACT Scores (All Schools)**

Year	Composite	English	Math	Reading	Science
2012-13	21.5	22.2	21.2	21.5	20.5
2013-14	22.2	23.4	21.1	22.7	22.2

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

District ACT composite and subject scores exceed the state's composite and subject area scores for all years from 2010-2014.

2012-2013 State Composite English Math Reading Science
 18.9 18.8 18.3 19.1 18.8

 District English Math Reading Science
 22.2 22.2 21.2 21.5 20.5

2013-2014 State Composite English Math Reading Science
 19.0 18.8 18.3 19.4 19.0

 District English Math Reading Science
 22.2 23.4 21.1 22.7 21.0

2014-2015 Scores will be added when received.

Student Promotion Data (% Promoted) (All Schools)

Year	K	1	2	3	4	5	6	7	8
2012-13	93.10	96.15	97.33	98.80	100	100	100	100	99.21
2013-14	94.00	95.45	95.43	98.11	98.82	99.27	97.33	98.06	99.34
2014-15	94.80	94.63	96.36	96.61	97.42	96.39	97.22	97.44	97.55

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

Pass Christian Public School District promoted 96.13% of its students in grades K-12 during the 2014-2015 school year. The district has been successful academically because it is committed to maintaining the lowest possible student/teacher ratios. The district reduces class size as federal and district funds permit.

The lowest percentage of elementary promotions for the 2014-2015 school year was found in Kindergarten. The district is committed to providing the highest quality of educational services to early learners. Setting high expectations for early learners helps guarantee their success in the future. Retaining students who are not academically prepared addresses the for being successful when participating in state assessments.

In grades 9-12, Pass Christian High school promoted approximately 95.95% of the total enrollment. The lowest percentage

of promotions exists in ninth grade with only 86.88 % of the students being promoted at the end of the year.

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Out-of-School Suspensions (All Schools)

	2012-13		2013-14		2014-15	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	47		53		0	
IEP	0	0.00	0	0.00	0	0.00
EL	0	0.00	0	0.00	0	0.00
Asian	0	0.00	0	0.00	0	0.00
BLK/AA	18	10.00	18	10.00	0	0.00
His/Lat	0	0.00	0	0.00	0	0.00
NAM	0	0.00	1	0.56	0	0.00
White	29	16.11	34	18.89	0	0.00

Expulsions (All Schools)

	2012-13			2013-14			2014-15		
	Total Subgroup Enrollment	# of Students Expelled	% of Subgroup Population	Total Subgroup Enrollment	# of Students Expelled	% of Subgroup Population	Total Subgroup Enrollment	# of Students Expelled	% of Subgroup Population
All	0	0	0.00	0	0	0.00	0	0	0.00
IEP	0	0	0.00	0	0	0.00	0	0	0.00
EL	0	0	0.00	0	0	0.00	0	0	0.00
Asian	0	0	0.00	0	0	0.00	0	0	0.00
BLK/AA	0	0	0.00	0	0	0.00	0	0	0.00
His/Lat	0	0	0.00	0	0	0.00	0	0	0.00
NAM	0	0	0.00	0	0	0.00	0	0	0.00
White	0	0	0.00	0	0	0.00	0	0	0.00

School Safety – Evaluate and summarize

Pass Christian Public School District is committed to providing all students, staff, parents, and community with the safest schools. Responses to the district's yearly Comprehensive Needs Assessment show that stakeholders feel overall that the district and schools are safe.

The district does not operate any school identified as being persistently dangerous.

All schools employ a full-time School Resource Officer (SRO) who is the liaison between the school, students, parent, community, and law enforcement agencies. The SROs work hard maintaining the safety of the schools, providing mentoring to at-risk students, and developing the whole child by being a role model.

The district funds a nursing contract with Medical Analysis with federal and district/local funds. Each school has a full-time nurse which provides basic first aide services to student throughout the year.

SRO and nursing services are intended to help address the needs of all students, while also paying particular attention to the needs of at-risk students. The goal is to decrease student absenteeism while increasing student academic achievement.

Out-of-School Suspensions for the 2014-2015 school year will be added at a later date. This information is currently being archived by Central Access SAMS7 and is unavailable at this time.

Discipline – Evaluate and summarize disciplinary actions, suspensions, expulsions, etc.

Discipline across the district is relatively low. Discipline at each school is regular in nature and very manageable. Out-of-school suspension is only applied to those students whose discipline involves felonious acts. No students were assigned out-of-school suspension for discipline during the 2014-2015 school year.

All other discipline is address in-house. Those students who receive discipline referrals which warrant disciplinary action, may be assigned exclusion suspension. Students are required to attend school in an effort to curve absenteeism. In turn, academic services are maintained while preserving valuable instructional time.

The district operates an alternative education program, Pirates' Landing, as means of providing educational services to those students considered at-risk.

Other – Summarize other factors impacting climate and culture.

As part of the District's (5) five-year accreditation cycle, the district revised its vision statement to include the safety concerns of students and parents. The following statement was added to reflect those concerns:

"ALL ARE ACCEPTED, VALUED AND SAFE".

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In addition to state test, how will student progress be monitored?

The district is committed to reviewing data when addressing academic success. In addition to state assessments, all students are assessed through teacher-made and district-made assessments. Student progress is monitored through the use of data. Each school maintains data rooms which drill-down to the root causes of student success and failure.

Each school employs an academic interventionist responsible for providing at-risk students with the necessary academic resources needed to be successful.

The RTI process is utilized at each school to help identify and remediate students experiencing academic difficulties.

In addition, the district employs a school psychologist who provides evaluative services as a means of identifying specific disabilities that might hinder a child's academic success.

How will district staff use results of progress monitoring to identify and provide students experiencing difficulty in mastering proficient and advanced levels of academic achievement with effective, timely additional assistance?

All teachers review student data regularly to address student needs. As students are identified as at-risk, they are assigned the services of the schools' interventionists. Interventionists are responsible for providing services which will remediate the student's academic deficiencies.

How will analyses of progress monitoring guide district staff in determining professional development activities?

Pass Christian Public School district is committed to providing its staff with focused professional development activities which address academic success in the areas of Reading/Language arts and Mathematics. In addition, the district will provide professional development opportunities to all K-12 staff through curriculum coaches who have been trained in all college and readiness standards. The curriculum coaches meet regularly throughout the year with individual teachers and grade-level departments to develop district assessments which are demanding and address the academic needs of all students.

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Certified Classroom Teacher Characteristics

Year	Number of Certified Teachers #	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
		#	%	#	%	#	%	#	%
2012-13	146	19	13	48	34	42	29	37	26
2013-14	146	22	15	51	35	39	27	34	23
2014-15	147	34	24	45	31	40	28	28	19

Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.

Pass Christian Public School district is committed to employing 100% Highly Qualified teachers for all subjects. The district is also committed to employing paraprofessionals who exceed the state's minimum requires for providing additional services to students. When the district is required to employ new or additional teachers, it will post recruiting information to the following:

District's webpage: www.pc.k12.ms.us at the MDE, and

MDE's webpage: <http://teach.k12.ms.us/index.html>.

In addition, the district will attend the MDE's yearly Teacher Career Fair and state/regional college/university employment fairs a means of employing "Highly Qualified" staff. In the even the district is unable to employ "Highly Qualified" staff, the district will use available licensure application processes for employing staff with emergency licenses.

Highly Qualified & Effective Teachers – Describe how the requirements of Section 1119 qualifications for teachers and paraprofessionals are met.

The district and school's current "HQ" and "NHQ" statuses are:

- 2013-2014 District: HQ FTE = 92.19, Not HQ FTE = 0.8, HQ FTE % = 99, Not HQ FTE % = 1
- 2013-2014 DeLisle Elementary: HQ FTE = 19.16, Not HQ FTE = 0, HQ FTE % = 100, Not HQ FTE % = 0
- 2013-2014 Pass Christian Elementary: HQ FTE = 27.17, Not HQ FTE = 0, HQ FTE % = 100, Not HQ FTE % = 0
- 2013-2014 Pass Christian Middle School: HQ FTE =20.86, Not HQ FTE = 0, HQ FTE % = 100, Not HQ FTE % = 0
- 2013-2014 Pass Christian High School: HQ FTE = 25, Not HQ FTE = 0.8, HQ FTE % = 97, Not HQ FTE % = 3

As compare to Mississippi:

2013-2014 Mississippi: HQ FTE = 21363.51, Not HQ FTE 670.64, HQ FTE % = 97, Not HQ FTE % = 3

The district an three schools exceed the state's yearly Highly Qualified status. The remaining school tied with the state's Highly Qualified status.

The district has board policy and procedures in place which address hiring "highly qualified" staff. When it is impossible for the district to employ "highly qualified" staff, the district uses available licensure options provided by the MDE, Office of Educator Licensure for requesting emergency or less-than-standard licenses.

Instructional Specialists and other Support Staff

Number of content or program specialists such as Instructional/Academic Coach, Interventionists, Instructional Assistants, Counselors

Year	Instructional Coaches	Interventionists	Instructional Assistants	Counselors	Other: School Psychologist	Other:
2012-13	0	4	1	5	1	
2013-14	2	4	1	5	1	
2014-15	2	4	0	5	1	

Describe the district's curriculum and how the school staff uses it to provide accelerated, high quality instruction, including applied learning.

Pass Christian Public School district is fully committed to implementing and meeting the State's College and Career Readiness Standards. The district is committed to lowering class size whenever possible. In grades K and 1, each academic teacher is provided a full-time teaching assistant paid by district/local funds.

In grades 2-8, students who pass the district's evaluation tool are provided gifted instruction. In grades 6-12, students are allowed to participate in accelerated, honors, Advanced Placement, and Duel Credit course work. Students in grades 6-12 have the opportunity to participate in Career and Technical Education course work.

The district operates an alternative program to meet the needs of at-risks students.

The district provides support to teachers challenging and earning teaching endorsements in Advanced Placement and Special Education EMD.

Supplemental Instructional Resources

Current Supplemental Instructional Resources	Description of Use	Impact on Student Achievement
Classworks Gold (Curriculum Advantage)	Supplemental Math and Reading instruction	To improve students' Math and Reading skills
Discovery Streaming (Discovery Education)	Supplemental Enrichment in all areas	To provide enrichment for Proficient and Advanced
APEX (APEX)	Academic recovery for secondary students.	To improve yearly graduation rate
A/R Reading (Renaissance Place)	Supplemental English/Language Arts instruction	To improve students' English/Language Arts skills
Math Facts in a Flash (Renaissance Place)	Supplemental Math instruction	To improve students' Math skills
STAR Reading (Renaissance Place)	Supplemental Reading instruction	To improve students' Reading skills
STAR Math (Renaissance Place)	Supplemental Math instruction	To improve students' Math skills
READ 180 (Scholastic)	Supplemental Reading instruction	To improve students' Reading skills
My Access (Vantage Learning)	Supplemental Writing instruction	To improve students' Writing skills
Kurzweil (Kurzweil)	General and Special Education remediation	To improve all students' academic skills
Feedback (School Status)	Student achievement tracking tool	To review student data for academic success
Extended-day tutoring	Math and Reading tutorial services	To improve students' Math and Reading skills
Extended-year tutoring	Math and Reading tutorial services	To improve students' Math and Reading skills
Interventionists	Supplemental instruction services for at-risk	To improve students' Math and Reading skills

Requested Supplemental Instructional Resources	Description of Intended Use	Expected Impact on Student Achievement
Only the renewal of Current Supplemental Resources	NA	NA

Describe the district's instructional plan and how the plan is based on scientific research and strengthens the core academic program of the school.

The district is committed to providing students with the necessary instruction to meet the State's College and Career Readiness Standards. Students are provided intense instruction in the areas of Mathematics and Reading/Language Arts. Students are provided supplemental instruction through the above listed programs. Supplemental services are provided after regular instruction has taken place in the classroom or in a pull-out setting. All supplemental instruction is provided directly by either the academic teacher, "highly qualified" paraprofessionals under the direct supervision of a certified teacher, interventionists, and during extended-day or extended-year programs.

Describe how federal funds will be used to extend learning time.

Title I, Part A funds will be used to support extended-day and extended-year services. These programs provide intense tutorial services in Mathematics and Reading after school and during the summer session as funds permit.

Describe how teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in each school.

Teachers participate in the decision-making process at all levels. Grade and department representatives provide feedback at the district level as it pertains to the development of assessments and the overall instructional program. All teachers meet at the grade, department, or building levels to participate in those decisions which are more specific in nature as to how they relate to their given academic areas. Teachers are allowed to weigh-in on the decision making process through yearly surveys and the Comprehensive Needs Assessment provided by the district's Federal Programs Office.

PASS CHRISTIAN PUBLIC SCHOOL DIST (2423) Public District - FY 2016 - LEA Plan - Rev 0

Professional Development Planning

Identified Priority Needs	Data Sources
Reading/Language Arts Instruction	Comprehensive Needs Assessment
Mathematics Instruction	CNA
Effective Classroom Management	CNA
Defferentiated Instruction	CNA
Using Technology in the Classroom	CNA
State College and Career Readiness Standards	CNA
Effective Instructional Interventions	CNA
Data Driven Instruction and Decision	CNA
Effective Inclusion Instruction	CNA
Thinking Map Training	CNA

Professional Development – Describe your professional development plan and how it focuses on improving instruction and aligns to the learning forward standards - (learningforward.org).

The district's yearly professional development plan in development with the input of district stakeholders. The district's Federal Programs Office conducts a yearly Comprehensive Needs Assessment which addresses the five dimensions of the school-wide plan. Responses to the CNA and responses to other surveys and assessments are reviewed by the district's Curriculum Office which develops the Professional Development Plan.

The goal of the professional development plan is to provide staff with opportunities that improve their instructional skills. The intended result is to improve student academic achievement in the areas of Reading/Language Arts and Mathematics so students score proficient or advanced on the yearly State assessments.

Professional Development – Describe how activities will be based on a review of scientifically based research and why the activities are expected to improve student outcomes.

All scheduled professional development activities have been selected with the goal of improving student achievement in the areas of Reading/Language Arts and Mathematics.

Professional Development – Describe the activities and how they are aligned with challenging state standards and how the activities will have substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.

All professional development activities have been selected to improve the rigor of instruction provided to all students. The district's goal is to ensure that all students are able to master the State's College and Career Readiness Standards and to score proficient or advanced on yearly state assessments.

As well, selected professional development activities are intended to help improve teachers' instructional skills as a means of improving student achievement associated with the lowest 25% of achievers at the district, school, and grade levels.

Professional Development - Describe how the district will align professional development and evaluation systems to improve instructional and leadership practices.

Pass Christian Public School district is fully committed to implementing and meeting the State's College and

Career Readiness Standards. The district is committed to lowering class size whenever possible. In grades K and 1, each academic teacher is provided a full-time teaching assistant paid by district/local funds.

In grades 2-8, students who pass the district's evaluation tool are provided gifted instruction. In grades 6-12, students are allowed to participate in accelerated, honors, Advanced Placement, and Duel Credit course work. Students in grades 6-12 have the opportunity to participate in Career and Technical Education course work.

The district operates an alternative program to meet the needs of at-risks students.

The district provides support to teachers challenging and earning teaching endorsements in Advanced Placement and Special Education EMD.

PASS CHRISTIAN PUBLIC SCHOOL DIST (2423) Public District - FY 2016 - LEA Plan - Rev 0

Family and Community Involvement

Identified Priority Needs	Data Sources
Greater use of Electronic Media for Information	Comprehensive Needs Assessment
Greater use of District/School Newsletters	CNA
Greater use of District/School Webpages	CNA
Increased Parenting Skills Opportunities	CNA

Family and Community Involvement – Describe the strengths and challenges around family, parental and community involvement.

Based on responses to the Comprehensive Needs Assessment, respondents strongly agree that the district actively solicits family and community involvement in the educational process. Respondents agree that meetings are conducted at convenient times and locations for family and community. Respondents feel that the district and schools should use newsletters, webpage, and electronic media more when communicating throughout the year. Families are extremely busy and feel that greater amounts of information could be disseminated in this manner.

Family and community responses indicate that the district is effectively allowing these groups to participate in the decision-making process and that the district is doing a good job providing transparency with its activities throughout the year.

Again, an area of improvement respondents cited was that the district should increase the use of electronic media for improving family and community involvement.

Responses to the CNA also show that family and community feel the district is effective when identifying and providing for the needs of Delinquent, Neglected, Homeless, Immigrant, Migrant, EL, and Students with Disabilities.

One area particular area of improvement for the district in the area of parental involvement was the need for opportunities for individuals to improve their parenting skills.

Family and Community Involvement – How do you analyze and communicate assessment results to stakeholders?

All yearly assessment results are communicated to parents via various methods. Score reports are reviewed with parents at open house meetings. Parents have the opportunity to schedule individual teachers and administration if additional explanation is required. Parents of students who have limited English skills may have assessment results and reports translated for greater understanding. At times, the district will utilize the services of translators as a means of helping parents understand assessment results.

Meetings schedule by the district's departments are often conducted as means of providing parents with greater support for understanding assessment results.

The district posts valuable information to its webpage and the schools webpage as an additional means of communicating information to families and the community.

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

Year	K	1	2	3	4	5	6	7	8
2012-13	21:1	26:1	21:1	21:1	24:1	22:1	33:1	33:1	33:1
2013-14	22:1	22:1	23:1	23:1	24:1	24:1	33:1	33:1	33:1
2014-15	24:1	21:1	23:1	21:1	23:1	24:1	33:1	33:1	33:1

Stakeholder Decision Making

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input type="text" value="Yes"/>	None provided
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	<input type="text" value="Yes"/>	None provided
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	<input type="text" value="Yes"/>	None provided
Stakeholders take part in developing solutions to identified problems.	<input type="text" value="Yes"/>	None provided

Describe the need for class size reduction teachers (if applicable)

The district is committed to maintaining reduced class size. 100% of Title II, Part A funds will be transferred to Title I, Part A. No federal funds will be used to support the reduction of class size. If the need arises, the district will use district and local funds to reduce class size.

At this time, stakeholders who provided responses to the Comprehensive Needs Assessment suggested that the district is adequately addressing class size.

Pupil/teacher ratios in grades 6-8 do not exceed the state requirement of 33:1 or a total of 150 students per teacher per year. Pass Christian Middle School operates on a traditional seven period day and students are not confined to self-contained classrooms as are elementary students. Due to the scheduled utilized at this school, it is difficult to calculate a specific pupil/teacher ratio. Pass Christian Middle School meets the 33:1 pupil/teacher ratio mandated by the MDE.

In addition, high performing districts and schools are exempt from the accreditation standard concerning pupil/teacher ratios. This option would be exercised only in an emergency.

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Attendance, Mobility, and Stability 3-Year Trend: Year 1

	K	1	2	3	4	5	6	7	8	9	10	11	12
Entries	191	166	187	191	181	182	162	171	180	174	145	143	137
Withdrawals	18	17	22	14	26	16	18	15	17	14	24	10	12
Stability (enrolled all yr.)	173	149	165	191	179	182	159	171	179	173	145	143	136
Stability (enrolled 7+mos.)	189	164	184	177	155	166	144	156	163	160	121	133	125
Net Membership (March 31)	170	150	164	176	155	166	144	157	164	160	124	132	124
Avg. Daily Membership	170	145	163	70	159	170	145	156	162	159	128	129	128
ADA	161.57	142.28	157.13	164.08	151.85	163.47	139.27	150.44	154.54	152.94	121.63	123.40	120.67

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

Enrollment in the district seriously decreased during the 2005-2006 year due to Hurricane Katrina. During the 2014-2015 year, total enrollment exceeded 2000 students. This is the first time since the 2005-2006 school year that enrollment exceeded 2000 total students.

Pass Christian Elementary school is the fastest growing school in the district. This growth is due to the number of multi-dwelling complexes which have been recently brought on-line. The district does experience times of increased student mobility during the year.

In addition, the District has begun to experience an increased enrollment of students with special needs. Meeting these needs has negatively impacted and depleted the district/departments' limited financial resources.

PASS CHRISTIAN PUBLIC SCHOOL DIST (2423) Public District - FY 2016 - LEA Plan - Rev 0

List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies.

- Instructional and Supplemental Services Staffing
- Improved Reading/Language Arts Instruction
- Improved Mathematics Instruction
- Supplemental Instructional Programs
- Professional Development Opportunities
- Family and Community Involvement

PASS CHRISTIAN PUBLIC SCHOOL DIST (2423) Public District - FY 2016 - LEA Plan - Rev 0

Plan Items ()

G 1) Academic Achievement in Reading/Language Arts and Mathematics

Description:

All students will reach high standards, at a minimum attaining proficiency or better in Reading/Language Arts and Mathematics.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).)

S 1.1) Before/after/summer school activities

Description:

Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement in Reading/Language Arts and Mathematics.

AS 1.1.1) Extended-day Tutorial Program

Description:

The District and schools operating school-wide programs will use allocated funds to pay salary of extended-tutors to provide remedial services to identified at-risk students.

Benchmark Indicator:

Improved academic achievement on State assessments

Person Responsible:

Extended-day tutorial staff

Estimated Completion Date:

5/20/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Extended-day Program funding	\$12,000.00

S 1.2) Before/after/summer school activities

Description:

Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

AS 1.2.1) Extended-year Programs (Summer Tutorial and Kindergarten Round-up)

Description:

The district and schools operating school-wide programs will provide remedial services to identified at-risk students during the summer session.

Benchmark Indicator:

Increased graduation rate and improved academic achievement

Person Responsible:

Summer Tutorial Staff

Estimated Completion Date:

7/29/2016

Funding Application	Grant	Notes	Amount
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Consolidated	Title I-A	Extended-year programs	\$8,000.00
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1.3) Address teaching and learning needs related to academic problems of low achieving students

Description:

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

1.3.1) Academic Instructional Interventionists and Supplies

Description:

Each school operating a school-wide plan will use allocated funds to pay the salary and benefits of academic interventionists who will provide remedial services to identified at-risk students. Additional funds will provide for supplies to operate the programs.

Benchmark Indicator:

Improved academic achievement of State assessments and improved graduation rate.

Person Responsible:

School Interventionists

Estimated Completion Date:

5/20/2016

Funding Application	Grant	Notes	Amount
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Consolidated	Title I-A	Interventionists and supplies	\$159,290.00
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1.4) Private School Per Pupil Contribution

Description:

Per Pupil cost transfer-out to private school contribution (Harrison County School District)

1.4.1) Private School Per Pupil Contribution

Description:

Transfer out per pupil amount for district students attending St. Vincent DePaul located in Harrison County School District.

Benchmark Indicator:

Annual invoice submitted by Harrison County School District - Dr. Judy Boyd, Director

Person Responsible:

Dr. Judy Boyd

Estimated Completion Date:

5/31/2016

Funding Application	Grant	Notes	Amount
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Consolidated	Title I-A	Private School Per Pupil Contribution	\$3,903.00
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2) Supplemental Staff Services

Description:

To provide schools operating school-wide programs supplemental services staff who will aid in addressing the needs of identified at-risk students in an effort to improve academic achievement in Reading/Language Arts and Mathematics.

Performance Measure:

To meet and/or exceed the required AMOs for 2015-2016 in Reading/Language Arts and Mathematics while at the same time moving the lowest 25% toward proficient and/or advanced on State Assessments.

S 2.1) Nursing Services Prevention/intervention (Reading & Mathematics)

Description:

Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

AS 2.1.1) Nursing Services

Description:

All schools operating school-wide programs will pay a per pupil share of the contractual agreement paid to support nursing services throughout the district. These services will address the needs of identified at-risk students in an effort to improve academic achievement in Reading/Language Arts and Mathematics.

Benchmark Indicator:

Improve academic achievement on State assessments

Person Responsible:

School Nurses

Estimated Completion Date:

5/20/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Nursing Contract	\$89,382.00

S 2.2) School Psychologist Services Prevention/intervention (Reading & Mathematics)

Description:

Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

AS 2.2.1) School Psychologist

Description:

All schools operating school-wide programs will pay a per pupil share of the salary and benefits of the district's School Psychologist to provide services to identified at-risk students in an effort to improve academic achievement.

Benchmark Indicator:

Improved achievement on State assessments

Person Responsible:

School Psychologist

Estimated Completion Date:

5/20/2016

Funding Application	Grant	Notes	Amount
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Consolidated Title I-A School Psychologist

\$48,228.00

S 2.3) Administrative Staff

Description:

The district will apply Title I funds to support the 30% FTE of salary and benefits for a Federal Programs Director and Secretary, professional development opportunities, travel/registration, and supplies to operate the district's federal programs office.

AS 2.3.1) Federal Programs Director and Secretary and office

Description:

Title I funds will be allocated to support 30% FTE for salary and benefits for Federal Programs Director and Secretary, professional development opportunities to include travel, registration, and supplies to operate the district federal programs office. Professional development provided to the Administrative staff to include, but not limited to MDE, OFP required meetings, OFP Steering Committee meetings, MAFEPD, NAFEPA, National Title I, and other state, local, and district meetings which will help meet the needs of students in school-wide programs.

Benchmark Indicator:

Improved academic achievement on State Assessments, Year Two Technical Assistance (2015-2016), OFP Monitoring Visit (2016-2017)

Person Responsible:

Frank McCardle

Estimated Completion Date:

6/30/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	District Office Administrative Off-the-top	\$69,144.00

G 3) Supplemental Instructional Programs

Description:

To provide the district and schools operating school-wide programs supplemental instructional programs which will address the academic needs of students while improving academic performance in the areas of Reading/Language Arts and Mathematics.

Performance Measure:

To meet and/or exceed the required AMOs for 2015-2016 in Reading/Language Arts and Mathematics while at the same time moving the lowest 25% toward proficient and/or advanced on State Assessments.

S 3.1) Instructional & Educational Materials

Description:

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

AS 3.1.1) Educational Media Services (Subscription Renewals)

Description:

Schools operating school-wide programs will use allocated funds to support the annual renewal of instructional and educational materials identified as being necessary to improve academic achievement and provide enrichment prior to State assessments.

Benchmark Indicator:

Improve academic achievement on State assessments

Person Responsible:

District and School Staff

Estimated Completion Date:

5/20/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Schools allocations	\$35,590.00

S 3.2) Instructional and Educational Materials Services (District-wide initiative)

Description:

District-wide initiative to purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

AS 3.2.1) Educational Media Services (Subscription Renewals) District-wide initiative

Description:

Provide school-wide programs support with educational media services (renewals) used throughout the year to improve academic achievement in the areas of Reading/Language Arts and Mathematics.

Benchmark Indicator:

Improved academic achievement on State Assessments

Person Responsible:

Frank McCardle

Estimated Completion Date:

6/30/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Total Cost Education Media Services DWI	\$11,083.00

S 3.3) Equitable Share to private school (District-wide initiative Educational Media Services)

Description:

Transfer out private school equitable share of purchased supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

AS 3.3.1) Educational Media Services (Subscription Renewals)

Description:

Private school equitable share transferred out to St. Vincent DePaul for educational media services district-wide initiative.

Benchmark Indicator:

Invoice for private school equitable share provided by Harrison County School District, Dr. Judy Boyd.

Person Responsible:

Frank McCardle

Estimated Completion Date:

6/30/2016

Funding Application	Grant	Notes	Amount
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G 4) Highly Qualified Teachers- Professional Development

Description:

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

Performance Measure:

The percentage of teachers receiving high-quality professional development.

S 4.1) Professional Development (District-wide Initiative)

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

AS 4.1.1) Professional Development Opportunities (District-wide initiative)

Description:

School staff and administration will participate in professional development opportunities throughout the year in an effort to improve academic achievement of all student and to maintain the "Highly Qualified" status, to include but not limited to Thinking Maps training, AP endorsement training, College and Career Readiness Standards training, and Career and Technical Education training.

Benchmark Indicator:

Professional Development Sign-In Sheets, Advanced Placement and other academic endorsements, OEL Licensure Applications and Certificates

Person Responsible:

District and School Staff

Estimated Completion Date:

5/20/2016

Funding Application	Grant	Notes	Amount
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Consolidated	Title I-A	Total Cost Professional Development DWI	\$9,247.00
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AS 4.1.2) Equitable share transfer-out to private school (District-wide initiative Professional Development)

Description:

Private school equitable share transferred out to St. Vincent DePaul for professional development district-wide initiative.

Benchmark Indicator:

Invoice for private school equitable share provided by Harrison County School District, Dr. Judy Boyd.

Person Responsible:

Frank McCardle

Estimated Completion Date:

6/30/2016

Funding Application	Grant	Notes	Amount
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Consolidated	Title I-A	Equitable share of total Prof Dev DWI	\$102.00
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G 5) Family and Community Involvement

Description:

To improve family and community involvement through greater use of district/school newsletters, internet service, and other electronic media sources.

Performance Measure:

To meet and/or exceed the required AMOs for 2015-2016 in Reading/Language Arts and Mathematics while at the same time moving the lowest 25% toward proficient and/or advanced on State Assessments through the use of family and community involvement activities

S 5.1) Parent Education Involvement (Reading & Mathematics)

Description:

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

AS 5.1.1) Parental Involvement Activities

Description:

Each school operating a school-wide program will provide parents with opportunities to become more involved their child's education in an effort to improve academic achievement.

Benchmark Indicator:

Parental Involvement activities sign-in sheets

Person Responsible:

School Staff



Estimated Completion Date:

5/20/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	School allocations	\$2,400.00

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Required Documents

Type	Document Template	Document/Link
Title III Notice of Intent [Upload between 1 and 20 document(s)]	N/A	 Title III Letter of Intent to Apply  FY16 CFPA Title I Private School Equitable Share Worksheet St. Vincent DePaul

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

- | | |
|-----|--|
| 1. | work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 |
| 2. | work in consultation with schools as the schools develop the schools' plans and assist schools as the schools implement such plans |
| 3. | coordinate and collaborate with the State educational agency and other agencies providing services to children, youth, and families if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school |
| 4. | consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools |
| 5. | ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers |
| 6. | use the results of the student academic assessments and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments |
| 7. | ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand |
| 8. | inform eligible schools and parents of schoolwide program authority |
| 9. | provide technical assistance and support to schoolwide programs |
| 10. | if applicable, provide services to eligible children attending private elementary schools and secondary schools, including timely and meaningful consultation with private school officials regarding such services |
| 11. | if applicable, provide early childhood development services to low-income children in compliance with section 641A(a) of the Head Start Act |
| 12. | comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development |
| 13. | inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999 |
| 14. | assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula |

PASS CHRISTIAN PUBLIC SCHOOL DIST (2423) Public District - FY 2016 - LEA Plan - Rev 0

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

<input type="checkbox"/> 1. Planning Tool - Needs Assessment	<input type="text" value="OK"/>	Betina White	7/8/2015 11:19:21 AM
1. LEA inserted accountability status and most recent assessment data including district AMO targets for Achievement and Gap Closure. 2. LEA identified and discussed reasons for the areas of greatest progress and challenge for last year. 3. For the prioritized list of needs, LEA has its goals prioritized based on achievement data.			
<input type="checkbox"/> 2. Planning Tool - Goals	<input type="text" value="OK"/>	Betina White	7/8/2015 11:19:21 AM
1. LEA has goals aligned with provided needs assessment. 2. Identified goals are ambitious, relevant, time-bound, specific, and measurable. 3. LEA has established goals appropriately based on achievement data. (i.e. goal 1 - top priority)			
<input type="checkbox"/> 3. Planning Tool - Strategies	<input type="text" value="OK"/>	Betina White	7/8/2015 11:19:21 AM
1. Each strategy describes the specific change in practice necessary to meet the related goal. 2. Each strategy is aligned to the goal it is intended to meet.			
<input type="checkbox"/> 4. Planning Tool - Action Steps	<input type="text" value="OK"/>	Betina White	7/8/2015 11:20:53 AM
1. The action step is appropriate. 2. The action step description is clearly stated, specific, and aligned with the strategy. 3. In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When and Why 4. The benchmark is described. 5. The person responsible is populated and is the appropriate individual for this action step. 6. The estimated date of completion is realistic and aligns with other activities to allow district to reach goals. (NOTE: all Action Steps do not all have an end of school year date.)			
<input type="checkbox"/> 5. Planning Tool - Grant Relationships (Funding Sources)	<input type="text" value="OK"/>	Betina White	7/16/2015 2:53:16 PM
1. The action steps utilize multiple funding sources, and these grant relationships are created with appropriate comments.			