



OFFICE OF FEDERAL PROGRAMS
COMPREHENSIVE DISTRICT
ACADEMIC PLAN (CDAP)



OKLAHOMA
Education

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Oklahoma State Department of Education Office of Federal Programs

Introduction

The Comprehensive District Academic Plan (CDAP) was designed to assist LEAs in meeting Federal and State planning requirements for academic instruction. The planning process is comprehensive and requires a very broad, systematic overview of the LEA's goals supported with data.

The Comprehensive District Academic Plan expressed in this document is composed of three distinct parts. Following a general LEA information sheet, in the first part the LEA describes its Consultation Process and Identification of Achievement Gaps. In this part the LEA will also identify performance or equity gaps and present a broad description of the strategies proposed for closing those gaps. The second part contains Assurances in which the LEA superintendent certifies compliance with the federal requirements listed. The third part consists of seven sections addressing the following topics: Monitoring Student Progress, Equitable Distribution of Teachers, Poverty Criteria and Specialized Student Populations, Parent and Family Engagement, Effective Transitions for Students, Reducing Overuse of Disciplinary Practices, and Coordination and Integration of Programs for Specialized Student Populations.

Instructions

Consultation and Identification of Achievement Gaps

As part of the process of developing a Comprehensive District Academic Plan, LEAs are required to have meaningful consultation among school leaders and personnel, and parents of children in schools served by Title I. The purpose of such consultation is to work together to identify improvement needs, plan for improvement, implement, monitor and evaluate programs to help all children meet the challenging State academic standards.

In this part, the LEA will list the individuals taking part in the consultation process, describe the consultation process and procedures, and describe at least two equity or performance gaps identified during the consultation process. In the tables following the two descriptive responses the LEA will outline the strategies for addressing the gaps identified, for monitoring the implementation of those strategies and for measuring their effectiveness.

Assurances

By checking the box at the top of the page the LEA Superintendent certifies that the LEA performs the listed activities mandated in Section 1112(c)(1-10) of the Every Student Succeeds Act.

Comprehensive District Educational Plan Provisions

Each of the sections in this part consists of a series of open-ended questions followed by a table. The questions mirror the specific requirements of the Every Student Succeeds Act (ESSA), and are meant to allow the LEA to present broad strategies for addressing those requirements. In the table accompanying each section then, the LEA should present the concrete steps to be taken in order to implement those strategies. This will also include a timeline for implementation, a proposed method for monitoring implementation and effects, as well as an indication of the funds to be allocated to implementation and the person (position/role) responsible for overseeing the process. There is also a section in which the LEA will indicate supplemental actions targeting specific subgroups of students.

Comprehensive District Academic Plan (CDAP)

Every Student Succeeds Act, Section 1112

CDAP Dates

<input type="checkbox"/> Initial Plan – Due Sept. 30, 2021	<input type="checkbox"/> Revised Plan (Optional) – Due Sept. 30, 2022	<input checked="" type="checkbox"/> Revised Plan (Optional) – Due Sept. 30, 2023
Date submitted:	Date submitted:	Date submitted: 8/7/2023

LEA INFORMATION

LEA Name: Pittsburg Public School	LEA Address: P. O. Box 200	City/State/Zip Code: Pittsburg, OK 74560	County/District Number: 61-1063
Superintendent Name (Print): Chad Graham	Superintendent's Signature (Certifies District Plan): <i>Chad Graham</i>		
Telephone: 918-432-5062			
Fax Number: 918-432-5312			
Email Address: cgraham@pittsburg.k12.ok.us			

ALTERNATE AUTHORIZED LEA CONTACT

Name: Liz Hall	Position: Administrative Assistant
Telephone: 918-432-5062	Fax Number: 918-432-5312
Email: ehall@pittsburg.k12.ok.us	

Consultation and Identification of Achievement Gaps

{Section 1001, Section 1112(a)(1)(A)}

The purpose of Title I is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. {Section 1001}

The Every Student Succeeds Act (ESSA) requires that LEAs receiving Title I funds have on file with the State Education Agency (SEA) a plan that is developed with timely and meaningful consultation of teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators, other appropriate school personnel, and with parents. {Section 1112(a)(1)(A)}

Date of Consultation: 8-10-21; 8-10-22; 8-7-23

Consultation Team

STAKEHOLDER NAME	TITLE/POSITION
Jody Barron	Parent
Jennifer Brown	Teacher
Hannah Guthrie	Teacher
Chad Graham	Superintendent/HS Principal
Jim Jenson	Teacher/Elementary Principal
Brett Williams	Teacher
Shelly Griffin	Teacher
Jessie Weeks	Teacher
Anna Benedict	Teacher
Brian Brown	Teacher
Pat Shannon	Teacher
Wes Wood	Teacher
Kamy Patterson	Teacher
Keri Anderson	Counselor/Teacher
Julie Rowland	Teacher
Jessica Hawk	Parent

Consultation and Identification of Achievement Gaps

Jenna Bowen	Teacher
Dustin Beasley	Teacher
Keri Anderson	Teacher
Jennifer Brown	Teacher
Becky Graham	Teacher/Counselor

Consultation and Identification of Achievement Gaps (Cont.)

C.1 Describe the LEA's consultation process and procedures for identifying improvement needs, planning for improvement, implementing programs, monitoring, and evaluating an LEA-wide educational plan to help all children improve to meet the challenging State academic standards.

Pittsburg Public School will diagnose deficiencies and determine needed improvements in which content area, for which students, at what rate, and to what extent. The administrators and federal programs committees will review multiple sources: Student performance on summative and formative assessments; demographic information that describes the district and site student populations; perception evidence provided by teachers, parents, and students; professional development to support the instructional programs of the district.

Teachers will provide instruction and curriculum from the OAS/DLM/ACT standards provided by the OSDE. The standards are provided to the teachers at the beginning of each via the OSDE website. Teachers will also provide instruction utilizing technology-based software programs that are aligned with the Oklahoma state standards. PK-First Grade use competency-based progress reports to determine and inform parents of student progress and mastery. Grades 2-12 use the traditional A-F report cards to inform parents of student progress. These reporting strategies are used in conjunction with educational software program reports that reflect the students' most recent data regarding performance and participation in the program. The programs are adaptive and are adjusted based on the student's strengths and weaknesses from a computer-based assessment given. The district provides access to educational software on site through district-provided computers and tablets for each grade level. The educational software provides specific intervention techniques to improve students' academic performance and academic growth. The intervention techniques can be delivered individually, or as a group. Some initiatives to increase students' academic performance are after-school tutoring, in-school reading tutoring, software programs that provide frequent data and benchmarks to allow teachers to evaluate instructional effectiveness and make needed relevant adjustments. The district's Early Childhood program provides instruction in pre-reading and pre-math skills in order to provide those students with the skills needed for future academic success.

Teachers are instructed to provide differentiated instruction for students needing additional supports. Students falling below the academic performance based on computer-generated assessments and on classroom performance are referred to the special education director to determine if special education services are needed. The special education placement team determines if additional assessments are needed to determine special education services. During the time of the meeting, testing and possible placement, the regular classroom teacher provides modifications and/or accommodations needed for the student to be successful. If students need additional assistance, they are recommended for after-school tutoring. Students demonstrating behavioral concerns follow a similar procedure. In all cases, if the team determines that additional assessments are needed, parental consent will be obtained to complete the necessary evaluations. The school psychologist completes the testing. Within 45 school days and after testing is completed, the team, which includes the parent, will meet to discuss the results and make a determination in regard to providing special services or 504 services. Services determined to be needed are implemented by the team in accordance with the IEP or 504.

Consultation and Identification of Achievement Gaps (Cont.)

C.2 Describe at least two equity or performance gaps, such as those potentially affecting minority or economically disadvantaged students, that the LEA intends to focus on.

The first equity gap that affects the district's economically disadvantaged students is the lack of access to appropriate up-to-date technology devices and Internet access. Pittsburg Public School strives to provide each student with his or her own technology device. The district is working to provide these devices through federal funding, including the CARES/ESSER funding. These devices will be available for home or school use. Data, hot spots, access points, educational software, etc. will be purchased to assist in the expansion of connectivity for all students. These devices will help provide connectivity for blended, distance, or in-person learning for all students. The provision of the devices and software will assist in mitigating the digital divide experiences by the district's economically disadvantaged students.

The second performance gap occurs in the achievement scores of the economically disadvantaged students. The district will provide additional supports, including but not limited to, differentiated instruction, educational software, benchmark assessments, and tutoring. Benchmark assessments and state test scores will help identify students who have weaknesses in reading or math. The district's PK classroom is staffed with a highly-qualified teacher and a highly-qualified paraprofessional to give the students a solid foundation in pre-reading and pre-math skills. Software programs such as Accelerated Reader, Study Island, etc. are used to address reading level and math level deficiencies. Technology devices are used to engage, motivate, and encourage student achievement.

Consultation and Identification of Achievement Gaps (Cont.)

Addressing Equity and/or Performance Gap no. 1

Activities and/or strategies the LEA will implement to address identified gap	Position/Role Responsible	Timeline
<p>The district will provide each student with his/her own device in its one-to-one initiative. Federal funds, including Title I, CARES/ESSER, SSRSA, etc., will be used to purchase student technology devices. Expanded connectivity will be provided through hot spots, access points, instructional software, etc. Providing these upgrades will assist in the mitigation of the digital divide experiences by the economically disadvantaged students.</p>	<p>Superintendent/Principal</p>	<p>Over the next 3 years</p>
<p>Method for monitoring the implementation of activities or strategies</p> <p>The method for monitoring the implementation of the one-to-one initiative is through a check-out system to ensure all students receive a device. The technology department will work with teachers, staff, and the superintendent/principal to track the device inventory and maintain the equipment</p>	<p>Position/Role Responsible</p> <p>Superintendent/Principal Technology Director Teachers Staff</p>	<p>Timeline</p> <p>Over the next 3 years</p>
<p>Method for measuring the effectiveness of the activities or strategies</p> <p>The method for measuring the effectiveness of the activities or strategies will be student classroom grades, OSTP/ACT test scores, online evaluation tools, teacher observation, and student participation.</p>	<p>Position/Role Responsible</p> <p>Superintendent/Principal Teachers District Testing Coordinator Technology Director Staff</p>	<p>Timeline</p> <p>Over the next 3 years</p>

Consultation and Identification of Achievement Gaps (Cont.)

Addressing Equity and/or Performance Gap no. 2

Activities and/or strategies the LEA will implement to address identified gap	Position/Role Responsible	Timeline
<p>The district will provide additional student supports including, but not limited to, small group (or one-to-one) instruction, educational software, benchmark assessments, and up-to-date technology devices. Educational software that provides reading and math remediation will assist low-performing students. The district provides a PK classroom, staffed with a highly-qualified teacher and a highly-qualified paraprofessional, where students receive instruction in pre-math and pre-reading skills.</p>	<p>Superintendent/Principal Teachers Paraprofessionals</p>	<p>Gains in each school year</p>
<p>Method for monitoring the implementation of activities or strategies</p> <p>The superintendent/principal reviewing teacher lesson plans, staff meetings, student/teacher observation, purchase of devices and educational software, providing professional development to staff on the implementation of the educational programs, review of benchmark assessments and state assessments, website postings, emails and phone calls from teachers to parents.</p>	<p>Superintendent/Principal Teachers Paraprofessionals</p>	<p>Gains in each school year</p>
<p>Method for measuring the effectiveness of the activities or strategies</p> <p>The effectiveness of the activities or strategies will be measured by student grades, OSTP/ACT test scores, online evaluation tools, benchmark testing, teacher observation and student participation, and reviewing attendance data.</p>	<p>Superintendent/Principal Teachers Paraprofessionals</p>	<p>Gains in each school year</p>

Assurances

{Section 1112(g)(1-10)}

By checking this box the Superintendent certifies that:

1. The LEA ensures that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. The LEA provides services to eligible children attending private elementary schools and secondary schools in accordance with private school officials regarding such services;
3. The LEA, if selected, participates in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. The LEA coordinates and integrates services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. The LEA collaborates with the State or local child welfare agency to (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; (II) the local educational agency agrees to pay for the cost of such transportation; or (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation;
6. The LEA ensures that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
7. The LEA that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensures that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))

COMPREHENSIVE DISTRICT EDUCATIONAL PLAN PROVISIONS

{Section 1112(b)(1-13)}

Section I. Monitoring Student Progress

I.1 How does the LEA *monitor* students' progress in meeting state academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students?

The superintendent/principal, teachers, paraprofessionals, etc. will meet to analyze data through a review of the district data profile, OSTP/ACT scores, and data-driven instructional programs. This will be utilized in addition to adopted software programs that allow teachers, parents, and students to access the student's most recent data regarding participation and performance in the programs. The programs are adaptive and adjustable depending on the student's strengths and weaknesses. The programs also provide specific intervention techniques and ideas for both teachers and parents to use to increase the student's academic performance. The intervention strategies can be implemented in group instruction or individual learning.

I.2 How does the LEA *identify* students who may be at risk for academic failure to meet the challenging State academic standards?

Teachers provide differentiated instruction for students who need additional support. Students falling below grade level on the academic-performance based software assessments and classroom performance may be referred to the special education department for interventions. If the student is referred to the special education director, the special education team will determine if additional assessments are needed to determine if the student meets the criteria to be placed on an IEP or 504. During the time of the meetings and student testing period, the regular classroom teacher will provide modifications and/or accommodations needed for the student to be successful in the general education classroom.

I.3 How does the LEA *provide* for additional educational assistance to individual students that the local educational agency or school determines need help in meeting the challenging State academic standards?

Pittsburg Public School will provide additional supports including, but not limited to, one-on-one instruction, educational software, assessments, benchmark testing, and tutoring to address the remediation needs. The district provides a PK classroom taught by a highly-qualified teacher with the assistance of a highly-qualified paraprofessional. Homework assistance, tutoring, Accelerated Reader programs, computer generated remediation through Study Island and other interactive programs will be implemented. Mobile devices are utilized to engage, motivate, and encourage achievement.

I.4 How does the LEA *identify* and *implement* instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning?

The district will identify and implement instructional strategies by collaborating with all relevant stakeholders to make decisions affecting student achievement and academic growth positively. The team works toward improvement in math, reading, science, and technology in the classrooms. By making improvements in those areas, tests scores and overall academic achievement will improve for the struggling students. Staff meetings will allow for teacher input on various topics including assessments; special education use of transition assessments and information gathered in the psychological assessments as well as data gathered through district assessments to guide and determine appropriate IEP goals. Teachers utilize benchmark assessments to guide instruction and monitor the progress of students in areas of need. Special education and regular classroom teachers are encouraged to collaborate on the needs of students on IEPs. Regular classroom teachers collaborate on a daily basis through face-to-face meetings, email, and weekly through the notice of failure forms. The district will provide professional development to support the instructional program.

Section I – Monitoring Student Progress

GOAL(S)	Decrease the gaps in student achievement by improving instructional practices and advancing student learning.		
Structure(s)	Educational structures consist of in-classroom, remote, and a blended learning approach. Parents and students will take an active role with the administration and teachers to determine the best fit for the students' needs. Educational software that identified areas of weakness and works with student to improve will be utilized.		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	<ul style="list-style-type: none"> a. Timeline for Implementation b. Method for Monitoring 	Position/Role Responsible
Resources and materials will be purchased/secured for the implementation of educational programs	Title I, IDEA, CARES/ESSER, State Aid	<ul style="list-style-type: none"> a. Yearly Basis b. Superintendent/Principal and technology department will determine through a checklist that all materials/resources are acquired 	Superintendent/Principal, Teachers, Staff, Parents, Students, Technology Director
A professional development plan aligned to the academic programs to be implemented and technology devices to be utilized is developed. Professional development will be continuous and aligned in both sites	Title I, IDEA, CARES/ESSER, State Aid	<ul style="list-style-type: none"> a. Yearly basis b. Staff meetings to determine the instructional strategies to be utilized for practice implementation 	Superintendent/Principal Teachers Technology Director
Stakeholders are provided with evidence-based feedback and data on the quality of the plan implementation	Title I, IDEA, CARES/ESSER, State Aid	<ul style="list-style-type: none"> a. Yearly Basis b. OSTP/ACT test scores, report cards and progress reports; teacher/parent/principal observations; parent-teacher conferences; educational growth as reported on computer-based programs 	Superintendent/Principal, Teachers, Staff, Parents, Students, Technology Director
Stakeholders have regular opportunities to review, refine, and assess progress toward the goals in the plan as it is shared with the public.	Title I, IDEA, CARES/ESSER, State Aid	<ul style="list-style-type: none"> a. Yearly basis b. Website, parent survey, Facebook, email, phone calls, meetings 	Superintendent/Principal, Teachers, Staff, Parents, Students, Technology Director, Any Additional Stakeholders
Supplemental Supports: What supplemental actions steps will be implemented for these subgroups?			
Economically Disadvantaged	Foster and Homeless		
All disaggregated data that provides evidence of student performance on summative and formative assessments will be reviewed by stakeholders. One-to-one devices. Tutoring. Small group work.	All disaggregated data that provides evidence of student performance on summative and formative assessments will be reviewed by stakeholders. One-to-one devices. Tutoring. Small group work.		

Section I – Monitoring Student Progress

<p>English Learners and Immigrant</p> <p>All disaggregated data that provides evidence of student performance on summative and formative assessments will be reviewed by stakeholders. One-to-one devices. Tutoring. Small group work.</p>	<p>Migrant</p> <p>While there are currently no migrant children enrolled in the district, in the case of enrollment of a migrant child, all disaggregated data that provides evidence of student performance on summative and formative assessments will be reviewed by stakeholders. One-to-one devices. Tutoring. Small group work.</p>
<p>Neglected and Delinquent</p> <p>While there are currently no neglected and delinquent children enrolled in the district, in the case of enrollment of a neglected and delinquent child, all disaggregated data that provides evidence of student performance on summative and formative assessments will be reviewed by stakeholders. One-to-one devices. Tutoring. Small group work.</p>	<p>Minority (see definition on p.13)</p> <p>All disaggregated data that provides evidence of student performance on summative and formative assessments will be reviewed by stakeholders. One-to-one devices. Tutoring. Small group work.</p>
<p>Early Childhood</p> <p>One full day PK class taught by a fully certified early childhood teacher, assisted by a highly-qualified paraprofessional. All disaggregated data that provides evidence of student performance on summative and formative assessments will be reviewed by stakeholders. One-to-one devices. Tutoring. Small group work.</p>	<p>Students with Disabilities</p> <p>Special education teachers will provide one-to-one instruction and homework help, modifications and accommodations in all classrooms in accordance with each student's IEP. Assessments to determine individual student's needs by the district's psychometrist. All disaggregated data that provides evidence of student performance on summative and formative assessments will be reviewed by stakeholders. One-to-one devices. Tutoring. Small group work. Professional development is available to special education teachers to support the instructional program.</p>

Section II – Equitable Distribution of Teachers

GOAL(S)	To maintain or increase the number of experienced teachers at each site.		
Structure(s)	Monitored by the Administration staff		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
The superintendent/principal will develop partnerships with administrators from other districts and colleges/universities in order to better locate high quality teacher candidates	N/A	a. Annual basis	Superintendent/principal
		b. Retention of experienced teachers	
The superintendent/principal and the staff development committee will provide strong instruction support by providing professional development and training related directly to the teacher's instructional area(s)	SRSAs; Title I; State Aid; Impact Aid	a. Annual Basis	Superintendent/principal Staff Development Committee
		b. Retention of experienced teachers	
Teachers will receive an annual step raise	State Aid; Impact Aid; IDEA; Title I; Local Revenue	a. Annual Basis	Superintendent/principal Board of Education
		b. Retention of experienced teachers	
		a.	
		b.	
		a.	
		b.	
Supplemental Supports: What supplemental actions steps will be implemented for these subgroups?			
Economically Disadvantaged			
Teachers will be provided data of student performance on summative and formative assessments. Teachers will meet to discuss best practices to reduce the gap for economically disadvantaged students. Professional development will be provided as indicated.		Foster and Homeless	
English Learners and Immigrant		Migrant	
Teachers will be provided data of student performance on summative and formative assessments. Teachers will meet to discuss best practices to reduce the gap for students who are English learners and immigrant students. Accommodations and modifications will be provided as indicated by the individual ELL Plan. Professional development will be provided as indicated.			

Section II – Equitable Distribution of Teachers

<p>Neglected and Delinquent</p> <p>The superintendent/principal will provide a positive and supportive work environment for the teachers and the students. This will produce fewer incidents of behavior issues and more time for instruction. Professional development and additional training will support teachers.</p>	<p>Minority (see definition on p.13)</p> <p>Teachers will be provided data of student performance on summative and formative assessments. Teachers will meet to discuss best practices to reduce the gap for minority students. Professional development will be provided as indicated.</p>
<p>Early Childhood</p> <p>Full day PK classes taught by a fully certified teacher and assisted by a highly-qualified paraprofessional.</p>	<p>Students with Disabilities</p> <p>The superintendent/principal and the special education teachers will create co-teaching assignments or subject area pairings. This will provide additional supports for the special education teachers and special education students.</p>

Section III. Poverty Criteria and Specialized Student Populations

III.1 Describe the poverty criteria that will be used to select school attendance areas to be served with programs supported with federal funds. The percentage of children from low-income families in such areas must be at least as high as the percentage of low-income families served by the LEA as a whole. (i.e., Title I, Part A)

Attendance is one of the most powerful predictors of academic achievement/success and has a major impact on educational milestones such as the 3rd grade reading test, elementary to high school transition, state tests, benchmark assessments, grades and graduation rates. All students at both sites will be monitored on an equal basis. Each site will daily record the types of absence such as excused, unexcused, activity, ill (with doctor's note), COVID absences/quarantine, etc. on a daily basis. The district will monitor the absences for any reason of each student and will provide early intervention for absenteeism. The district uses phone calls, text messages, and emails to reach students and their parents for absences. The district partners with counselors and community partners to decrease absences and provide family support when needed.

III.2 How does the LEA determine a reservation for services and programmatic planning, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs?

There are currently no institutions for neglected or delinquent children or community day school programs. The district provides a distance learning program that can be utilized by any student, including any neglected or delinquent students. The district will also address any possible barriers to regular attendance including, but not limited to, health issues, transportation, or housing problems. Through our community resources, this district is able to provide resources for families needing support. Students on an IEP/504 receive one-on-one supports through Zoom, direct instruction, packets, and telephone conferences.

III.3 How does the LEA determine a reservation for services and programmatic planning for homeless children and youths to support the enrollment, attendance, and success of homeless children and youths? If applicable, in coordination with the services provided under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301)?

Each homeless student is identified and referred to the district homeless liaison upon enrollment and through daily interaction and observation with staff and other students. Once a student is identified, the homeless liaison and other staff members make certain the child is successfully enrolled including transportation, extra-curricular activities (providing equipment for those activities), and provide community resources to address specific needs. The district partners with counseling agencies and other community partners to address possible barriers. Through our community resources, we are able to provide resources for families who need the support.

III.4 How does the LEA identify eligible students and determine a reservation for services and programmatic planning, where appropriate, for English Learners and Immigrant students?

At enrollment, each parent completes a Home Language Survey which is included in the enrollment packet. If it is indicated that the student is speaking another language other than English, the student is screened using the WIDA. If at that time the assessment shows that the student needs additional supports, the student is placed on an English Language Academic Plan (ELAP). The student's educational team, including parents, meets with the ELL coordinator to put a plan in place that best meets the student's needs after the yearly WIDA assessments are given until the student meets his or her goals and services are no longer needed.

III.5 How does the LEA identify eligible students and determine a reservation for services and programmatic planning, where appropriate, for Migrant students?

At the present time, there are no migrant students enrolled in Pittsburg Public School.

III.6 How does the LEA identify eligible students most in need of services in a targeted assistance school program in consultation with parents, administrators, paraprofessionals, and specialized instructional support?

All sites of Pittsburg Public School are schoolwide sites.

Section III – Poverty Criteria and Specialized Student Populations

GOAL(S)	To put in place best practices and educational strategies to identify educational weakness in students who meet the poverty and specialized criteria.		
Structure(s)	Implementation by superintendent/principal, school counselor, teachers, paraprofessionals, professional development committee, technology director, parents/guardians		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	Position/Role Responsible	
Superintendent/principal and teachers will meet to review individual student OSTP/ACT scores	N/A	<ul style="list-style-type: none"> a. Timeline for Implementation b. Method for Monitoring 	
Teachers will use educational software that provides specific feedback on student ability levels and benchmark data including areas of strengths and weaknesses	Title I, CARES/ESSER funding, State Aid, Impact Aid	<ul style="list-style-type: none"> a. Annually b. Review by superintendent/principal and teachers of OSTP/ACT 	
Professional development is aligned to the selected evidence-based interventions, strategies, practices, and supports. The professional development is job embedded and is ongoing.	Title I, CARES/ESSER funding, State Aid, Impact Aid	<ul style="list-style-type: none"> a. Annually b. Teachers' meetings to determine the instructional strategies to be used for practice implementation and review. Review of students' progress through reviews of test scores, grades, progress reports, and report cards. 	
Academic strengths and weaknesses will be shared with stakeholders to have a clear understanding of the plans, goals, strategies, and how/when implementation will be measured.	Title I, CARES/ESSER funding	<ul style="list-style-type: none"> a. Annually b. OSTP/ACT test data, report cards, progress reports, teacher/parent/principal observations, academic growth as shown on the benchmark testing data and computer-based programs. Website access to grades and other data, email, phone calls 	
Provide federally funded instructors, remediation software, and other supports	Title I, IDEA, SRSA, CARES/ESSER funding	<ul style="list-style-type: none"> a. Annually b. OSTP/ACT test data, report cards, progress 	
		Superintendent/principal, Counselor, Teachers, Federal Programs Committee	Superintendent/Principal, Teachers, Counselor

Section III – Poverty Criteria and Specialized Student Populations

	<p>reports, teacher/parent/principal observations, academic growth as shown on the benchmark testing data and computer-based programs.</p>
<p>Supplemental Supports: What supplemental actions steps will be implemented for these subgroups?</p>	
<p>Economically Disadvantaged</p> <p>Teachers will be provided data of student performance on summative and formative assessments. Teachers will meet and discuss best practices to reduce the gap for economically disadvantaged students. Professional development will be provided as needed.</p>	<p>Foster and Homeless</p> <p>Teachers will be provided data of student performance on summative and formative assessments. Teachers will meet and discuss best practices to reduce the gap for students who are homeless or in foster care. Professional development will be provided as needed.</p>
<p>English Learners and Immigrant</p> <p>Tutoring and one-to-one devices. Accommodations and modifications provided in the regular classroom setting through the individual ELL Plan.</p>	<p>Migrant</p> <p>NA</p>
<p>Neglected and Delinquent</p> <p>NA</p>	<p>Minority (see definition on p.13)</p> <p>Teachers will be provided data of student performance on summative and formative assessments. Teachers will meet and discuss best practices to reduce the gap for minority students. Professional development will be provided as needed.</p>
<p>Early Childhood</p> <p>All day PK class taught by a fully certified early childhood teacher who is assisted by a highly-qualified paraprofessional.</p>	<p>Students with Disabilities</p> <p>Superintendent/principal and special education teachers will create co-teaching assignments or pairings. This helps the special education teachers and students receive additional supports from experienced teachers and paraprofessionals.</p>

Section IV. Parent and Family Engagement

How does the LEA develop and implement strategies for an effective parent and family engagement policy in the following areas?

M1 LEA consultation process and consultation/advisory committee:

The Pittsburg Public School District has a Parental Involvement Policy for each site. The policies provide full opportunities for the participation of parents consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). It provides equal opportunities for parents with limited English proficiency, parents with disabilities, foster parents, and parents of migratory children. If a site plan is not satisfactory to the parents/guardians of students participating in Pittsburg's schoolwide programs, the federal programs committee will meet to review the federal budgets, programs, needs assessment results, etc. to make any suggestions or revisions to the site plan. Pittsburg Public School works with the Indian Community, JOM and Indian Education Committees, Safe Schools Committee, along with community members and other stakeholders on school programs and use of district funds. This is so that all stakeholders may feel free to contribute to making all school programs including federal programs, productive and successful tools for all students.

M2 LEA process to create an LEA Parent and Family Engagement Policy addressing such areas as: joint planning; parent advisory boards; parent involvement activities; coordination of federal, state and local funds for parent involvement activities; dissemination of information; language diversity; improvement of curriculum and/or student academic achievement; professional development; evidence-based strategies for support; and other needs.

Family engagement policies are created and implemented by the superintendent/principal, teachers, parents, community members, tribes, and other stakeholders in public meetings. The policies are implemented and encouraged by the following organizations and events including, but not limited to, Federal Programs Committee, Indian Education Committee, Safe Schools Committee, Professional Development Committee, Choctaw Nation, and other stakeholders. Stakeholder involvement is strongly encouraged at Pittsburg Public School. Meetings include an agenda, protocol, and minutes to document each meeting's purpose and to ensure ongoing analysis of data. Each site will review progress toward goals based on data and ongoing interventions and practices. Parent/teacher conferences are held twice a year and there are numerous other opportunities for parental involvement. Parents are encouraged to volunteer (following a background check) at certain school activities such as the book fair, field trips, sports activities, etc. Parent/guardian representatives serve on most school program committees. The district's website is updated regularly to keep parents informed of all activities. All parents/guardians are given login information to access their child's grades online via Wengage. State testing information is sent home to parents, posted on the website, and the teachers, counselor, and superintendent/principal are available to visit in person, by phone, or email concerning each student's individual test scores. Parents are contacted on all discipline incidents and their input is taken into consideration with positive behavior changes being the goal.

Section IV. Parent and Family Engagement

N3 How does the LEA determine the parent and family engagement reservation for parent and family activities?

The Pittsburg Public School District does not use a set-aside for funding parent and family activities for either site. The district funds all parent and family activities through its state and local funds.