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ESEA

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Each year, JSD uses information from a variety of sources to develop our ESEA comprehensive plan. Data from the following sources are all considered when developing the plan: Site Council meetings, surveys of staff and students, community survey information with budget meetings, the JSD strategic plan, individual site plans and goals, community meetings, and reviews of school and student data.

The FY 25 comprehensive plan has key elements for each highlighted below:

Title I, Part A, Improving Basic Programs Operated by Local Education Agencies

The purpose of the Title I program is to provide supplemental educational services so that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

Funding is set by number of students who have Free Reduced Lunch in the school; all Juneau Title I-A schools choose to allow funds to be used schoolwide for any child struggling to meet state standards.

Plans are reviewed annually and revised thoroughly on a three-year rotation with the School Improvement process. [Plans can be viewed here.](#)

Title II, Part A, Supporting Effective Instruction through Teacher and Principal Training

Title II-A's purpose is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality. These funds may



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The state allocates funds, roughly based on a formula based on enrollment and adjusted Title I-A numbers.

The plan is reviewed annually to support currently shared needs, yet it includes support for large-scale in-services, personalized professional development, and rotational attendance at annual conferences. These funds are for all JSD staff.

Summary of FY 25 fund use:

- Teacher mentoring
- Supports for teacher-selected professional development (PD) on topics in their school action plan including, but not limited to: equity, trauma-engaged teaching, peer walkthroughs, artful teaching, responsive classroom, and enhancing student learning in reading, writing, math, etc.
- Recruitment and retention support for hard-to-fill positions
- Paraeducator support to become teachers and to develop their craft as paraeducators
- Librarian development through national and local opportunities
- Developing and continuing the support for staff to teach Advanced Placement (AP) classes
- Training in trauma-engaged practices and building capacity for JSD staff and students in social-emotional strategies
- Stipends for extending the day, registration fees, supplies, and rentals to increase educators' knowledge of using assessment data to inform instruction, especially around PLC / Teacher clarity use of data/ assessment and standards-based instruction.
- Science courses to improve the knowledge of teachers in our local opportunities for learning

Title III, Part A, English Learners and Immigrant Education

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