ADE Statewide Field Test Updates

From the Divisions of
Fiscal and Administrative Services
Learning Services
Public School Accountability

Arkansas Association of Federal Coordinators (AAFC)
May 4, 2016
Hot Springs, Arkansas

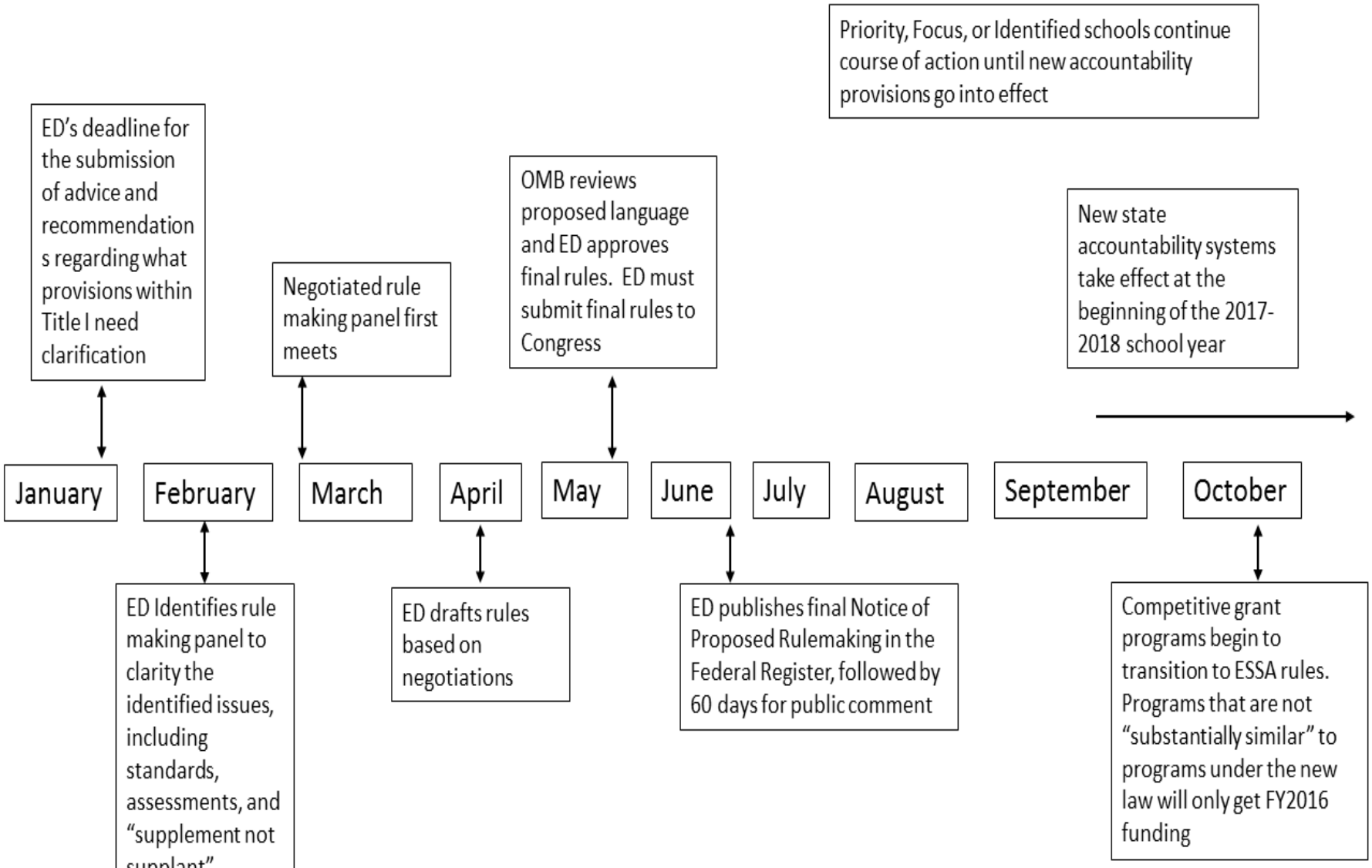
Introductions

Presenters	Topics of Discussions
Bobby Lester……..	**Introductions**
Jayne Green……	**Title I, Part 1**
Annette Pearson…….	**Title I, Part 2**
Rick Green……..	**Title II A**
Miquel Hernandez……..	**Title III**
Jayne Green……	**Overall Federal Programs**
Jerri Clark…….	**School Health Services**
Camile “Pepper” Wyllia……..	**SPED Updates**
LaDonna Spain & Tricia Kerr…….	**General Descriptions**
John Harris & LaDonna Spain.....	**Overall Outcomes and 2016-2017 Indicators**
LaDonna Spain……	**ADE Internal Team and Overall Timeline**
John Harris……..	**ACSIP Workday Outcomes**
Scott Gauntt & LaDonna Spain…	**ACSIP Statewide Field Test Advisory Team**
Chante’le’ Williams…….	**Statewide Field Test Contact and Indistar “New” Feature**
Elbert Harvey……..	**Closing Remarks and Next Steps**

Public School Accountability
Federal Programs

Bobby Lester
Director of Federal Programs

http://www.arkansased.gov/divisions/public-school-accountability/federal-programs


Priority, Focus, or Identified schools continue course of action until new accountability provisions go into effect
ED's deadline for the submission of advice and recommendations regarding what provisions within Title I need clarification
Negotiated rule making panel first meets
OMB reviews proposed language and ED approves final rules. ED must submit final rules to Congress
New state accountability systems take effect at the beginning of the 2017-2018 school year
January
February
March
April
May
June
July
August
September
October
ED Identifies rule making panel to clarity the identified issues, including standards, assessments, and "supplement not supplant"
ED drafts rules based on negotiations
ED publishes final Notice of Proposed Rulemaking in the Federal Register, followed by 60 days for public comment
Competitive grant programs begin to transition to ESSA rules. Programs that are not "substantially similar" to programs under the new law will only get FY2016 funding

Session 2: April 6-8, 2016

Materials that the Department provided to the negotiating committee prior to Session 2:

- Existing Assessment Regulations PDF [250KB]
- Draft Negotiated Rulemaking Session Agenda PDF [89KB]
- Supplement Not Supplant Issue Paper PDF [299KB]
- Assessments Overview PDF [226K]
- Assessments Issue Paper 1 – Computer Adaptive Tests PDF [333K]
- Assessments Issue Paper 2 – The Exception for Advanced Mathematics Assessments in 8th Grade PDF [232K]
- Assessments Issue Paper 3 – Locally Selected, Nationally Recognized High School Assessments PDF [224K]
- Assessments Issue Paper 4a – Inclusion of Students with Disabilities in Academic Assessments PDF [289K]
- Assessments Issue Paper 4b – State Administration Alternate Assessments Based on Alternate Academic Achievement Standards for students with the most significant cognitive disabilities, subject to a cap of 1.0 Percent of students assessed for a subject PDF [296K]
- Assessments Issue Paper 5a – Inclusion of English Learners in Academic Assessments PDF [255K]
- Assessments Issue Paper 5b – Inclusion of English Learners in English Language Proficiency Assessments PDF [172K]
- Assessments Issue Paper 6 – Revised Assessment Regulations PDF [152K], Updated Draft Regulation PDF [308K] and Updated Draft Regulation with Track Changes PDF [342K]

Materials provided by the Department to the negotiating committee at Session 2:

- Purposes of the Rehabilitation Act PDF [155KB]
- Proposed Definition - Student with the Most Significant Cognitive Disabilities PDF [123KB]
- Supplement Not Supplant - Draft Regulatory Language - Color Coded PDF [192KB]

http://www2.ed.gov/policy/elsec/leg/essa/session.html#session2

Public School Accountability
Federal Programs

Title I, Part 1

Jayne Green, Title I Director

http://www.arkansased.gov/divisions/public-school-accountability/federal-programs/title-i-part-a

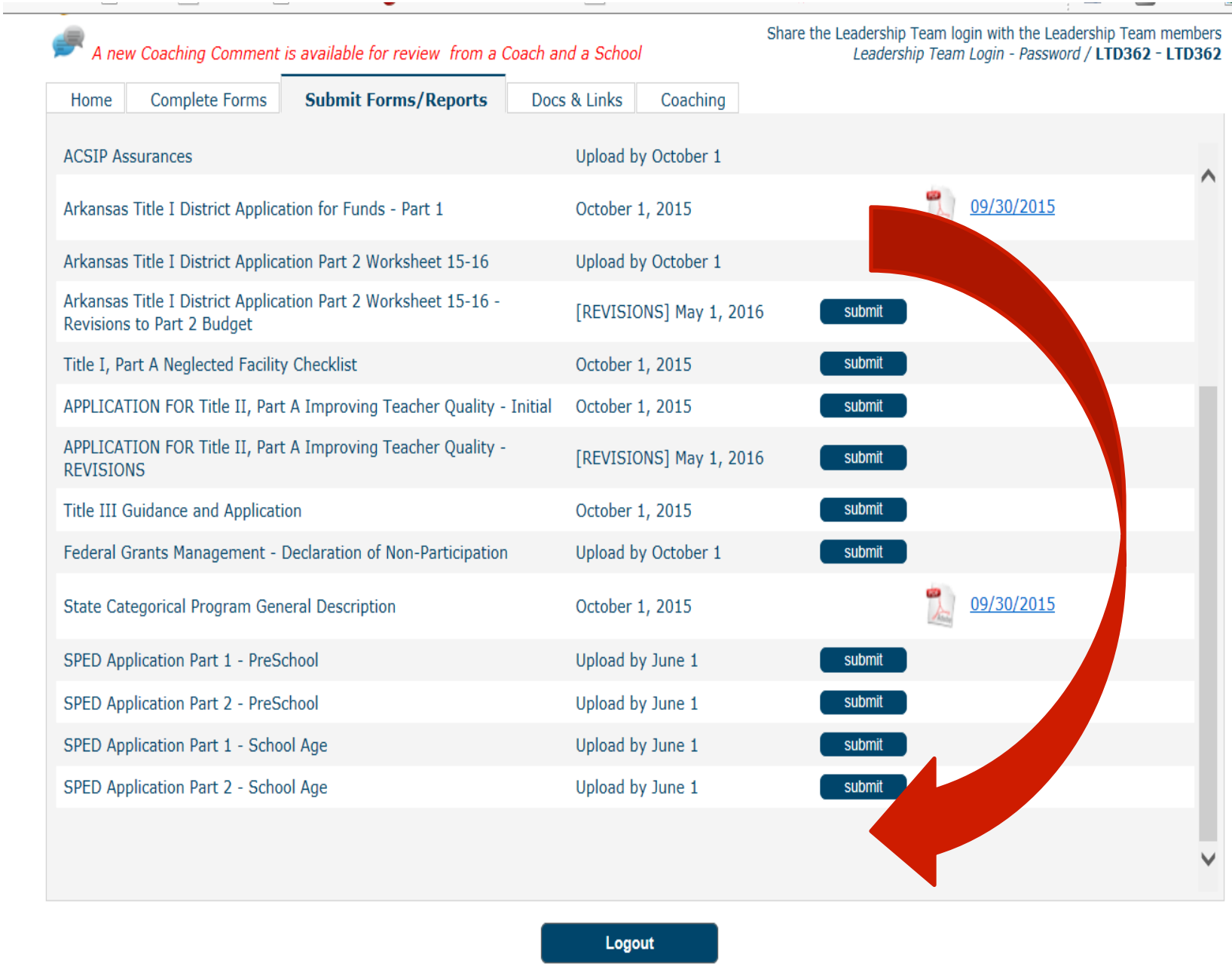
15% Waiver (Excess Funds)

Forms are Under Construction

Federal Program Timelines – 2015-16

- May 1 – Title I Part 2 revisions
- May 1 – Title II-A revisions
- May 1 – Transfer forms
- June 3 – 2015-16 Gross Payroll and Budget Ledger Reports
  - See CCM FIN-16-033 for instructions to upload

- Make sure to click on submit button for Title I, Part 2 and Title II-A.
  - This is just a notification to Jayne & Annette that they were submitted


A new Coaching Comment is available for review from a Coach and a School
Share the Leadership Team login with the Leadership Team members
Leadership Team Login - Password / LTD362 - LTD362
Home
Complete Forms
Submit Forms/Reports
Docs & Links
Coaching
ACSIP Assurances
Upload by October 1
Arkansas Title I District Application for Funds - Part 1
October 1, 2015
09/30/2015
Arkansas Title I District Application Part 2 Worksheet 15-16
Upload by October 1
Arkansas Title I District Application Part 2 Worksheet 15-16 - Revisions to Part 2 Budget
[REVISIONS] May 1, 2016
submit
Title I, Part A Neglected Facility Checklist
October 1, 2015
submit
APPLICATION FOR Title II, Part A Improving Teacher Quality - Initial
October 1, 2015
submit
APPLICATION FOR Title II, Part A Improving Teacher Quality - REVISIONS
[REVISIONS] May 1, 2016
submit
Title III Guidance and Application
October 1, 2015
submit
Federal Grants Management - Declaration of Non-Participation
Upload by October 1
submit
State Categorical Program General Description
October 1, 2015
09/30/2015
SPED Application Part 1 - PreSchool
Upload by June 1
submit
SPED Application Part 2 - PreSchool
Upload by June 1
submit
SPED Application Part 1 - School Age
Upload by June 1
submit
SPED Application Part 2 - School Age
Upload by June 1
submit
Logout

Federal Program Timelines – 2016-17

- May 16 – 2016-17 Title I Parts 1 & 2 **OPENS**
  - Districts will use the final 2015-16 allocations to determine 2016-17 budget
- June 24 – 2016-17 Title I Parts 1 & 2 Due for Substantial approval
- June – October 1 – Submission of ACSIP Statement of Assurances
- October 1 – Submission of "Notice of Non-Participation"
- October - May 1 – Submission of "Notice of Funds Transferred"
- January – May 1 – Submission of "REVISED" Title I Part 2 and Title II-A with actual allocations, for final approval
- January 20 – 2016-17 Gross Payroll and Budget Ledger Reports
- June 3 – 2016-17 Gross Payroll and Budget Ledger Reports

Arkansas

Arkansas Title I District Application for Funds - Part I

I. TITLE I
Describe the LEA's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to address each lettered and/or bulleted item separately. ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION I.

A. HIGHLY QUALIFIED:

1. DESCRIBE the process, including specific timelines/dates used to notify parents whose children attend Title I schools about the qualifications of their teachers by addressing each lettered item separately. Sec. 1111 (h)(6)(A)

a. Describe how and when (date) the school or LEA notifies the parents of each student attending any Title I schools that they may request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").

The test test test

b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who is not highly qualified.

c. Identify by name, title, FTE, and department the person(s) responsible for ensuring compliance with Section 1111 (h)(6)(A).

d. Describe how the LEA coordinates Highly Qualified notification between Human Resources, the district administration, and school administration (for a. and b. in this section).

e. Describe how the LEA ensure the Highly Qualified status of teachers assigned to Title I schools is maintained.

2. DOCUMENTATION: Upload sample copies of English and translated letters (if applicable) that will be used to meet the requirements (for a. and b.) in the current school year.

3. Are all paraprofessionals in Title I schoolwide schools qualified?

☐ Yes ☐ No ☐ Not Applicable

4. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified?

☐ Yes ☐ No ☐ Not Applicable

B. SCHOOLWIDE PROGRAMS:

If the LEA does not have any Title I schoolwide programs, proceed to Section C - Targeted Assistance.

Under Arkansas' ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a priority school or focus school by the SEA.

1. For LEAs with Title I schoolwide programs, DESCRIBE the steps taken to help the Title I schools make effective use of schoolwide programs by addressing each lettered item separately. Reg. 200.25-28 and Sec. 1114.

a. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs

a. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs

b. Describe the process to ensure that the 10 Components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.

c. If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.

d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.

e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

f. In addition to the Title I Coordinator, identify other central office staff by name, title, FTE, and department responsible for monitoring the 10 components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

2. For LEAs with Priority Schools (which includes 1003g SIG funded schools) and/or Focus Schools) Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

C. TARGETED ASSISTANCE SCHOOLS:

If the LEA does not have any Title I targeted assistance programs, proceed to Section D - Parent Involvement.

1. DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are ranked using multiple selection (academic) criteria. (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)

2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies for **identified students**. These strategies must be based on best practices and

2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies for **identified students**. These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).

a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities, and the dates these programs will occur.

b. Helping provide an accelerated, high-quality curriculum, including applied learning.

c. Minimizing the removal of children from regular classroom instruction for additional services.

3. DESCRIBE how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff. Please note that this MUST be above the required 60 hours of professional development.

4. DESCRIBE the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.

5. DESCRIBE the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.

6. In addition to the LEA Title I coordinator, identify by name, title, FTE, and department the person/s responsible for monitoring the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.

7. DOCUMENTATION: Upload criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.

8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2014-2015 to a schoolwide program in 2015-2016, the LEA must submit a letter of intent found on ADE web page to Dr. Jonathan Knight, program advisor, or Jayne Green, Title I Director, informing ADE of its intent.

D. PARENT INVOLVEMENT:

To encourage parent involvement, LEAs **and** schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

1. **Local Educational Agency** Parent Involvement Policy/Plan Review

a. Date the current LEA Parent Involvement Policy/Plan was reviewed:

b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement

a. Date the current LEA Parent Involvement Policy/Plan was reviewed:

b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.

c. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.

2. DOCUMENTATION: Upload a copy of the LEA's most current distributed Parent Involvement Policy/Plan. Discuss and explain any changes that have been made since the last Master Plan submission.

3. **School Level** Parent Involvement Plan Review

a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.

b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.

4. School-Parent Compact – Sec. 1118(b)

a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.

b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.

5. Monitoring Parent Involvement

a. Describe the LEA's process for monitoring parent involvement requirements in Title I schools

b. In addition to the LEA Title I coordinator, identify by name, title, FTE, and department the person(s) responsible for monitoring parent involvement.

6. Distribution of Parent Involvement Funds

6. Distribution of Parent Involvement Funds

a. Describe how the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

b. Describe how the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

c. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.

d. Does the LEA reserve more than 1% of its total allocation for parent involvement?

☐ Yes ☐ No

e. If yes, describe how these additional funds are used.

7. DOCUMENTATION: Upload a list of all Title I schools' individual parent involvement allocations. *This is only required for districts that receive $500,000 and above.*

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS (SECTION 1120):

1. Participating private schools and services: **COMPLETE INFORMATION IN Commissioner's Memo LS-15-064** regarding the names of participating private schools and the number of private school students that will benefit from the *Title I-A services. Refer to the Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*.

2. **DESCRIBE** the LEA's process for inviting private schools to participate in the Title I, Part A program.

3. **DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.

4. DOCUMENTATION: Upload a timeline for consultation and affirmation meetings with private school officials.

5. DELIVERY OF SERVICES

a. Will LEA staff provide the services directly to the eligible private school students?

☐ Yes ☐ No

5. DELIVERY OF SERVICES

a. Will LEA staff provide the services directly to the eligible private school students?

☐ Yes ☐ No

If yes, when will services begin?

b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students

☐ Yes ☐ No

If yes, identify the LEA(s) involved and the date the services will begin.

c. Will the LEA enter into a third party contract to provide services to eligible private school students?

☐ Yes ☐ No

If yes, when will services begin?

6. DOCUMENTATION: Upload copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

7. **DESCRIBE** the LEA's process to supervise and evaluate the Title I program serving private school students.

6. DOCUMENTATION: Upload copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

7. **DESCRIBE** the LEA's process to supervise and evaluate the Title I program serving private school students.

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet.

LEAs must have prior approval from the State Title I Director to skip schools. On part II of Title I application, please place an X in the skip school column of applicable school on the public school tab.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according to the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Number of Skipped Schools	

Note: The completed 2015-2016 Skipped School document must be completed and uploaded (see commissioner's memo COM-16-016 dated 8/25/15) This form will be updated in August of 2015. http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=1667

Save | Save and Preview | Close

Fiscal and Administrative Services
Federal Grants Management

Title I Part 2
The Budget

Annette Pearson

Federal Grants Management

http://www.arkansased.gov/divisions/fiscal-and-administrative-services/lea-federal-funding

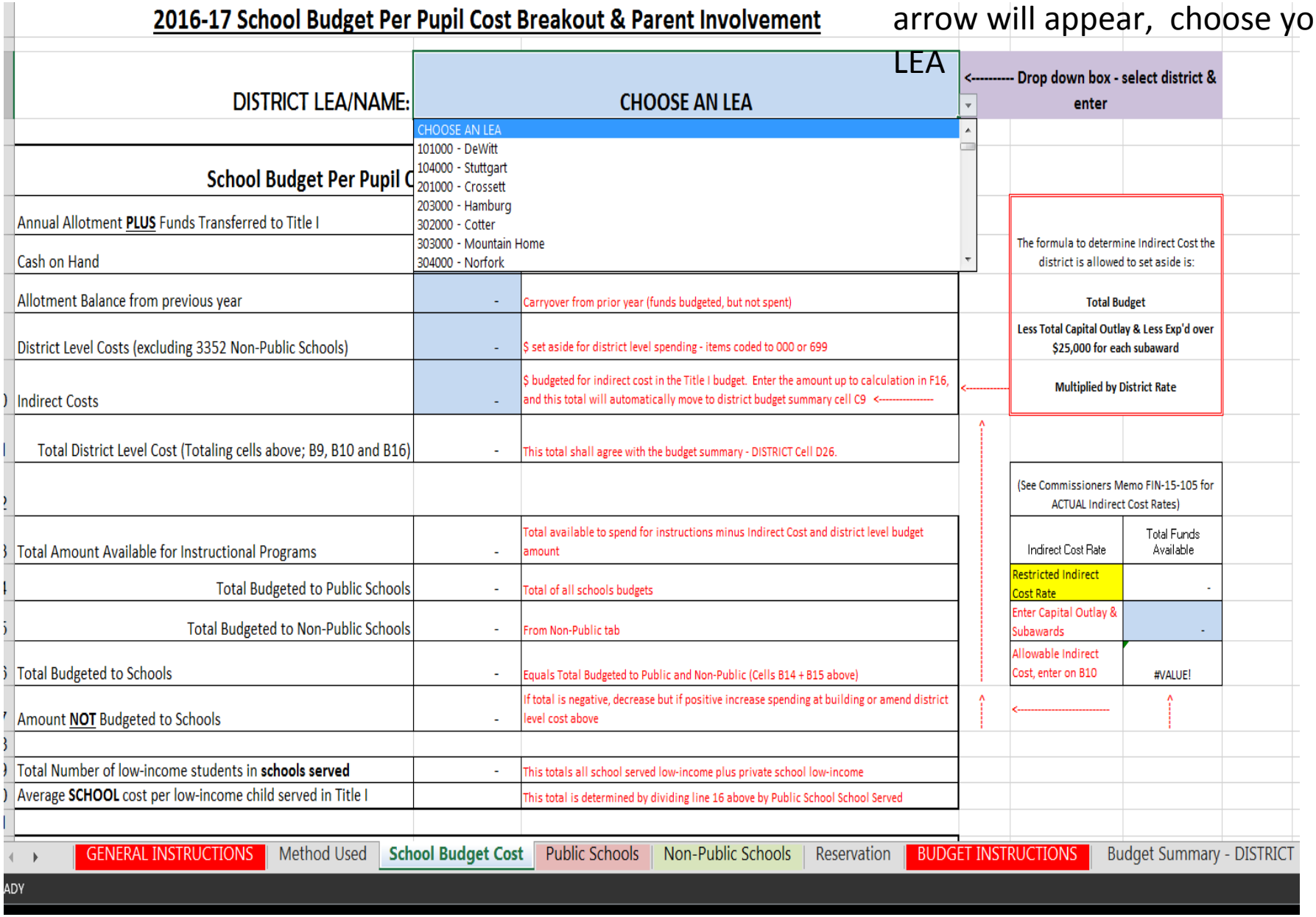
Gross Payroll & YTD Budget

- Districts must upload gross payroll and budget data to the ACSIP software on June 3, 2016.
  - This data should be reported for the following program codes, if applicable:
    - SOF 6501
    - SOF 6510
    - SOF 6504
    - SOF 6505
    - SOF 6756
    - SOF 6761
    - SOF 6782
    - SOF 6784
- See Commissioners Memo FIN-16-033 for instructions how to upload reports.

Step 1 – Save to Desktop

- Sign in to Indistar
  - Tab "Complete Forms"
    - Open - Arkansas Title I District Application Part 2 Worksheet 16-17
  - FILE > SAVE AS > (to desktop)
    - This is the worksheet that will be uploaded into Title I folder of the ACSIP Statewide Field Test

Click on the blue box, a down arrow will appear, choose your LEA



2016-17 School Budget Per Pupil Cost Breakout & Parent Involvement

DISTRICT LEA/NAME:	CHOOSE AN LEA		<---------- Drop down box - select district & enter
	CHOOSE AN LEA 101000 - DeWitt 104000 - Stuttgart 201000 - Crossett 203000 - Hamburg 302000 - Cotter 303000 - Mountain Home 304000 - Norfork		
School Budget Per Pupil C			
Annual Allotment **PLUS** Funds Transferred to Title I			
Cash on Hand			
Allotment Balance from previous year	-	Carryover from prior year (funds budgeted, but not spent)	
District Level Costs (excluding 3352 Non-Public Schools)	-	$ set aside for district level spending - items coded to 000 or 699	
Indirect Costs	-	$ budgeted for indirect cost in the Title I budget. Enter the amount up to calculation in F16, and this total will automatically move to district budget summary cell C9 <----------	<----------
Total District Level Cost (Totaling cells above; B9, B10 and B16)	-	This total shall agree with the budget summary - DISTRICT Cell D26.	
Total Amount Available for Instructional Programs	-	Total available to spend for instructions minus Indirect Cost and district level budget amount	
Total Budgeted to Public Schools	-	Total of all schools budgets	
Total Budgeted to Non-Public Schools	-	From Non-Public tab	
Total Budgeted to Schools	-	Equals Total Budgeted to Public and Non-Public (Cells B14 + B15 above)	
Amount **NOT** Budgeted to Schools	-	If total is negative, decrease but if positive increase spending at building or amend district level cost above	
Total Number of low-income students in **schools served**	-	This totals all school served low-income plus private school low-income	
Average **SCHOOL** cost per low-income child served in Title I		This total is determined by dividing line 16 above by Public School School Served	

The formula to determine Indirect Cost the district is allowed to set aside is:

Total Budget

Less Total Capital Outlay & Less Exp'd over $25,000 for each subaward

Multiplied by District Rate

(See Commissioners Memo FIN-15-105 for ACTUAL Indirect Cost Rates)

Indirect Cost Rate	Total Funds Available
Restricted Indirect Cost Rate	-
Enter Capital Outlay & Subawards	-
Allowable Indirect Cost, enter on B10	#VALUE!

<---------- <----------

GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schools | Reservation | BUDGET INSTRUCTIONS | Budget Summary - DISTRICT

ADY

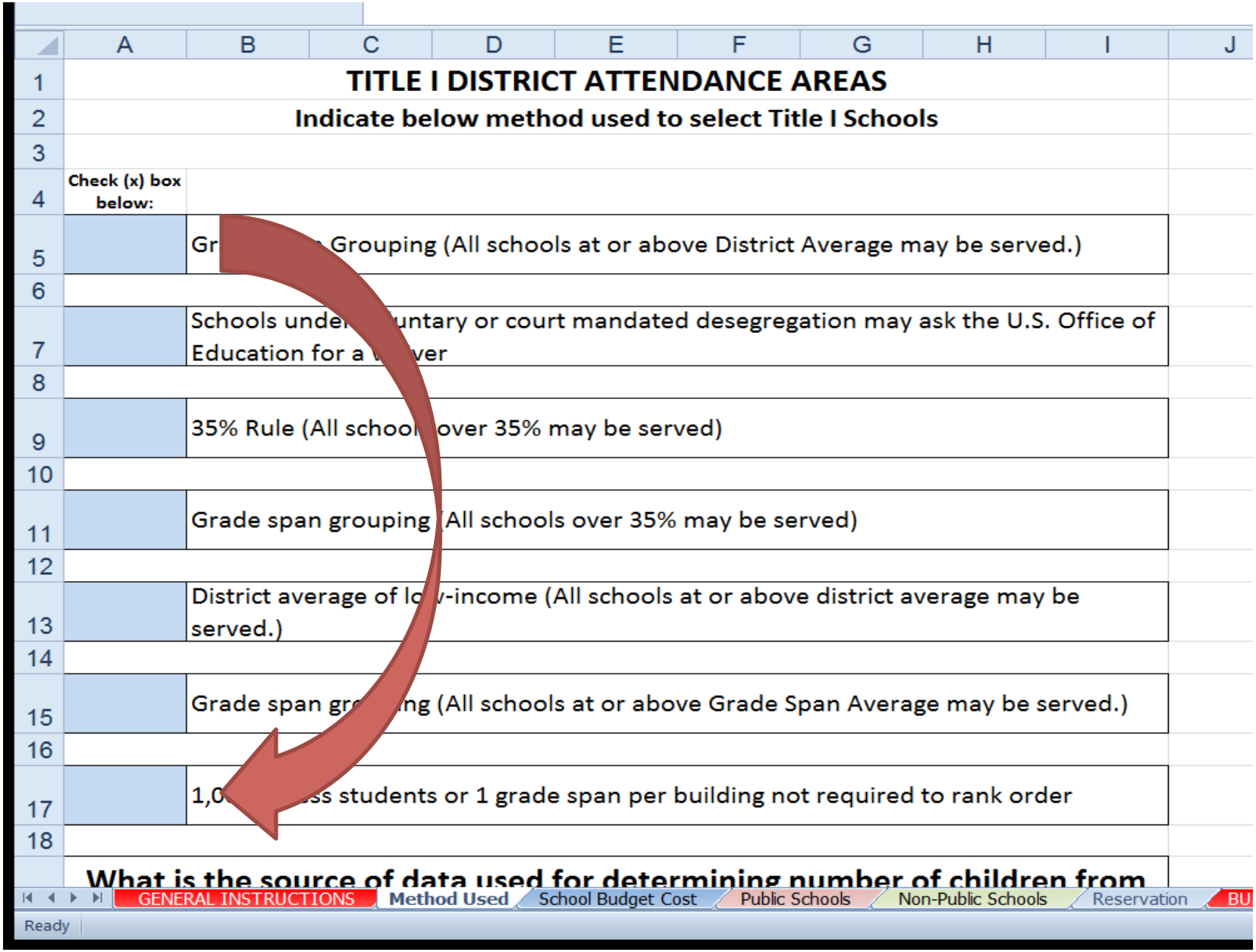
Save Document

- The Part 2 Budget must be saved to your computer, this is a working spreadsheet.
  - Working on the document in software will **not** save changes

- Begin working on spreadsheet
  - Anything highlighted blue will need to be completed by the district
  - You may need to switch back and forth between tabs while completing form

Step 2 – Method Used

- Click tab “Method Used”
  - Place an “X” on the method the district will use
  - This now shows on the Public Schools worksheet



TITLE I DISTRICT ATTENDANCE AREAS

Indicate below method used to select Title I Schools

Check (x) box below:	
	Gr Grouping (All schools at or above District Average may be served.)
	Schools unde untary or court mandated desegregation may ask the U.S. Office of Education for a ver
	35% Rule (All schoo over 35% may be served)
	Grade span grouping (All schools over 35% may be served)
	District average of lo -income (All schools at or above district average may be served.)
	Grade span gr ng (All schools at or above Grade Span Average may be served.)
	1,0 ss students or 1 grade span per building not required to rank order

What is the source of data used for determining number of children from

GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schools | Reservation | BU

Ready

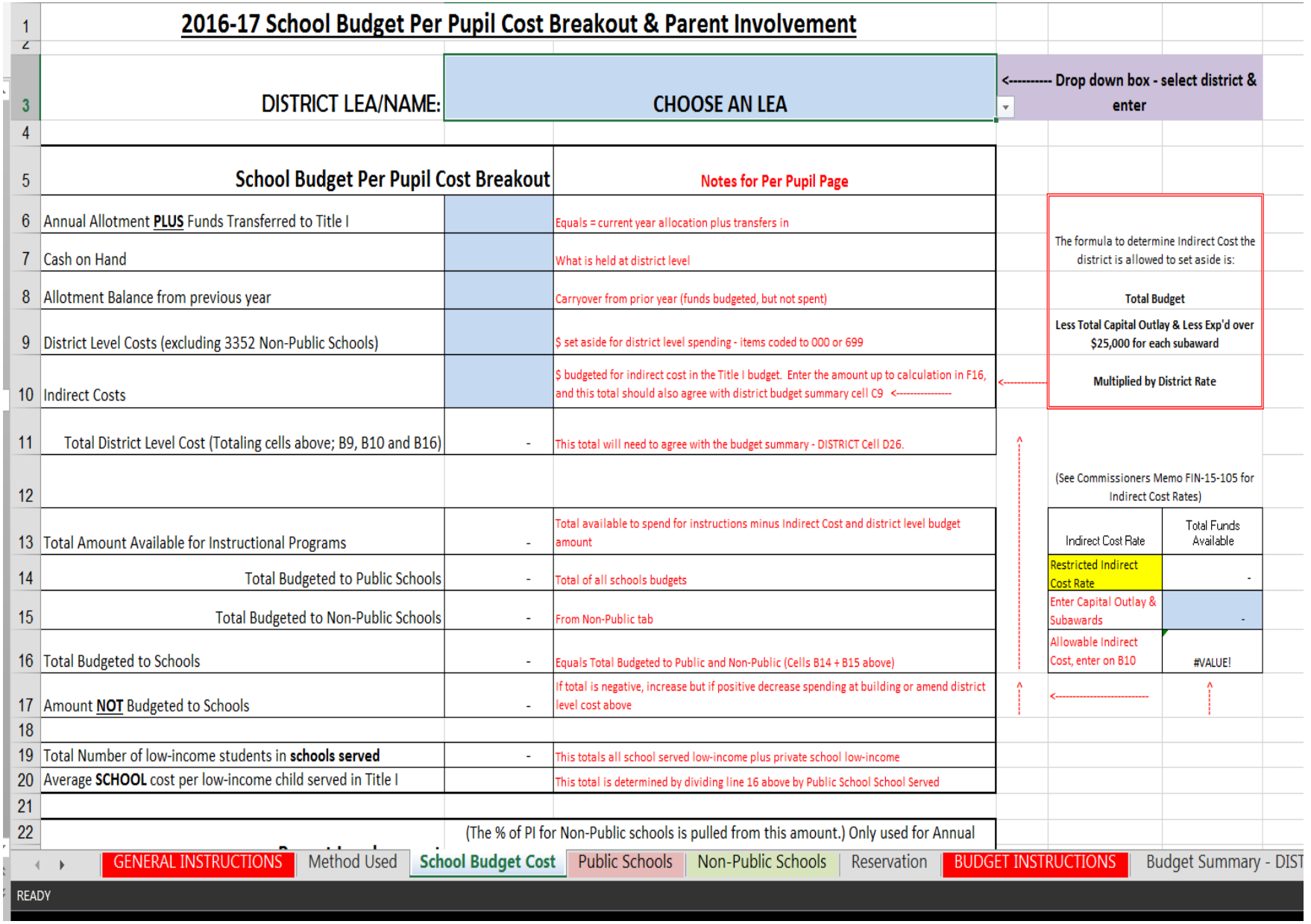
Step 3 - School Budget Cost

- **PLEASE NOTE - When completing school budget cost tab and public school tab, there will be times that you'll be toggling between both tabs.**

- **Click tab "School Budget Cost"**
  - **Begin entering data**

Step 3 - Continued

- Follow the instructions on the page. It will ask for:
  - Annual Allocation PLUS transferred in
  - Cash on Hand (COH)
  - Allotment balance (Carryover)
  - District Level Cost (exclude function 3352)
  - Indirect Costs, if applicable
- Enter the DISTRICT level set asides on lines 25, 28, 30, 32, 34 & 38 as applicable



2016-17 School Budget Per Pupil Cost Breakout & Parent Involvement

DISTRICT LEA/NAME: CHOOSE AN LEA

<---------- Drop down box - select district & enter

School Budget Per Pupil Cost Breakout		Notes for Per Pupil Page
Annual Allotment **PLUS** Funds Transferred to Title I		Equals = current year allocation plus transfers in
Cash on Hand		What is held at district level
Allotment Balance from previous year		Carryover from prior year (funds budgeted, but not spent)
District Level Costs (excluding 3352 Non-Public Schools)		$ set aside for district level spending - items coded to 000 or 699
Indirect Costs		$ budgeted for indirect cost in the Title I budget. Enter the amount up to calculation in F16, and this total should also agree with district budget summary cell C9 <----------
Total District Level Cost (Totaling cells above; B9, B10 and B16)	-	This total will need to agree with the budget summary - DISTRICT Cell D26.
Total Amount Available for Instructional Programs	-	Total available to spend for instructions minus Indirect Cost and district level budget amount
Total Budgeted to Public Schools	-	Total of all schools budgets
Total Budgeted to Non-Public Schools	-	From Non-Public tab
Total Budgeted to Schools	-	Equals Total Budgeted to Public and Non-Public (Cells B14 + B15 above)
Amount **NOT** Budgeted to Schools	-	If total is negative, increase but if positive decrease spending at building or amend district level cost above
Total Number of low-income students in **schools served**	-	This totals all school served low-income plus private school low-income
Average **SCHOOL** cost per low-income child served in Title I		This total is determined by dividing line 16 above by Public School School Served
		(The % of PI for Non-Public schools is pulled from this amount.) Only used for Annual

The formula to determine Indirect Cost the district is allowed to set aside is:

Total Budget

Less Total Capital Outlay & Less Exp'd over $25,000 for each subaward

Multiplied by District Rate

(See Commissioners Memo FIN-15-105 for Indirect Cost Rates)

Indirect Cost Rate	Total Funds Available
Restricted Indirect Cost Rate	-
Enter Capital Outlay & Subawards	-
Allowable Indirect Cost, enter on B10	#VALUE!

GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schools | Reservation | BUDGET INSTRUCTIONS | Budget Summary - DIST

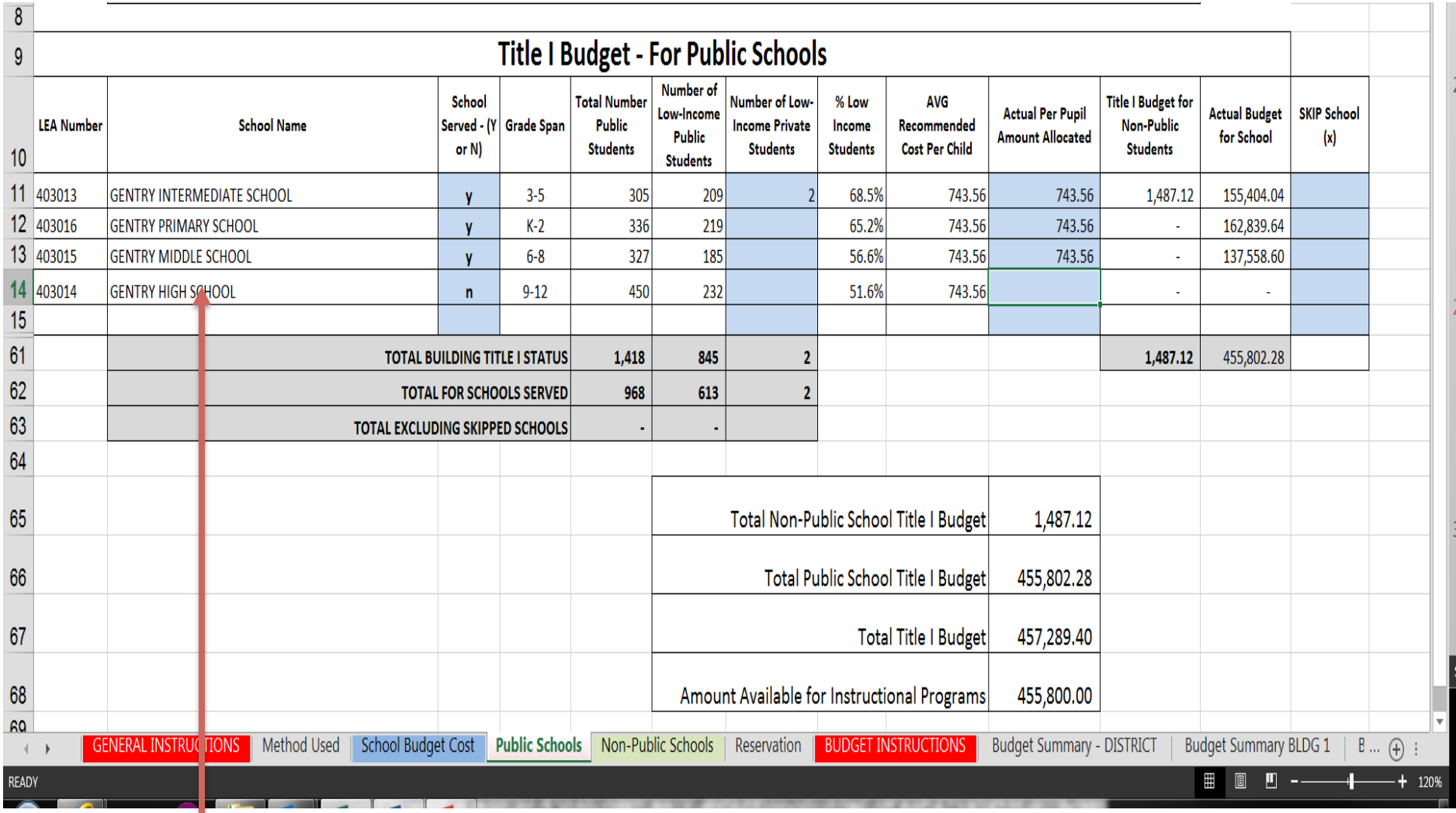
READY

19	Total Number of low-income students in **schools served**	-	This totals all school served low-income plus private school low-income
20	Average **SCHOOL** cost per low-income child served in Title I		This total is determined by dividing line 16 above by Public School School Served
21			
22		(The % of PI for Non-Public schools is pulled from this amount.) Only used for Annual Allotments over $500,000.	
23	**Parent Involvement**		
24	1% of the Annl Allotment + transfers in =	-	Calculated from Line B6 above if total is $500,000 or greater
25	Equitable portion for Non-public schools =		This amount is determined by district for non-public school students
26	District 5% of the 1% =	-	This is the district set aside for Parent Involvement (Function Line 2170)
27	School level 95% of the 1%=	-	This should equal document uploaded in Item 7 of Title I Part 1 Application, and this amount must total across all Title I buildings
28	Optional - Additional Parent Involvement funds =		OPTIONAL - District set aside more funds than what is calculated above
29			
30	**Homeless (Function Line 3355) =**		All LEAs must show the district level funds set aside for homeless students. Must agree with total in budget summary for district cell D10.
31			
32	**Professional Development for Non-Public schools =**		As Applicable - Total should agree with Reservation Tab Cell D43
33			
34	**District wide programs for Non-Public schools =**		As Applicable - Total should agree with Reservation Tab Cell D54
35			
36	**Additional or District Set-aside Non-Public schools =**		This can be additional or an proportional amount of funds set aside for non-public or if districts with an allocation less than $500,000 wanted to set aside funds to carry out PI requirements, and/or set-aside a non specific amount.
37			
38	**Title I Part A Set Aside for Neglected (Function line 1594) =**		These funds are on the CCM for Title I Part A under separate attachment - Rev Code 45110 - Should be a separate line item on district level budget summary as applicable.
39			
40			

Remember, Homeless is a district level set-aside and must be shown. All district must set aside some money for homeless.

Step 4 – Public Schools

- Click on the "Public Schools" tab
- Title I Cost Per Child page
  - The districts buildings are listed from highest to lowest Free and Reduced Percentages. If a building is missing call Federal Grants Management (FGM).
  - Place a "Y" or "N" in column D for schools that are served (Y) or not (N). Place the # of private school students in column H.
  - If district has Non-public students go to Step 4A – Non-Public Schools
  - If district has NO non-public students continue to step 5



Title I Budget - For Public Schools

LEA Number	School Name	School Served - (Y or N)	Grade Span	Total Number Public Students	Number of Low-Income Public Students	Number of Low-Income Private Students	% Low Income Students	AVG Recommended Cost Per Child	Actual Per Pupil Amount Allocated	Title I Budget for Non-Public Students	Actual Budget for School	SKIP School (x)
403013	GENTRY INTERMEDIATE SCHOOL	y	3-5	305	209	2	68.5%	743.56	743.56	1,487.12	155,404.04	
403016	GENTRY PRIMARY SCHOOL	y	K-2	336	219		65.2%	743.56	743.56	-	162,839.64	
403015	GENTRY MIDDLE SCHOOL	y	6-8	327	185		56.6%	743.56	743.56	-	137,558.60	
403014	GENTRY HIGH SCHOOL	n	9-12	450	232		51.6%	743.56		-	-	
	TOTAL BUILDING TITLE I STATUS			1,418	845	2				1,487.12	455,802.28	
	TOTAL FOR SCHOOLS SERVED			968	613	2						
	TOTAL EXCLUDING SKIPPED SCHOOLS			-	-							

Total Non-Public School Title I Budget	1,487.12
Total Public School Title I Budget	455,802.28
Total Title I Budget	457,289.40
Amount Available for Instructional Programs	455,800.00

GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schools | Reservation | BUDGET INSTRUCTIONS | Budget Summary - DISTRICT | Budget Summary BLDG 1 | B ...

READY 120%

Make sure all buildings are listed above, if not, call Annette

Step 4 – Buildings Listed

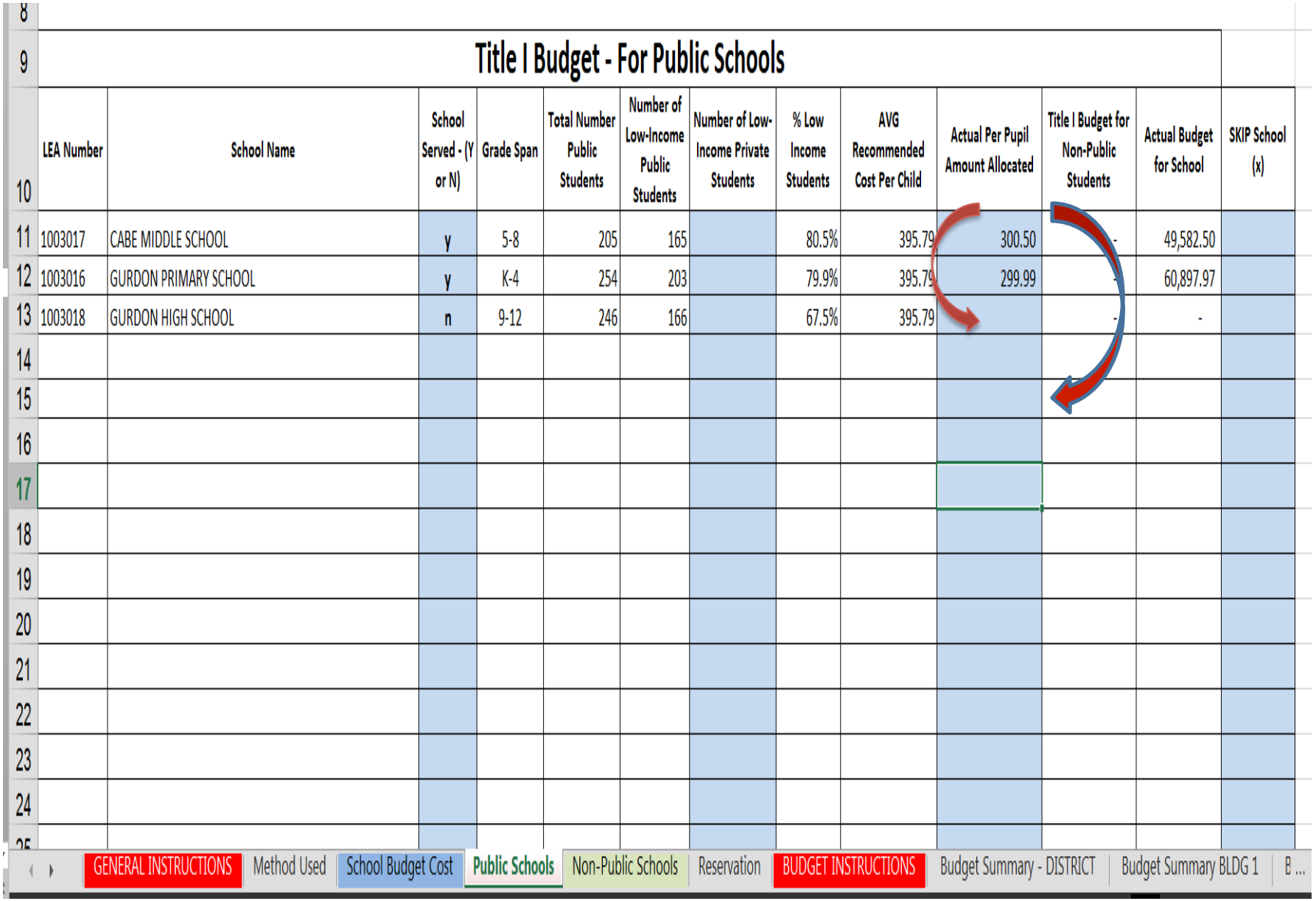
- The list of buildings are from October 1, 2015 (NO adjustments)
- If district has had a change in grade span or opening/closing a building then contact FGM **before** completing the spreadsheet.
  - These districts will complete the "Grade Span Changes" form
  - A revised Title I Part 2 worksheet with corrected building list will be emailed to the district

Step 4 – Cost Per Child Column K

- The district has two options on how they would like to complete this page.
  - Option 1
    - By determining the cost per child
  - Option 2
    - Working up the budget summary for each building to enter the actual per pupil amount

Option 1

- Enter the calculated amount the for each building:
  - Use recommended amount that has been calculated or
  - An amount the district determines for the buildings



Title I Budget - For Public Schools

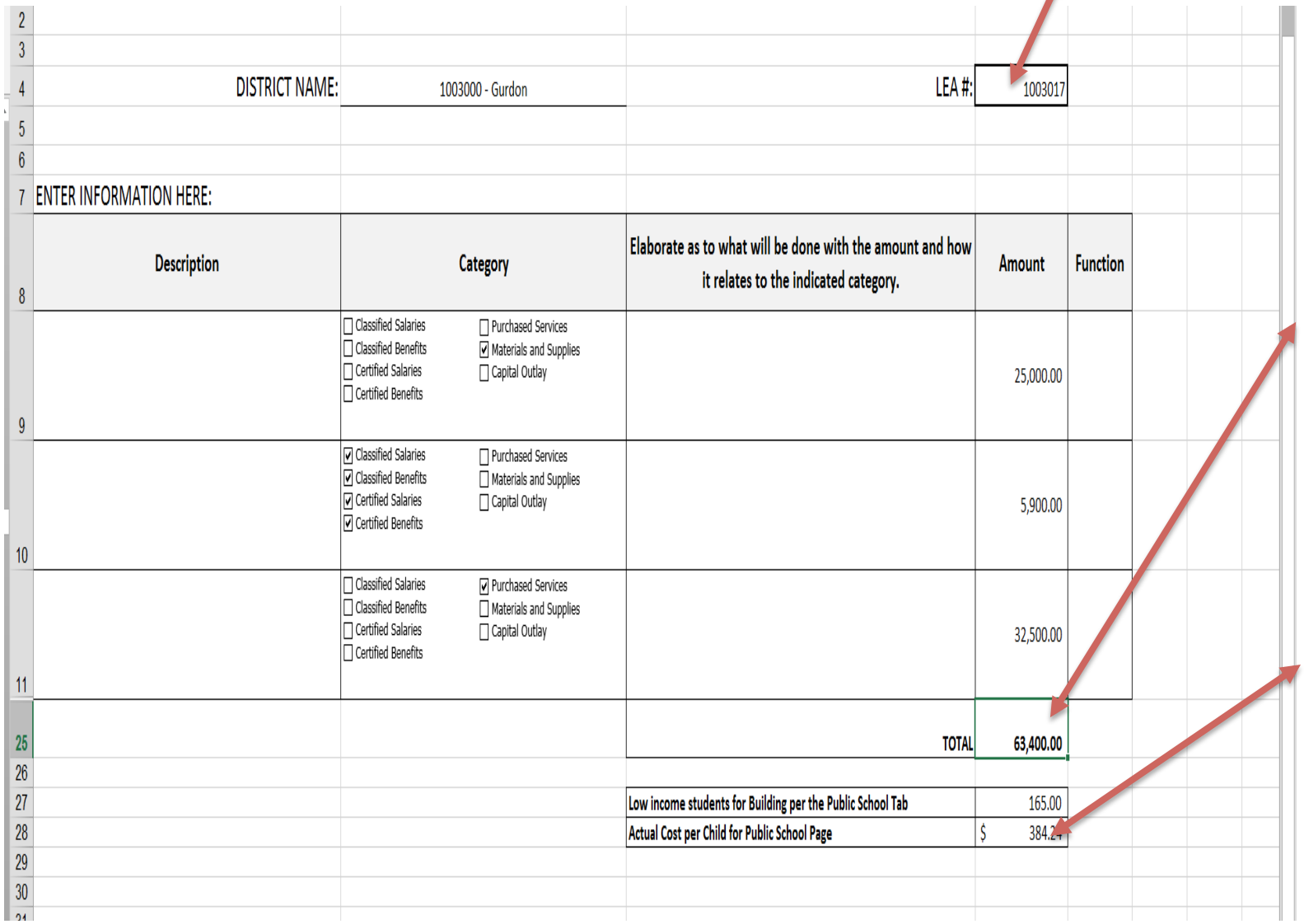
LEA Number	School Name	School Served - (Y or N)	Grade Span	Total Number Public Students	Number of Low-Income Public Students	Number of Low-Income Private Students	% Low Income Students	AVG Recommended Cost Per Child	Actual Per Pupil Amount Allocated	Title I Budget for Non-Public Students	Actual Budget for School	SKIP School (x)
1003017	CABE MIDDLE SCHOOL	y	5-8	205	165		80.5%	395.79	300.50	-	49,582.50	
1003016	GURDON PRIMARY SCHOOL	y	K-4	254	203		79.9%	395.79	299.99	-	60,897.97	
1003018	GURDON HIGH SCHOOL	n	9-12	246	166		67.5%	395.79		-	-	

GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schools | Reservation | BUDGET INSTRUCTIONS | Budget Summary - DISTRICT | Budget Summary BLDG 1 | B ...

Option 2

- click on building summary tab
- type in LEA number at the top
- enter the budget amounts for that building
- the spreadsheet will calculate a cost per child amount line 28
- this amount can enter on the public school tab

Enter LEA number for each building



DISTRICT NAME:	1003000 - Gurdon		LEA #:	1003017

ENTER INFORMATION HERE:

Description	Category	Elaborate as to what will be done with the amount and how it relates to the indicated category.	Amount	Function
	☐ Classified Salaries ☐ Classified Benefits ☐ Certified Salaries ☐ Certified Benefits ☐ Purchased Services ☑ Materials and Supplies ☐ Capital Outlay		25,000.00	
	☑ Classified Salaries ☑ Classified Benefits ☑ Certified Salaries ☑ Certified Benefits ☐ Purchased Services ☐ Materials and Supplies ☐ Capital Outlay		5,900.00	
	☐ Classified Salaries ☐ Classified Benefits ☐ Certified Salaries ☐ Certified Benefits ☑ Purchased Services ☐ Materials and Supplies ☐ Capital Outlay		32,500.00	
		TOTAL	63,400.00	

Low income students for Building per the Public School Tab	165.00
Actual Cost per Child for Public School Page	$ 384.24

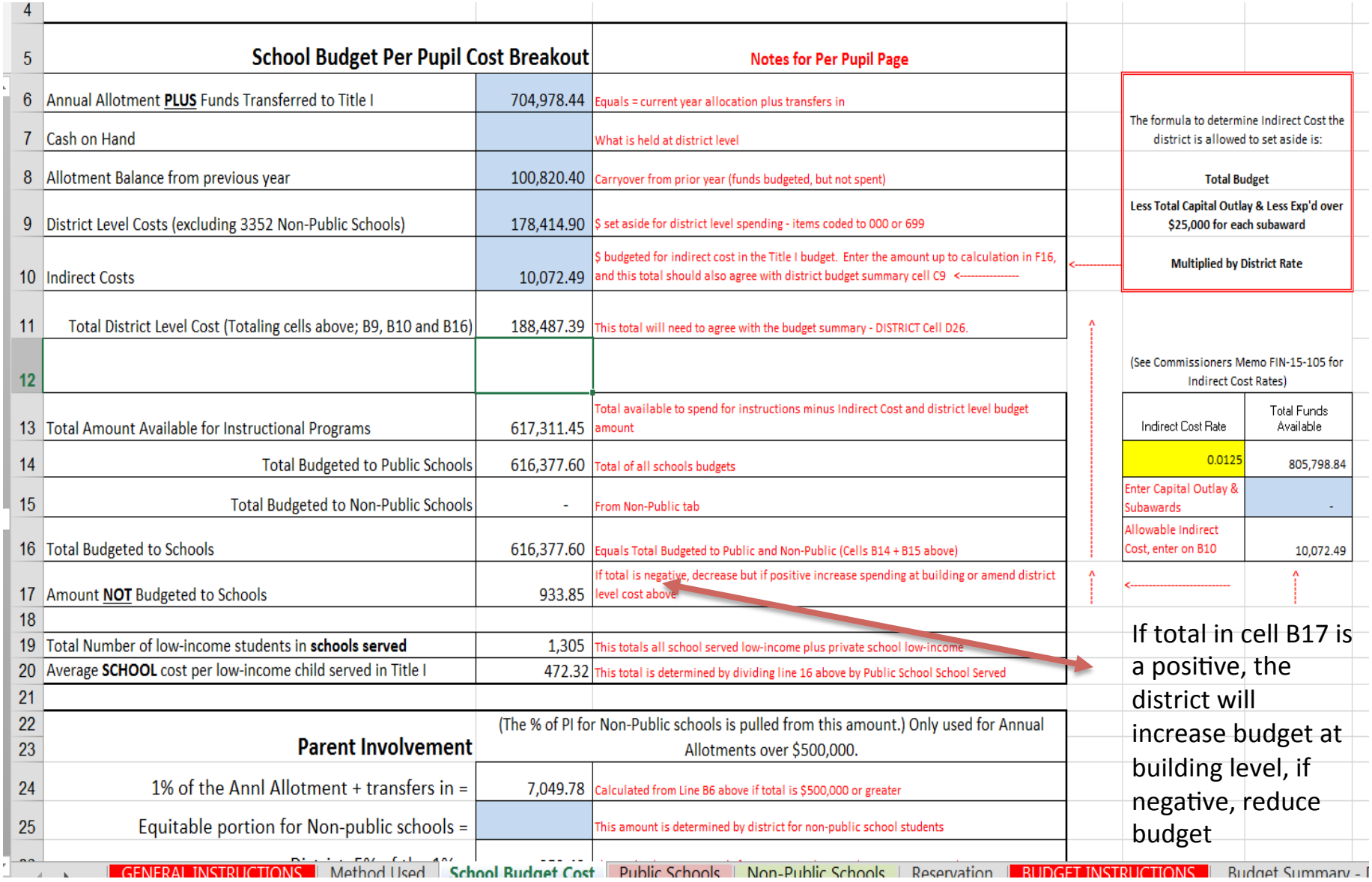
This is the amount calculated from budget for building level cost per child.

This amount would be entered on public school tab

Step 4 – Balancing

- Click on "School Budget Cost" tab and see if all funds were budgeted.

- <u>Negative on line 17</u>
  - The district budgeted to much at building level for instructional programs
    - Decrease building level or district level budget
- <u>Positive on line 17</u>
  - The district did not budget enough of the funds available
    - Increase building level or district level budget



	School Budget Per Pupil Cost Breakout		Notes for Per Pupil Page
6	Annual Allotment **PLUS** Funds Transferred to Title I	704,978.44	Equals = current year allocation plus transfers in
7	Cash on Hand		What is held at district level
8	Allotment Balance from previous year	100,820.40	Carryover from prior year (funds budgeted, but not spent)
9	District Level Costs (excluding 3352 Non-Public Schools)	178,414.90	$ set aside for district level spending - items coded to 000 or 699
10	Indirect Costs	10,072.49	$ budgeted for indirect cost in the Title I budget. Enter the amount up to calculation in F16, and this total should also agree with district budget summary cell C9 <----------
11	Total District Level Cost (Totaling cells above; B9, B10 and B16)	188,487.39	This total will need to agree with the budget summary - DISTRICT Cell D26.
12			
13	Total Amount Available for Instructional Programs	617,311.45	Total available to spend for instructions minus Indirect Cost and district level budget amount
14	Total Budgeted to Public Schools	616,377.60	Total of all schools budgets
15	Total Budgeted to Non-Public Schools	-	From Non-Public tab
16	Total Budgeted to Schools	616,377.60	Equals Total Budgeted to Public and Non-Public (Cells B14 + B15 above)
17	Amount **NOT** Budgeted to Schools	933.85	If total is negative, decrease but if positive increase spending at building or amend district level cost above
18			
19	Total Number of low-income students in **schools served**	1,305	This totals all school served low-income plus private school low-income
20	Average **SCHOOL** cost per low-income child served in Title I	472.32	This total is determined by dividing line 16 above by Public School School Served
21			
22		(The % of PI for Non-Public schools is pulled from this amount.) Only used for Annual Allotments over $500,000.	
23	**Parent Involvement**		
24	1% of the Annl Allotment + transfers in =	7,049.78	Calculated from Line B6 above if total is $500,000 or greater
25	Equitable portion for Non-public schools =		This amount is determined by district for non-public school students

The formula to determine Indirect Cost the district is allowed to set aside is:

Total Budget

Less Total Capital Outlay & Less Exp'd over $25,000 for each subaward

Multiplied by District Rate

(See Commissioners Memo FIN-15-105 for Indirect Cost Rates)

Indirect Cost Rate	Total Funds Available
0.0125	805,798.84
Enter Capital Outlay & Subawards	-
Allowable Indirect Cost, enter on B10	10,072.49

If total in cell B17 is a positive, the district will increase budget at building level, if negative, reduce budget

GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schools | Reservation | BUDGET INSTRUCTIONS | Budget Summary - I

Step 4A – Non-Public Schools

- Remember if cell is blue, complete
- Enter the name of “Non-Public” facility for each building listed.
- Enter a “Y” or “N” if the facility is served or not.

2016-17 Title I Budget - For Non-Public Schools

DISTRICT LEA/NAME: 303000 - Mountain Home

Title I Budget - For Non-Public Schools

Public School of Origin	Non-Public Receiving School	School Served	Grade Span	Number of Low-Income Non-Public Students	Actual Per Pupil Amount Allocated	Title I Budget for School
HACKLER INTERMEDIATE SCHOOL	St. Johns Christian	y	3-5	3	429.51	1,288.53

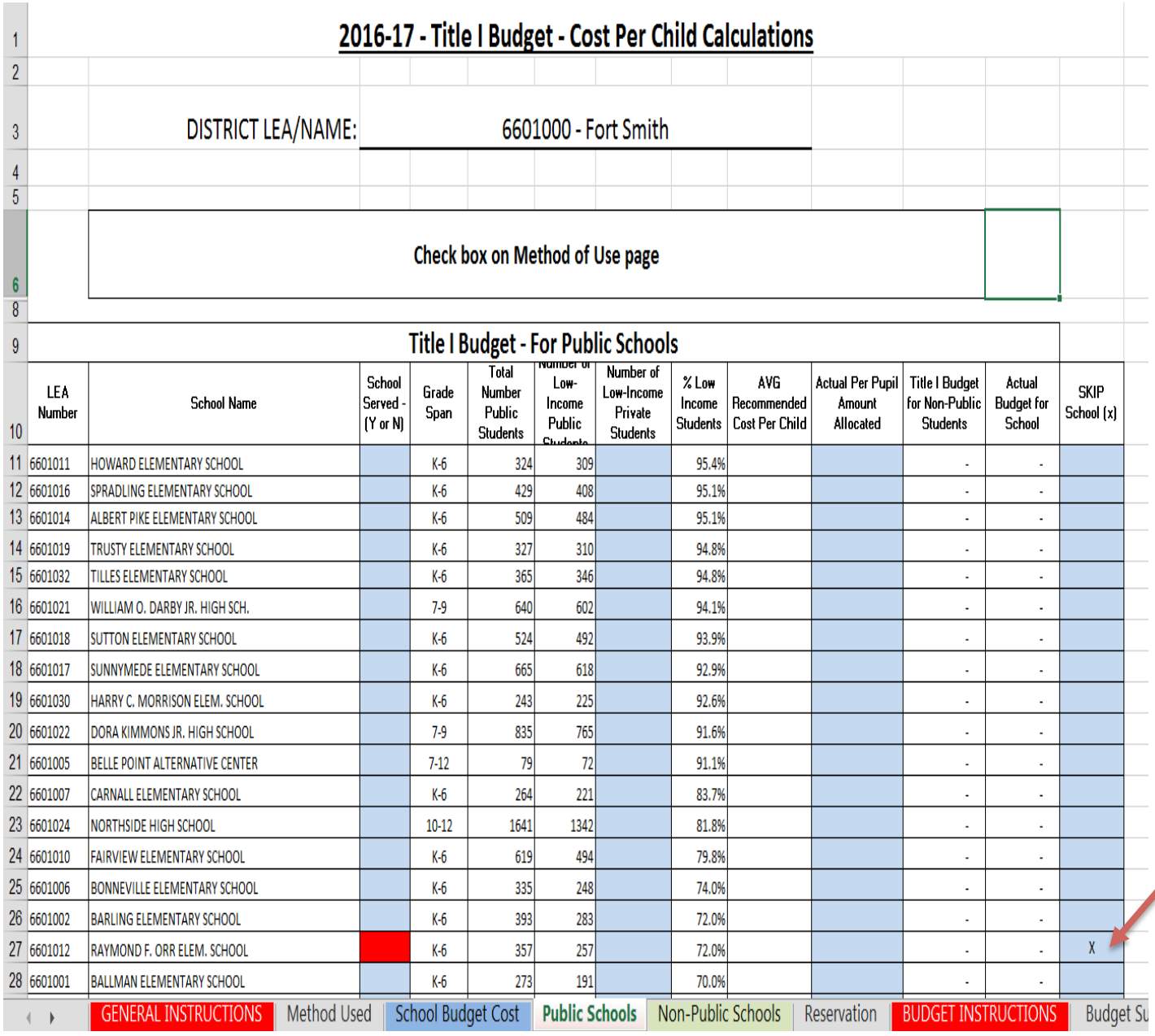
GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schools | Reservation | BUDGET INSTRUCTIONS

Make sure that district enters a "Y" or "N" on school served column C

Step 4B – Skipped School

- If district completed the Skipped School paperwork from Commissioners Memo COM-16-016 and received approval, place an "X" in Column N for those buildings.

  - In the school served Column C, place a "N" if the building is skipped since those students are not counted.



2016-17 - Title I Budget - Cost Per Child Calculations

DISTRICT LEA/NAME: 6601000 - Fort Smith

Check box on Method of Use page

Title I Budget - For Public Schools

LEA Number	School Name	School Served - (Y or N)	Grade Span	Total Number Public Students	Number of Low-Income Public Students	Number of Low-Income Private Students	% Low Income Students	AVG Recommended Cost Per Child	Actual Per Pupil Amount Allocated	Title I Budget for Non-Public Students	Actual Budget for School	SKIP School (x)
6601011	HOWARD ELEMENTARY SCHOOL		K-6	324	309		95.4%			-	-	
6601016	SPRADLING ELEMENTARY SCHOOL		K-6	429	408		95.1%			-	-	
6601014	ALBERT PIKE ELEMENTARY SCHOOL		K-6	509	484		95.1%			-	-	
6601019	TRUSTY ELEMENTARY SCHOOL		K-6	327	310		94.8%			-	-	
6601032	TILLES ELEMENTARY SCHOOL		K-6	365	346		94.8%			-	-	
6601021	WILLIAM O. DARBY JR. HIGH SCH.		7-9	640	602		94.1%			-	-	
6601018	SUTTON ELEMENTARY SCHOOL		K-6	524	492		93.9%			-	-	
6601017	SUNNYMEDE ELEMENTARY SCHOOL		K-6	665	618		92.9%			-	-	
6601030	HARRY C. MORRISON ELEM. SCHOOL		K-6	243	225		92.6%			-	-	
6601022	DORA KIMMONS JR. HIGH SCHOOL		7-9	835	765		91.6%			-	-	
6601005	BELLE POINT ALTERNATIVE CENTER		7-12	79	72		91.1%			-	-	
6601007	CARNALL ELEMENTARY SCHOOL		K-6	264	221		83.7%			-	-	
6601024	NORTHSIDE HIGH SCHOOL		10-12	1641	1342		81.8%			-	-	
6601010	FAIRVIEW ELEMENTARY SCHOOL		K-6	619	494		79.8%			-	-	
6601006	BONNEVILLE ELEMENTARY SCHOOL		K-6	335	248		74.0%			-	-	
6601002	BARLING ELEMENTARY SCHOOL		K-6	393	283		72.0%			-	-	
6601012	RAYMOND F. ORR ELEM. SCHOOL		K-6	357	257		72.0%			-	-	X
6601001	BALLMAN ELEMENTARY SCHOOL		K-6	273	191		70.0%			-	-	

GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schools | Reservation | BUDGET INSTRUCTIONS | Budget Su

Once the "X" is placed in the skipped school column, the form changes the color of the served box to red. The building will be a "N". To skip a school, see Commissioners Memo COM-16-016

Step 5 - Reservation

- Under district name place an "X" on either;
  - LEA does not serve non-public schools
    - Nothing else is needed on this page
  - LEA serves non-public schools
    - Complete the shaded areas (Lines 32, 43,54)

Title I School Allocation Report

DISTRICT LEA/NAME: 1611000 - Nettleton

☐ LEA does not serve non-public schools (nothing further required)

☑ LEA serves non-public schools

Make sure that the "check" appears in the check box, if not then the page will not calculate the set-asides.

5.00	Number of low-income private school student
1,310.00	Attendance Area School Per Pupil Allocation
0.00382	Equals Equitable Services percent

Parent Involvement, Professional Development, and districtwide initiatives and School Extension Set-Asides for Private School Equitable Services.

Parent Involvement Reservation under Sec. 1118 of ESEA

Section 1118 of Title I requries an LEA to reserve funds off the top of its Title I allocation to carry out required Title I parental involvement activities. Section 200.65 of the regulations requries the LEA to calculate the amount of funds available for parental involvement activities from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

If the LEA reserves Title I funds for parental involvement activities, the proportionate share is calculated on the entire amount.

Number of private school children from low-income		public and private school low-income families in	

GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schools | Reservation | BUDGET INSTRUCTIONS | Budget Summary - D

Make sure that the "check" is in the box for calculations to begin for set asides

Parent Involvement, Professional Development, and districtwide initiatives and School Extension Set-Asides for Private School Equitable Services.

Parent Involvement Reservation under Sec. 1118 of ESEA

Section 1118 of Title I requries an LEA to reserve funds off the top of its Title I allocation to carry out required Title I parental involvement activities. Section 200.65 of the regulations requries the LEA to calculate the amount of funds available for parental involvement activities from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

If the LEA reserves Title I funds for parental involvement activities, the proportionate share is calculated on the entire amount.

Number of private school children from low-income families in participating school attendance areas.	Divided By	Total number of children from public and private school low-income families in participating school attendance areas.	Equals Percent of Reservation.
13.00	/	1,376.00	0.00945

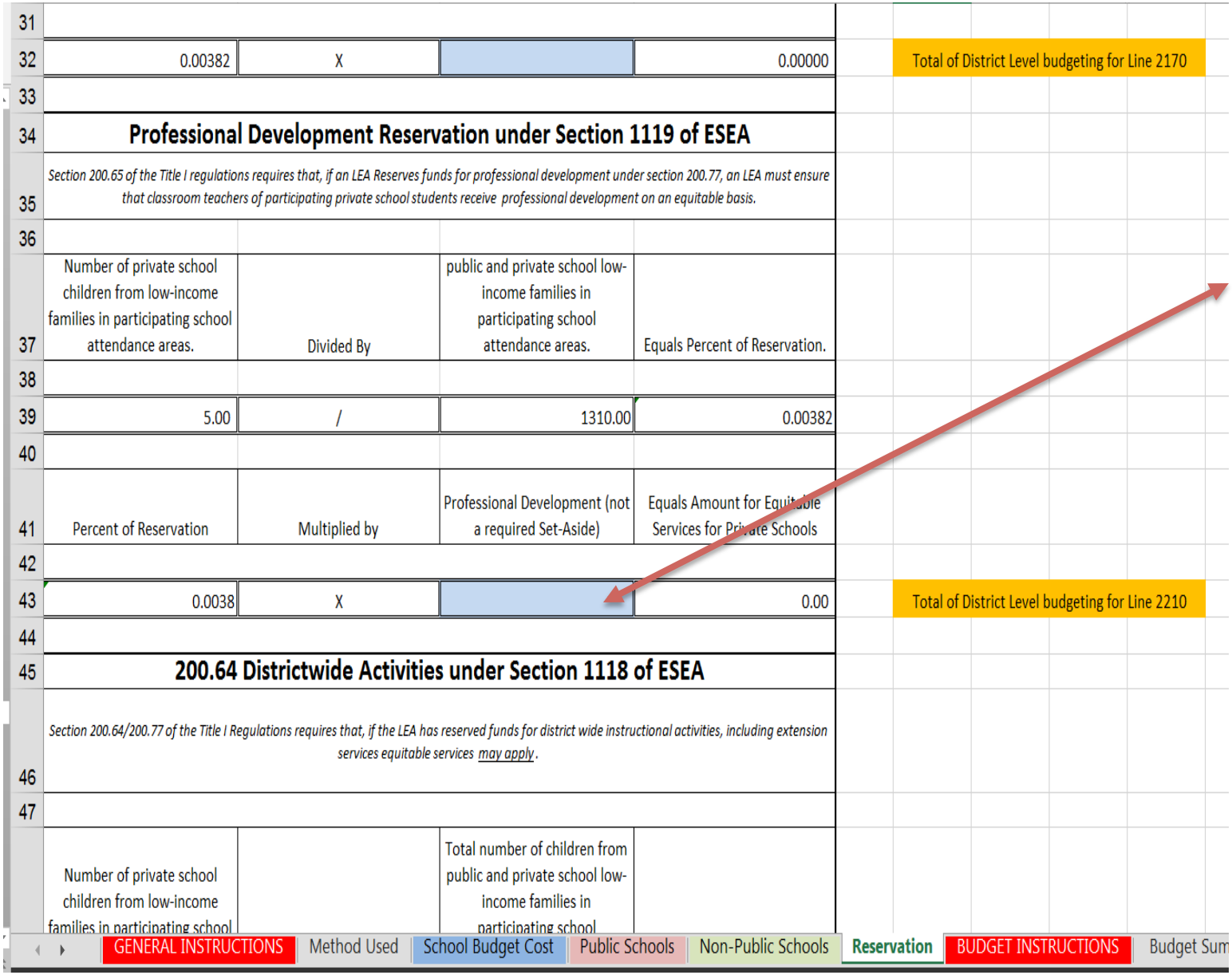
Total New Year Allocation in ACSIP	Multiplied by	1% Per Section 1118 of ESEA	
557,630.17	X	5,576.30	

Percent of Reservation	Multiplied by	Parent Involvement Set-Aside	Equals Amount for Equitable Services for Private Schools
0.00945	X	$ 2,569.00	24.27108

GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schoo

New year allocation is automatically entered

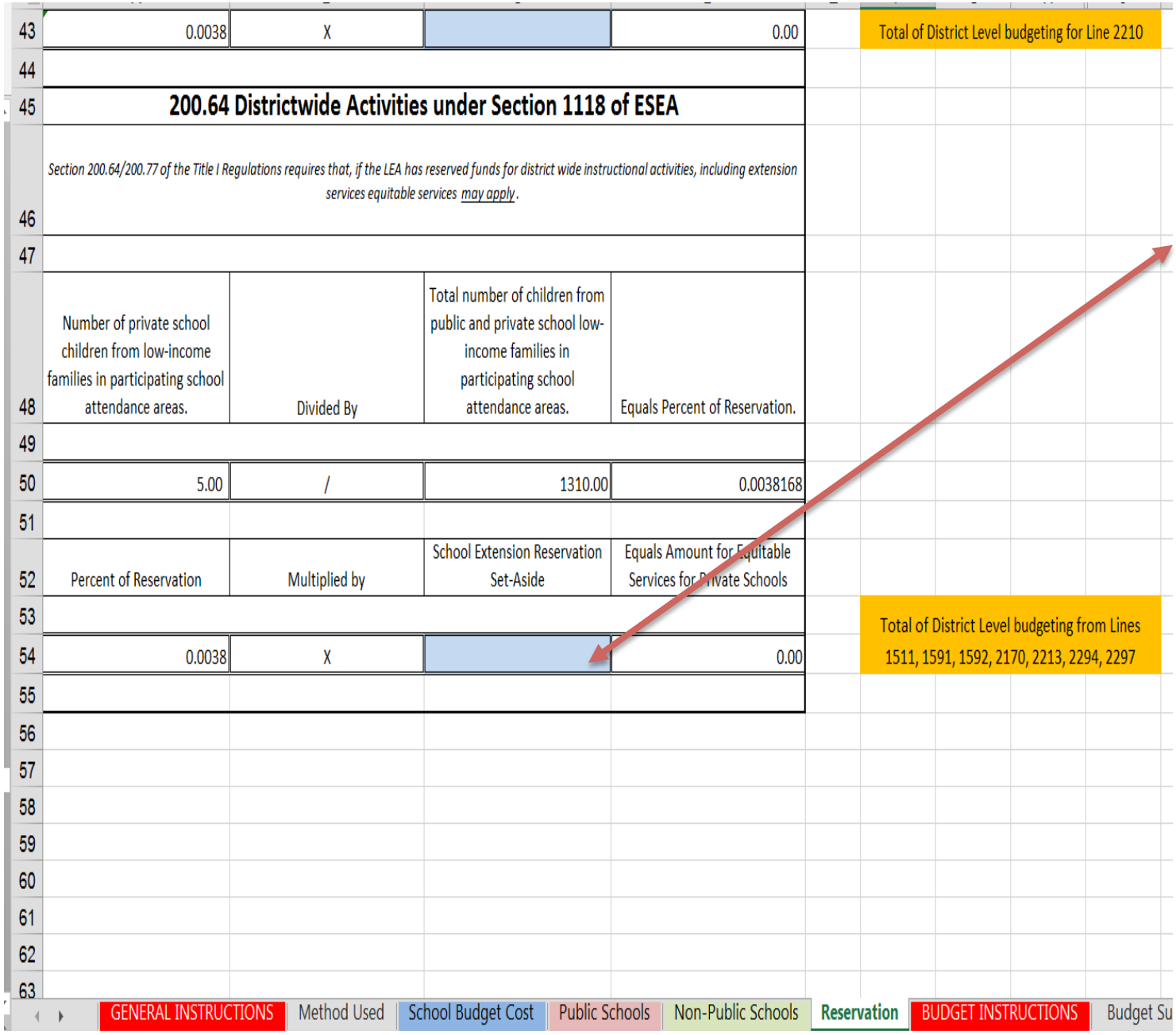
Enter amount budgeted on line 2170 for parental involvement, as applicable



31					
32	0.00382	X		0.00000	Total of District Level budgeting for Line 2170
33					
34	**Professional Development Reservation under Section 1119 of ESEA**				
35	*Section 200.65 of the Title I regulations requires that, if an LEA Reserves funds for professional development under section 200.77, an LEA must ensure that classroom teachers of participating private school students receive professional development on an equitable basis.*				
36					
37	Number of private school children from low-income families in participating school attendance areas.	Divided By	public and private school low-income families in participating school attendance areas.	Equals Percent of Reservation.	
38					
39	5.00	/	1310.00	0.00382	
40					
41	Percent of Reservation	Multiplied by	Professional Development (not a required Set-Aside)	Equals Amount for Equitable Services for Private Schools	
42					
43	0.0038	X		0.00	Total of District Level budgeting for Line 2210
44					
45	**200.64 Districtwide Activities under Section 1118 of ESEA**				
46	*Section 200.64/200.77 of the Title I Regulations requires that, if the LEA has reserved funds for district wide instructional activities, including extension services equitable services may apply.*				
47					
	Number of private school children from low-income families in participating school		Total number of children from public and private school low-income families in participating school		

GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schools | Reservation | BUDGET INSTRUCTIONS | Budget Sum

Professional Development (PD) Enter amount from district level for line item 2210



43	0.0038	X		0.00
44				
45	**200.64 Districtwide Activities under Section 1118 of ESEA**			
46	*Section 200.64/200.77 of the Title I Regulations requires that, if the LEA has reserved funds for district wide instructional activities, including extension services equitable services may apply.*			
47				
48	Number of private school children from low-income families in participating school attendance areas.	Divided By	Total number of children from public and private school low-income families in participating school attendance areas.	Equals Percent of Reservation.
49				
50	5.00	/	1310.00	0.0038168
51				
52	Percent of Reservation	Multiplied by	School Extension Reservation Set-Aside	Equals Amount for Equitable Services for Private Schools
53				
54	0.0038	X		0.00
55				
56				
57				
58				
59				
60				
61				
62				
63				

Total of District Level budgeting for Line 2210

Total of District Level budgeting from Lines 1511, 1591, 1592, 2170, 2213, 2294, 2297

GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schools | Reservation | BUDGET INSTRUCTIONS | Budget Su

Set aside for Districtwide Activities, district total from line items 1511, 1591, 1592, 2170, 2213, 2294, 2297

Step 6 – Budget Summary

DISTRICT ONLY

- The budget summary must agree with school budget cost tab cell B11.
  - The district will enter anything that is coded to 699 or 000.
  - On district budget summary there are two description listed;
    - indirect cost should agree with school budget cost tab cell B10 (as applicable)
    - homeless – should agree with school budget cost tab cell B30

Step 6 – Budget Summary

BUILDING LEVEL

- **Rules:**
  - **Budget summary pages must match the building total on the Public School Tab.**
  - **Use one building per sheet**
    - **Instructions on copying pages are on the Budget Instruction page**
  - **Enter the Building LEA # at top of page**
    - **This will populate other information needed**

Step 6 – Budget Summary

- Column A: List the description of funds
- Column B: Check the Categories of funds
- Column C: Elaborate how funds will be spent
- Column D: Enter the amount
- Column E: Enter functions
  - use spaces, commas or hyphens to break the line item codes

2016-17 Title I Budget Summary

DISTRICT LEA/NAME: 1003000 - Gurdon

ENTER INFORMATION HERE:

Description	Category	Elaborate as to what will be done with the amount and how it relates to the indicated category.	Amount	Function
District Indirect Cost - AS APPLICABLE - THIS IS NOT REQUIRED	District Indirect Cost		-	5500
Homeless set-aside - TOTAL MUST AGREE WITH SCHOOL BUDGET COST TAB CELL B31.	☐ Classified Salaries ☐ Classified Benefits ☐ Certified Salaries ☐ Certified Benefits ☐ Purchased Services ☐ Materials and Supplies ☐ Capital Outlay		-	3355
	☐ Classified Salaries ☐ Classified Benefits ☐ Certified Salaries ☐ Certified Benefits ☐ Purchased Services ☐ Materials and Supplies ☐ Capital Outlay			
		TOTAL - DISTRICT LEVEL COST	**-**	

-

IF THERE ARE FUNDS IN CELL, DISTRICT WILL NEED TO INCREASE/DECREASE TO EQUAL SCHOOL BUDGET COST TAB CELL B11. -

GENERAL INSTRUCTIONS | Method Used | School Budget Cost | Public Schools | Non-Public Schools | Reservation | BUDGET INSTRUCTIONS | Budget Summary - DISTRICT | Budget Summary

Save, Upload & Submit

- Click the “School Budget Cost” tab
- see if all funds were budgeted.
- Make sure that budget summaries for each building and district agree with the appropriate tabs
- SAVE IT AND UPLOAD IT IN THE TITLE I FOLDER
- Hit the submit button so the ADE Review Team knows that the budget has been uploaded.

Title IIA Application

Rick Green
Title II A Program Advisor

http://www.arkansased.gov/divisions/public-school-accountability/federal-programs/title-ii-a

Title II-A Application

- SOF 6756
- If the district is planning on transferring 100% of current and prior year funds, then the application is not required to be completed.
  - Upload the "Notice of Funds Transfer"
- Upload to the Title II Folder in ACSIP Statewide Field Test

Application For Title II-A

Improving Teacher Quality

APPLICATION FOR TITLE II, PART A

Improving Teacher Quality

Title II, Part A Coordinator	
Telephone Number	
E-mail	

Please use the boxes to answer the following questions.

Describe the activities to be carried out by the LEA and how these activities will be aligned with challenging State academic standards.

Describe the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building capacity of teachers and opportunities to develop meaningful teacher leadership.

Describe how the LEA will prioritize Title II, Part A funds to serve Priority Schools, Focus Schools, and schools with a high percentage of children in poverty.

Describe how the LEA will use data and ongoing consultation with stakeholders to continually update and improve activities funded by Title II, Part A.

☐ **The LEA assures that consultation with private schools within the district will occur.**

☐ **The LEA assures that professional development with Title II, Part A funds will be coordinated with professional development activities provided through other Federal, State, and local programs.**

Signature and Title of Authorized Representative	**Date**

ESSA Allowable Activities

Local Uses of Funds –

- Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders.
- Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers.

ESSA Allowable Activities – Local Use

- Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders.
- Reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers.

ESSA Allowable Activities – Local Use

- Providing high-quality, ***personalized*** professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders.
- Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging Sate academic standards.

ESSA Allowable Activities – Local Use

- Providing programs and activities to increase—
  - the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and
  - the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.

ESSA Allowable Activities – Local Use

- Proving training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond as appropriate.

ESSA Allowable Activities – Local Use

- Carrying out in-service training for school personnel in —
  - the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
  - the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
  - forming partnerships between school-based mental health programs and public or private mental health organizations; and
  - addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

ESSA Allowable Activities – Local Use

- Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students.
- Supporting the instructional services provided by effective school library programs.
- Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

ESSA Allowable Activities – Local Use

- Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.
- Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.

ESSA Allowable Activities – Local Use

- Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce.
- Carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.

Pubic School Accountability
Federal Programs
Title III

Mr. Miguel Hernandez
English as a Second Language
Specialist

http://www.arkansased.gov/divisions/learning-services/english-learners

Title III Application

- **SOF 6761**
- **Remember - Districts have a limit of 2% of the Title III grant award for administration. 3115(b)) Administration = administrative costs indirect costs**
  - ***Examples of administrative costs:*** **support staff, coordinators, & other personnel that perform administrative functions**
- **Upload to the Title III Folder in ACSIP Statewide Field Test**

APPLICATION FOR TITLE III

Language Instruction for English Learners and Immigrant Students

Title III Coordinator	
Telephone Number	
E-mail	

Please use the boxes to answer the following questions.

I. Required Subgrantee Activities

Describe the activities to be carried out by the LEA that will increase the English language proficiency of English learners by providing effective language instruction and programs that meet the needs of English learners and demonstrate success in increasing EL proficiency and student academic achievement.

Describe how the LEA will provide effective professional development to all classroom teachers, principals and other leaders, administrators, and other school or community-based organizational personnel.

Describe how the LEA will provide and implement other effective activities and strategies to enhance or supplement language instruction for English learners.

II. Authorized Subgrantee Activities

Title III funds may be used to achieve any of the activities below. Please check one or more of the following and describe any checked items in the box.

☐ Upgrading program objectives and effective instructional strategies.

☐ Improving the instruction program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.

☐ Providing to English learners tutorials and academic or career and technical education; and intensified instruction, which may include materials in a language that the students, interpreters, and translators can understand.

☐ Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

☐ Improving the English language proficiency and academic achievement of English learners.

☐ Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families to improve the English language skills of English learners; and to assist parents and families in helping their children to improve their academic achievement and becoming active

☐ Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families to improve the English language skills of English learners; and to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.

☐ Improving the instruction of English learners, which may include English learners with a disability, by providing for the acquisition or development of educational technology or instruction; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above and into curricula and programs, such as those funded under this subpart.

Describe how the LEA will use Title III funds for the activities checked above.

III. Type of Program Described in Subgrantee's Local Plan

Check Types of Programs	Type of Programs	Other Language
☐	Dual language	
☐	Two-way immersion	
☐	Transitional bilingual programs	
☐	Developmental bilingual	
☐	Heritage language	
☐	Sheltered English instruction	
☐	Structured English immersion	
☐	Specially designed academic instruction delivered in English (SDAIE)	
☐	Content-based ESL	
☐	Pull-out ESL	
☐	Other (explain in comment box below)	

**Types of programs* = *Types of programs described in the subgrantee's local plan (as submitted to the State or as implemented)*

**Other Language* = *Name of the language of instruction, other than English, used in the programs.*

IV. Teachers Working in Title III Programs

In the table below, report the number of teachers, even if they are not paid with Title III funds, who are working in the Title III language instruction educational programs.

Title III Teachers	Number
Number of all certified/licensed teachers currently working in Title III instruction educational programs.	
Estimate number of **additional** certified/licensed teachers that will be needed for Title III language instruction education programs in the next 5 years*.	

**This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not included the number of teachers currently working in Title III English language instruction educational programs.*

Explain in the comment box below if there is a zero for any item in the table above.

V. Professional Development – topics provided as well as type/number of participants trained

In the tables below, provide information about the subgrantee professional development activities.

1. **Professional Development Topics** = Subgrantee professional development topics required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity.
3. **Total Number of Participants** = Number of teachers, administrator and other personnel who participated in each type of professional development activities reported.
4. **Total** = Number of all participants in professional development (PD) activities.

Professional Development (PD) Types	#Subgrantees
Instructional strategies for LEP students	
Understanding and implementation of assessment of LEP students	
Understanding and implementation of ELP standards and academic content standards for LEP students	
Alignment of the curriculum in language instruction educational programs to ELP	
Subject matter knowledge for teachers	
Other (Explain in comment box)	

PD Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers		
PD provided to LEP classroom teachers		
PD provided to principals		
PD provided to administrators other than principals		
PD provided to other school personnel/non-administrative		
PD provided to community based organization personnel		
TOTAL		

Other Federal Programs

Jayne Green
Title I Program Director

http://www.arkansased.gov/divisions/public-school-accountability/federal-programs/title-i-part-a

Title VI-REAP Application

- SRSA (Title VI-Federal) SOF 6782
- RLIS (Title VI-State) SOF 6784

- Upload to the Title VI Folder in ACSIP Statewide Field Test

- The funds will be budgeted in the APSCN and a Cognos upload in January.

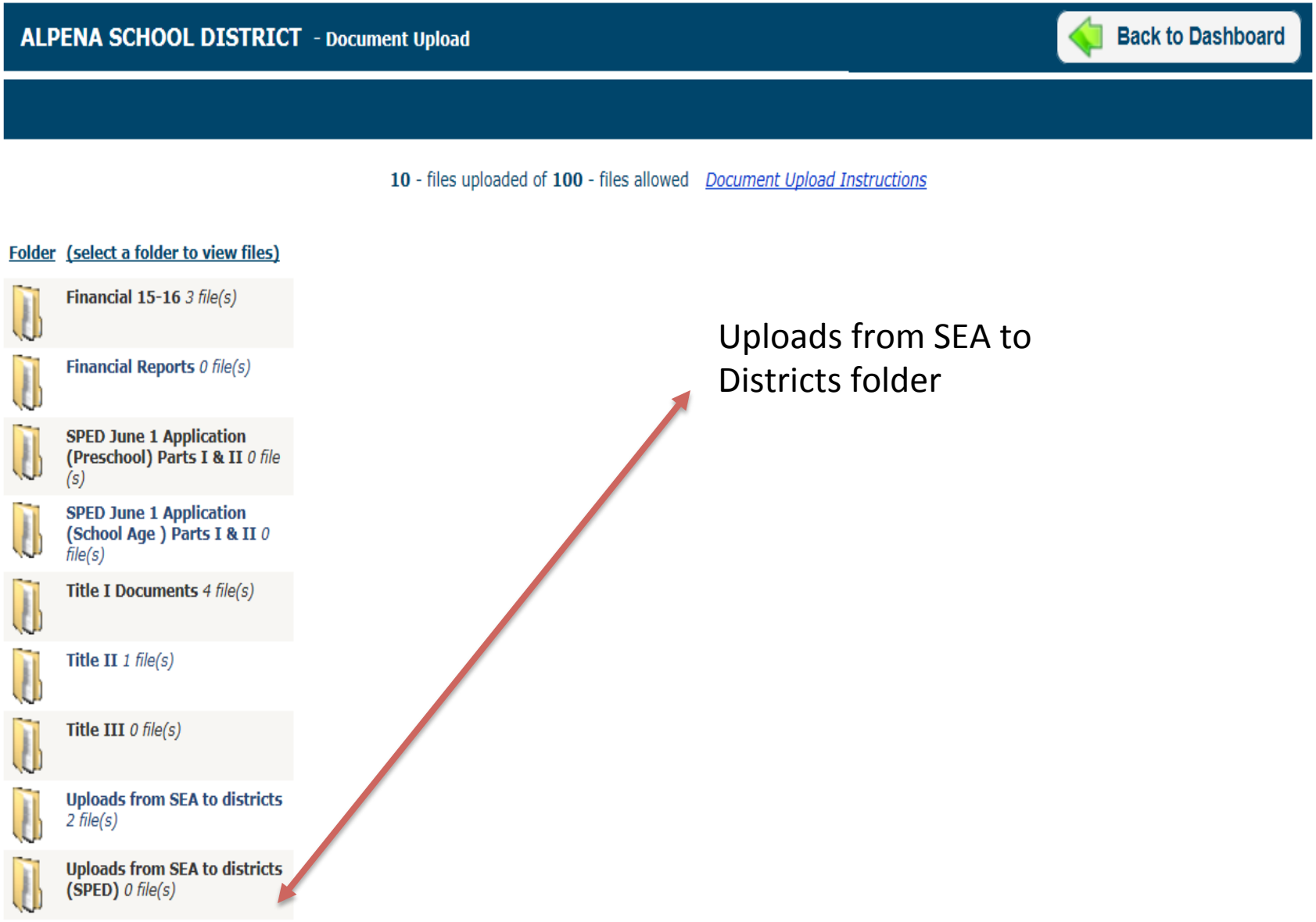
ACSIP Corrective Action Letters

- Once the ACSIP Review team has reviewed applications and budgets the district will receive a "ACSIP Corrective Action" letter.
  - Letter is placed in "Uploads from SEA to District" folder
  - Coaching Comments are made in ACSIP to inform district a letter has been uploaded for revisions or comments.

Corrective Action Letters

- District has 10 working days to address any action(s) from letter.
- Once the district makes revisions or comments, substantial approval follows.

- Email ACSIP Team – ade.federalprograms@arkansas.gov


ALPENA SCHOOL DISTRICT - Document Upload
Back to Dashboard
10 - files uploaded of 100 - files allowed Document Upload Instructions
Folder (select a folder to view files)
Financial 15-16 3 file(s)
Financial Reports 0 file(s)
SPED June 1 Application (Preschool) Parts I & II 0 file (s)
SPED June 1 Application (School Age) Parts I & II 0 file(s)
Title I Documents 4 file(s)
Title II 1 file(s)
Title III 0 file(s)
Uploads from SEA to districts 2 file(s)
Uploads from SEA to districts (SPED) 0 file(s)
Uploads from SEA to Districts folder

DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

State Board of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

DATE: November 16, 2015

TO: 501000 - Alpena School District

FROM: Bobby Lester, Federal Programs Director

SUBJECT: ACSIP STATEWIDE FIELD TEST –
PROGRAM NOTES
FGM FINANCE NOTES

The following notes from the districts' ACSIP Statewide Field Test must be addressed per the review of the program and finance programs, as applicable. If you have any questions, please address them through the email address below, the email will be sent to the ADE Review Group.

Title I Part 1 Program Notes:

- Please upload a copy of Parent's Right to Know letter and timely notice letter as requested in A2 in part I of application. 11/10/15

Title I, Part 2 Finance Notes:

- 10/14/15 ok
- 10/26/15 - ok

Title II-A Program Notes:

- no application

Title II-A FGM Finance Notes:

- 10/26/15 - not all funds were budgeted, the current year preliminary allocation was $23,779.14, district budgeted $17,795.29

Please make the necessary changes within 5 days and respond that the amendments and/or corrections have been made by using the ADE email address: ade.federalprograms@arkansas.gov

Thank You,
ADE Review Group
Jayne Green, Title I Program Director
Rick Green, Title II-A Program Director
Miguel Hernandez, Title III Program Director
Annette Pearson, Federal Grants Management

District would need to correct anything that is listed under Program and Finance Notes

ALPENA SCHOOL DISTRICT - Document Upload

Back to Dashboard

10 - files uploaded of **100** - files allowed *Document Upload Instructions*

Folder (select a folder to view files)
Financial 15-16 *3 file(s)*
Financial Reports *0 file(s)*
SPED June 1 Application (Preschool) Parts I & II *0 file (s)*
SPED June 1 Application (School Age) Parts I & II *0 file(s)*
Title I Documents *4 file(s)*
Title II *1 file(s)*
Title III *0 file(s)*
Uploads from SEA to districts *2 file(s)*
Uploads from SEA to districts (SPED) *0 file(s)*

Files (Update or Delete)	Open File	File Name	Upload Date	Uploaded By
2015-16 Substantially Compliance letter 2015-16 Substantially Compliance letter		Alpena_-_Approval_12_8_15.pdf	12/08/15	ADE ACSIP Review Group
ACSIP Statewide Field Test Program & Finance notes ACSIP Statewide Field Test Program & Finance notes		ALPENA.pdf	11/16/15	ADE ACSIP Review Group

Uploaded is the Program and Finance Notes along with Substantial approval letter

ACSIP Substantial Approval

- After corrective actions have been approved by Title I, then districts will receive Substantial Approval.
- The Substantial Letter is uploaded into the "Uploads from SEA to districts" folder.
  - Notes are made in the Coaching Comments to let district know letter has been uploaded.

Uploads from SEA to districts Folder

- This folder is where ADE communicates to the district any documents for ACSIP audit.

- Please do not upload anything from district to SEA in this folder.

Contact information for Federal Programs

Jayne Green
Title I Program Director

http://www.arkansased.gov/divisions/public-school-accountability/federal-programs/title-i-part-a

Federal Programs

Bobby Lester
Federal Program Director
bobby.lester@arkansas.gov
501-682-4379

Title I – SOF 6501

Jayne Green
Title I Program Director
jayne.green@arkansas.gov
501-682-2395

- **Title I Part 1 application**
- **Supplemental Compliance Report (at building level)**
- **Schoolwide Plan Rubric for Monitoring Evaluation (at building)**

School Improvement 1003(a)

Otistene Smith
Federal Program Advisor
otistene.smith@arkansas.gov
501-683-5423

- **School Improvement 1003(a)-SOF 6505**

Title I Part D

Chandra Martin
Title I Part D, Program Advisor
chandra.martin@arkansas.gov
501-683-5424

- Title I Part D, Subparts 1 & 2
- Title I Part A Neglected Institutions

Title II-A SOF 6756

Rick Green
Title II-A Program Coordinator
rick.green@arkansas.gov
501-682-2395

- **Title II-A application**
- **School Improvement 1003(g)-SOF6504**

Title III – SOF 6761

Miguel Hernandez
Title III Program Coordinator
miguel.hernandez@arkansas.gov
501-682-6620

- **Title III application**

Title VI-REAP & Parental Involvement

Dr. Geraldine Mallette
Parental Involvement Program Advisor
geraldine.mallette@arkansas.gov
501-371-8051

- **Title VI-REAP**
- **Parental Involvement**

Homeless

Dana Davis
State Coordinator for Homeless
dana.davis@arkansas.gov
501-683-5428

- **Homeless & McKinney Vento**

Title I Part 2 Budget & Misc. forms

Annette Pearson
Federal Grants Management
annette.carlton-pearson@arkansas.gov
501-683-1243

- Title I Part 2 budget
- ACSIP assurances
- Notice of Funds Transferred
- Declaration of Non-Participation

ESEA Funding & Payments

Kristy Hobson
ADE Federal Finance
kristy.hobson@arkansas.gov
501-682-0116

- **Allocations – Title I, II-A, III, VI-RLIS**
- **Expenditure pulls – monthly payments**

Special Education Funding & Payments

Bonnie Casey
ADE Federal Finance
bonnie.casey@arkansas.gov
501-682-4482

- Allocations – Special Education
- Expenditure pulls – monthly payments

TIME FOR 5 MINUTES OF Q & A

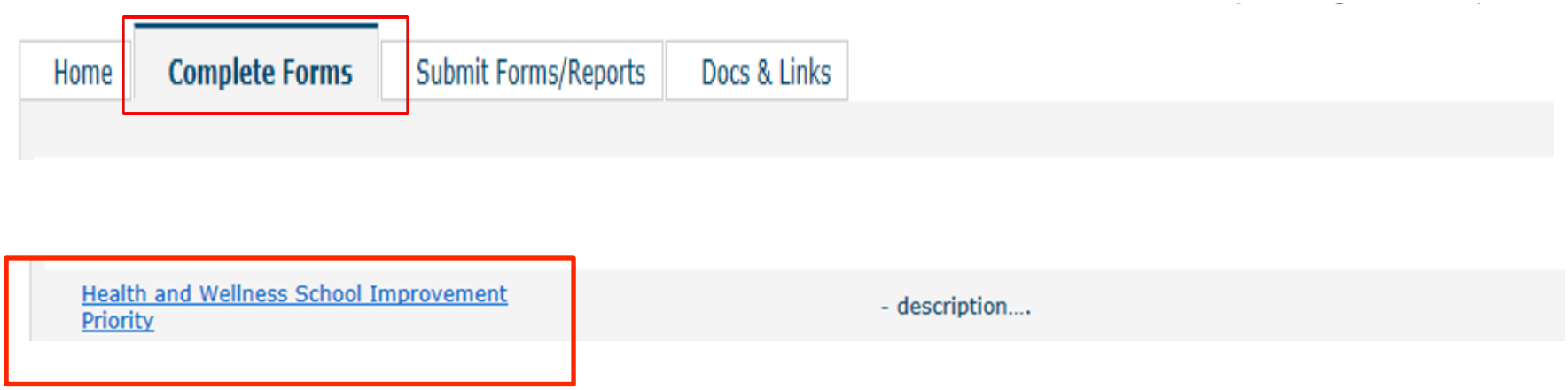
Learning Services
School Health Services

Jerri Clark
School Health Services Director

http://www.arkansased.gov/divisions/learning-services/school-health-services

District and School Level Forms

1. located at the specific log in
2. located under the Complete Forms Tab
3. templates that are options to meet requirements



ADI

Health and Wellness District Improvement Priority

Section I: District Information

School Year:	
District LEA Number:	
School District:	
LEA Number:	
LEA Name:	
District Wellness Committee Chair Name:	
Committee Chair Position:	
Committee Chair Email:	
Committee Chair Phone:	
District Wellness Committee Co-Chair Name:	
Committee Co-Chair Position:	
Committee Co-Chair Email:	
Committee Co-Chair Phone:	

Repeat

District Wellness Committee Members:

Hint

First Name	Last Name	Position or Role	School or Organization

Hint

Arkansas Rules Governing Nutrition, Physical Activity, and Body Mass Index Protocols in Public Schools (Act 1220 of 2003),Section 6.01

Health Hunger Free Kids Act (HHFKA) of 2010, Section 204

Save | Save and Preview | Close

Arkansas

Health and Wellness School Improvement Priority

Section I: School Information

School Name:	
School LEA Name:	

School Year:

Section II: Needs Assessment

School Health Index Assessment

Hint

☐ Check box if completing the SHI Assessment online

☐ Check box if the school completed the pdf version of the SHI Assessment, upload the Completed Overall Score Card and the School Health Improvement Plan to the Health & Wellness Folder.

If completing the SHI Assessment online you must provide a Reference Number.

Reference Number:	

Body Mass Index (BMI)

Hint

☐ **The school can verify the analysis of the School Level Body Mass Index screening data conclusions.**

Description/Conclusion

Other health and wellness related data (Optional)

Description/Conclusion

Section II: Needs Assessment

School Health Index Assessment

Hint

Check box if completing the SHI Assessment onlin

Check box if the school completed the pdf version

Card and the School Health Improvement Plan to the Health & Wellness Folder.

If completing the SHI Assessment online you must provide a Reference Number.

Reference Number:

Body Mass Index (BMI)

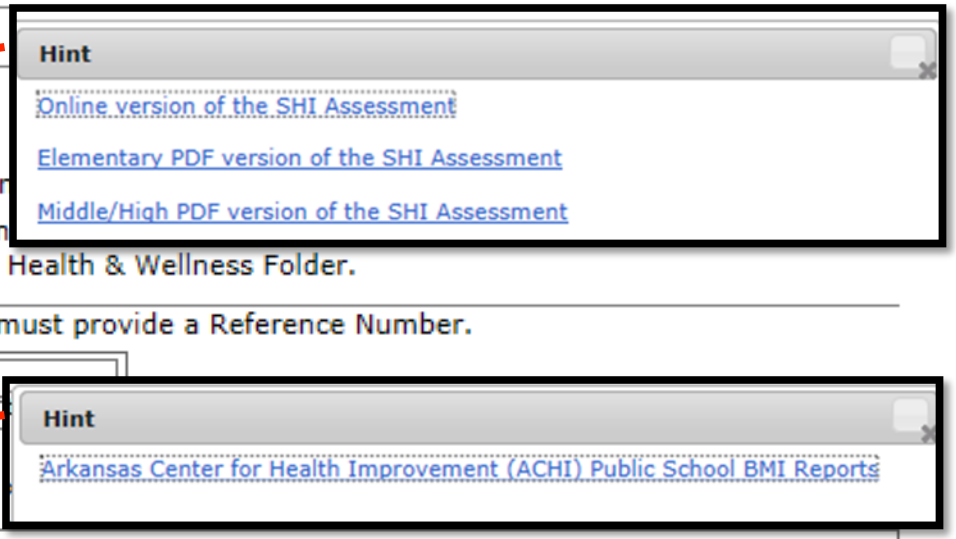
Hint

The school can verify the analysis of the School Level Body Mass Index screening data conclusions.

Description/Conclusion

Other health and wellness related data (Optional)

Description/Conclusion



Section III: Health and Wellness Goals

(Provide a detailed description of each required activity)

Goal 1: How will the LEA provide coordination and support to create a healthy nutrition environment for students? {HINT: see 3 required activities.}

Hint

Activity	Person Responsible	Timeline

Description

Goal 2: How will the LEA provide coordination and support to create an environment that promotes physical activity and provides quality physical education for students? {HINT: see 3 required activities.}

Hint

Activity	Person Responsible	Timeline

Description

Section III: Health and Wellness Goals

(Provide a detailed description of each required activity)

Goal 1: How will the LEA provide coordination and support to create a healthy nutrition environment for students? {HINT: see 3 required activiti

Hint

Activity

Description

Hint

Requirement 1: Coordinate with child nutrition personnel to ensure menus are reviewed quarterly by the district wellness committee and healthy food choices are being marketed.

Requirement 2: Ensure that all students served by the LEA receive grade-appropriate nutrition education.

Requirement 3: Ensure the district's wellness policy is in compliance with federal and state mandates.

Goal 2: How will the LEA provide coordination and support to create an environment that promotes physical activity and provides quality physical education for students? {HINT: see 3 required activities.}

Hint

Activity

Description

Hint

Requirement 1: Ensure that minimum levels of physical education and physical activity are being provided. If more than the minimum is being provided, please provide a description.

Requirement 2: Ensure that physical activity is implemented across the curriculum for all grade levels.

Requirement 3: Ensure that the district policy is in compliance with federal and state mandates.

Goal 3: **How will the LEA promote a healthy school environment that promotes learning throughout the school culture?** {HINT: see 1 required activity.}

Hint

Activity	Person Responsible	Timeline

Description

Goal 4: (*Optional*) **How does the school address other health disparities trending among students identified from the Needs Assessment?**

Activity	Person Responsible	Timeline

Description

Goal 3: **How will the LEA promote a healthy school environment that promotes learning throughout the school culture?** {HINT: see 1 required activity.}

Hint

Activity	Person Responsible	Timeline

Hint

Requirement 1: Provide professional development for staff that includes nutrition and physical activity

Description

Goal 4: (*Optional*) **How does the school address other health disparities trending among students identified from the Needs Assessment?**

Activity	Person Responsible	Timeline

Description

TIME FOR 5 MINUTES OF Q & A

2016-2017 SPED Statewide Field Test

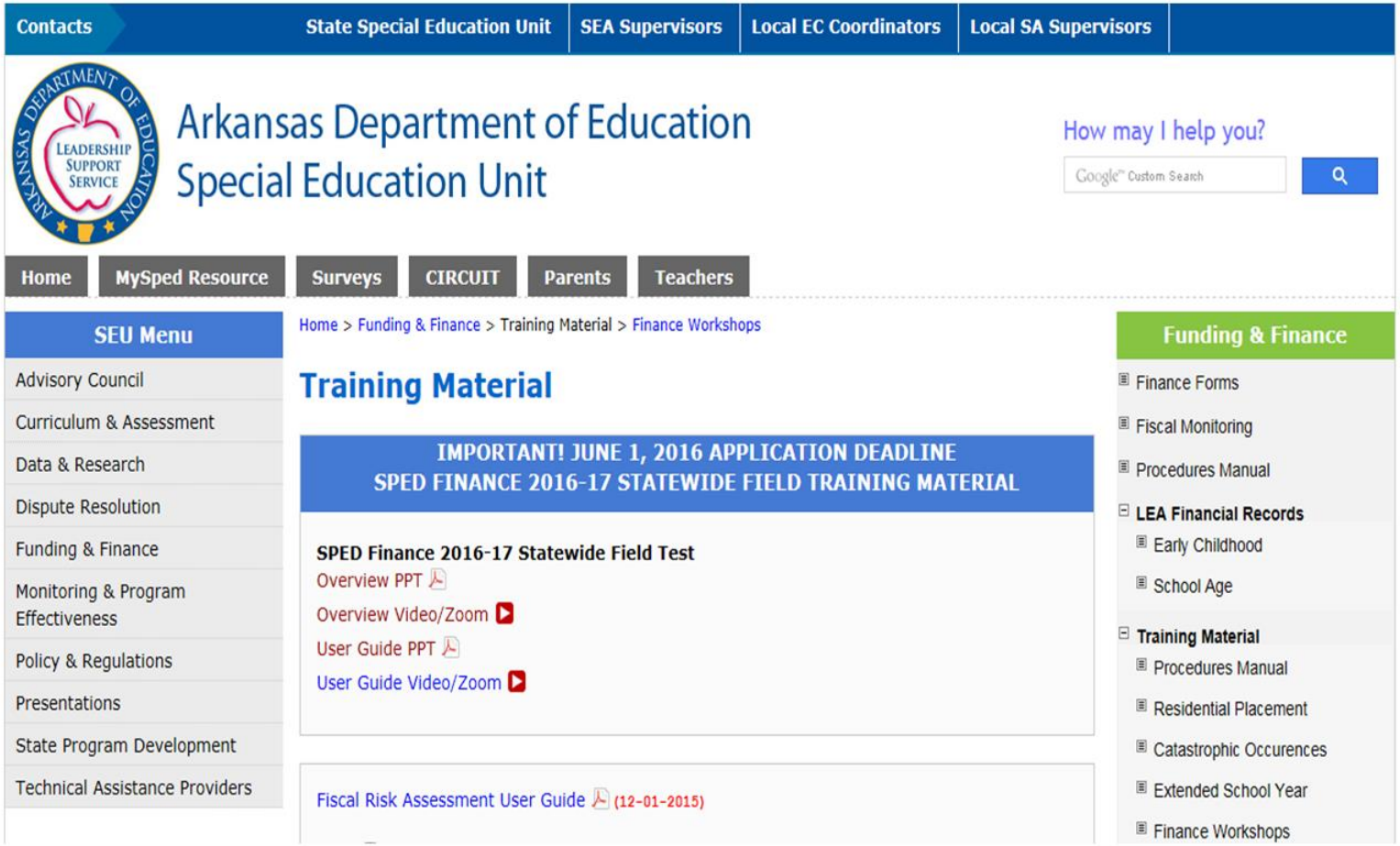
Lisa Haley
Associate Director, Special Education
and
Camile “Pepper” Wyllia, SPED Finance

http://arksped.k12.ar.us

http://www.arkansased.gov/divisions/learning-services/special-education

SPED FINANCE TRAINING MATERIAL

https://arksped.k12.ar.us/FundingAndFinance/Workshops.html



SPED's Statewide Field Test

Special Education Finance is completing the 2015-16 pilot program that consists of 18 participants including 16 school districts, one charter and one educational co-operative.

The 2016-17 Statewide Field Test is currently in the training stage and includes all school districts, charters, educational cooperatives and state agencies. June 1, 2016 is the deadline for the VIB, Federal Preschool and State Preschool applications. Application forms can be found in the Indistar/ACSIP system. Training materials for Indistar/ ACSIP and application forms are at the following link: https://arksped.k12.ar.us/FundingAndFinance/Workshops.html

A training day is still available in Little Rock, Friday, May 5. Classes are offered at 8:30 and 1:00. For registration please call Pepper Wyllia, 501-683-3449.

SPED's Statewide Field Test (cont.)

Districts including Special Ed. leaders on their district team and school teams are to be commended. Embracing all educational areas within the school improvement process is very timely for the 2016-17 year.

The Special Education Unit is excited to utilize the components and features of the Indistar/ACSIP system, both for the program side, as well as, the fiscal and are teaming with the School Improvement Unit through the process. We look forward to 2016-17 and the role Special Education will play in improvement across the state.

ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future

Dashboard
Arkansas TEST School District

Document Upload

Home | **Complete Forms** | Submit Forms/Reports | Docs & Links | Coaching

District Level SPED Pilot Forms

***SPED District Forms (see below)**	**The following SPED forms are to be completed by all schools (PreK and School-Age) applying to implement Special Education and Related Services.**
SPED Application Part 1 - PreSchool	**June 1 SPED Application Part 1/PreK:** • Complete form • Print/Sign/Scan • Upload to SPED folder • Submit date of upload on Tab 3
SPED Application Part 2 - PreSchool	**June 1 SPED Application Part 2/PreK:** • Complete all tabs on spreadsheet • Save to your computer • Upload to SPED folder • Submit date of upload on Tab 3
SPED Application Part 1 - School Age	**June 1 SPED Application Part 1/School-Age:** • Complete form • Print/Sign/Scan • Upload to SPED folder • Submit date of upload on Tab 3
SPED Application Part 2 - School Age	**June 1 SPED Application Part 2/School-Age:** • Complete all tabs on spreadsheet • Save to your computer • Upload to SPED folder • Submit date of upload on Tab 3

TIME FOR 5 MINUTES OF Q & A

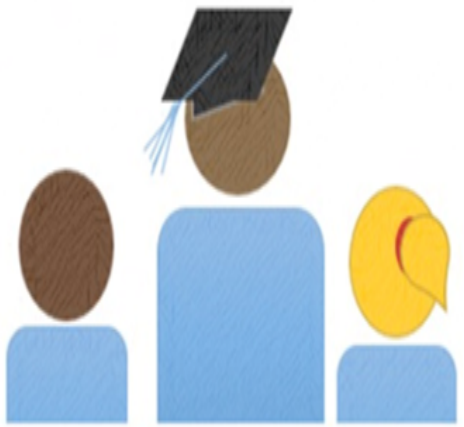
Public School Accountability
School Improvement

LaDonna Spain
ACSIP Statewide Administrator

http://www.arkansased.gov/divisions/public-school-accountability/school-improvement

ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



2016-2017
New ACSIP Features
and
Preplanning

District and School – State Categorical Program General Descriptions

Leadership Team Login - Password / **LTS2308 - LTS23**

Home | **Complete Forms** | Submit Forms/Reports | Docs & Links

Schoolwide Plan Rubric for Monitoring and Evaluation	Title I schoolwide yearly evaluation rubric to be completed by each schoolwide school. Must be completed, signed, and uploaded by October 1, 2015.
2015-2016 1003(a) Application for Funds	This application applies to all schools listed on 1003(a) attachment in Commissioner's Memo FIN-16-041 dated 3/8/16. Please download these forms to your computer. Once completed, upload finished product into 1003 (a) folder in ACSIP. Please keep in mind that these grant funds are building specific and may not be used at district level or in any other buildings. **Submission deadline is April 15, 2016**
State Categorical Program General Description	Districts and schools will develop and submit to the ADE a general description for the use of state categorical funds. Schools only complete general descriptions for activity budgeted in APSCN at the building level. Allowable expenditures found in Special Needs Funding rules, as budgeted in APSCN, will be utilized by legislative audit to determine the appropriateness of expenditures. • Complete form • Submit on Tab 3 of Dashboard
ALE - State Categorical Program General Description	- description….
ELL - State Categorical Program General Description	- description….
NSLA - State Categorical Program General Description	- description….
PD - State Categorical Program General Description	- description….

Learning Services
English for Speakers of Other Languages (ESOL)

Tricia Kerr
English for Speakers of Other Languages (ESOL) Program Director

http://www.arkansased.gov/divisions/learning-services/english-learners

Contact: Ms. Tricia Kerr, English for Speakers of Other Languages (ESOL) Program Director

Arkansas

Arkansas Public District and School
ELL - General Description for the use of State Categorical Funding

School		LEA #	

1

District ESOL/ESL Coordinator's Name:	
District ESOL/ESL Coordinator's Phone Number with Area Code:	
District ESOL/ESL Coordinator's Email:	

☐ NO English Learners are identified in district as of October 1, 2016. (Stop here and submit for review if this applies. Otherwise, complete this form entirely and submit for review.)

Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSCN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

2

Student Special Needs Funding Rules

ACTAAP Rules

1. Enter your res
2. Click "Save" a
3. When form is
4. An ADE Revie
   and make any
5. To submit you

Note: Please review y
will need to be edited

3

2016-17 General D

Hint

School:	
Revenue:	32
Date of modifications:	

Please pro

1. General

2. Describe
eligible activ

3. Describe
continuanc

Hint

ELL (State-276) Learners **See 5.00 Special Needs—English Language**

Districts must provide a general description of the areas in which ELL funds will be used. ***Describe*** all intended expenditures in the appropriate general section below and ***briefly explain*** the process used to determine the need for the expenditure. ***Include evaluation method*** to be used to determine the effectiveness of the intended expenditure 5.04.6; 5.03.1; 5.03.2; 5.03.3.

ELL-skilled Instructional Personnel: Include ALL contract employee salaries and benefits; purchased service personnel; etc. 5.04.1.

Professional Development: teacher training, consultants, workshops, ELL coursework; ADE-sponsored training programs 5.04.2; release time for ELL program development 5.04.3; language and culture skills training for school-based health care providers, counseling service providers, and community liaison staff 5.04.5.

Instructional Services: Implementation of supplemental instructional services 5.04.7.

Materials, supplies, and equipment, including technology: Language-appropriate instructional and supplemental materials, including computer-assisted technology and library materials 5.04.4.

Assessment Activities: Assessment activities, including test administration, identification, placement, and review of ELL student academic progress. Evaluation activities to determine the effectiveness of the district's ELL program 5.04.6. State approved English proficiency assessment instruments: 5.03.1; 5.03.2; 5.03.3.

Transfers to other State Categorical Funding Sources: 9.02.

Public School Accountability
School Improvement

LaDonna Spain
ACSIP Statewide Administrator

http://www.arkansased.gov/divisions/public-school-accountability/school-improvement

Contact: Ms. Aleta Fletcher, School Improvement State Categorical Support Specialist

Arkansas

Arkansas Public District and School
NSLA - General Description for the use of State Categorical Funding

School		LEA #	

Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general de of state categorical funds. This general description, the list of allowable expenditures found in Special Ne and the related detail in APSCN will be utilized by legislative audit to determine the appropriateness of ex with the general description of a specific program, it is important to clarify how the funds are being utilize established intent of the funding, how the expenditure is supplementing above state requirements (excep effectiveness of the program activities will be evaluated to determine future continuance or discontinuanc position, or supplemental service.

1

m developing the ACSIP plan should consider at a minimum the following rules:

Student Special Needs Funding Rules

ACTAAP Rules

2

Hint

NSLA (State 281) 6.00 Special Needs – National School Lunch Act

Districts must provide a general description of the broad areas in which NSLA funds will be used. ***Describe*** all intended expenditures in the appropriate general area below and ***briefly explain*** the process used to determine the need for the expenditure. ***Include evaluation method*** to be used to determine the effectiveness of the intended expenditure 6.08.

School Improvement: ***REQUIRED*** (low achieving students 6.05; chronically underperforming schools 6.05.1; 6.05.1.1 – 6.05.1.8; 6.07.29)

Personnel: include all contract employee salaries and benefits; purchased services; etc. (6.06.3; 6.07.1; 6.07.6; 6.07.7; 6.07.8; 6.07.9; 6.07.10; 6.07.11; 6.07.12; 6.07.13; 6.07.14; 6.07.27; 6.07.32; and Class-size-reduction 6.06.3; 6.07.3)

Approved Bonuses or Supplements to Teacher Salaries: (see 6.06.2; 6.11; 6.11.1; 6.11.1.1 – 6.11.1.12)

Professional Development: (6.07.2; 6.07.25)

Instructional Programs: include early intervention programs; before and after school programs; research-based pre-kindergarten programs, etc. (6.07.4; 6.07.5; 6.07.15; 6.07.16; 6.07.17; 6.07.18; 6.07.22; 6.07.23; 6.07.24; 6.07.26; 6.07.28; 6.07.32)

Assessments: (6.07.30; 6.07.31)

Materials, supplies, and equipment, including technology: (6.07.19)

Federal Child Nutrition Program: Community Eligibility Provision (CEP) or Provision 2 (6.01; 6.07.20; 6.07.21)

Transfers to other State Categorical Funding Sources: (9.02)

**6.06 National school lunch state categorical funding *shall not* be used to meet or satisfy the Arkansas Standards for Accreditation of Arkansas Public Schools and School Districts as required by ARK. Code Ann. § 6-15-201 *et seq.* or the Arkansas Minimum Teacher salaries required by Ark. Code Ann. § 6-17-2403 except as otherwise allowed herein.

**6.06.1 National school lunch state categorical funding *shall not* be used to augment, replace, or supplement the mandatory requirements of the Arkansas Standards for Accreditation required by Ark. Code Ann. §6-15-201 *et seq.* unless the expenditure is for the purposes outlined under section 6.07 of these Rules.

3

2016-17 General Description Report for NSLA - State 281

Hint

School:		**LEA #**	
Revenue:	32381	**Source of Funds:**	281
Date of modifications:			

Please provide the following general information regarding the use of NSLA funds:

1. General results of needs assessment related to the National School Lunch Act.

2. Describe how the NSLA funds are utilized (See section .....)

3. Describe how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program activities/services.

1. Under #1 above, What were the conclusions from the needs assessment? What did the review tell you?
2. The 3 questions from above are for all Categorical SOFs with respect to the specific fund.

NSLA Reviewer Comments/Feedback:

Save | Save and Preview | Close

Public School Accountability
School Improvement

John Harris and LaDonna Spain
ACSIP Statewide Administrators

http://www.arkansased.gov/divisions/public-school-accountability/school-improvement

Arkansas District and School Improvement Overall Outcomes to Celebrate!

ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future

District Indicators

All Districts Indicators

District Context and Support for School Improvement - Improving the school within the framework of district support

IA10	The district regularly reallocates resources to support school, staff, and instructional improvement. (10)
IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)
IA15	The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)

District Context and Support for School Improvement - Taking the change process into account

IB13	The district monitors progress of the extended learning time programs and other strategies related to school improvement. (4542)

District Context and Support for School Improvement - Clarifying district-school expectations

IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)
IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)

School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning

ID01	A team structure is officially incorporated into the school governance policy. (36)

1st semester Indicators for the district.

December 1, 2015

		Number and percent of active districts that have:							
		Assessed	Assessed As...				Planned	Achieved	
	Indicator		Limited	Full Implementation	No Development/ Not In Plan	No Development/ Will Include	Plan Created	Objective Met	Fully Implemented or Objective Met
	District Context and Support for School Improvement - District Support for School Improvement								
December	IA10	241 - 93%	159 - 65%	80 - 33%	1 - 0%	1 - 0%	143 - 89%	18 - 12%	98 - 40%
March	IA14	161 - 62%	107 - 66%	49 - 30%	3 - 1%	2 - 1%	82 - 75%	6 - 7%	55 - 34%
December	IA15	226 - 87%	134 - 59%	92 - 40%	0 - 0%	0 - 0%	113 - 84%	11 - 9%	103 - 45%
	District Context and Support for School Improvement - Change Process								
March	IB13	126 - 48%	90 - 71%	32 - 25%	1 - 0%	3 - 2%	63 - 67%	4 - 6%	36 - 28%
	District Context and Support for School Improvement - Clarifying District-School Expectations								
December	IC02	237 - 91%	136 - 57%	93 - 39%	2 - 0%	6 - 2%	131 - 92%	34 - 25%	127 - 53%
March	IC05	158 - 61%	123 - 77%	31 - 19%	1 - 0%	3 - 1%	94 - 74%	8 - 8%	39 - 24%
	School Leadership and Decision Making - Teaming								
December	ID01	228 - 88%	172 - 75%	38 - 16%	6 - 2%	12 - 5%	157-84%	32-20%	71-27%

December 1, 2015

	Indicator	Assessed	Planned Plan Created
	District Context and Support		nt
December	IA10	241 - 93%	143 - 89%
March	IA14	161 - 62%	82 - 75%
December	IA15	226 - 87%	113 - 84%
	District Context and Support		
March	IB13	126 - 48%	63 - 67%
	District Context and Support		
December	IC02	237 - 91%	131 - 92%
March	IC05	158 - 61%	94 - 74%
	School Leadership and Decis		
December	ID01	228 - 88%	157-84%

March 30, 2016

	Number and percent of active districts that have:							
	Assessed	Assessed As...				Planned	Achieved	
Indicator		Limited	Full Implementation	No Development/ Not In Plan	No Development/ Will Include	Plan Created	Objective Met	Fully Implemented or Objective Met
District Context and Support for School Improvement - District Support for School Improvement								
IA10	251 - 89%	164 - 65%	86 - 34%	0 - 0%	1 - 0%	153 - 92%	34 - 22%	120 - 47%
IA14	242 - 86%	160 - 66%	76 - 31%	4 - 1%	2 - 0%	138 - 85%	29 - 21%	105 - 43%
IA15	247 - 87%	141 - 57%	105 - 42%	1 - 0%	0 - 0%	122 - 86%	29 - 23%	134 - 54%
District Context and Support for School Improvement - Change Process								
IB13	235 - 83%	178 - 75%	51 - 21%	1 - 0%	5 - 2%	150 - 81%	19 - 12%	70 - 29%
District Context and Support for School Improvement - Clarifying District-School Expectations								
IC02	253 - 90%	140 - 55%	105 - 41%	1 - 0%	7 - 2%	135 - 91%	57 - 42%	162 - 64%
IC05	241 - 85%	185 - 76%	50 - 20%	2 - 0%	4 - 1%	163 - 86%	22 - 13%	72 - 29%
School Leadership and Decision Making - Teaming								
ID01	247 - 87%	181 - 73%	48 - 19%	7 - 2%	11 - 4%	173 - 90%	302 - 174%	350 - 141%

March 30, 2016

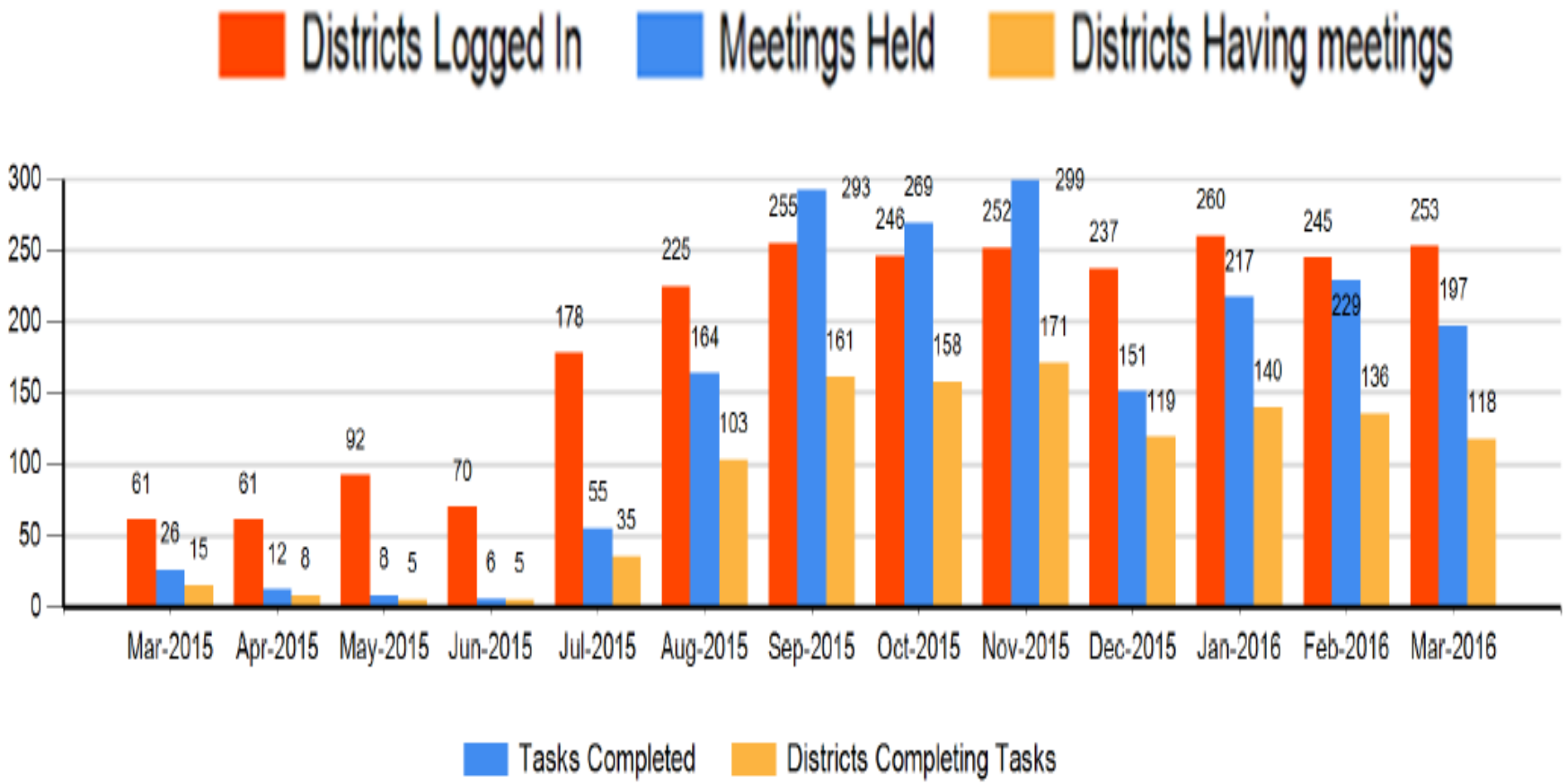
	Assessed	Planned
Indicator		Plan Created
District Context and Suovement		
IA10	251 - 89%	153 - 92%
IA14	242 - 86%	138 - 85%
IA15	247 - 87%	122 - 86%
District Context and Su		
IB13	235 - 83%	150 - 81%
District Context and Suations		
IC02	253 - 90%	135 - 91%
IC05	241 - 85%	163 - 86%
School Leadership and		
ID01	247 - 87%	173 - 90%

13 Month District Activity Results

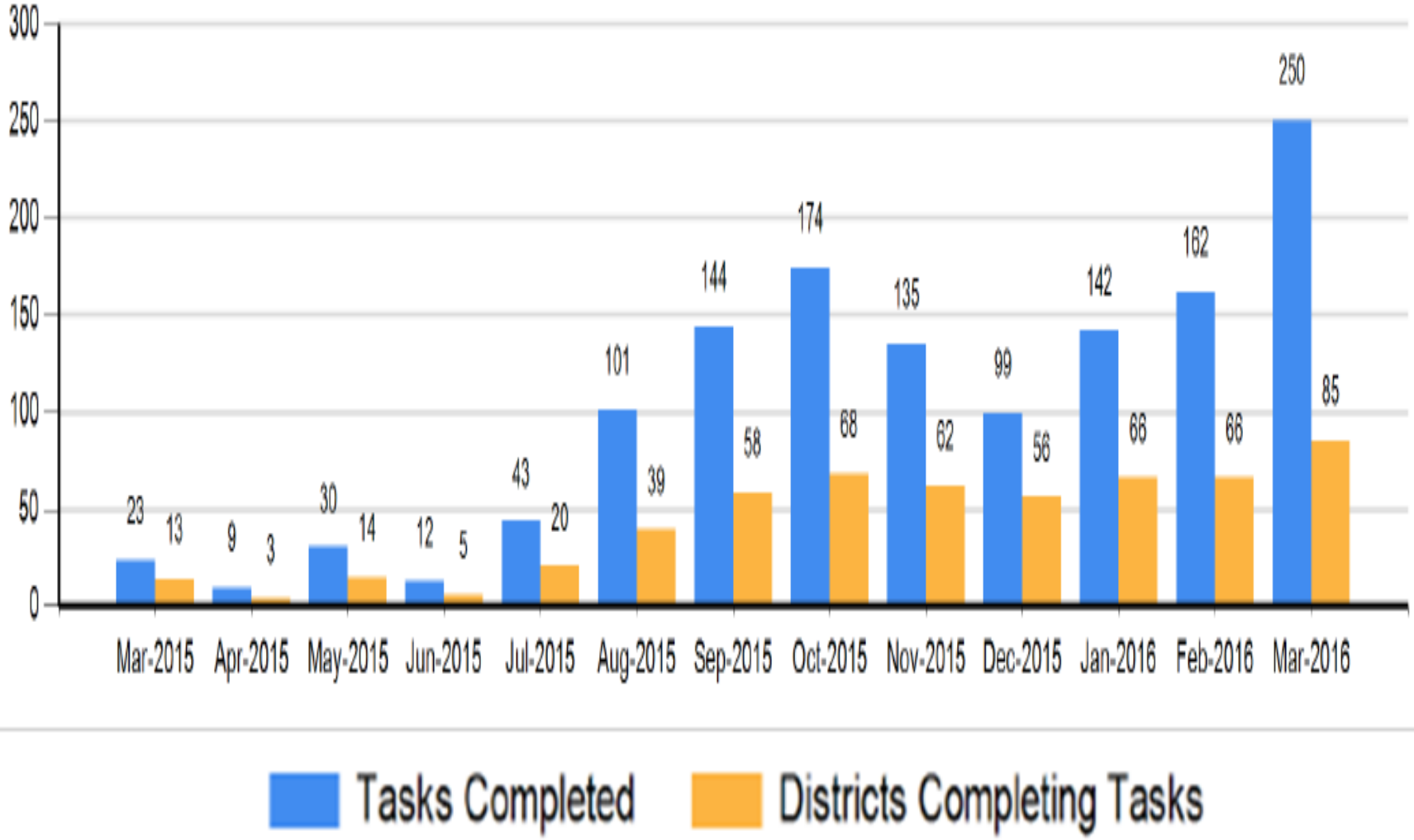
Each Month depicts the total activity for that month.

Blue- Total Activity

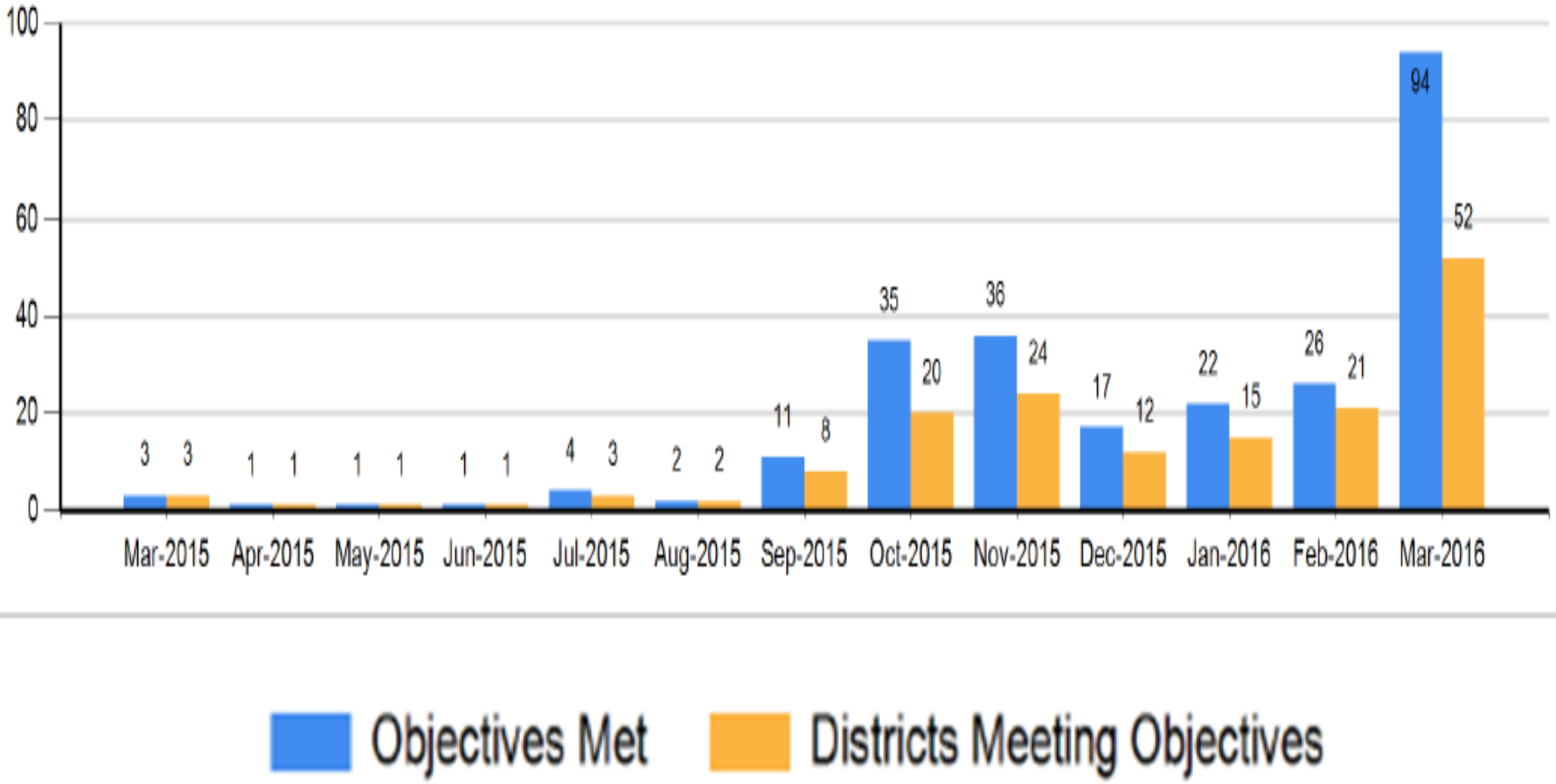
Gold- # of Districts



District Tasks



District Objectives



School Indicators

All School (Not Priority or Focus) Indicators 1of 2

ID01 A team structure is officially incorporated into the school governance policy. (36)

ID04 All teams prepare agendas for their meetings. (39)

ID07 A Leadership Team consisting of the principal, teachers, who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)

IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (66)

IF06 Teachers are required to make individual professional development plans based on classroom observations. (70)

IF11 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development (3984)

IG01 The school monitors progress of the extended learning time programs and other strategies related to school improvement. (3981)

All School (Not Priority or Focus) Indicators 2 of 2

IH01 The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement. (3982)

IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives.

IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

IVA01 The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home.) (3983)

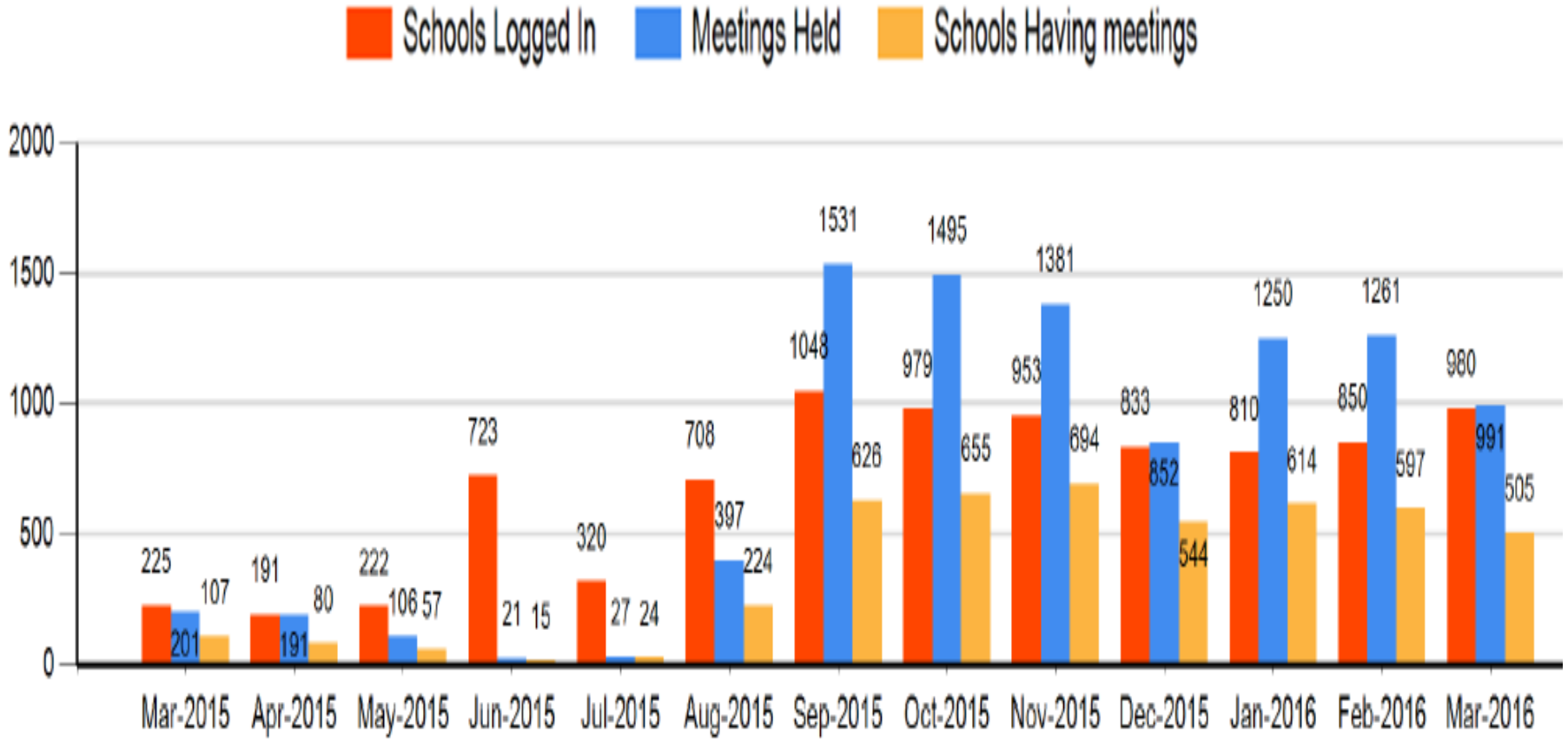
VA01 The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)

13 Month School Activity Results

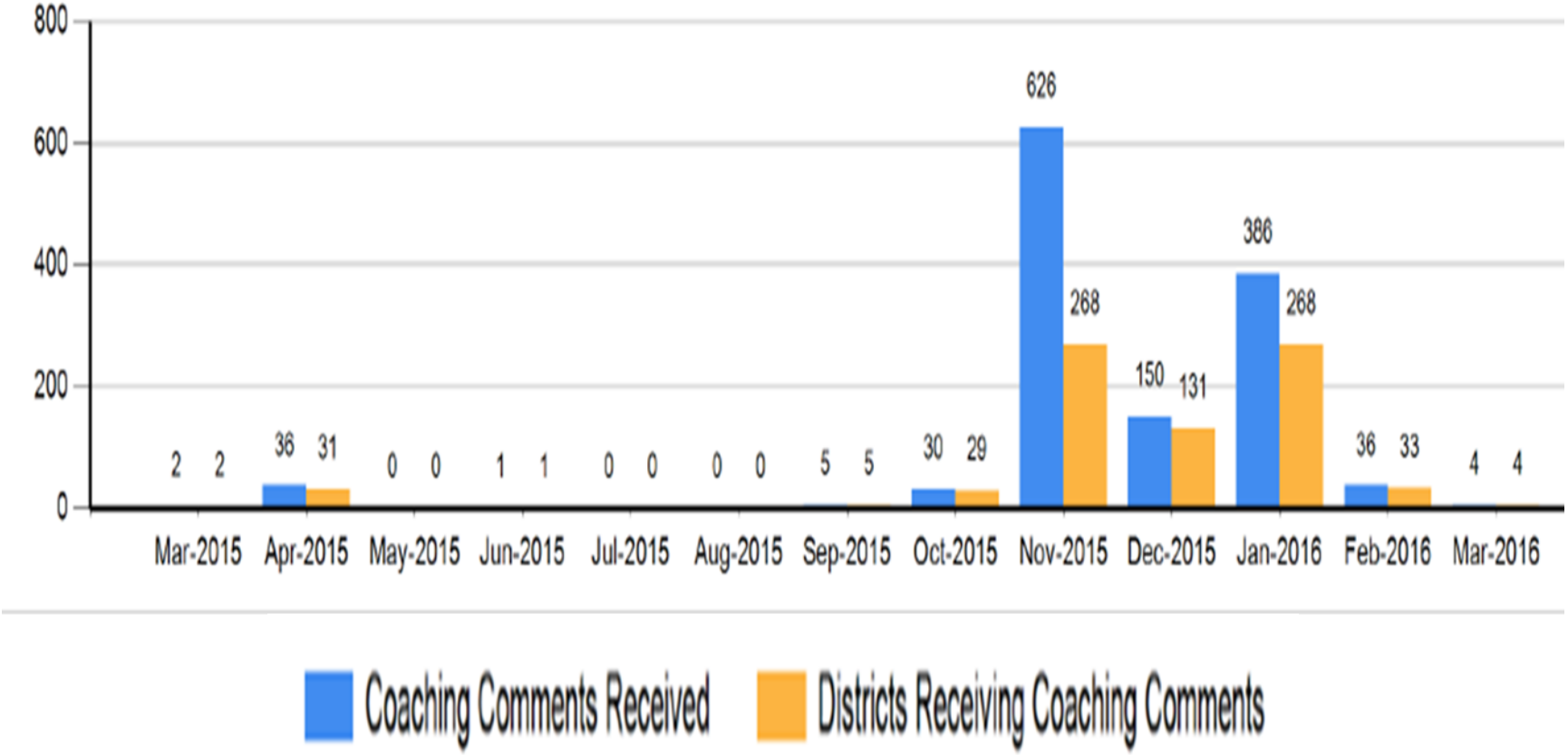
Each Month depicts the total activity for that month.

Blue- Total Activity

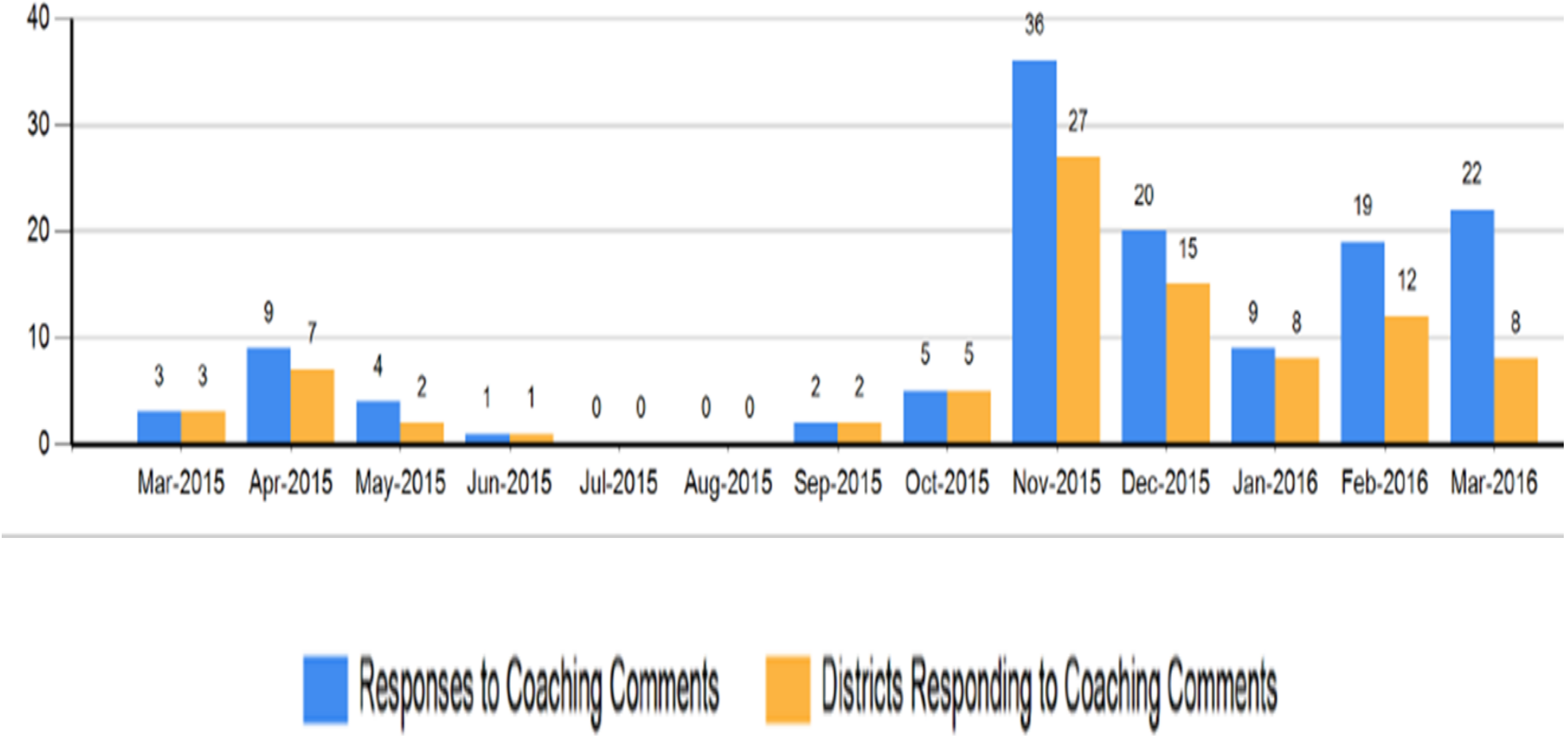
Gold- # of Schools



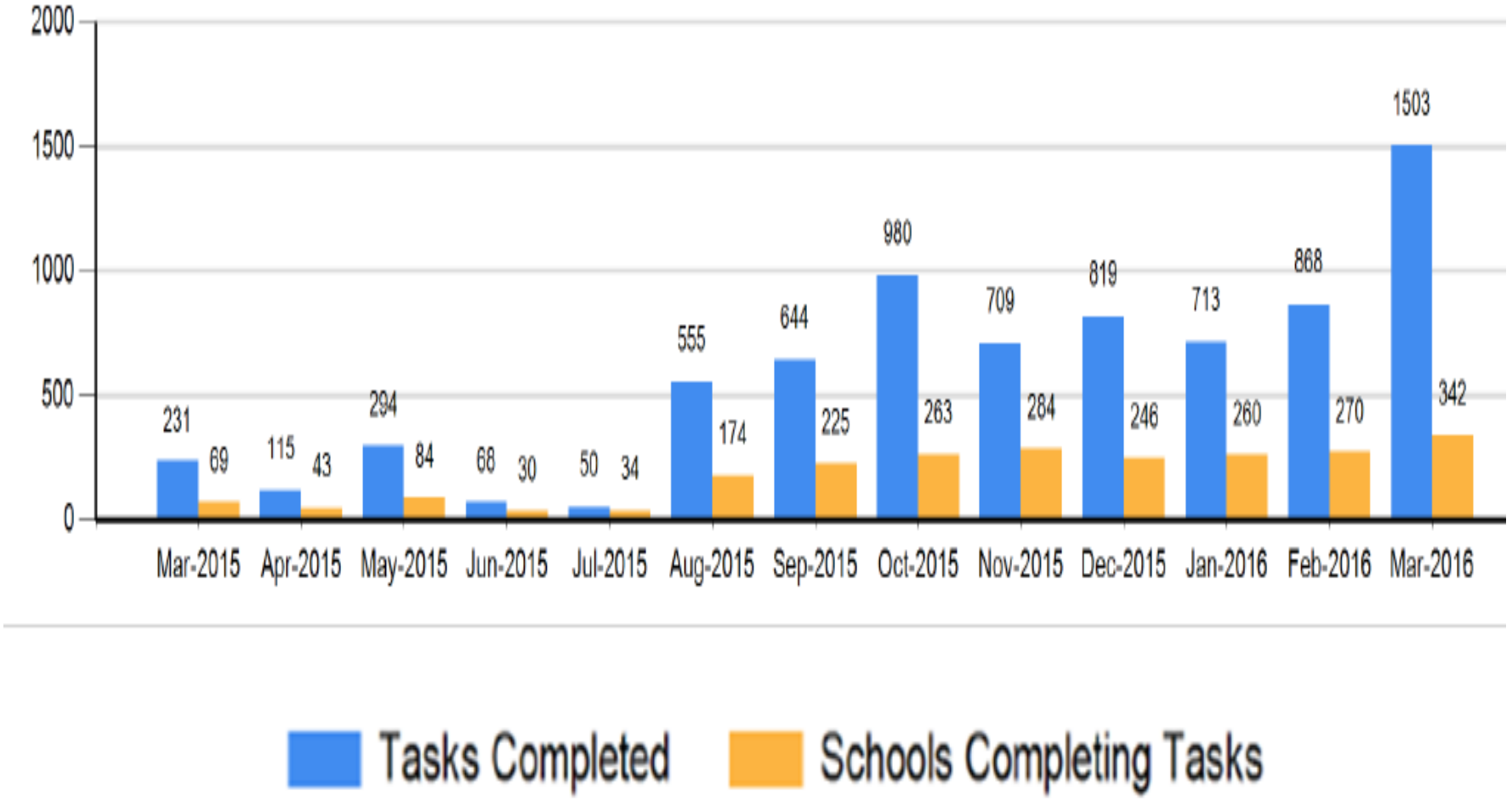
District Received Coaching Comments



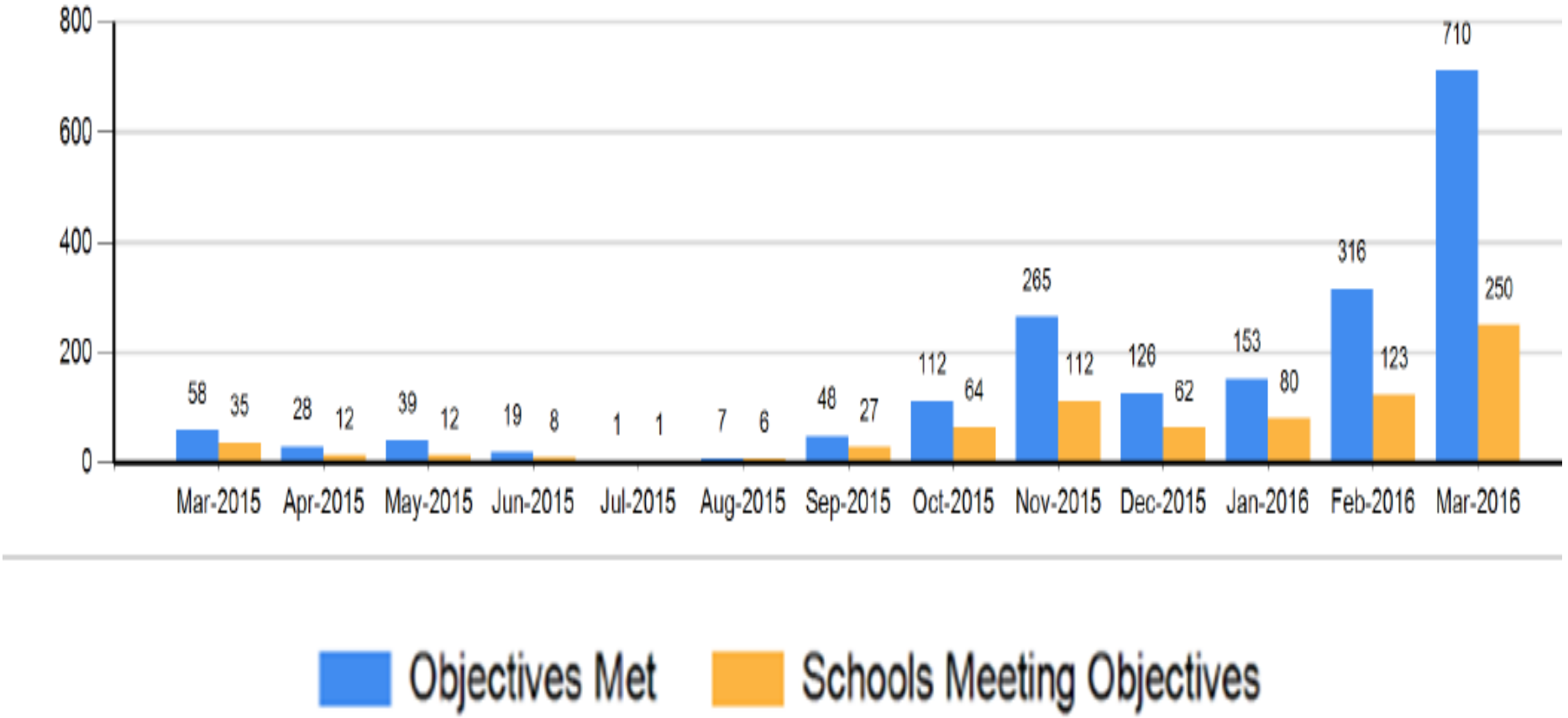
District Responses to Coaching Comments



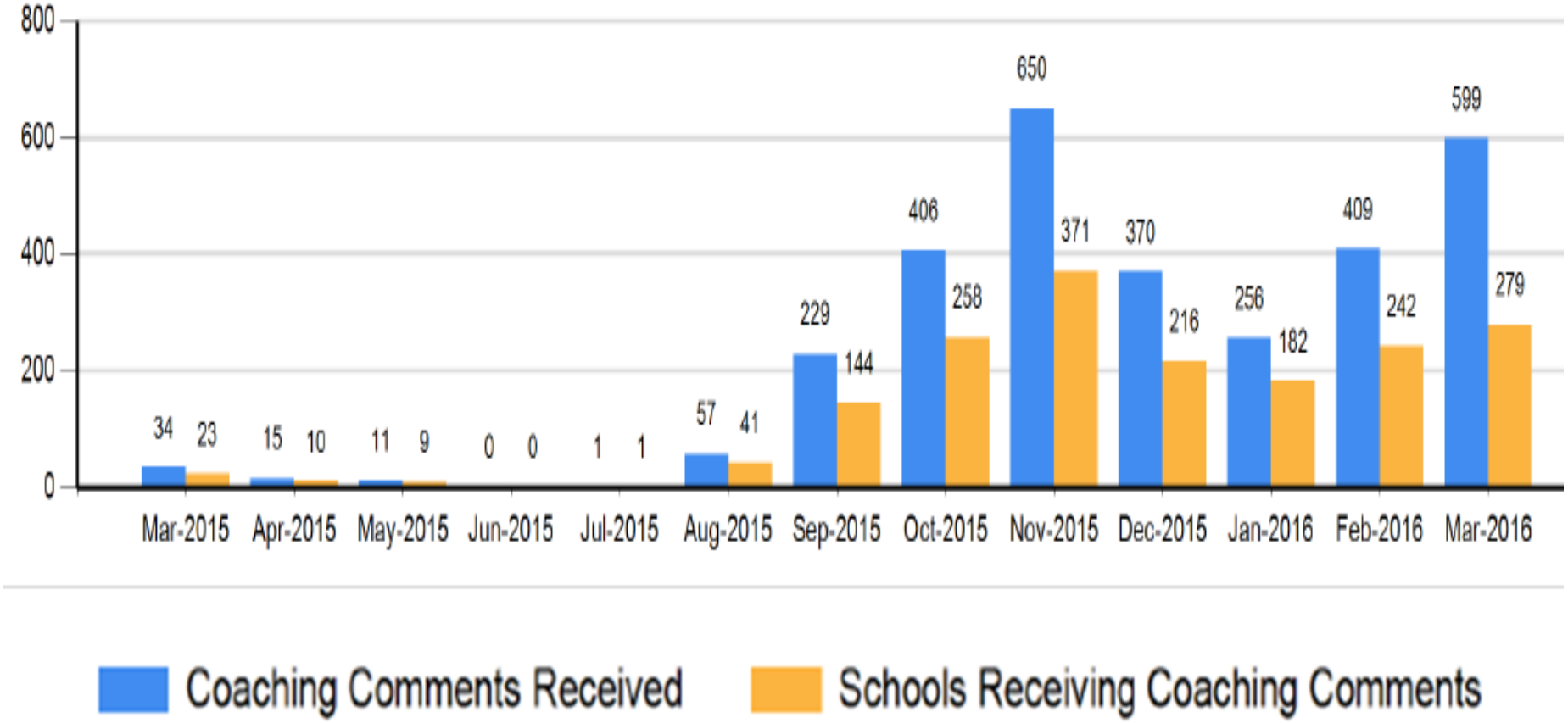
School Tasks



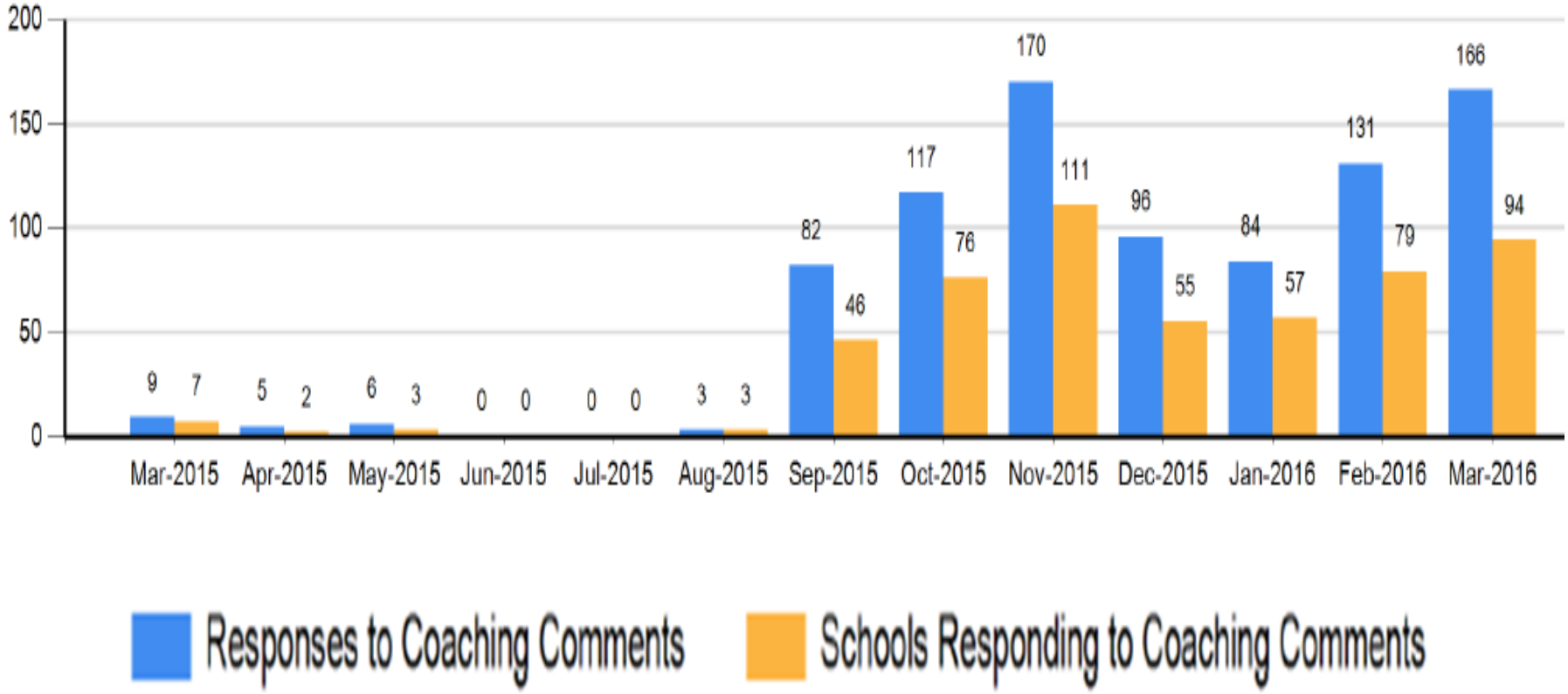
School Objectives



School Received Coaching Comments



School Responses to Coaching Comments



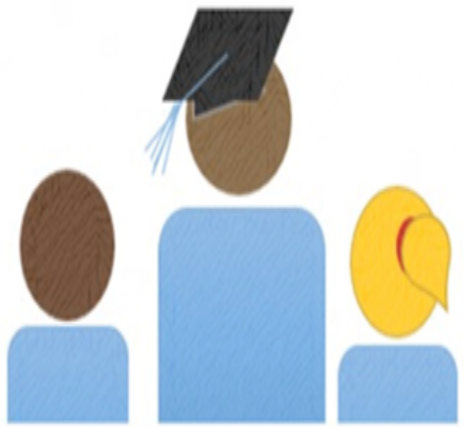
Public School Accountability
School Improvement

John Harris and LaDonna Spain
ACSIP Statewide Administrator

http://www.arkansased.gov/divisions/public-school-accountability/school-improvement

ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



2016-2017 ACSIP Statewide Field Test Discussions further led to

2016-2017 School Improvement Planning

What constitutes a **plan/process?**

- Team
- Vision/Mission/Goals
- Comprehensive Diagnostic Analysis Needs Assessments
  - Assessment results
- Indicators/Objectives
  - Leadership Team
  - Instructional Teams/PLCs
  - Curriculum/ Instruction/Assessment (Demographics,
  - Classroom Instruction – (TESS, Conditions for Learnings- focus on Students,)
  - Management
  - Family and Parent Engagement
- Implementation of the Objectives/Tasks (never ends)
- Monitoring (may occur at any time)
- Plan/annual Evaluation

Discussions led to the following bulleted items of discussion.

2016-2017 Process to determine Indicators

2016-2017 District and School Indicators The Process **(Non Priority and Focus)**

- Conduct a comprehensive diagnostic analysis/ needs assessment to include reviewing 2015-2016 Objectives and Tasks to determine overall needs
- Re-Task as appropriate the 2015-2016 Indicators where needed for continued implementation toward full implementation as defined by WiseWays® research (This becomes a part of the 2016-2017 plan)
- Begin with aligning Indicators of effective practice to the needs identified in the needs assessment to assess, plan, and monitor and continue the process for the 2016-2017 school year

2016-2017 District and School Indicators **(Non Priority and Focus)**

- The state may ask districts for a particular Indicator to assess related to the diagnostic analysis/ needs assessment but for the most part, districts will provide guidance to schools based on the needs assessment.
- In order to have a plan, a school must be working to improve some component of the educational process within the ACSIP (Indistar) Indicators.
- Title I Schoolwide Schools must annually review the Indicators aligned to the Title I Schoolwide components. **(Further clarification will be provided within the Indistar system.)**

Priority and Focus Schools

Will work directly with the ADE SIS team to identify Success Indicators for the 2016-2017 school year

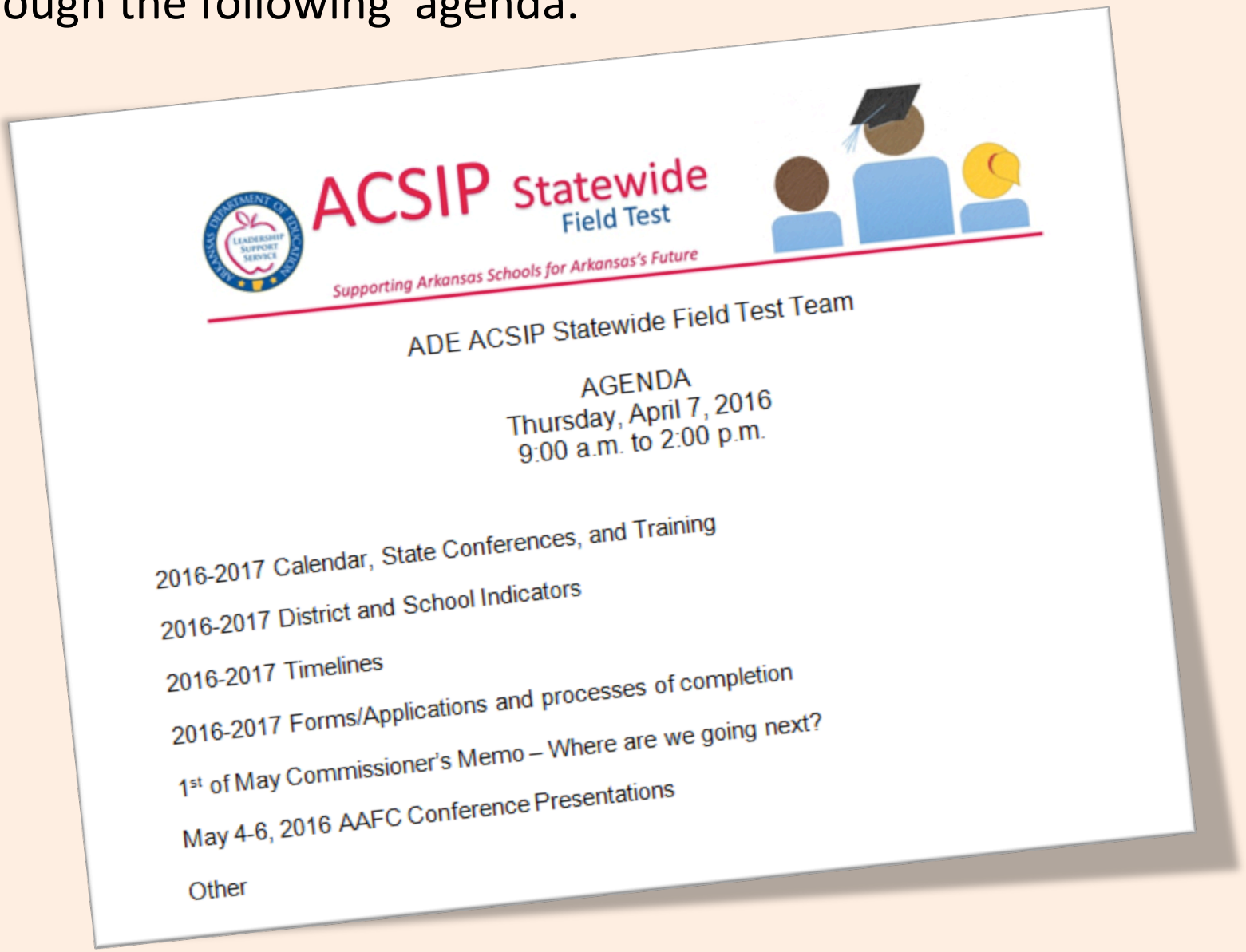
ARKANSAS DEPARTMENT OF EDUCATION

Public School Accountability
School Improvement

LaDonna Spain
ACSIP Statewide Administrator

http://www.arkansased.gov/divisions/public-school-accountability/school-improvement

The ADE Internal ACSIP Statewide Field Test Team met on April 7, 2016 to work through the following agenda.



ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future

ADE ACSIP Statewide Field Test Team

AGENDA
Thursday, April 7, 2016
9:00 a.m. to 2:00 p.m.

2016-2017 Calendar, State Conferences, and Training

2016-2017 District and School Indicators

2016-2017 Timelines

2016-2017 Forms/Applications and processes of completion

1st of May Commissioner's Memo – Where are we going next?

May 4-6, 2016 AAFC Conference Presentations

Other

Indistar®
Lighting our path to stellar learning®

Indistar Work Sessions 2016

Materials

Agenda

Photo Galleries

April 12-13
April 19-20

State Success Markers

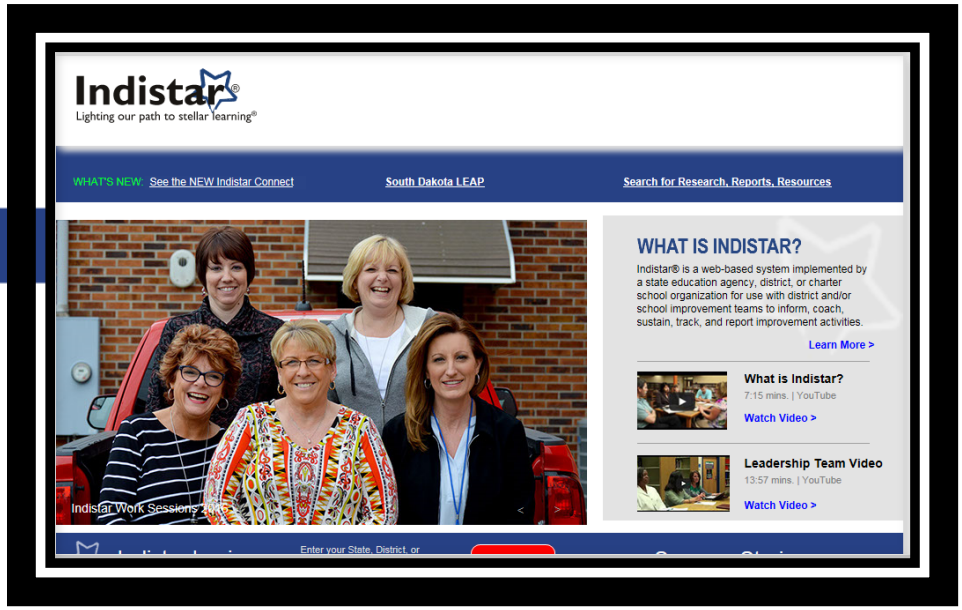
Progress Report
Build District Capacity
Identify Success
Coaching

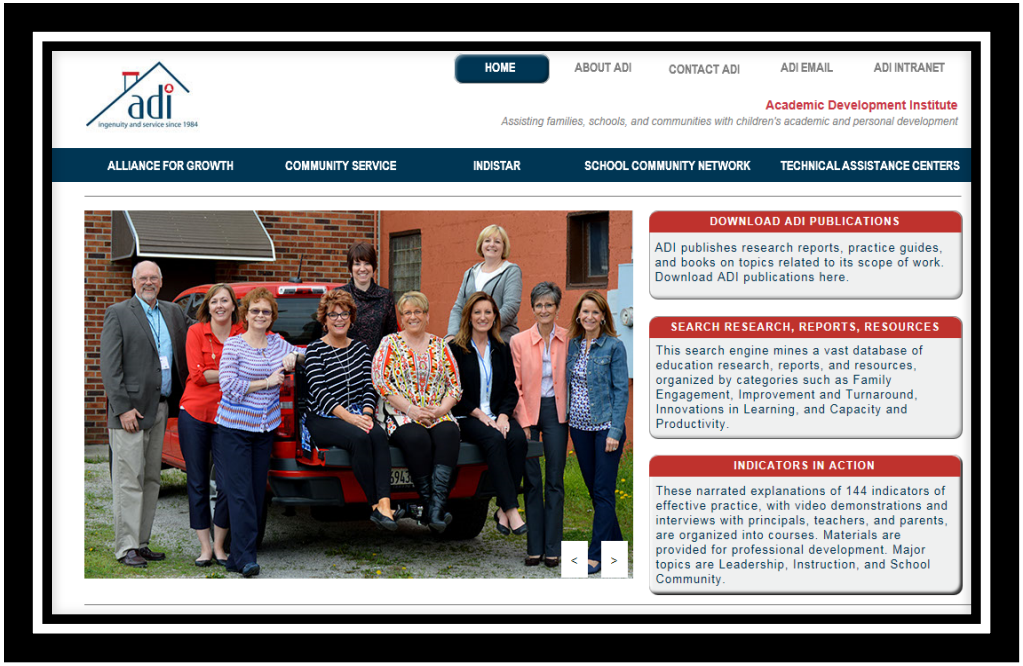
One-Pagers

Coaching Support to Districts & Schools
Building District Capacity
Identifying Success
Getting Better Together: General Overview of Modules
State Reports & Quarterly Progress: The State

Packets

Every Student Succeeds Act
Framework for Growth: School Level
Framework for Growth: District Level
Personalized Learning Indicators
Competencies and Personalized Learning Chapter





http://www.indistar.org/worksessions2016/

2015-2016 Timeline

2015-2016 District Remaining Timeline

Application/ Form/Action	Due Dates
Federal Programs (2015-16)	
Title I, Part 2 Revisions	May 1, 2016
Title II-A Revisions	May 1, 2016
Title III Revisions	May 1, 2016
Federal Transfer Forms	May 1, 2016
Gross Payroll & Budget Ledger	June 3, 2016
School Improvement / State Categorical Funds (2015-16)	
General Descriptions (ALE, ELL, NSLA, PD)	June 30, 2016
Special Education (2015-16)	
2016 VIB Final Allocation amendment	June 1, 2016

2015-2016 School Remaining Timeline

Application/ Form/Action	Due Dates
Federal Programs (2015-16)	
Title I Parts 1 and 2 ; Title IIA; & Title III Budget Summaries	May 16, 2016 (Open for completion in ACSIP ***in the district level plan****)
Title I Parts 1 and 2 ; Title IIA; & Title III Budget Summaries	Due June 24, 2016 from the district ***to ADE in the district level plan****
School Improvement / State Categorical Funds (2015-16)	
General Descriptions (ALE, ELL, NSLA, PD)	June 30, 2016

In district level plan- Schools work with the district office , for submissions in the district plan of the school level Federal Budget Summaries.

2016-2017 Timeline

2016-2017 District Timeline

Application/ Form/Action	Due Dates
Federal Programs (2016-17)	
Title I Parts 1 and 2 ; Title IIA; & Title III	May 16, 2016 (Open for completion)
Title I Parts 1 and 2 ; Title IIA; & Title III	Due June 24, 2016
(Fed) ACSIP Assurances	Between June 24 - October 1, 2016
*FGM- Declaration of Non-Participation	October 1, 2016
Notice of Funds Transferred	October 1- May 1, 2017
Revised Title I, Part 2, Title IIA Applications	January 1, 2017 - May 1, 2017
January Gross Payroll & Budget Ledger	January 20, 2017 Tentative
Gross Payroll & Budget Ledger	June 3, 2017 Tentative
School Improvement / State Categorical Funds (2016-17)	
General Descriptions (ALE, ELL, NSLA, PD)	October 1, 2016
(State) ACSIP Assurances	October 1, 2016 Tentative
Special Education (2016-17)	
VIB School Age, Federal and State Preschool	June 1, 2016

*FGM- Federal Grants Management

2016-2017 **Template options** for districts in ACSIP

Template / Outline	ACSIP Location Of optional template	District Choice optional Location
District Parental Involvement Policy	ACSIP Complete forms tab/ submit forms tab and to ADE and post to the district website	Submit to the ADE and post on the district website
Health and Wellness	ACSIP Complete forms tab/ submit forms tab	Upload District Template in the Wellness Folder
Needs Assessment	Docs and Links	District maintains on file
Program Evaluation	Docs and Links	District maintains on file
Optional Planning Template- Federal	Docs and Links	District maintains on file
Optional Planning Template - State	Docs and Links	District maintains on file

Docs and Links are under construction

2016-2017 School Timeline

Application/ Form/Action	Due Dates
Federal Programs (2016-17)	
Schoolwide Plan Rubric for Monitoring and Evaluation	October 1
Supplemental Compliance Report	Under construction
School Improvement / State Categorical Funds (2016-17)	
General Descriptions (ALE, ELL, NSLA, PD)	October 1, 2016

*FGM- Federal Grants Management

2016-2017 **Template options** for schools in ACSIP

Template / Outline	ACSIP optional Location	District Choice optional Location
District Parental Involvement Policy	ACSIP Complete forms tab/ submit forms tab and to ADE	Submit to the ADE and post on the district website
Health and Wellness	ACSIP Complete forms tab/ submit forms tab	Upload District Template in the Wellness Folder
Needs Assessment	Docs and Links	District maintains on file
Program Evaluation	Docs and Links	District maintains on file
Optional Planning Template- Federal	Docs and Links	District maintains on file

Docs and Links are under construction

TIME FOR 5 MINUTES OF Q & A

Public School Accountability
School Improvement

John Harris
ACSIP Statewide Administrator

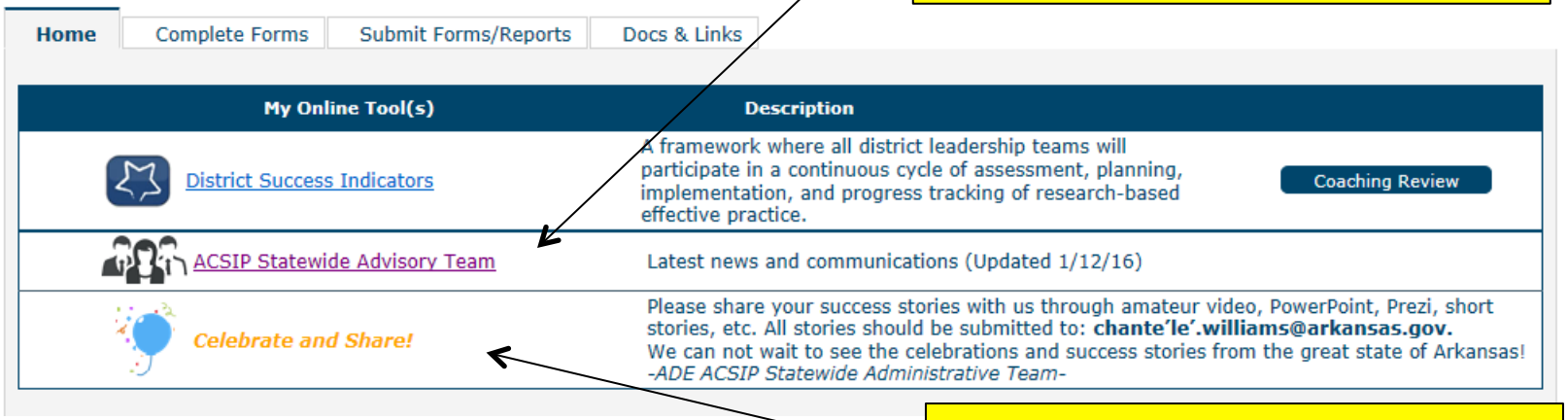
http://www.arkansased.gov/divisions/public-school-accountability/school-improvement

Bulletins and Coaching Reviews are more frequent and posted in real time!

State Bulletin Board

Coaching Comments

The Statewide Advisory Team information was added on the ACSIP Dashboard!



A district and school success search is underway!

Document Uploads have been raised to 100 files in ACSIP!

Document Upload

Arkansas

ACSIP Workdays are scheduled for February and March in escWorks!

powered by escWORKS

Positive feedback is two way in different areas within the state!

Reviews are in progress!

ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future

ACSIP Workdays were scheduled during

February / March 2016 for all Arkansas Schools

By ACSIP Statewide Administrators
LaDonna Spain and John Harris
and
State Field Test School Improvement Team
as a result of the ACSIP Advisory Team Recommendations

2016 February and March ACSIP Workdays

Co-op	ADE Facilitator	February	March
1.OUR	John	10th	
2. Wilbur D. Mills	John	16th	
3. Southwest	LaDonna	11th	
4. Northwest	John	18th	
5. Arch Ford	John	4th and 23rd	
6. Western	John	17th	
7. Southeast	LaDonna	29th	
8. Crowley's Ridge	LaDonna	3rd	9th
9. South Central	John	22nd	
10. Dequeen-Mena	John	2nd	
11. Northeast	John	11th	
12. Dawson	LaDonna	17th	3rd
13. Arkansas River	LaDonna		2rd
14. North Central	John		1st
15. Great Rivers	John	24th	
ADE Workday	LaDonna	10th(L), 18th(L), and 25th(J)	10th(L) and 17th(L)

2016-2017 Trainings and Commissioner's Memo

- In June a 2016-2017 Commissioner's Memo will be posted to provide further clarification regarding the 2016-2017 year.
- 2016-2017 Trainings will be scheduled and communicated

ACSIP Statewide Field Test Advisory Team

Scott Gauntt
2015-2016 Assistant Superintendent
Paragould School District
and
Superintendent
2016-2017 Westside Consolidated School District

http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/acsip-statewide-field-test

Welcome to Paragould School District

Integrity • Pride • Excellence

http://paragould.k12.ar.us/

Personal Reflections from the ACSIP Statewide Field Test Process and Impact resulting from the ACSIP Statewide Field Test Advisory Team

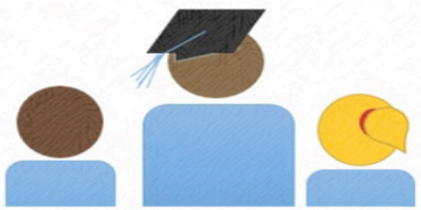
How do we shift the energy to 100% focus on school improvement verses 80% compliance and 20% for school improvement?

100% on school improvement does not mean the resources are not important, but how we use the resources to support improvement.

How do we shift our mind set?

ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



A 2015-2016 Statewide Field Test Advisory Team was utilized and meetings were held monthly.

December 11, 2015

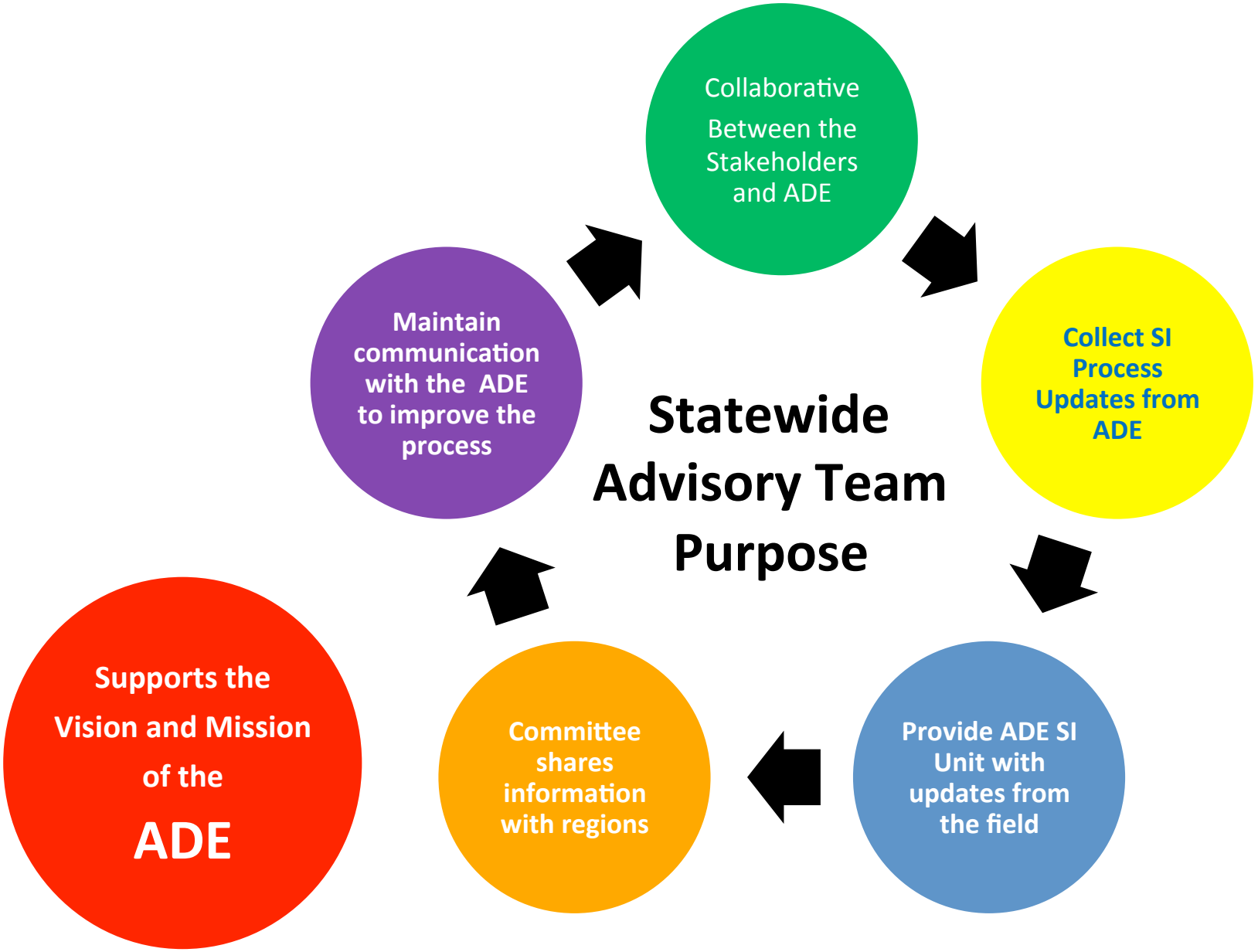
January 2016 (canceled due to weather)

February 5, 2016

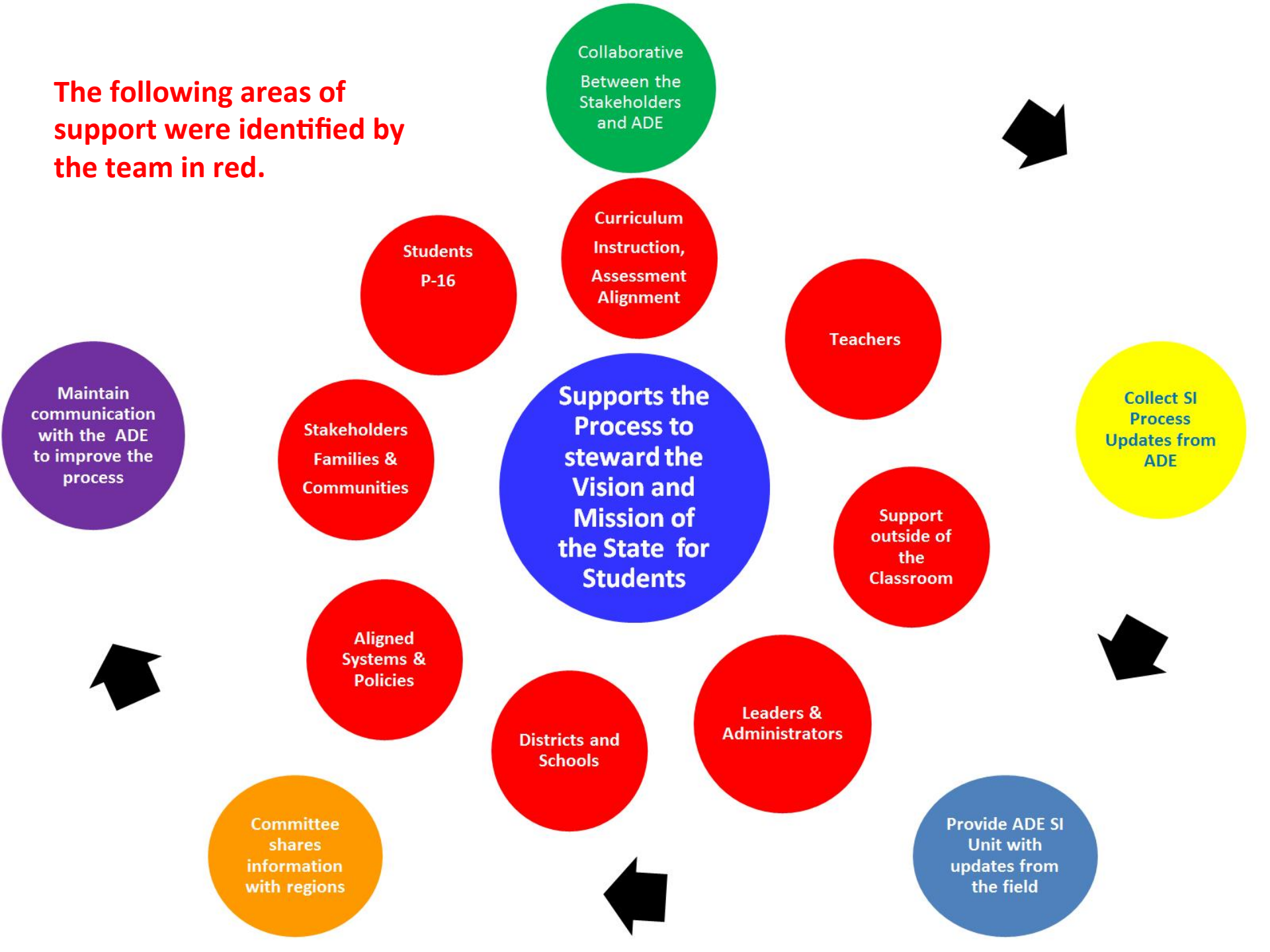
March 18, 2016

April 15, 2016

June 7, 2016


Collaborative Between the Stakeholders and ADE
Collect SI Process Updates from ADE
Provide ADE SI Unit with updates from the field
Committee shares information with regions
Supports the Vision and Mission of the ADE
Maintain communication with the ADE to improve the process
Statewide Advisory Team Purpose

The following areas of support were identified by the team in red.



The ACSIP Statewide Advisory Team Supports the

ADE Vision & Mission

Contribute and support the Arkansas Department of Education when transforming Arkansas to lead the nation in student-focused education.

Contribute, extend, and support the Arkansas Department of Education when providing leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.

ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future

Getting Better, Moving Forward,
Brining it all Together,
Where students succeed beyond their wildest dreams!

ACSIP Statewide Field Test 2016

Arkansas Comprehensive School Improvement Process/Plan (ACSIP)

"This is our chance to do what is right for Arkansas children in education."

Statewide Advisory Team

ARKANSAS DEPARTMENT OF EDUCATION

The Statewide Advisory Team is a collaboration of the Arkansas Department of Education, Arkansas Districts and Schools.

Who are we?

Caroline Neel	Janet Walker
Tracy Streeter	Kathy Goff
Teri Philyaw	Damon Dean
Kristi Wiggins	Scott Gauntt
Bonnie Haynie	Lonnie Holt
Melody Morgan	Jerri Clark
John Harris	LaDonna Spain
Chante'le' Williams	Aleta Fletcher
Charley Nowak	Kathy Davis
Bobby Lester	Jayne Green
Annette Pearson	Lisa Haley
	Dr. Richard Wilde

The Statewide Advisory Team was created to develop a collaborative approach to addressing School Improvement professional practices among Arkansas systems.

Support the process to steward the Vision and Mission of the State for students!

What are our goals?

- *Collaborative between stakeholders and ADE.*
- *Collect School Improvement updates from ADE.*
- *Provide the ADE School Improvement Unit and ADE updates from the field.*
- *Committee participants share information with regions.*
- *Maintain communication with the ADE to improve the process.*

In support of

P-16 Students

Curriculum, Instruction, & Assessment Alignment

Teachers

Support outside of the Classroom

Leaders and Administrators

Districts and Schools

Aligned Systems and Policies

Stakeholders, Families and Communities

ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future

Serving Arkansas together

SEA

LEA

Schools

Communities

Visit us on the Web:

Statewide Field Test
http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/acsip-statewide-field-test

Arkansas Department of Education
http://www.arkansased.gov/

School Improvement Unit
http://www.arkansased.gov/divisions/public-school-accountability/school-improvement

Contact Us

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Arkansas Department of Education
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Little Rock, AR

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Chante'le' Williams, ACSIP Statewide School Improvement Process Manager

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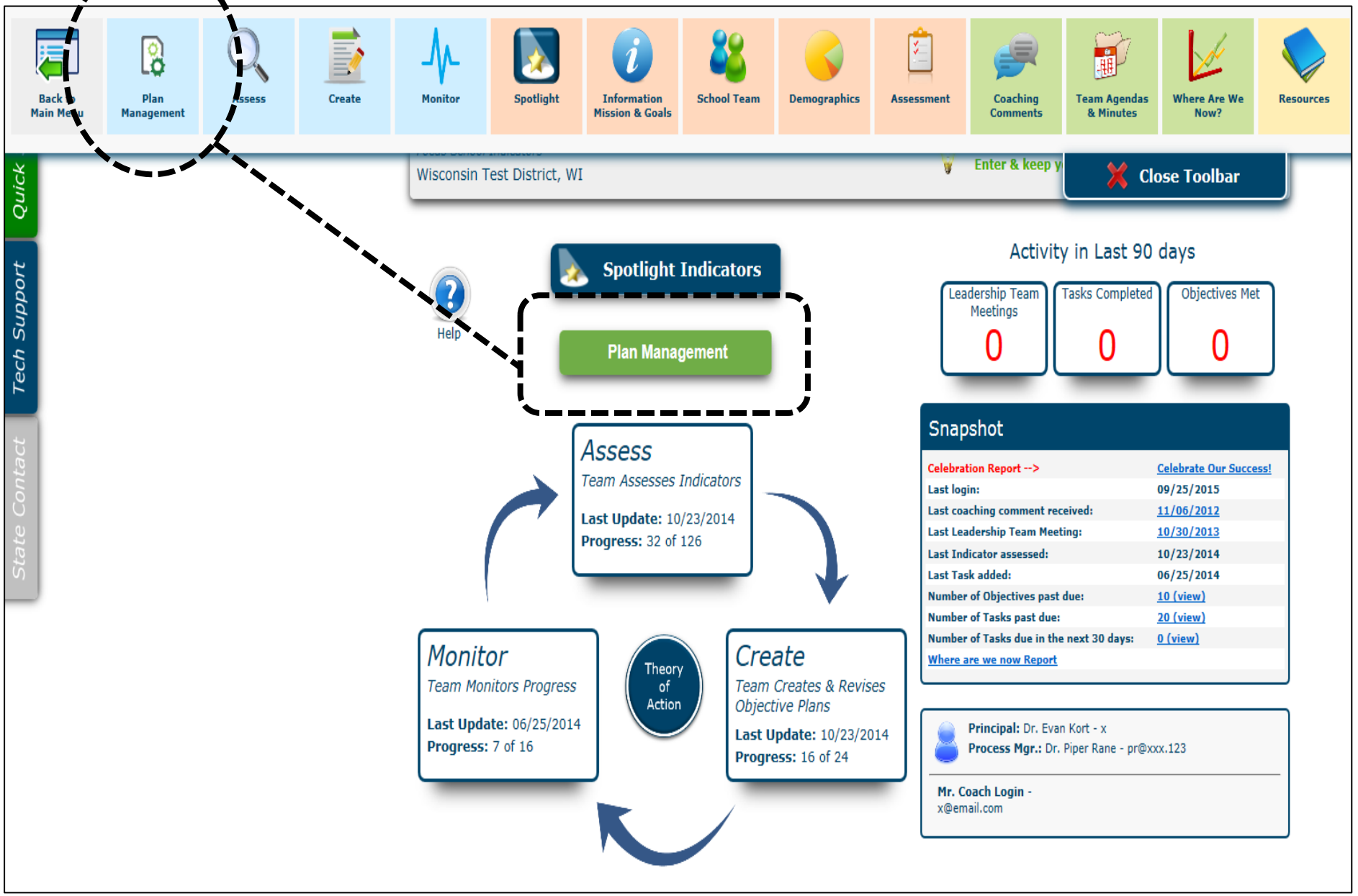
http://www.arkansased.gov/divisions/public-school-accountability/school-improvement


Back to Main Menu
Plan Management
Assess
Create
Monitor
Spotlight
Information Mission & Goals
School Team
Demographics
Assessment
Coaching Comments
Team Agendas & Minutes
Where Are We Now?
Resources
Wisconsin Test District, WI
Close Toolbar
Quick
Tech Support
State Contact
Help
Spotlight Indicators
Plan Management
Activity in Last 90 days
Leadership Team Meetings 0
Tasks Completed 0
Objectives Met 0
Assess
Team Assesses Indicators
Last Update: 10/23/2014
Progress: 32 of 126
Monitor
Team Monitors Progress
Last Update: 06/25/2014
Progress: 7 of 16
Theory of Action
Create
Team Creates & Revises Objective Plans
Last Update: 10/23/2014
Progress: 16 of 24
Snapshot
Celebration Report --> Celebrate Our Success!
Last login: 09/25/2015
Last coaching comment received: 11/06/2012
Last Leadership Team Meeting: 10/30/2013
Last Indicator assessed: 10/23/2014
Last Task added: 06/25/2014
Number of Objectives past due: 10 (view)
Number of Tasks past due: 20 (view)
Number of Tasks due in the next 30 days: 0 (view)
Where are we now Report
Principal: Dr. Evan Kort - x
Process Mgr.: Dr. Piper Rane - pr@xxx.123
Mr. Coach Login -
x@email.com

Filters:

- ☐ KEY indicators
- ☐ Spotlight indicators
- ☐ Assessed indicators
- ☐ NOT assessed
- ☐ No task created
- ☐ With incomplete tasks
- ☐ Fully Implemented/Objectives Met
- ☐ Marked as 'Add task'
- ☐ Marked as 'Undecided'
- ☐ Past due target dates

Target Date Range:

between
and

Clear Filters | Refresh Report

				Assess		Create			Monitor	
Alert!	***Spotlight***	**KEY**	**Indicator / Objective**	**Initial Implementation**	**Index Score**	**Assigned to:**	**Target date:**	**# of Tasks:**	**Progress Status**	**Completed Date**
School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning										
			ID01 A team structure will be officially incorporated into the school governance policy. (36)	Full 12/11/2012	0					
!			ID02 All teams will have written statements of purpose and by-laws for their operation. (37)	Limited 01/02/2013	4	Lebron James	06/01/2013	2	50%	
!			ID03 All teams will operate with work plans for the year and specific work products to produce. (38)	Limited 12/26/2012	6	Albert Einstein	09/21/2013	2	0%	
!			ID04 All teams will prepare agendas for their meetings. (39)	None/Will Include 01/31/2013	3	Bill Nye	07/13/2013	3	100%	
			ID05 All teams will maintain official minutes of their meetings. (40)	Limited 01/31/2013	4	--removed--	06/14/2023	0	0%	
			ID06 The principal will maintain a file of the agendas, work products, and minutes of all teams. (41)	Limited 12/11/2012	3	Vincent Van Gogh	12/23/2013	3	100%	12/11/2012

Each cell under Assess, Create, and Monitor are interactive.

If user clicks on information in a cell, they will go to the associated page for the specified indicator.

TIME FOR 5 MINUTES OF Q & A

Closing Remarks

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Public School Accountability Coordinator

http://www.arkansased.gov/divisions/public-school-accountability

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