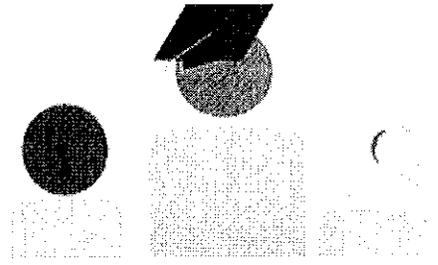




ACSIP Statewide
Field Test

Supporting Arkansas Schools for Arkansas's Future



ACSIP Statewide Field Test 2015-2016

Resource Packet





ACSIP Statewide Plan

[DISTRICT LEVEL]

Form Name	Requirement	Due Date	Responsibility/Assistance
State Categorical Funding – General Description (NSLA/PD/ALE/EL)	Required - ALL districts that receive state funds	October 1, 2015	
Federal - Notice of Funds Transferred	Required - If federal funds are being transferred	May 1, 2016	
ACSIP Assurances	Required - ALL districts	October 1, 2015	
Title I – Application for Funds Part 1	Required - ALL districts	October 1, 2015	
Title I – Application for Funds Part 2	Required - ALL districts	October 1, 2015	
Title II – Part A – Teacher Quality	Required - ALL districts receiving Title II-A funds	October 1, 2015	
Title III Guidance and Application	Required - ALL districts receiving Title III funds	October 1, 2015	
Declaration of Non-Participation	Required - ALL districts	October 1, 2015	
District Parental Involvement Plan (Optional template)	State and Federal Requirement Can be used to create your REQUIRED parental involvement plan.	Must be posted to district's website by October 21, 2015	
Preschool SPED Application	SPED Pilot Districts ONLY	June 1, 2015	
School Age SPED Application	SPED Pilot Districts ONLY	June 1, 2015	
SPED Budget	SPED Pilot Districts ONLY	October 1, 2015	
SPED Declaration of Non-Participation	SPED Pilot Districts ONLY	TBD	
Improvement Process			
District Success Indicators	Notes:		
---District KEYS = 7	Required A framework where all district leadership teams will participate in a continuous cycle of assessment, planning, implementation, and progress tracking of research-based indicators of effective practice.	Preliminary Submission of Progress: Dec. 1, 2015	Responsibility
		End of Year Submission of Progress: March 30, 2016	

Arkansas

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

District		LEA #	
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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:

Student Special Needs Funding Rules

ACTAAP Rules

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

Statute		
A.C.A. § 6-15-425	A.C.A. § 6-15-2106	A.C.A. § 6-17-2402
A.C.A. § 6-15-426	A.C.A. § 6-15-2201	A.C.A. § 6-20-2303
A.C.A. § 6-15-431	A.C.A. § 6-15-2202	A.C.A. § 6-20-2305

Directions:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report "submit" button.

Note: Please review your responses if you are copying and pasting from word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

2015-16 General Description Report for ALE- State 275

District:		LEA #	
Revenue:	32370	Source of Funds:	275
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the ALE programs, positions, and other expenditures.

2015-16 General Description Report for ELL- State 276

District:		LEA #	
Revenue:	32371	Source of Funds:	276
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the ELL programs, positions, and other expenditures.

2015-16 General Description Report for NSLA- State 281

District:		LEA #	
Revenue:	32381	Source of Funds:	281
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the NSLA programs, positions, and other expenditures.

2015-16 General Description Report for PD- State 223

District:		LEA #	
Revenue:	32256	Source of Funds:	223
Date of modifications:			

Arkansas Department of Education 2015-16 Notice of Funds Transferred

District:	
Address:	

LEA Number:	0
Telephone:	000-000-0000

Arkansas has received approval on the Flexibility Waiver allowing 100% of prior or current year Title II-A SOF 6756 funds transferred to Title I SOF 6501.

Current Allocation		Transferred To	Total Transferred From	
Source of Fund	Allocation	Title I	Amount	Percent
FY16 Title II-A	0.00	0.00	0.00	#DIV/0!
Current Yr. Total Transferred:		0.00		

Total Transferred in the 2015-16 school
0.00

Prior Allocation		Transferred To	Transfers of Prior Allocation by Year	Total Transferred From	
Funding	Funds Carried Over	Title I	Prior Year	Amount	Percent
FY14 Title II-A	0.00	0.00	0.00	0.00	#DIV/0!
FY15 Title II-A	0.00	0.00	0.00	0.00	#DIV/0!
Prior Yr. Total Transferred:		0.00			

*Funds carried over from the 2014 Allocation and transferred out of the program, when added to funds transferred from the program in the 2015-16 year, must not exceed the maximum allowed for the district.

The officials of this School District understand that any request to transfer funds in the 2015-16 school year must be submitted to the Arkansas Department of Education (ADE) thirty (30) days prior to funds being transferred, that funds transferred between programs must be used according to the rules and regulations of the program to which transferred, and that funds will be accounted for as directed by the ADE. We also understand that when funds transferred from one program to another are received in this School District, the transfer will be made immediately.

Signature of Superintendent

Date

A Notice of Funds Transfer must be submitted thirty (30) days before the effective date of the transfer.

The last date on which a district may submit a Notice of Funds Transfer for the 2015-16 school year is May 1, 2016.

ARKANSAS DEPARTMENT OF EDUCATION
ASSURANCES FOR PROGRAMS UNDER
THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965,
AS AMENDED BY THE
NO CHILD LEFT BEHIND ACT OF 2001
PUBLIC LAW 107-110

The Arkansas Comprehensive School Improvement Plan (ACSIP) is for local education agency (LEA) use in requesting district funds for covered programs under the *No Child Left Behind Act of 2001* (ACSIP also serves as the local schools schoolwide plan, targeted plan and/or school or LEA improvement plan). To assure the LEA's eligibility for funds included in ACSIP, the Superintendent must provide an original signature attesting to compliance with all assurances applicable to each program for which the plan is submitted. Please read and consider each item carefully as the LEA will be held accountable.

All General Assurances must be checked. The certification line of each Title section must be checked. Please note that for each Title section not checked, funding will not be allocated.

District Name _____ LEA Code No. _____

CERTIFICATIONS

_____, I, the undersigned superintendent for the applicant school district, certify that:

1. The information provided in this application to support the following assurances
Is correct, so far as I am able to determine.
2. The LEA will abide by the provisions of the approved plan/application for No Child Left Behind funds.
3. As the prospective lower tier participant neither it nor its principals are presently
debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. (Executive Order 12549, 34 CFR Part 85, Section 85,510)
4. No Federal appropriated funds have been paid or will be paid, by or on behalf of the
undersigned, to any person for influencing or attempting to influence an officer or employee on any agency, a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative

3. The LEA will adopt policies and practices to ensure that transportation is provided, at the _____ request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to _____ and from the school of origin in accordance with the provisions of Title X, Part C, section 722, paragraph (6)(J)(ii).

4. The LEA will adopt policies and practices to ensure immediate enrollment of homeless _____ children and youth in accordance with all applicable statutes, regulations, program plans and applications.

BOARD APPROVAL AND SUPERINTENDENTS SIGNATURE

The School Board of _____ approved and recorded in its minutes the set of assurances stated above at a meeting held on _____ and further authorized the Superintendent to sign such assurances as required by Section 9306 and to submit an Arkansas Comprehensive School Improvement Plan (application) to the Arkansas Department of Education as required by Section 9305.

Superintendent (Typed Name)

Superintendent Signature Date

Arkansas

Arkansas Title I District Application for Funds - Part I

Page 1 of 1

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").

[Empty text box for answer a]

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.

[Empty text box for answer b]

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

[Empty text box for answer c]

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).

[Empty text box for answer d]

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

[Empty text box for answer e]

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 school year 2014-2015.

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

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 E - 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 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.

[Empty text box for response to question 6]

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.

[Empty text box for response to question 7]

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.

[Empty text box for response to question 8]

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:

[Small empty text box for date]

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

[Empty text box for response to question 1b]

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.

[Empty text box for response to question 1c]

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.

[Empty text box for response to question 2]

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

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.

[Empty text box]

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.

[Empty text box]

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.

[Empty text box]

7. DOCUMENTATION: Upload a list of all Title I schools' individual parent involvement allocations.

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.*

[Empty text box]

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

[Empty text box]

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.

[Empty text box]

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

If yes, when will services begin?

[Empty text box]

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.

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 2014-2015 Skipped School document must be completed and uploaded (see commissioner's memo LS-15-005 dated 8/12/14) This form will be updated in August of 2015.
<http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=1284&Source=http%3A%2F%2Fadesharepoint%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx>

Save	Save and Preview	Close
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Instructions - Title I Targeted or Per Pupil Allocation Determinations

LEA Data page list all schools and the free/reduce percent to determine rank order, if applicable.

Before funding can be set aside for building, the Non-public schools need to be determined. Meetings have been determined and the students have been counted.

Set Aside the amount the district will need to spend and this gives the amount for instructional programs. This amount will now determine the PPA for each building.

Title I Target Area Selection -

This section is to be completed prior to planning Title I programs in the various schools of the district. Entered the data necessary for the selection of schools eligible for Title I programs. Complete the Title I per pupil expenditure for each school before building individual schools plans.

Title I requires that an LEA rank all of its school attendance areas in order of poverty from highest poverty to lowest and serve them in the that order. In performing this ranking, districts must use percentages of students from low-income families. Arkansas uses October 1 of prior year collected from the Child Nutrition office.

TITLE I TARGETED AREA SELECTION - DEFINITIONS

Every school with a 75% or higher poverty rate must be served by the Title I Program, regardless of the school's grade span. This ensures that high-poverty elementary and secondary schools are served.

After all 75% schools are served, an LEA may choose to rank schools within grade spans, rather than all schools together. Which means, LEA could rank elementary schools separately from middle and high schools and it could choose to serve some grade spans but not others.

Districts with fewer than 1,000 students enrolled or with only one school per building do not have to serve in rank order. But must serve only schools that meet the requirements.

Grade Span Grouping - Title I Schools Served

Selection of School District Attendance Areas. Indicate method used to select Title I school add "Grade Span Grouping" as a method that may be used by district to select Title I schools to be served. "Grade Span Grouping (All schools at or above grade span average may be served or all schools at or above the district average may be served.)" Allow this choice only when a district has more than one school per grade level.

If the Title I Public Page has only one school per grade level or less than 1,000 students in the entire district, automatically check this method of target area selection. Do not allow any other choice to be used, even if schools with less than 35% low-income are served. If a school has more than one school per grade level or more than 1,000 students, do not allow this option.

If the Title I Public Page has more than one school per grade level or more than 1,000 and has Title I schools with less than 35% low-income being served, this district may not select in "35% rule".

If a district has schools below 35% being served and is not a one school per grade level or less than 1,000 students, allow only "District average of low-income", "Grade Span Grouping", or "Schools under voluntary or court mandated desegregation....." to be selected.

To calculate the Cost Per Child when schools below 35% low-income are served, take the Title I allotment times the total number of low-income children in the entire district. Multiply this amount by 125% to find the minimum Cost Per Child that must be spent in the Title I schools served.

TITLE I DISTRICT ATTENDANCE AREAS

Indicate below method used to select Title I Schools

Check (x) box
below:

<input type="checkbox"/>	Grade Span Grouping (All schools at or above District Average may be served.)
--------------------------	---

<input type="checkbox"/>	Schools under voluntary or court mandated desegregation may ask the U.S. Office of Education for a waiver
--------------------------	---

<input type="checkbox"/>	35% Rule (All schools over 35% may be served)
--------------------------	---

<input type="checkbox"/>	Grade span grouping (All schools over 35% may be served)
--------------------------	--

<input type="checkbox"/>	District average of low-income (All schools at or above district average may be served.)
--------------------------	--

<input type="checkbox"/>	Grade span grouping (All schools at or above Grade Span Average may be served.)
--------------------------	---

<input type="checkbox"/>	1,000 or less students - not required to rank order
--------------------------	---

What is the source of data used for determining number of children from low-income families?	
---	--

<input type="checkbox"/>	AFDC
--------------------------	------

<input type="checkbox"/>	Medicaid
--------------------------	----------

<input type="checkbox"/>	School Lunch (Free or reduced)
--------------------------	--------------------------------

Composite Details	
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2015-16 School Budget Per Pupil Cost Breakout & Parent Involvement

DISTRICT LEA/NAME:

0101000 - DeWitt

School Budget Per Pupil Cost Breakout	Notes of how calculations work 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
Indirect Costs	\$ budgeted for indirect cost in the Title I budget

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 Budget to Schools	-	Equals Total Available minus non-public
Amount NOT Budgeted to Schools	-	

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.

Parent Involvement

1% of the Annl Allotment + transfers in = - (The % of PI for Non- Public schools is pulled from this amount.) Only
 District 5% of the 1% = - used for Annual Allotments over \$500,000.
 School level 95% of the 1%= -

Professional Development for Non- Public schools =

District wide programs for Non-Public schools=

Homeless =

Non- Public schools =

Title I Set Aside for Neglected (line 1594) =

**Arkansas Department of Education
Worksheet to Determine the Amount of Title I Funds
for Equitable Services Based on Enrollment
Title I School Allocation Report**

DISTRICT LEA/NAME: 0101000 - DeWitt
LEA does not serve non-public schools (nothing further required)
LEA serves non-public schools

- Number of low-income private school student

- Attendance Area School Per Pupil Allocation

Equals Equitable Services percent

Parent Involvement, Professional Development, and districtwide initiatives and School Extension Set-Parent Involvement Reservation under Sec. 1118 of ESEA

Section 1118 of Title I requires 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 requires 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.
-	/	-	-
Total New Year Allocation in ACSIP	Multiplied by	1% Per Section 1118 of ESEA	
-	X	-	
Percent of Reservation	Multiplied by	Parent Involvement Set-Aside	Equals Amount for Equitable Services for Private Schools
-	X		0.00

Professional Development Reservation under Section 1119 of ESEA

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.

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.
-	/	-	-
Percent of Reservation	Multiplied by	Professional Development (not a required Set-Aside)	Equals Amount for Equitable Services for Private Schools
-	X		-

200.64 Districtwide Activities under Section 1118 of ESEA

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.

Number of private school children from low-income families in participating school	Divided By	Total number of children from public and private school low-income families in participating school attendance areas.	Equals Percent of Reservation.
-	/	-	-
Percent of Reservation	Multiplied by	School Extension Reservation Set-Aside	Equals Amount for Equitable Services for Private Schools
0.0000	X		

2015-16 Title I Budget Summary

DISTRICT LEA/NAME: 0101000 - DeWitt

EXAMPLES:

Description	Category	Elaborate as to what will be done with the amount and how it relates to	Amount	Code
Instructional Facilitators in identified Title I buildings	<input type="checkbox"/> Purchased Services <input type="checkbox"/> Classified Salaries <input type="checkbox"/> Classified Benefits <input checked="" type="checkbox"/> Materials and Supplies <input type="checkbox"/> Certified Salaries <input type="checkbox"/> Certified Benefits	2 Math Instructional Facilitators will be utilized to increase student achievement in the following buildings: Green Elementary and Lester Middle School	120,000.00	650:129400300000
Benefits of Math Facilitators	<input type="checkbox"/> Purchased Services <input type="checkbox"/> Classified Salaries <input type="checkbox"/> Classified Benefits <input type="checkbox"/> Materials and Supplies <input type="checkbox"/> Certified Salaries <input type="checkbox"/> Certified Benefits	Insurance, FICA, TR, etc.	30,000.00	650:129400300000

ENTER INFORMATION HERE:

Description	Category	Elaborate as to what will be done with the amount and how it relates to the indicated category.	Amount	Code
	District Indirect Cost			
	<input type="checkbox"/> Purchased Services <input type="checkbox"/> Classified Salaries <input type="checkbox"/> Classified Benefits <input type="checkbox"/> Materials and Supplies <input type="checkbox"/> Certified Salaries <input type="checkbox"/> Certified Benefits			
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Arkansas

APPLICATION FOR Title II, Part A
Improving Teacher Quality

Title II, Part A Coordinator:	
Telephone Number:	
E-mail:	

A. Local Application Development

The LEA has the responsibility to provide equitable services to private school teachers. Representatives from non-public schools should be offered the opportunity to participate in the planning and development of the local Improving Teacher Quality Program.

1. Systematic Consultation

Please check the appropriate blocks below to show how your LEA consulted with parents (required), teachers, administrative personnel, and other groups such as media coordinators, school counselors, and student services personnel in the design, planning, and implementation of the ESEA Title II, Part A program. Also check the appropriate blocks below to show the methods used in consulting with the previously mentioned individuals and groups. Keep on file for program review purposes a list of the names and positions of all personnel who participated in the planning of this application and a copy of the actions taken by this committee. Please remember that this process must occur each application year.

Check all that apply:

Individuals/Groups Consulted

- Parents
- Teachers
- Administrative Personnel
- Other Pupil Services Personnel
- Other (Private schools)

If other:

Consultation Methods

- Principal Meetings
- Core Staff Dev Teachers
- Local School Board Meetings
- Public Notice in Newspaper

2. Non-Public School Participation (Local Education Agencies only; N/A for State-Operated Programs and Charter Schools)

Are there non-public schools in your school system's attendance area?

- Yes No

If yes, are non-public schools notified and invited to participate in Title II, Part A funding?

- Yes No

If yes, please upload a copy of letter to non-public schools.

If yes, remember to complete Section G - Non-Public School Participation.

Arkansas

**APPLICATION FOR Title II, Part A
Improving Teacher Quality**

Page 2 of 7

B. Needs Assessment – Public and Charter Schools

1. Describe the process for conducting the needs assessment. Explain how the LEA teachers, paraprofessionals, principals, other relevant school personnel, and parents collaborated in preparing the local plan and in the activities to be undertaken. (In the Chart in #3, you will identify the needs determined through the assessment that will be the focus of the Title II, Part A funds.)

2. Describe how funds will be targeted to: *(Based on the amount of funding, it may not be possible to target each area; therefore, the priority for Title II, Part A funding should be focused on A, C, D, and F.)*

A. Schools that have the lowest proportion of Highly Qualified Teachers:

B. Getting non-Highly Qualified Teachers Highly Qualified as soon as possible:

C. Schools that have the largest class size:

D. Schools that are identified as priority or focus or are not meeting their AMO's, to provide Professional Development opportunities to address weak areas:

E. Recruitment/retention of Highly Qualified Teachers to schools with High Poverty levels:

F. An equitable distribution of Highly Qualified Teachers:

3. Complete the following Chart. (Based on the amount of funding and the results of LEA/charter needs assessment, it may not be possible to address each identified need; therefore, focus should first be placed on #3 and #6 for LEAs/Charters without 100% HQT and #4 and #7 for LEAs/Charters that have not met AMO'S.

(A) Specify the identified needs in the LEA with regards to:

1. Recruitment and retention of Highly Qualified teachers
2. Professional development for teachers, principals, and paraprofessionals
3. Helping teachers become Highly Qualified
4. Teachers who need to enhance their subject matter and teaching skills
5. Principals who need to improve their instructional leadership skills, etc.
6. An annual increase in the percentage of HQ teachers
7. An annual increase in the % of teachers receiving HQ professional development for meeting needs of students not making AYP
8. Equitable Distribution of HQ teachers

(B) Specify strategies that will be implemented to address the identified needs. Under No Child Left Behind, each LEA is required to report annually on the success in meeting each of the strategies/objectives outlined. This fact should be considered as objectives are written and activities selected. Please remember, professional development is not a means to reaching HQ status (Praxis Testing and approved coursework are acceptable).

(C) Specify the evaluation to be used to determine the effectiveness of the strategies. (Questions to consider: How will the strategies and/or activities have a substantial, measurable, and positive impact on student academic achievement? How will the activities be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students?)

1. Recruitment and retention of Highly Qualified teachers

If yes, describe the specific cases and the measures the LEA/charter school is currently taking to resolve the issues.	
Strategies/Activities/Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

2. Professional development for teachers, principals, and paraprofessionals

Reason for selection of the objective	
Strategies/Activities/Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

3. Helping teachers become Highly Qualified

Reason for selection of the objective	
Strategies/Activities/Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

4. Teachers who need to enhance their subject matter and teaching skill

Reason for selection of the objective	
--	--

Strategies/Activities/ Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

5. Principals who need to improve their instructional leadership skills, etc

Reason for selection of the objective	
Strategies/Activities/ Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

6. An annual increase in the percentage of HQ teachers

Reason for selection of the objective	
Strategies/Activities/ Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

7. An annual increase in the % of teachers receiving HQ professional development for meeting needs of students not making AMO

Reason for selection of the objective	
Strategies/Activities/ Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

8. Equitable Distribution of HQ teachers

Reason for selection of the objective	
Strategies/Activities/ Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

Arkansas

**APPLICATION FOR Title II, Part A
Improving Teacher Quality**

Page 3 of 7

C. Description of Plans for Highly Qualified Teachers and Equity of Teacher Assignments

Please respond to ALL questions.

1. How does the LEA/charter school assure that principals in all Title I schools send the required notification to parents when children are taught by teachers who are not HQ?

What evidence does the LEA have?

2. How does the LEA/ charter school ensure that parents of students in Title I districts are notified that they may request information regarding the professional qualifications of their children's teachers?

3. Describe how the LEA /charter school ensures that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

4. Describe any inequities in the assignment of inexperienced, unqualified, or out-of-field teachers within the LEA/charter school.

5. Describe the specific strategies the LEA/charter school will implement to address the inequities in teacher assignments identified in the previous question (#4).

Provide a timeline for the implementation of the strategies.

Describe how the effectiveness of the strategies will be assessed.

6. If no inequities currently exist, please provide a plan, procedure, or strategies that will be followed should inequities arise for any reason. What will be the evidence(s) of probable success of the strategies indicated? **(Please note: An answer of Not Applicable is not acceptable – this question must be addressed as LEAs/charter schools must have a plan in place IN CASE inequities arise.)**

[Empty text box for question 6]

7. Provide information as to how you have evaluated your LEA's /charter school's Equity Plan and how you have or plan to act based on the impact of the evaluation.

[Empty text box for question 7]

[Empty text box for question 7]

8. Do schools that are a priority or focus school have higher percentages of teachers who are not Highly Qualified than do other schools?

Yes No

If yes, what is the LEA/charter school plan to address the inequities?

[Empty text box for question 8]

9. Does the data on teachers who are not HQ suggest special cases that may make it difficult for the LEA/charter school to meet the 100% HQ goal?

Yes No

If yes, describe the specific cases and the measures the LEA/charter school is currently taking to resolve the issues.

[Empty text box for question 9]

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Arkansas

**APPLICATION FOR Title II, Part A
Improving Teacher Quality**

Repeat

D. REQUIREMENT FOR TITLE II, PART A FUNDING

List all schools that did not make AMO'S in the LEA. List the target goals met for out of the overall total number of target goals for the schools and subgroups of students of not meeting AMO'S. Provide information on the HQ status of all schools not meeting AMO'S (use your most current data) and the steps the LEA will take (is taking) to ensure that these schools have strategies in place to assist teachers who are not Highly Qualified to attain 100% HQ status as quickly as possible.

Schools	Target Goals Met out of the overall total Number of Target Goals for the schools	Identify the subgroups of students not meeting AMO'S	HQT % of the Schools Not Meeting AMO'S	STRATEGIES to get teachers HQ as soon as possible

Pages: 1 2 3 4 5 6 7

Assurances -The Non-Public School assures that:

1. The school is a non-profit organization.
2. All materials and supplies are used strictly for instructional purposes and are used to implement programs, projects, and activities for specific staff development.
3. Records are on file to verify that the school is in compliance with Titles VI and VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1972 (sex); the American with Disabilities Act of 1990; and, the Age Discrimination Act of 1975.
4. Programs, projects, and activities will be operated in compliance with Title II, Part A legislation and Non-Regulatory Guidance according to the plan submitted to the local education agency. Services provided by Title II, Part A will be secular, neutral, and non-ideological.

By typing my name in the space provided, I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.

Signature of Appropriate Non-Public School Official	Date

Submit two copies to the LEA as directed by the LEA Title II, Part A Coordinator.

*** Non-public schools may serve pre-kindergarten children, but these children will not generate any funds for allotment purposes**

Needs Assessment - Non-Public Schools

Federal law specifies that Title II, Part A funds for non-public schools can only be used for professional development for teachers and others.

1. **Describe** the process for conducting the needs assessment. Explain how the school's teachers, principals, other relevant school personnel, and parents collaborated in preparing the local plan and in the activities to be undertaken.

Repeat

2. Based on the needs assessment, please complete the following chart. Under No Child Left Behind, each LEA will be required to report annually on the success in meeting each of the strategies/objectives outlined. This fact should be considered as objectives are written and activities selected. The LEA is responsible for reporting results in non-public schools within their attendance area.

Non-Public Schools Needs Assessment Chart

Objectives/Focus Needs	
Reason for selection of the objective	1
Strategies/Activities/Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

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Arkansas

**APPLICATION FOR Title II, Part A
Improving Teacher Quality**

Page 6 of 7

F. Debarment Certification

Debarment Certification (Title II, Part A) No Child Left Behind Act of 2001 (P.L. 107-110)

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, section 85.510, and participants' responsibilities. The regulations were published as Part VII of the May 26, 1998 *Federal Register* (pages 160-192). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment
3. The prospective lower tier participants shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarment," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The proposed lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under number 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, section 85.510, and participants' responsibilities. The regulations were published as Part VII of the May 26, 1998 *Federal Register* (pages 160-192). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

Before Completing Certification, Read Instructions below.

(1)The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

(2)Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

By typing my name in the space provided, I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.

Signature and Title of Authorized Representative	Date

-

Arkansas

**APPLICATION FOR Title II, Part A
Improving Teacher Quality**

Page 7 of 7

All LEA's and a charter schools are required to submit a budget of projected expenditures for each school year for Improving Teacher Quality Title II, Part A activities. A budget form is attached. The LEA and charter school is also responsible for entering and maintaining the budget in the Arkansas APSCN Financial Management System. Any amendments during the year must be approved.

Your attention is directed to the following important points when budgeting II-A funds:

- Expenditures or encumbrances may not be made before the approval date of this application nor in excess of prior fiscal year carryover before the official allotment of federal funds for this project is received from the School Finance Section.
- Any carryover funds from the previous grant Title II, Part A must be expended within the 27-month period from the beginning of the fiscal year the funds were awarded.

Example

Description	HQ/PD/CSR/TR If other, please explain	Amount \$	Elaborate as to what will be done with the amount and how it relates to the indicated category.	Code
Teacher Salary	CSR	100,000	Two teachers will be hired at Green Middle School to reduce class size and increase student achievement.	6501159100300000

Repeat

** HQ-Highly Qualified/ PD-Professional Development/ CSR-Class Size Reduction/ TR-Teacher Recruitment

Description	HQ/PD/CSR/TR If other, please explain	Amount \$	Elaborate as to what will be done with the amount and how it relates to the indicated category.	Code

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**Title III Guidance and Application
Limited English Proficient and Immigrant
Children and Youth
2015-2016**

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INTRODUCTIONS

The purpose of Title III of the No Child Left Behind Act of 2001 (NCLB) is to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and achievement standards required of all children. Schools must use Title III funds to implement language instruction educational programs which carry out activities that use a researched based approach. In accordance with Title III, Section 3116 of the No Child Left Behind Act of ... [\[Read more...\]](#)

SECTION 1

- DEFINITIONS
- ACCEPTANCE OF APPLICATIONS
- REJECTION OF APPLICATIONS
- CONDITIONS OF SOLICITATION
- APPLICATION REQUIREMENTS
- IMPORTANT DATES TO REMEMBER
- SELECTION PROCESS
- FISCAL INFORMATION
- USE OF FUNDS
- ELIGIBILITY REQUIREMENTS
- PRIVATE SCHOOL PARTICIPATION IN TITLE III PROGRAMS
- MAINTENANCE OF RECORDS
- FORMING A CONSORTIUM ... [\[Read more...\]](#)

SECTION 2

PART 1: INFORMATION

LEA INFORMATION

LEA Name
Superintendent's Name
Local School Board President's Name

Federal Program Director's Name
Title III Program Contact's Name
LEA Address
City, State, ZIP Code
County Name
Telephone Number
Fax Number
Contact e-mail address
Number of ELL according to HLS

PART 2: ASSURANCES

SUPPLEMENTARY ASSURANCES FOR TITLE III, PART A

All district and school personnel (superintendent, principals, teachers, finance officers and support staff) shall be knowledgeable of the following requirements that comply with the No Child Left Behind Act of 2001 and the 1964 Civil Rights Act.

The LEA shall:

1. Develop and implement a plan which will not be in violation of any State or federal laws regarding the education of English Language Learner (ELL) or Limited English Proficient (LEP) children (Section 3126).
2. Use funds to build capacity to continue to provide high-quality language instruction educational programs for ELL/LEP students once the sub grant is no longer available [Section 3113(b)(3)(G)].
3. Include in its plan a certification that all teachers in a Title III language instruction educational program for ELL/LEP children are fluent in English and any other language used for instruction [Section 3116(c)].
4. Ensure that students enrolled in this program participate in the English Language Proficiency Test (ELPT) Program. The public school district shall develop and implement an assessment and evaluation program for students in grades that do not participate in the ELPT [Section 3113(b)(3)(C)].
5. Assess students on an annual basis until proficiency in English is achieved. ELLs not participating in the program must also be assessed for English language proficiency and be served to meet their linguistic needs [Section 3113(b)(3)(D)].
6. Notify parents of a child's placement in a language instruction program not later than 30 days after the beginning of the school year, or for later enrollment, within two weeks of the student's placement. The notification must be provided in an understandable and uniform format, and to the extent practicable, in a language that the parent can understand. The parent notification shall include (Section 3302)
 - a. Reasons for the student's placement;
 - b. The child's level of English language proficiency, how such level was assessed, and the status of the child's academic achievement;
 - c. A description of the range of program models available (which screener is used);
 - d. A description of how the program will meet the linguistic and academic needs of the child;.
 - e. Specific program exit requirements;
 - f. A description of how the program meets the objectives of the Individualized Education Program (IEP) of a child with a disability; and
 - g. Parents options to decline to enrollment in the program or to choose another program, if available.
7. Ensure that the programs and projects described in the application for funds were developed in consultation with teachers, including vocational teachers; school administrators; parents; charter school representatives; and where appropriate, private school representatives, pupil services personnel and other relevant external groups [Section 3116(b)(5)].
8. Use its funds to increase English language proficiency and academic achievement in the core academic subjects for ELL/LEP students with activities including [Section 3115(c)]:
 - a. Language instruction programs supported by scientifically based research; and
 - b. High-quality professional development for classroom teachers (including teachers not in language instruction settings), principals, administrators and other community based organizational personnel. Professional development activities shall be designed to improve instruction and assessment of ELL/LEP students; based on scientifically based [scientifically-conducted] research models; of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.
9. Use funds for the following authorized (i.e., recommended) activities [Section 3115(d)]:
 - a. Upgrading program objectives and instruction;
 - b. Improving instruction by upgrading or developing curriculum, assessment information, educational software, and instructional materials;

- c. Providing tutorials, academic or vocational education, and intensified instruction;
 - d. Coordinating programs with other services;
 - e. Improving English proficiency and academic achievement;
 - f. Facilitating community participation that improves English language skills of ELL/LEP students and assists parents through family literacy programs and parent outreach training;
 - g. Improving instruction of ELL/LEP students through educational technology, instructional materials, access to and participation in electronic networks, and incorporating technology resources; and
 - h. Other activities that are consistent with the purposes of Title III
10. Report accurate information in E-SCHOOL AND/OR APSCN, including:
 - a. The ELL/LEP student's classification as ELL/LEP;
 - b. The ELL/LEP student's participation status in State Title III programs; and
 - c. Professional development training on English as a Second Language (ESL), second language acquisition, and related topics in ELL education that were received by LEA staff members during the school year (i.e., teachers of ESL or teachers of other subjects, administrators, instructional support personnel, community members, etc.).
 11. Evaluate the LEA's program to determine effectiveness and needs for improvement. The evaluation will include (Section 3121):
 - a. A description of activities conducted by the LEA with Title III funds;
 - b. A description, number, and percentage of ELL/LEP children making progress in learning English language and meeting challenging State academic content and student academic achievement standards;
 - c. The number and percentage of ELL/LEP students in the program attaining English Language Proficiency by the end of each school year; and
 - d. A description of the progress made by students who have been exited from ELL/LEP status for each of the two years after they are no longer served by a Title III program.
 12. Ensure that, for any fiscal year, each school with ELL students that fails to meet the Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency (AMAOs 1 and 2) separately inform students' parents or guardians of this failure. (For example, a school newsletter will not suffice as separate letters must be sent in the language most familiar to the parents/guardians.)
 13. Ensure that each of its schools with ELL students that fail to make progress toward meeting AMAOs develops an improvement plan that will ensure that the school meets those objectives. This plan must be submitted to and approved by the ADE [Section 3122(b)(2)(A)].
 14. Include in the LEA's plan a certification that all teachers - in any language instruction educational program for ELL/LEP children - are fluent in English and any other language used for instruction, including having written and oral communication skills [Section 3116(c)].

PART 3: Title III Coordinators please read and sign

Title III 2% Cap on Administrative Costs and Supplement vs Supplant

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

Indirect costs = organization-wide costs 1) incurred for a common or joint purpose benefiting more than one cost objective, and 2) not readily assignable to the cost objectives specifically benefitted

Example of indirect costs:

utility costs

Administrative costs are associated with the overall project management and administration and which are not directly related to the provision of services to participants or otherwise allocable to the program cost objectives/categories.

Two types of administrative costs:

personnel & non-personnel
direct & indirect

Administrative costs include those activities that pertain to establishing and administering policy for operating the LEA or with handling the overall administrative responsibilities for an LEA and program.

Examples:

Personnel – salaries & benefits for office assistants, clerks, accounting, data processing, contracted professional services, such as auditors

Examples of labor costs for direct administration:

Salaries, benefits, & other expenses of the recipient or sub recipient's staff who perform these functions: overall program management, as distinct from overall program implementation, preparing program plans & budgets, and preparing reports related to program requirements.

Examples of non-labor costs for direct administration:

Costs for goods & services required for program administration, such as equipment purchase/rental, utilities, office supplies, postage, and rental and maintenance of office space.

What are indirect costs?

Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. In theory, costs like heat, light, accounting and personnel might be charged directly if little meters could record

minutes in a cross-cutting manner. Practical difficulties preclude such an approach. Therefore, cost allocation plans or indirect cost rates are used to distribute those costs to benefiting revenue sources.

Indirect or Direct Costs?

Looking at it another way, indirect costs are those costs that are not classified as direct. Direct costs can be identified specifically with particular cost objectives such as a grant, contract, project, function or activity.

Direct costs generally include:

- Salaries and wages (including vacations, holidays, sick leave, and other excused absences of employees working specifically on objectives of a grant or contract – i.e., direct labor costs).
- Other employee fringe benefits allocable on direct labor employees.
- Consultant services contracted to accomplish specific grant objectives.
- Travel of employees.

Materials, supplies and equipment purchased directly for use on a specific grant or contract.

Communication costs such as long distance telephone calls or telegrams identifiable with a specific award or activity.

I have read Section 2, Part 1,2,3, and will comply with all the Title III requirements contained in this Guidance and Application booklet, including those regarding the Assurances, 2% cap on administrative costs and rules for supplementing vs supplanting.

Federal Program Director		Date	
Superintendent		Date	
School Board President		Date	

PART 4: PROJECT NARRATIVE

Each LEA applying for Title III grant funds must develop and implement a comprehensive plan, in accordance with Section 3116 of Title III of the No Child Left Behind Act of 2001, for serving students who are limited English proficient. It should address each aspect of the LEA’s program for all ELL at all grade levels, and at all schools. The plan should also contain sufficient detail and specificity so that each staff person can understand how the plan is to be implemented.

Each LEA should establish a committee or work group that includes administrators, teachers (both English language instruction educational program teachers (ESL) and regular classroom teachers), instructional assistants, school counselors, and others who work with the ELL student population. The committee also should include parents, students, and community representatives who work with these students and their families in other settings. Inclusive approaches in program design and development garner valuable input for program design and tend to promote overall community awareness and support. In addition, community stakeholders are valuable resources during program improvement and evaluation activities.

The need for implementing an English language instruction educational program depends on whether English language learners are able to participate effectively in the regular instructional program. In any case in which one or more students are determined to need support, the LEA must implement a plan of appropriate English language instruction educational services. Each LEA is required to have a project plan approved by the LEA’s board.

Many factors affect the types of education programs that LEAs may offer, including the number of students and the variety of languages they speak. Consequently, the ADE allows LEAs broad discretion concerning how to ensure equal educational opportunities for LEP students. The ADE does not prescribe a specific intervention strategy or type of program that an LEA must adopt to serve English language learners, nor does the ADE require LEAs to teach students in their primary languages. The law requires effective instruction that: (1) leads to the timely acquisition of proficiency in English and (2) provides teaching and learning opportunities so that each student can become proficient in the State’s academic content and student academic achievement standards within the specified time frame that is expected for all students.

PART 5: LEAs are required to respond to the prompts on the following pages and submit the responses as the Title III application.

Identification

1. Describe the LEA’s methods for identifying and assessing the students to be included in the English language instruction education program.
2. Describe the LEA’s educational theory and goals for its program of services

High Quality Instructional Program

3. Give a summary of the LEA’s needs assessment for English Language Learners.
4. Based on the needs assessment, describe the project goals and activities that will be developed, implemented, and administered.
5. Describe how language instruction educational programs will ensure that limited English proficient students develop English proficiency.
6. Describe the specific components of the LEA’s program of English language acquisition and academic services for LEP students.

7. Describe the LEA's procedures for designating individuals to include on the student evaluation team (SET), responsibilities of the team, and the person(s) responsible for oversight of the SET.
8. Describe the LEA procedures for consulting with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the district's Local Plan (Policy, Procedures and Guidelines for ELLs).
9. Describe how the LEA will ensure that its methods for determining that translators/translations used are effective in communicating with parents of LEP students (i.e. check lists, observations, etc.).
10. Describe the LEA's method and procedures for transitioning and/or exiting students from the English language instruction educational program and for monitoring their progress for a period of at least two years.
11. Describe how the LEA will collect and submit data in accordance with ADE requirements.
12. Describe how the LEA will serve LEP students enrolled in private schools, if applicable.

Assessment and Accountability

13. Describe how the LEA will hold schools accountable for meeting proficiency and annual measurable achievement objectives.
14. Describe how the LEA will hold schools accountable for annually measuring the English proficiency of LEP students and for their participation in the state-administered English language proficiency (ELPT) testing program.
15. Has the LEA missed any AMAOs?
If so, which AMAO did the district miss and how many years has the LEA been in improvement?
16. Provide a description of the strategies that are being implemented to ensure that AMAOs are being met.

High Quality Professional Development and Staffing

17. Describe how the LEA is providing high quality professional development to classroom teachers including teachers in classroom settings that are not in language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.
18. Describe how the LEA will ensure that its methods are based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency, and substantially increasing the subject matter according to AMAOs.
19. Describe how the LEA will ensure that all teachers in any language instruction educational program for LEP students, which is funded with any source of federal funds, are fluent in English, including having written and oral communication skills.
20. Describe the specific staffing and other resources to be provided to LEP students under the LEA's English language instruction educational program.

Parent and Community Participation

21. Describe how the LEA will promote parental and community involvement.
22. Describe the process the LEA used to inform parents of the students AMAO status.

PART 6: Program Budget and Budget Narrative.

As indicated in Title III, Section 3115(g), funds must be used to supplement, not supplant, instructional programs for LEP and Immigrant students, and this should be reflected in the budget. Create a Title III English Language Acquisition Program Budget and Narrative, including a description of instructional and non-instructional services. Complete separate budget pages for each project. Please note that during the project period, an Amendment Request Form must be submitted for approval in order to transfer line item amounts in excess of 10%.

For ADE use only

Number of LEP Students Enrolled 14-15	
--	--

APPROVED APPLICATION:

Federal Director		Date	
Office Director		Date	
Assistant Commissioner		Date	
TITLE III 15-16 Allocation		\$	

SECTION 3

Requirements for Title III districts not meeting Annual Measurable Achievement Objectives (AMAOs)

See page 26 for Requirements

ARKANSAS DEPARTMENT OF EDUCATION
Title III Improvement Plan for English Language Proficiency Assessment
2015-2016

Local Educational Agency (LEA) Plan Information:

Name of LEA:	
County:	
District:	
LEAs #:	
Address:	
City:	
Zip Code:	
Contact Person:	

Any inquiries concerning this plan should be directed to the attention of:

Print Name:	
Title:	
Phone:	
Fax:	
E-Mail:	

Signatures:

We, the undersigned authorized officials, guarantee that the information contained in this document is accurate and true to the best of our knowledge.

Signature of Superintendent		Date	
Signature of Principal		Date	
Signature of ESL Coordinator		Date	

District:	
Name of person filing plan:	
Title of person:	
Date:	

Our district missed the following AMAO(s). Please check all that apply:

If AMO 3, please check one:

Write short narrative describing factors that prevented the district from making the specific AMAO(s) selected.

Write a detailed description of district's improvement plan. The improvement plan shall specifically address the factors that prevented the district from achieving the AMAO(s).

TITLE III NOTICE OF INTENT TO FORM A CONSORTIUM
2015-2016

Mailing Address:
Arkansas Department of Education
Division of Learning Services
Curriculum and Instruction Office 4 Capitol Mall-Room 301-B
Little Rock, AR 72201

For general information, instructions, and Title III Notice Of Intent To Form A Consortium document...

[Read more on page 30...]

Annual Reporting, Monitoring and Technical Assistance

For 2015-2016

The Arkansas Department of Education (ADE), together with the U.S. Department of Education and the Office for Civil Rights (OCR), is charged with the responsibility of enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin. In *Lau v. Nichols*, the U.S. Supreme Court affirmed the U.S. Department of Education's May 25, 1970 Memorandum that directed LEAs to take steps to help English learners overcome language barriers and to ensure that they can participate meaningfully in the educational programs.

The Elementary and Secondary Education Act (ESEA) of 1965, Title III, Part A requires the State Educational Agency to monitor the implementation of Title III program requirements and the expenditure of federal funds by all subgrantees. Monitoring Title III at the local level ensures compliance with regulations and assures the quality of the program and the instructional delivery being...

[\[Read more on page 32...\]](#)

Title III Coordinators Suggested Timeline for Implementation of District Title III Programs

Title III Coordinators should take the time to read the Title III Law/Guidance documents that can be found on the Title III Guidance and Application booklet.

Also, refer closely to the Before Completing the Application section during both initial preparation of the application, and while making any required changes to...

[\[Read more on page 36...\]](#)

Arkansas Department of Education
Federal Grants Management

DECLARATION OF NON-PARTICIPATION

The following District/Charter will not participate in the following Federal Program(s) under the Elementary and Secondary Education Act (ESEA) during the 2015-16 school year.

District/Charter Name	
------------------------------	--

LEA Number	
-------------------	--

ESEA Program	Source of Fund	Non-Participation	Amount
Title I Part A	6501		
Title I Part D	6510		
School Improvement 1003(g)	6504		
School Improvement 1003(a)	6505		
Title II Part A	6756		
Title III	6761		
Title VI-SRSA	6782		
Title VI-RLIS	6784		

By typing your name in the space provided, the superintendent guarantees that the information contained in this document is accurate and true to the best of his/her knowledge.

Superintendent's Signature		Date	
-----------------------------------	--	-------------	--

The deadline for submitting this declaration is October 1, 2015.

Effective July 1, 2003

Arkansas

District Parent Involvement Policy

**This form was adapted from, *A Toolkit for Title I Parent Involvement*.
Ferguson, C. (2009). *A Toolkit for Title I Parental Involvement*. Austin, TX: SEDL**

Page 1 of 1

To complete this form:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the dashboard, go to the Required Reports section, and click the District Parent Involvement Policy - Report "submit" button.

Note: Please review your responses if you are copying and pasting from Word. There may be some compatibility issues that will need to be edited.

Please complete the following questions.

School Year
2013-2014

Superintendent
Benny Weston

School Improvement Status
NI

Parent Involvement Committee Members
(Select "Repeat" to open more entry fields to add additional team members)

Enter committee members

First Name
Kimberly

Last Name
Pynn

Position
Federal Coordinator

Enter committee members

First Name
Linda

Last Name
Collins

Position
K-2 Parent Facilitator

Enter committee members

First Name
Vicky

Last Name
Maye

Position
3-5 Parent Facilitator

Enter committee members

First Name
Leilani

Last Name
Rose

Position
6-8 Parent Facilitator

Enter committee members

First Name
Tonya

Last Name
Thacker

Position
9-12 Parent Facilitator

Enter committee members

First Name
Jimma

Last Name
Holder

Position
k-2 Principal

Enter committee members

First Name
Paulette

Last Name
Sherrer

Position
3-5 Principal

Enter committee members

First Name
Mike

Last Name
Hobson

Position
6-8 Principal

Enter committee members

First Name
Patty

Last Name
Young

Position
Parent

Enter committee members

First Name
Shelly

Last Name
Ward

Position
Parent

Enter committee members

First Name
Tracey

Last Name
Kennedy

Position
Parent

Enter committee members

First Name
Greg

Last Name
Aleshire

Position

Parent

Enter committee members

First Name
Melissa

Last Name
Aleshire

Position
Parent

Enter committee members

First Name
Krsti

Last Name
Wilson

Position
Parent

Enter committee members

First Name
Norma

Last Name
Rocha

Position
Parent

Enter committee members

First Name
Judy

Last Name
Kropp

Position
Faculty Support

Enter committee members

First Name
Clarence

Last Name
Wiseman

Position
Parent

Goal 1: How will the LEA foster effective parental involvement strategies and support partnerships among school, parents, and the community to improve student achievement?

Hint

1. Develop and disseminate district parental involvement policy. *Mena School Board*
2. Conduct an annual meeting in the spring to update policy for next year's Title I, Part A program. **To be announced in April facilitated by Kimberly Pymn and campus Parent Engagement Coordinators and attended by district committee.**
3. Reserve a minimum of 1% of the Title I, Part A allocation for parental involvement, with 95% going to Title I, Part A schools. *Kimberly Pymn*
4. Coordinate parental involvement activities with those of other programs such as Head Start program, Home Instruction Program for Preschool Youngsters and State-run preschool programs. *Kimberly Pymn Linda Collins*
5. Establish parental involvement contact person at each of the Title I, Part A schools.

K-12 Louise Durham Linda Collins
 3-5 Holly Harshman Elementary Vicky Maye
 6-8 Mena Middle School Leilani Rose
 9-12 Mena High School Tonya Thacker

6. Conduct an annual review of the effectiveness of the parental involvement policy. At annual spring meeting the district parental engagement committee will evaluate effectiveness of the current policy and make need revisions and additions. *Kimberly Pymn*

- 7. Develop district parental involvement committee to create a parental involvement policy and implement parental involvement activities as well as disseminate information to the community to promote parental involvement in the Title I, Part A schools. Committee developed by district coordinator and campus facilitators. Parent involvement plans

disseminated at the beginning of the school year in the Parent Involvement Kits to each family in the district as well as being posted on the district a campus websites. Other information disseminated to the community continuously via various media resources.

- 8. Ensure that parents of children with disabilities or limited English proficiency have the same access as other parents including information in a language and form they can understand.
- 9. Involve parents in the process of school review and improvement under Section 1116 of NCLB.

Reviewer Response:

Attention: Changes needed!

In Compliance

Reviewer Comments:

Goal 2: How will the district provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement?

Hint

1. Conduct ongoing site visits to observe parental involvement practices. *Kimberly Pynn*
2. Provide materials and training not otherwise available to assist parents in supporting their child's academic achievement.
3. Enhance the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners. *Linda Collins, Vicky Maye, Leilani Rose, Tonya Thacker*
4. Ensure, to the extent possible, that information is sent home in a language and form parents can understand. *Linda Collins, Vicky Maye, Leilani Rose, Tonya Thacker*
5. Provide information on adult literacy training available in the community. *Rich Mountain Community College*
6. Provide a copy of the school policy at each school for parents to view as well as provide a copy to each parent. A copy of Policy is handed to each family upon enrollment as well as being posted on the school website. A copy is also available on each campus in the Parent Center. *Linda Collins, Vicky Maye, Leilani Rose, Tonya Thacker*
7. Monitor each Title I, Part A school to ensure that each school performs the following tasks: *Kimberly Pynn*
 Develop parental involvement policy.
 Offer flexible meeting times.
 Provide information to parents about the school's program, include parent information guide.
 Develop and use the School-Parent Compact.
 Provide training for parents in working with their child to improve academic achievement, to include training on the phone notification system in order to have real-time access to their child's attendance and achievement. Eschool parent viewer available on website.
8. Reinforce parenting skills to support the acquisition of academic skills and their application in real-life situations for parent use.
9. Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts. *Kimberly Pynn, Linda Collins, Vicky Maye, Leilani Rose, Tonya Thacker*
10. Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, such as morning and evening, in order to maximize the opportunities for parents to participate in school-related activities.
11. Coordinate and integrate parental involvement strategies and staff training with the Readiness Coalition Committee.
12. Convene annual school meeting to inform parents of their school's participation in the development of the parental involvement policy and their right to be involved.

Reviewer Response:

Attention: Changes needed!

In Compliance

Reviewer Comments:

Goal 3: How will the district build the school's capacity for strong parental involvement?

Hint

1. Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A. *Kimberly Pynn/Campus Facilitators*
2. Assist in the development of parent engagement groups at each school. *Linda Collins, Vicky Maye, Leilani Rose, Tonya Thacker*
3. Encourage the formation of partnerships between schools and local businesses that includes roles for parents.

4. Provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child.
5. Involve parents through an annual survey to improve school effectiveness. Surveys are requested of parents at the Fall Parent Teacher Conferences annually on each campus.
6. Approve reasonable and necessary expenses associated with parental involvement activities.
7. Provide any reasonable support for parental involvement at the request of participating Title I, Part A schools.

Reviewer Response:

Attention: Changes needed!
 In Compliance

Reviewer Comments:

Goal 4: How will the district conduct, with the involvement of parents, ongoing evaluation of the content and effectiveness of the parental involvement policy as it relates to strategies for increasing parental participation and identifying barriers to greater participation?

Hint

1. Survey parents annually, including questions to identify barriers to parental involvement. Surveys are requested of parents at the Fall Parent Teacher Conferences annually on each campus.
2. Provide an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected. Survey analysis is done by campus facilitator and reviewed by district committee at spring meeting
3. Develop procedures for collecting parent participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year.
4. Use finding from evaluation process to:
 - Make recommendations to each participating school for parental involvement policy revision.
 - Provide suggestions for designing school improvement policies, as they relate to parental involvement.
5. Develop and disseminate an annual parent activity evaluation report to share with parents, staff and the community. A brief evaluation of parent activities will be requested of parents at the Spring Parent Teacher Conferences for Elementary and CAP Conferences at Middle and High School. Evaluations will be used to make revisions and additions to following years activity plans.

Reviewer Response:

Attention: Changes needed!
 In Compliance

Reviewer Comments:

Goal 5: How will the district involve parents in the joint development of the district Title I Application under section 1112 (ACSIP)?

Hint

1. Recruit parents to serve on district ACSIP committee to develop the Title I Application. *Kimberly Pymn, Linda Collins, Vicky Maye, Leilani Rose, Tonya Thacker*
2. Recruit parents for a district Parent Advisory Committee *Kimberly Pymn, Linda Collins, Vicky Maye, Leilani Rose, Tonya Thacker*
3. Encourage the formation of partnerships between the district and local businesses that includes roles for parents. *Kimberly Pymn, Linda Collins, Vicky Maye, Leilani Rose, Tonya Thacker, Tammy Young (RMCC)*
4. Involve parents through an annual survey to improve district effectiveness.

Reviewer Response:

Attention: Changes needed!
 In Compliance

Reviewer Comments:

Close

Arkansas / ACSIP

Indicator Report - District Indicators

All Districts (required)

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)

July 20, 2015

IC02 Indicator: 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)

Explanation: Districts establish many lines of communication with their schools, but designation a specific “go to” person for the school is both an efficient aid to the school and a source of information for the district. In some cases, these “district liaisons” to the school may be a part of the school’s Leadership Team, in other cases the district liaison may review and comment on the school’s evolving improvement plan and its implementation. Regardless of the size of the district, central office staff gain great knowledge from this intimate association with specific schools.

Questions: Does your district designate central office personnel to serve as liaisons with schools? How is the role of the district liaison described? What are the expectations for the person serving in this capacity?

The relationship of the district with a low-performing school will require more attention from central office staff to provide support and monitor school efforts. Assistance provided might include, for example, helping school staff diagnose and address problems or temporarily assigning a subject area specialist to the school to work with teaching staff. The monitoring should be ongoing and might include review of data from periodic assessments, site visits, and coaches assigned to the school.

Source: Gordon Cawelti and Nancy Protheroe, In Walberg, *Handbook on Restructuring and Substantial School Improvement*. Retrieved from www.adi.org. See Download ADI Publications.

- ◆ District leadership must be both a “critical friend” to schools and a buffer to leverage external resources and pressures.
- ◆ Central office staff role may shift from oversight to assistance. For example, the human resources department might ask school staff for ways it can better serve schools.
- ◆ Maintain the balance between support and pressure to improve.
- ◆ Partner central office staff members with specific schools, especially low-performing schools, for intensive work on improvement efforts.

Source: *Module 4 Virginia WebEx PPT* created by Academic Development Institute

Obviously, since teachers and principals will feel the pressure of increased expectations for performance, they should also be provided with resources to help achieve them. Often, this requires a redefinition of the role of central office staff from oversight to support.

One approach would be to partner some central office staff members with specific schools, especially low-performing schools, for intensive work on improvement efforts. Other central office departments, such as human resources, might have their roles more explicitly defined as

service providers for schools, with procedures put in place to assess school staff satisfaction with their efforts and processes.

Source: Gordon Cawelti and Nancy Protheroe, In Walberg, *Handbook on Restructuring and Substantial School Improvement*. Retrieved from www.adi.org. See Download ADI Publications.

References and Resources

Cawelti, G., & Protheroe, N. (2007). The school board and central office in school improvement. In H. Walberg (Ed.), *Handbook on restructuring and substantial school improvement* (pp. 37-52). Lincoln, IL: Center on Innovation and Improvement. Retrieved from www.adi.org. See Download ADI Publications.

Walberg, H. (Ed.) (2007). *Handbook on restructuring and substantial school improvement*. Lincoln, IL: Center on Innovation & Improvement. Retrieved from www.adi.org. See Download ADI Publications.

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District Level - Demonstration Site

Date:

After the Leadership Team discusses the Wise Ways research, the team determines the level of implementation for the indicator: A. No Development (Not a Priority/ Interest), B. No Development (Will Include in plan), C. Limited Development, or D. Full Implementation. Then the team provides the information below relative to that level of implementation.

Category (Core Function):

Section (Effective Practice):

A. **No Development and Not a Priority or Interest**
Please explain why this is not a priority

B. **No Development - Will Include in Plan** or

C. **Limited Development**

Priority Score: 3 - High
 2 - Medium
 1 - Low

Opportunity Score: 3 - Relatively easy to address
 2 - More difficult, but can be attained within current policy and / or budget
 1 - Changes will be required to current policy and / or budget

Describe your current level of implementation

D. Full Implementation

Provide evidence of full and effective implementation. Also describe how the team will sustain these efforts.

District Level - Demonstration Site

Date:

Category (Core Function):

Section (Effective Practice):

-

Plan

1. Assign a team member to manage and monitor your work toward this objective. _____

2. Describe how it will look when this objective is fully met. Also describe the information you will need to provide evidence that this objective is fully met.

3. Establish a date by which your description above will be a reality. ____ / ____ / _____

Tasks

T-1. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

T-1a. Assign a person to be responsible for this task. _____

T-1b. Establish a date this task will be completed. ____ / ____ / _____

T-1c. Record notes from your discussion that will be helpful to the person responsible for this task.

Attach additional tasks to this objective as needed.

Implementation Worksheet

Objective #:

Objective and all tasks have been completed: Yes - No (circle one)

Date objective was met:

Evidence to support full implementation:

How efforts will be sustained:

Description of experience:



ACSIP Statewide Plan

[SCHOOL LEVEL]

Forms	Requirement	Due Date	Responsibility/Assistance
State Categorical Funding -- General Description (ALE/ELL/NSLA/PD)	Required for ALL schools that receive state funds	October 1, 2015	
Supplemental Compliance Report	Required compliance document for ALL schools	October 1, 2015	
School Parental Involvement Plan (Optional template)	State and Federal Requirement Can be used to create your REQUIRED parental involvement plan.	Must be posted to district's website by October 21, 2015	
Schoolwide Plan Rubric for Monitoring and Evaluation	Required Title I schoolwide yearly evaluation rubric to be completed by each schoolwide school.	Must be completed, signed, and uploaded by October 1, 2015.	

Improvement Process	Due Date	Expectations
School Success Indicators ---Schools(not Priority/Focus) = 13 ---Focus Schools = 18 KEY ---Priority Schools = 18 KEY	Preliminary Submission of Progress: December 1, 2015 End of Year Submission of Progress: March 30, 2016	

Arkansas

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

Page 1 of 1

School		LEA #	
---------------	--	--------------	--

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:

Student Special Needs Funding Rules

ACTAAP Rules

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

Statute		
A.C.A. § 6-15-425	A.C.A. § 6-15-2106	A.C.A. § 6-17-2402
A.C.A. § 6-15-426	A.C.A. § 6-15-2201	A.C.A. § 6-20-2303
A.C.A. § 6-15-431	A.C.A. § 6-15-2202	A.C.A. § 6-20-2305

Directions:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report "submit" button.

Note: Please review your responses if you are copying and pasting from word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

2015-16 General Description Report for ALE- State 275

School:		LEA #	
Revenue:	32370	Source of Funds:	275
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the ALE programs, positions, and other expenditures.

2015-16 General Description Report for ELL- State 276

School:		LEA #	
Revenue:	32371	Source of Funds:	276
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the ELL programs, positions, and other expenditures.

2015-16 General Description Report for NSLA- State 281

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

Please provide a general description including the purpose and program evaluation of the NSLA programs, positions, and other expenditures.

2015-16 General Description Report for PD- State 223

School:		LEA #	
Revenue:	32256	Source of Funds:	223
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the PD programs, positions, and other expenditures.

Arkansas

Supplemental Compliance Report for ALL Schools

(Includes: Needs Assessment, Transition for both preschool and secondary, Coordination of Funds, Highly Qualified, and School Based Health Services)

Page 1 of 1

To complete this form:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the dashboard, go to the Required Reports section, and click the Supplemental Compliance Report "submit" button.

Note: Please review your responses if you are copying and pasting from Word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

Please complete the following:

Comprehensive Needs Assessment

1. Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from all four measures of data - student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be cross-analyzed to identify the needs of educationally disadvantaged students.

Preschool Transition

2. Is this an elementary school?

Yes No (not applicable, this school is not an elementary school)

If Yes, then describe how the school will assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or any State-run preschool program, to the local elementary school.

Is this a secondary school?

Yes No (not applicable. This school is not a secondary school)

If yes, describe how the school will assist incoming students to the secondary school and how the school will assist students exiting to post-secondary institutions/careers.

Coordination of Programs

3. Describe how the school will coordinate and integrate federal, state, and local services and programs. Specifically, include how the school will create coherent services among (a) other ESEA (NCLB) Title programs such as LEP, Migrant, and Homeless education services, (b) IDEA programs, and (c) as applicable, violence prevention programs, health services and nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Teacher Quality

4. Do all of your teachers and instructional paraprofessionals meet the state's definition of highly qualified?

Yes No

If No, describe the plan to ensure that all teachers and instructional paraprofessionals will become highly qualified. Title I schools may only utilize currently highly qualified staff.

Health and Wellness

The purpose of the Health and Wellness Priority is to improve the health and academic performance of students. Wellness activities will address nutrition, education, and physical fitness activities for the development of lifelong habits and promotion of healthy lifestyles for the following groups: students, school staff, and parent and community networks. School health and wellness activities will create a safe and healthy school environment that supports learning.

5. How is the school addressing the Wellness requirements as mandated by Act 1220 of 2003? You MUST reference the required wellness strategies of Act 1220 in the Docs and Links tab. [Wellness Strategies](#)

6. Please scan and upload the results of the School Health Index into the health services file under Document Upload.

7. If your school operates a School-based Health Center or offers School-based Mental Health Programs/Services, you MUST answer the following question: How is the school integrating the school-based center services or mental health services in a way that those services are directly correlated to improving student achievement levels?

Arkansas

School Parent Involvement Policy

This form was adapted from, *A Toolkit for Title I Parent Involvement*.
Ferguson, C. (2009). *A Toolkit for Title I Parental Involvement*. Austin, TX: SEDL.

Please do not copy/paste information from the "Hints". Retype the information that you want to use. If you copy/paste your report will not look clean and nice.

Page 1 of 1

To complete this form:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the dashboard, go to the Required Reports section, and click the School Parent Involvement Policy - Report "submit" button.

Note: Please review your responses if you are copying and pasting from Word. There may be some compatibility issues that will need to be edited.

Please answer the following questions.

District

School Improvement Status

Grade Levels

Parent Involvement Coordinator

Are you Title I Schoolwide?

- Yes
- No
- N/A

Percent of free and reduced lunch

Parent Involvement Committee Members

(Select "Repeat" to open more entry fields to add additional team members)

Enter committee members

First Name

Last Name

Position

1. List various communication strategies used in your school to provide additional information to parents and to increase parental involvement in supporting classroom instruction.

Hint

2. List the proposed parent meeting, conferences and activities regularly throughout this year and the dates providing flexible meeting times that you have planned to increase parental involvement and build staff and parent capacity to engage in these types of efforts. (Must include the 2 state mandated parent/teacher conferences each year.)

Hint

3. How will your school provide information to parents about volunteer opportunities (must include state mandated parent training)?

Hint

4. How will your school work with parents to create a School-Parent-Compact?

Hint

5. How will your school provide opportunities for parents to be involved in the development, implementation and evaluation of the school wide school improvement plan, and the Annual Title I Meeting to engage them in the decision-making processes regarding the school's Title I, Part A Program?

Hint

6. How will your school provide resources for parents?

Hint

7. How will your school engage parents in the evaluation of your parental involvement efforts?

Hint

8. How will your school use the parent interest surveys to select, plan and implement parental involvement activities that will be offered throughout the year?

Hint

9. When will your school plan the Annual Title I Meeting that must be conducted separately? (It CANNOT be held in conjunction with any other meetings or activities.)

Hint

When you have completed this form, please click **SAVE AND PREVIEW** to get an electronic pdf copy of this School/Parent Involvement Policy form. Please send a copy to your district for review. Once approved you may post the pdf copy to your webpage.

**Note: All previous reviewer comments have been removed from this form and will no longer display on any printed or electronic version.*

Save **Save and Preview** **Close**



SCHOOLWIDE PLAN RUBRIC FOR MONITORING AND EVALUATION

Directions: Use the rubric to assess the quality of the school's Schoolwide (ACSIP) Plan. The rubric employs a "three-star" system that highlights the desired qualities and characteristics observed in effective schoolwide programs. The rated areas include EXCEPTIONAL (3 stars); ACCEPTABLE (2 stars); and NEEDS REVISION (1 star). Check the appropriate box in the first column for each of the ten (10) schoolwide components. This form should be signed and returned to the Title I Office **by October 1** of each school year.

District Name: _____	District LEA No. _____
School Name: _____	School LEA No. _____
Principal Name: _____	Principal E-Mail _____

10 Components of a Schoolwide Plan	Exceptional 3 ***	Acceptable 2 **	Needs Revision 1 *
Comprehensive Needs Assessment <input type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1 *	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs. Strategies increase the quality and quantity of instruction, using research-based methods and strategies.	Includes data gathered from two sources. Examines student strengths and needs. Increased the quality and quantity of instruction.	Includes data gathered from less than two sources. Examines student deficits. Increases neither the quality nor quantity of instruction.
School Reform Strategies <input type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1 *	Research-based reform strategies are directly aligned with the findings of the needs assessment. Provides a detailed, enriched and accelerated curriculum for all students. Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups participating in the schoolwide program. Addresses specific strategies that assist teachers to determine if student needs are met.	Reform strategies aligned with the findings of the needs assessment. Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students. Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program. Briefly addresses how the school will determine if these needs are met.	Reform strategies are not directly aligned with the comprehensive needs assessment findings and do not reference research-based models. Provides a basic curriculum. Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met. Teachers are directed to meet student needs without specific strategies or approaches.



SCHOOLWIDE PLAN RUBRIC FOR MONITORING AND EVALUATION

Directions: Use the rubric to assess the quality of the school's Schoolwide (ACSIP) Plan. The rubric employs a "three-star" system that highlights the desired qualities and characteristics observed in effective schoolwide programs. The rated areas include EXCEPTIONAL (3 stars); ACCEPTABLE (2 stars); and NEEDS REVISION (1 star). Check the appropriate box in the first column for each of the ten (10) schoolwide components. This form should be signed and returned to the Title I Office **by October 1** of each school year.

<p>Instruction by Highly Qualified Professional Staff</p> <p><input type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1 *</p>	<p>Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.</p> <p>All teachers are assigned to the areas in which they are certified to teach.</p>	<p>Teachers and paraprofessionals are prepared to meet the highly qualified requirements, however, all do not; parents are aware of the progress of the school in meeting this requirement.</p> <p>Teachers are sometimes assigned to areas in which they are not certified.</p>	<p>Teachers and paraprofessionals, for the most part, do not meet the highly qualified requirements, and there is no plan in place to meet the requirement.</p> <p>Teachers are routinely assigned to teach in areas where they are not certified.</p>
<p>High-quality and Ongoing Professional Development</p> <p><input type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1 *</p>	<p>All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program.</p> <p>All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement plan.</p>	<p>Most staff receives training toward meeting the needs of only select groups of students.</p> <p>Most staff receives ongoing and sustained professional development that is mostly aligned with the goals of the school improvement plan.</p>	<p>Some staff receives fragmented training unrelated to identified school needs.</p> <p>Few staff receives professional development; it addresses their individual training goals and is not necessarily aligned with the goals of the school improvement plan.</p>
<p>Strategies to Attract Highly Qualified Staff</p> <p><input type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1 *</p>	<p>The school is allowed to provide incentives for highly qualified teachers to teach in high need schools.</p> <p>Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.</p>	<p>The school has developed a plan to review the qualifications of its staff, and is prepared to adopt an incentive structure for novice and experienced teachers.</p> <p>Teachers who do not meet the highly qualified status are rarely assigned to work with high need students.</p>	<p>The school makes teacher assignments based on the availability of staff, and does not have a plan to make changes in the way it assigns or hires teachers.</p> <p>Teachers are not assigned to serve high need students based on student need, but rather staff availability.</p>



SCHOOL WIDE PLAN RUBRIC FOR MONITORING AND EVALUATION

Directions: Use the rubric to assess the quality of the school's Schoolwide (ACSIP) Plan. The rubric employs a "three-star" system that highlights the desired qualities and characteristics observed in effective schoolwide programs. The rated areas include EXCEPTIONAL (3 stars); ACCEPTABLE (2 stars); and NEEDS REVISION (1 star). Check the appropriate box in the first column for each of the ten (10) schoolwide components. This form should be signed and returned to the Title I Office by October 1 of each school year.

<p>Strategies to Increase Parental Involvement</p> <p><input type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1</p> <p style="text-align: center;">*</p>	<p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p>	<p>Specific strategies to increase parental involvement have been identified and implemented.</p> <p>Some collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a limited number of school decisions.</p>	<p>Specific strategies to increase parental involvement have not been identified or implemented.</p> <p>No collaboration with community resources is observed.</p> <p>Parents have no role in the decision making process of the school.</p>
<p>Preschool Transition Strategies</p> <p><input type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1</p> <p style="text-align: center;">*</p>	<p>Collaboration is evident between the elementary school and preschool programs (i.e. Head Start, Even Start).</p> <p>Specific strategies for helping students' transition into the elementary setting have been identified and implemented.</p>	<p>Collaboration efforts have begun between the elementary and preschool programs.</p> <p>Specific strategies for helping students' transition into the regular elementary school setting are not included in the school improvement plan.</p>	<p>Collaboration and communication seldom occurs between the regular elementary school program and preschool programs.</p> <p>Specific strategies for helping students' transition into the regular elementary setting have not been identified or implemented.</p>
<p>Teacher Participation in Making Assessment Decisions</p> <p><input type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1</p> <p style="text-align: center;">*</p>	<p>A team of teachers, administrators and parents participate in the selection, use, and interpretation of school-based assessments.</p> <p>Student performance drives modifications and improvements in the selection and use of school-based assessments.</p>	<p>Student performance is considered when modifying the school improvement plan.</p> <p>Student performance is considered when modifying the plan; however, it does not always occur.</p>	<p>Assessment decisions are made with little or no input from teaching staff.</p> <p>Student performance is not considered when making decisions about assessment.</p>



SCHOOLWIDE PLAN RUBRIC FOR MONITORING AND EVALUATION

Directions: Use the rubric to assess the quality of the school's Schoolwide (ACSIP) Plan. The rubric employs a "three-star" system that highlights the desired qualities and characteristics observed in effective schoolwide programs. The rated areas include EXCEPTIONAL (3 stars); ACCEPTABLE (2 stars); and NEEDS REVISION (1 star). Check the appropriate box in the first column for each of the ten (10) schoolwide components. This form should be signed and returned to the Title I Office by October 1 of each school year.

<p>Timely and Additional Assistance to Students Having Difficulty Mastering the Standards</p> <p><input type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1</p> <p style="text-align: center;">*</p>	<p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.</p> <p>Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards.</p> <p>Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	<p>The school has a process in place to identify students experiencing difficulty mastering the State's standards.</p> <p>Effective, additional assistance is provided for students experiencing difficulty meeting State standards.</p> <p>Students receive some differentiated instruction while working with support staff.</p>	<p>No process is in place to identify students who are experiencing difficulty mastering the State's standards.</p> <p>Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.</p> <p>All students are taught using the same methods.</p>
<p>Coordination and Integration of Federal, State and Local Programs and Resources</p> <p><input type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1</p> <p style="text-align: center;">*</p>	<p>The school has established its improvement plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.</p>	<p>The school has established its improvement plan based on need, but plans to conduct a full inventory of its resources in order to carry out its goals.</p>	<p>The school has an improvement plan, but its goals are not always based on need, and there is uncertainty as to what the available resources are, and how they can be used to address its goals.</p>

Signature of Principal _____ Date _____
 Signature of District LEA Representative _____ Date _____

Arkansas / ACSIP

Indicator Report - School Indicators

KEY Indicators: All Schools (Not Priority or Focus)

School Success Indicators

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)
- 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)

School Leadership and Decision Making - Aligning classroom observations with evaluation criteria and professional development

- 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)

School Leadership and Decision Making - Expanded time for student learning and teacher collaboration

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

School Leadership and Decision Making - Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

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

Curriculum, Assessment, and Instructional Planning - Engaging teachers in aligning instruction with standards and benchmarks

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

Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments

- IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes -

Preparation

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

Family Community Engagement - Defining the purpose, policies, and practices of a school community

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)

Opportunity to Learn - Post-Secondary School Options

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

July 20, 2015

Arkansas / ACSIP

Indicator Report - School Indicators

KEY Indicators: Focus Schools

School Success Indicators

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)
- 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)

School Leadership and Decision Making - Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

- IE13 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)

School Leadership and Decision Making - Aligning classroom observations with evaluation criteria and professional development

- 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)

School Leadership and Decision Making - Expanded time for student learning and teacher collaboration

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

School Leadership and Decision Making - Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

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

Curriculum, Assessment, and Instructional Planning - Engaging teachers in aligning instruction with standards and benchmarks

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

Curriculum, Assessment, and Instructional Planning - Engaging teachers in assessing and

monitoring student mastery

IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments

IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)

IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)

IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation

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

IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)

Family Community Engagement - Defining the purpose, policies, and practices of a school community

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)

Opportunity to Learn - Post-Secondary School Options

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

July 20, 2015

Arkansas / ACSIP

Indicator Report - School Indicators

KEY Indicators: Priority Schools

School Success Indicators

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)
- 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)

School Leadership and Decision Making - Aligning classroom observations with evaluation criteria and professional development

- 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)

School Leadership and Decision Making - Expanded time for student learning and teacher collaboration

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

School Leadership and Decision Making - Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

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

Curriculum, Assessment, and Instructional Planning - Engaging teachers in aligning instruction with standards and benchmarks

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

Curriculum, Assessment, and Instructional Planning - Engaging teachers in assessing and monitoring student mastery

- IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)
- IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments

- IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)
- IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation

- IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)
- IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)

Classroom Instruction - Expecting and monitoring sound classroom management

- IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them. (165)

Family Community Engagement - Defining the purpose, policies, and practices of a school community

- 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)

Opportunity to Learn - Post-Secondary School Options

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

July 20, 2015

ACSIP School Level Filing Cabinet Guidance

In Indistar®, the ACSIP “File Cabinet - upload feature” is used as a location to post required documents and supplemental information about other school improvement processes or assessments that are relevant to the school. Examples of which documents to upload and those not to upload with the new “uploading” feature:

Potential Items to Upload	Examples (not exclusive to)	Do Not Upload
Assessments Trends	<ul style="list-style-type: none"> • Grade Level trend data <ul style="list-style-type: none"> ○ Formative data ○ Summative data • Building Level trend data <ul style="list-style-type: none"> ○ Formative data ○ Summative data 	<ul style="list-style-type: none"> • Individual Student Records • Student Identification Information • Teacher Identification Information
Perceptual Survey Forms (blank form) and Data Results	<ul style="list-style-type: none"> • School Climate <ul style="list-style-type: none"> ○ Staff ○ Parent ○ Student • School Safety • Home Language 	<ul style="list-style-type: none"> • Images (pictures) • Completed Forms • Student, Parent, or Teacher Identification Information
School Schedules	<ul style="list-style-type: none"> • Team Meeting Schedule(s) • Bell Schedule • Master Schedule 	<ul style="list-style-type: none"> • Student Schedules • Parent Teacher Conference Schedules
Internal School Improvement Specialist Reports	<ul style="list-style-type: none"> • Weekly Reports • Monthly Reports 	<ul style="list-style-type: none"> • Student, Parent, or Teacher Identification Information

If you should have any questions regarding whether or not to upload a specific document, please contact Bobby Lester bobby.lester@arkansas.gov, Dr. Richard Wilde Richard.Wilde@arkansas.gov, OR any school improvement specialist.

For technical issues, please contact indistar@adi.org.

ID004 Indicator: All teams prepare agendas for their meetings and keep minutes of their meetings.
(39)

Explanation: Preparing agendas and keeping minutes is standard operating procedure for effective teams.

Questions: Do all of your teams prepare agendas for their meetings and keep minutes of the proceedings? Where are these documents maintained? How are they shared, and with whom?

Effective teams operate with agendas, keep minutes, stay focused, and follow through with the plans they make. If we look to the world of business and ask the question, what makes an effective team meeting, we can come up with this:

1. They achieve the meeting's objective.
2. They take up a minimum amount of time.
3. They leave participants feeling that a sensible process has been followed.
(<http://www.mindtools.com/CommSkill/RunningMeetings.htm>)

How do you know the meeting's objective? Plan and create an agenda. The agenda is your roadmap for where the meeting should go, what sites to see along the way, and where you should end up. Have a time keeper to keep the meeting on track. Good discussion is valuable, but not if it derails you from the purpose of the meeting. Make sure all discussion is on topic and on track to move the agenda forward.

Creating an agenda also allows the attendees to know ahead of time what is to be discussed and to prepare for the meeting. Is there something they need to review before they show up (Wise Ways, indicators, task lists)?

How do you know if you met your objective? Keep detailed notes. The only way to know where you've been is to keep accurate records.

When done properly, team meetings give everyone a sense of ownership for the process of school improvement. But, it has to be done properly. Without preparation and record keeping, meetings often turn into meandering lectures or time spent discussing football games and homecoming dances. Keep in mind, time is a valuable resource. Plan your agendas well and use your resources wisely.

References and Resources

Redding, S. (2006). *The mega system: Deciding, learning, connecting*. Lincoln, IL: Academic Development Institute. . Retrieved from www.adi.org. See Download ADI Publications.

After the Leadership Team discusses the Wise Ways research, the team determines the level of implementation for the indicator: A. No Development (Not a Priority/ Interest), B. No Development (Will Include in plan), C. Limited Development, or D. Full Implementation. Then the team provides the information below relative to that level of implementation.

Category (Core Function):

Section (Effective Practice):

A. No Development and Not a Priority or Interest

Please explain why this is not a priority

B. No Development - Will Include in Plan or

C. Limited Development

Priority Score: 3 - High

2 - Medium

1 - Low

Opportunity Score: 3 - Relatively easy to address

2 - More difficult, but can be attained within current policy and / or budget

1 - Changes will be required to current policy and / or budget

Describe your current level of implementation

D. Full Implementation

Provide evidence of full and effective implementation. Also describe how the team will sustain these efforts.

District Level - Demonstration Site

Date:

Category (Core Function):

Section (Effective Practice):

Plan

1. Assign a team member to manage and monitor your work toward this objective. _____

2. Describe how it will look when this objective is fully met. Also describe the information you will need to provide evidence that this objective is fully met.

3. Establish a date by which your description above will be a reality. ____ / ____ / ____

Tasks

T-1. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

T-1a. Assign a person to be responsible for this task. _____

T-1b. Establish a date this task will be completed. ____ / ____ / ____

T-1c. Record notes from your discussion that will be helpful to the person responsible for this task.

Implementation Worksheet

Objective #:

Objective and all tasks have been completed: Yes - No (circle one)

Date objective was met:

Evidence to support full implementation:

How efforts will be sustained:

Description of experience: