

# Welcome to the AR App!

## Introduction

The AR App is a new way for districts to develop a single strategic plan for student learning grant applications and plans. Superintendents will use the AR App to lead district teams in across all relevant programs and include input from school and district personnel. Once the experience for students.

## How to use the AR App workbook

### 1. Assemble your district AR App Planning Team.

This is the group that will develop your district's plan collaboratively.

### 2. Review the AR App questions.

Review this workbook as a team to identify which sections apply to your district. Decide wh

### 3. Collaborate on AR App responses.

The AR App is designed to be Google Sheets compatible. Download the workbook from In Drive, or emailed Excel files to collaborate-just make sure that everyone works from the mc

### 4. Finalize AR App responses.

Before submitting, do a final review of all responses and tabs to make sure: 1) all applicable responses have been reviewed and approved by district leadership.

### 5. Submit your completed AR App.

The final AR App must be uploaded in Excel format to Indistar. Please see the District Plan

## Technical Tips:

\*If you select "Other" in any multi-select responses, a text box will appear for you to provid

\*If you select a response in a dropdown and need to delete it, please select the cell and pre  
Your answer will be deleted, but the dropdown format will stay in place.

, while also meeting federal and state requirements. The AR App replaces 16 previously separate deciding on the strategies they will implement to support students. Planning should be collaborative e AR App is complete, districts will operate from this single plan to build a best-in-class educational

no from the Planning Team should be involved in answering each question.

distar for your district and share with all Planning Team members. You may use Google Sheets, One st updated version of your application!

e questions are complete; 2) responses are accurate and reflect the Planning Team's final version; 3)

ining Guide for more detailed instructions.

e additional details.

ess delete on your keyboard.



\*If your response exceeds the character limit, a warning will appear for that question. You will be recommended to keep close to the character/word limit.

\*If you have issues reading the text we recommend you use the zoom feature to help increase readability.

\*To start a new line in text response questions please use either 'command + enter' or 'option + enter'.

\*This workbook is protected to ensure the overall file cannot be edited. If you choose to copy and paste content, the original content will not be retained. Please be careful not to delete questions, rows, or text if working in Google Sheets.

\*A Google Sheets version can be accessed using the below hyperlink or by copying the below text and pasting it into a new Google Sheet. The final version as an excel and upload to Indistar.

[https://docs.google.com/spreadsheets/d/1jQISW85wJu\\_zUIFU49Bebc9N6BIVPHpzi2xJd1niEz4/copy](https://docs.google.com/spreadsheets/d/1jQISW85wJu_zUIFU49Bebc9N6BIVPHpzi2xJd1niEz4/copy)

## **What's Included**

0 - General District Information

P1 - Improving Academic Outcomes

P2 - Safe and Healthy Schools

P3 - Quality Educational Workforce

4- State Programs

Title I, Part A

Title I, Part C

Title I, Part D

Title II, Part A

Title III

Title IV, Part A

Title V, Part B

will still be able to submit your response, but

ase the text size in your workbook.

ion + enter'.

llaborate in a Google version, please be aware that protections  
oogle or else your application will be incomplete.

low address into your browser. Please make a copy of this Google Sheet and be sure to download

[/gid=2052150008](#)

## Questions?

Contact ARApp@ade.arkansas.gov and put AR App in the subject line.

Visit ADE's website for additional resources:

<https://dese.ade.arkansas.gov/Offices/Federal-Programs/AR-App>



# General District Information

First, let's start with your district information.

District name

Cotter Public Schools

LEA number

0302000

Who are the points of contact at your district?

Name (First, Last, Title)

Primary contact

Airl Cheek

Secondary contact

Misty Haynes

Additional contact (if needed)

Jayme Jones

Next: tell us about your goals.

All districts must include at least two goals below.

## Goal 1

### Improving Academic Outcomes: Literacy Goal

Improve students on grade level in the area of literacy by 5% based on formative and summative with the Fall 2024 test scores. The students scoring in the 50th percentile will increase by 5%

## Goal 2

Email

acheek@cotterschools.net

mhaynes@cotterschools.net

jjones@cotterschools.net

ive assessments in the school year 2024-25. The goal wi  
and students scoring lower than the 25%tile will decreas



**Phone**

(870) 435-6655

(870) 435-6171

(879) 435-6171

ill be met by May 2025. The baseline will be established  
se by 5%.



### Improving Academic Outcomes-Math Goal

Improve students on grade level in the area of math by 5% based on formative and summative with the Fall 2024 test scores. The students scoring in the 50th percentile will increase by 5%

### Goal 3, optional

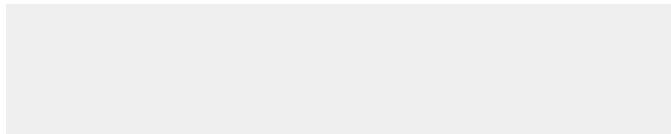
Add goal name here

### Goal 4, optional

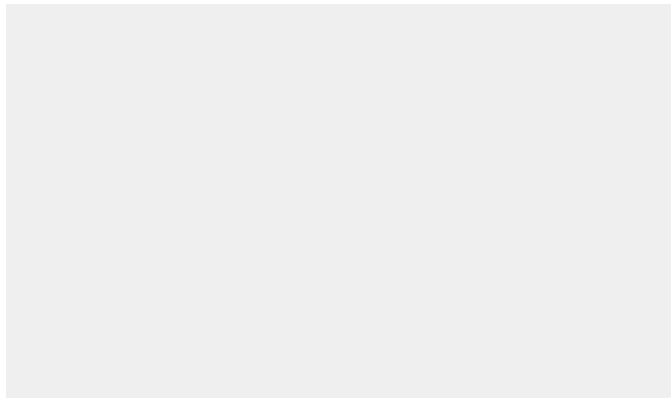
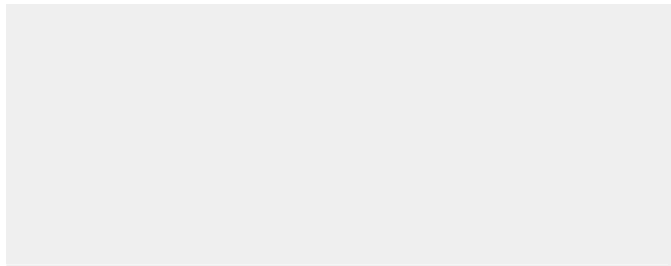
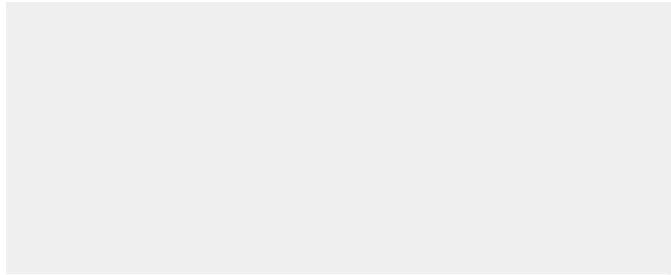
Add goal name here

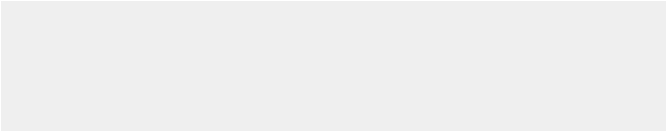
**Now, complete these statements.**

### 1.1 LEA Assurances and GEPA Statement

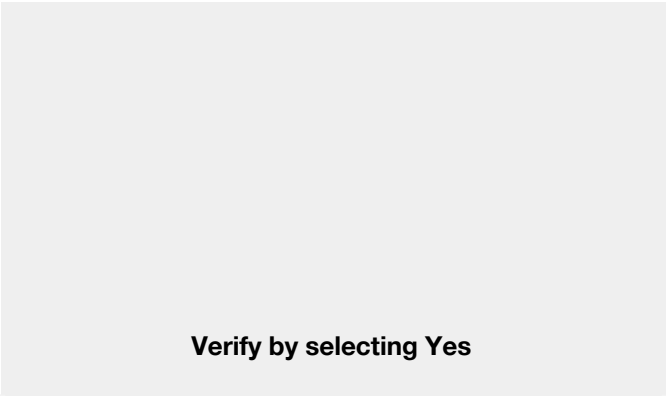
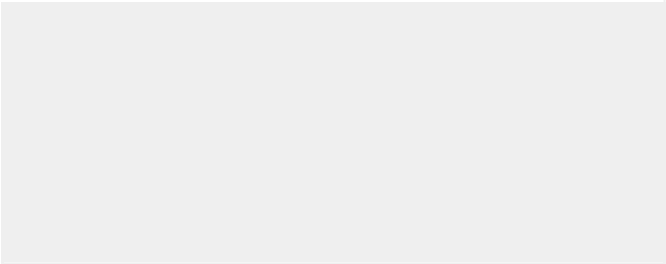
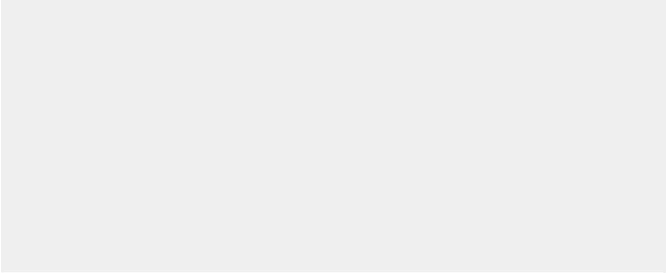


e assessments in the school year 2024-25. The goal will l  
and students scoirng lower the the 25%tile will decrease





be met by May 2025. The baseline will be established  
by 5%.



**Verify by selecting Yes**



The LEA verifies that the Assurances (ESEA § 8306) and GEPA Statement (GEPA § 427) have been placed in the **the 2024-2025 folder in Indistar**.

## **1.2 LEA Comprehensive Needs Assessment (CNA)**

The LEA verifies that it has conducted a Comprehensive Needs Assessment (CNA) to identify these funds. ESEA § 1114(b)(6); 1115(e)(2); and 4106(d). The LEA's CNA must be available to

## **1.3 LEA Stakeholder Consultation**

The LEA verifies that it has engaged in timely and meaningful consultation with a wide array of activities using ESSA funds. The LEAs will also conduct ongoing consultations with those stakeholders for these funds. ESEA § 1112(a)(1)(A).

## **1.4 LEA Equitable Services & Transferability Consultation with Private Schools**

The LEA verifies that it has engaged in timely and meaningful consultation with Private School children, their families, and educators and the affirmation of consultation with private schools **the 2024-2025 folder in Indistar**. ESEA § 1117 (b)(1) and 8501. Additionally, the LEA verifies that consultation with Private School officials with respect to any transfer of funds between Title programs based on the total amount of funds available to each program after the transfer. ESEA § 5103

## **1.5 Special Education Maintenance of Effort (MOE) Worksheet**

In order to be eligible to receive an IDEA Part B grant award, the LEA must meet MOE requirements each subsequent year at least the same amount that it expended in the prior year for which it received at least the same amount that it expended in the most recent year the LEA met MOE.

been **completed and uploaded into the 2024-2025**

needs and opportunities that will be addressed with  
the SEA for monitoring if required.

**Date of last CNA (MM/DD/YY)**

**Data source**

f stakeholders on the LEA’s plan for carrying out  
stakeholders to update and improve activities supported by

**chool Officials**

officials to provide equitable services to eligible private  
chool officials has been **completed and uploaded into**  
that it has engaged in timely and meaningful  
ograms and that the LEA will provide equitable services  
(e)(2).

ments in 34 CFR § 300.03(b). The LEA must budget in  
formation is available, and expend from year to year, at



Yes

**Verify by selecting Yes**

Yes

6/4/2024

Admin created Needs Assessment

**Verify by selecting Yes**

Yes

**Verify by selecting Yes**

Yes

**Verify by selecting Yes**

Yes



**Finally, complete this section if you will be transferring funds.**

**This section is required if the LEA transfers funds. Transfers must also be to a particular Title program in order to transfer funds into that program. [ESE**

**Are you transferring funds out of Title II? Select Yes or No.**

**If yes:**

**Destination of transfer**

**Percent (%)**

Title I Part A

100.00%

Title I Part C

Title I Part D

Title III Part A

Title IV Part A

Title V Part B

**Total %**

100.00%

**Are you transferring funds out of Title IV? Select Yes or No.**

**If yes:**

**Destination of transfer**

**Percent (%)**

Title I Part A

100.00%

Title I Part C

Title I Part D

Title II Part A

Title III Part A

Title IV Part A

is reflected in the FGM and eFinance Systems.  
[A § 5103 (b)(2)]

Yes

Yes

**. An LEA must receive an allocation in a**



Title V Part B

**Total %**

100.00%









# Improving Academic O

There are four sub-sections in Improving Academic  
Access to Core (Priority 1.1 to 1.5)  
Supplemental Supports (Priority 1.6 to 1.11)  
Transitions or Extended Opportunities (Priority 1.12 to 1.16)  
Family and Community Engagement (Priority 1.17 to 1.22)

## Access to Core

### K-6 Core Programs

ELA: Word Recognition Programs (Bottom of the Rope)	1
	2
	3
ELA: Language Comprehension Programs (Top of the Rope)	1
	2
	3

# Outcomes

## ic Outcomes:

2 to 1.16)  
to 1.19)

## Priority 1.1

Identify High Quality Instructional Materials (HQIM) for core instruction in literacy and math in [Step 1](#) and [Step 2](#).

### Step 1

Which HQIM core program are you using?

### Step 2

For which grade levels?

Benchmark Workshop	K-5
My Perspective	6
Benchmark Workshop	K-5
My Perspective	6

## Priority 1.2

**Identify Professional Learning in [Step 3](#) and [Step](#)  
supplemental professional learning only]**

### Step 3

Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?

Benchmark

My Perspective

Benchmark

My Perspective

4 [ESEA § 2001 to 2104 Title II for

Step 4

Please list additional professional learning in literacy or math.

RISE training
RISE training
RISE training
RISE training



Math Programs	1
	2
	3

### 7-12 Core Programs

ELA Core Program	1
	2
	3
	4
	5

Mathematics Program	1
	2
	3

### Priority 1.3

Identify High Quality Supplemental Instructi



iReady	K-6

### Step 1

Which HQIM core program are you using?

### Step 2

For which grade levels?

My Perspectives

Middle School ELA

My Perspectives

English 9

My Perspectives

English 10

My Perspectives

English 11

My Perspectives

English 12

Envision

Middle School Math

Envision

Algebra

Envision

Geometry

**onal Materials for grades K-12 in steps 1, 2, 3, and 4. [ESEA § 1112(b)(1)(C)]**

### Step 1

### Step 2

iReady

### Step 3

Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?

### Step 3

iXL training

#### Step 4

Please list additional professional learning in literacy or math.

#### Step 4



Literacy Intervention Programs K-6

1

2

3

Literacy Intervention Programs 7-12

1

2

3

Dyslexia Programs K-6

1

2

3

Academic Reading 7-12

1

2

3

Mathematics Intervention Programs

1

2

3

4

5

6

Which supplemental programs are you using?	For which grade levels?
BURST	K-2
iXL	1-6
Sonday System	K-6
Sonday System	
Apple Connections	
iXL	1-10

Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?

Amplify

iXL

Sonday System

Sonday System

iXL

Please list additional professional learning for each program.





ESOL Programs (English Language  
Development ELD) **(if applicable)**

1

2

3

Special Education Programs

1

2

3

## Priority 1.4

**How is the district supporting teachers and b  
Reading (SoR)?**

Conducting science of reading walks to determine prof

Collecting data around instructional levers to design pr

Participating in the LETRS for Administrators Online Co

Additional targeted professional learning provided ann

Analyzing district and school-level data for a cycle of c

Partnering with state-supported coaches to support pr  
levels and individual teachers

Other

Benchmark	K-5
iReady	K-6
New Perspectives	6-12

St

**Building administrators to improve literacy instruction aligned with the Science of**

	If you will provide, select Yes
iciency and provide feedback	Yes
rofessional learning	Yes
ourse	
ually to all staff in SoR	Yes
ontinuous improvement	
rofessional learning and cycles of coaching for grade	







## Priority 1.5

**What supports will the district provide general educators to access core instruction?**

Access to HQPL that will bolster educator's content knowledge

Universal Design for Learning (UDL) professional development

ALL In- Inclusive practices for students with disabilities

District coaching support on accessibility and appropriate technology

Participating in the ALL In -Inclusive Practices Project

General Ed teachers participating in ESOL Institute

Sheltered Instruction Observation Protocol (SIOP) training

Co-teaching for ELD

Other

## Supplemental Supports

## Priority 1.6

al education teachers to ensure students with disabilities and English Learners are

	If you will provide, select Yes
nowledge and pedagogy skills in ELA and Math	Yes
opment	
s professional development	Yes
ate accommodations	
ing	









## **Explain the process the district uses to identify students who are at risk of not meeting state standards for academic achievement.** 1112(b)(1)(B)]

*Limit: 1,250 characters, approximately 250 words*

### **Pre-K**

Transition conferences are held with preschool agencies to discuss student progress and identify areas for improvement.

### **K through 2nd**

Child Find is held to make the community aware of services available for students with disabilities. Formative and summative data are reviewed to make a referral. Formative and summative data are reviewed to allow students to get the individualized instruction that they need to monitor progress.

### **3rd through 5th**

Child Find is held to make the community aware of services available for students with disabilities.

### **6th through 8th**

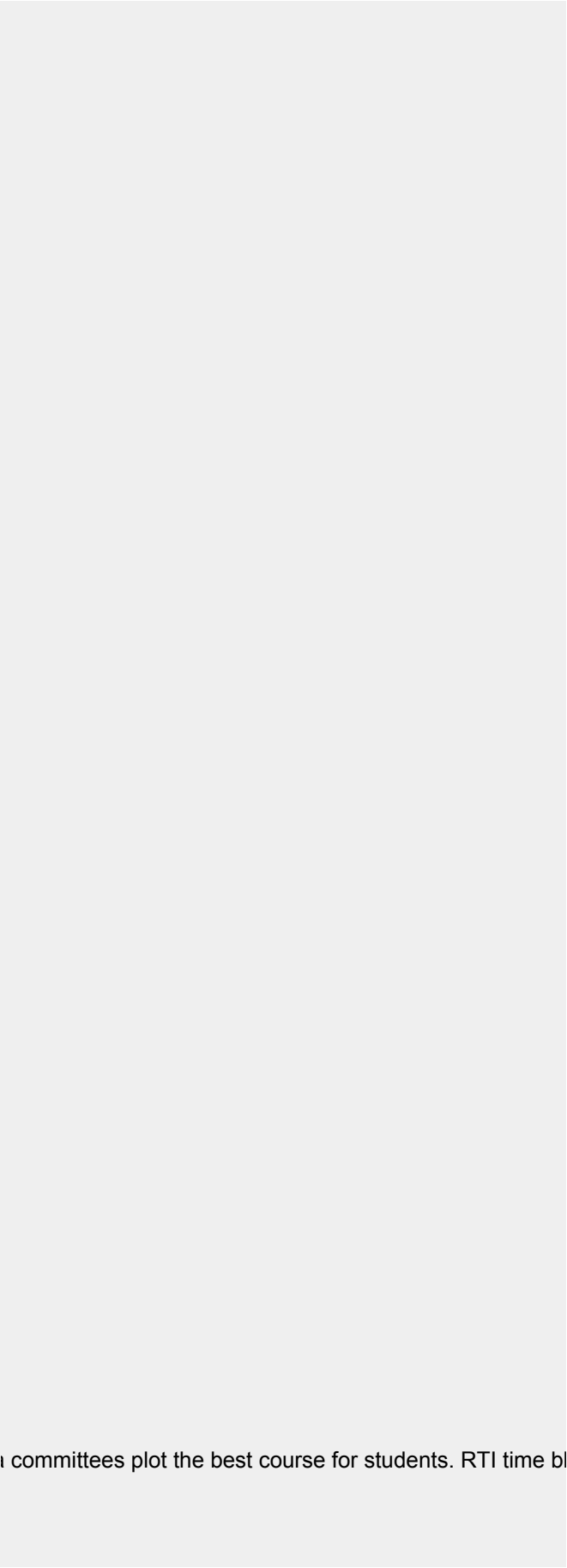
**ify students as at-risk for academic failure or in need of additional services. [ESEA §**

o help identify students in need of services.

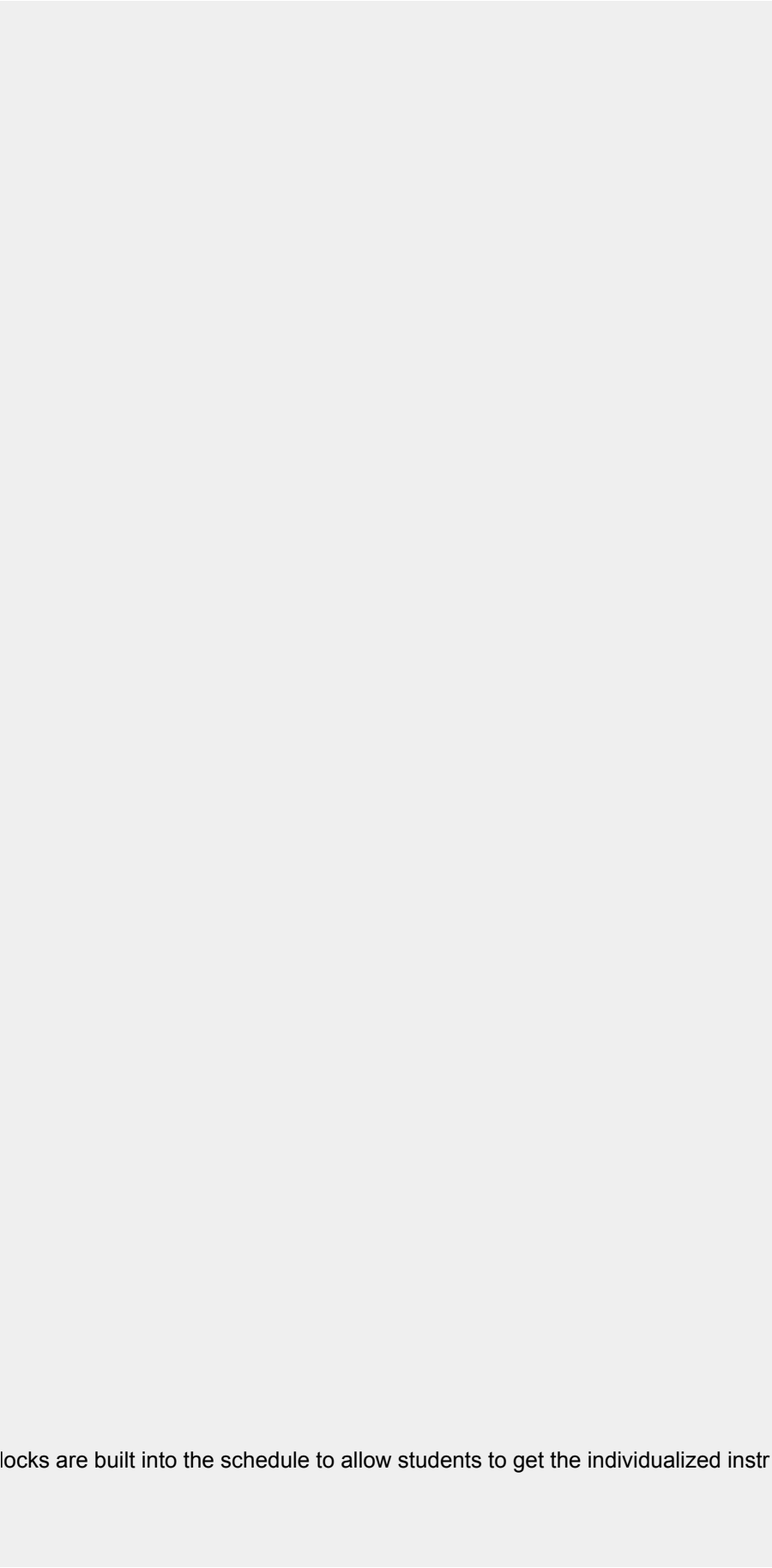
vices available and traits for which to look. Teachers are trained in what characteristics to look and the process viewed and data committees plot the best course for students. RTI time blocks are built into the schedule to y need. Students receive whatever additional services they need and are progressed monitored as required to

vices available and traits for which to look. Teachers are trained in what characteristics to look and the process to

make a referral. Formative and summative data are reviewed and data



committees plot the best course for students. RTI time bl



locks are built into the schedule to allow students to get the individualized instr



Child Finds are held to make the community aware of ser

**9th through 12th**

Child Finds are held to make the community aware of ser

## **Priority 1.7**

**How will the district progress monitor and su**

*Limit: 1,250 characters, approximately 250 words*

All students are progress monitored three times a year. In  
intervention period in which they receive the instruction th  
Modifications are also utilized within class room instructio

services available and traits for which to look. Teachers are trained in what characteristics to look and the process to

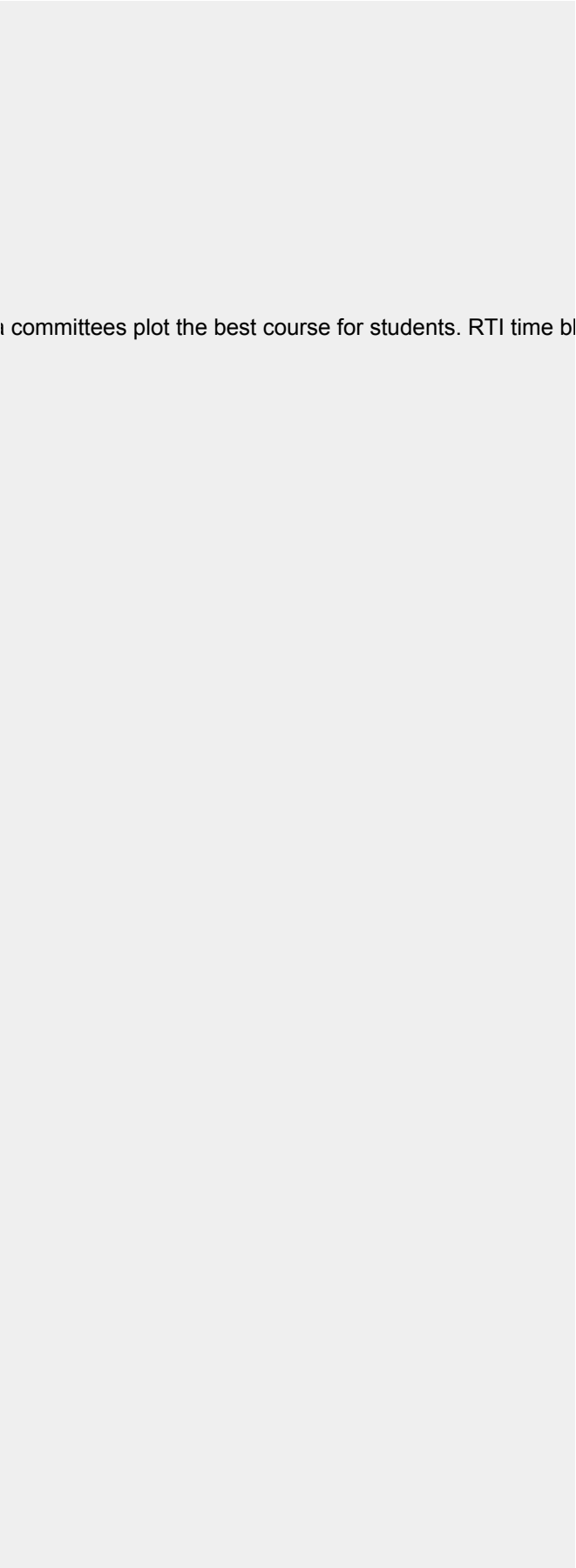
services available and traits for which to look. Teachers are trained in what characteristics to look and the process to

**Support identified students? [ESEA 1112(b)(1)]**

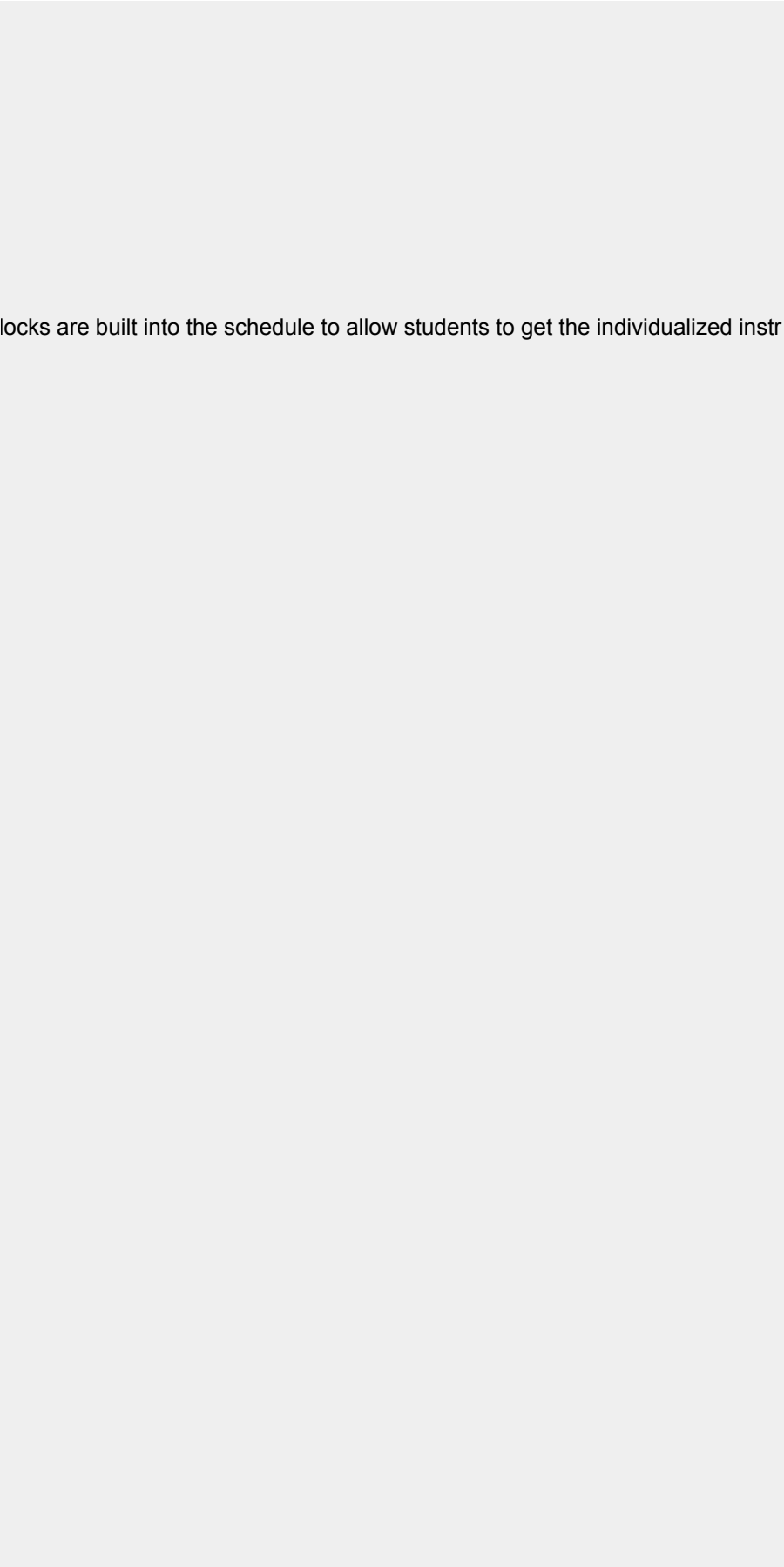
Identified students are monitored every ten days and placed into RTI groups. All students K-6 have an  
they need. Data committees meet periodically to review student progress and adjust groups as needed.  
through the use of paraprofessionals providing extra support and/or teachers using differentiation techniques.

make a referral. Formative and summative data are reviewed and data

make a referral



committees plot the best course for students. RTI time bl



locks are built into the schedule to allow students to get the individualized instr

## Priority 1.8

### What accelerated learning opportunities will

#### Elementary Grades

Grades included

Content acceleration (subject/partial acceleration, curr

Grade acceleration (grade skipping)

Continuous progress

Magnet schools

International Baccalaureate Diploma Programme

N/A

Other

#### Middle Grades

Grades included (enter n/a if no middle school)

Content acceleration (subject/partial acceleration, curr

Grade acceleration (grade skipping)

be offered to students next year?

K-6

If you will provide, select Yes

riculum compacting, telescoping curriculum, etc.)

Yes

Yes

n/a

If you will provide, select Yes

riculum compacting, telescoping curriculum, etc.)









Continuous progress

Advanced Placement (AP)

International Baccalaureate Diploma Programme

Cambridge Advanced

Concurrent credit, dual enrollment

Credit by Demonstrated Mastery

Career Pathways

N/A

Other

## High School

Grades included

Content acceleration (subject/partial acceleration, curr

Grade acceleration (grade skipping)

Continuous progress

Advanced Placement (AP)

International Baccalaureate Diploma Programme

Cambridge Advanced

Concurrent credit, dual enrollment

Credit by Demonstrated Mastery

Career Pathways

N/A

curriculum compacting, telescoping curriculum, etc.)	

7-12

If you will provide, select Yes

Yes

Yes

Yes

Yes







Other

*Please explain 'Other' here:*

Honors English and Honors Biology

## Priority 1.9

**What supplemental supports are available to**  
(13)]

College and career readiness test prep

Accelerated potential identified (AP potential, honors c

Use of district funds to cover the cost of concurrent cre

International Baccalaureate Diploma Programme (IB)

Summer enrichment/ advanced coursework program

Before or after-school enrichment/ advanced coursewo

Mentoring program specific to accelerated learning

Coordination with institutions of higher education

Career counseling/coaching to identify student interes

Other



[illegible]







## Priority 1.10

### Describe supplemental academic services for

*Limit for each: 500 characters, approximately 100 words*

#### ALE

Students receive small group and/or individualized instruction

#### SPED

#### EL (LIEP), if applicable

After school tutoring, summer school, small group and one

#### Migrant, if applicable

N/A

#### Title I, if applicable

We are a schoolwide Title I program. After school tutoring

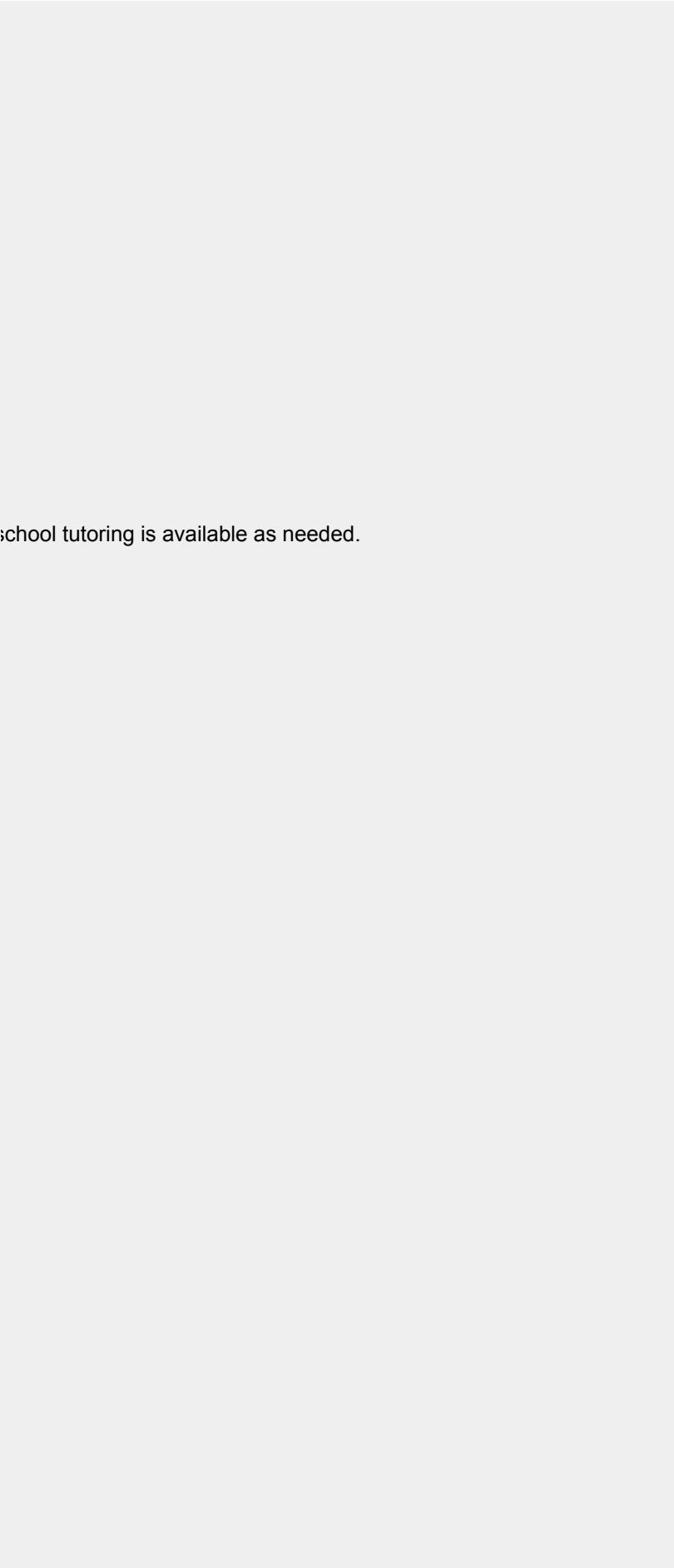
**r the following: [ESEA § 1112(b)(1)(c); §1301]**

tion and differentiated instruction. After school and summer school instruction is available as needed. The small

Small group and one on one iinstruction as well as coteaching is provided as needed. Summer school and afters

one on one instruction

, summer school, small groups



school tutoring is available as needed.







## Priority 1.11

**Describe specific supplemental and additional services (E)]**

*Limit for each: 500 characters, approximately 100 words*

### ALE

On-site conseling and also school based mental health.

### SPED

On-site counseling and also school based mental health.

### EL (LIEP), if applicable

On-site counseling and also school based mental health.

### Migrant, if applicable

### Title I, if applicable

On-site counseling and school based mental health.

al wrap-around supports for the following: [ESEA § 1112(b)(6); 1113(c)(3)(i); 1111(g)(1)







## Transitions or Extended Opportunities

### Priority 1.12

**Describe your transition strategies for students**

#### Pre-K to Kindergarten

Structured opportunities to help families understand early assessments, monitoring student progress, etc.

Pre-registration activities

Transition conferences

Open House specific to early childhood

Partnering with local childcare programs throughout the year

Kindergarten Readiness Assessment (informal)

Materials and resources for parents

Other

#### Transition between elementary to middle school

End of the year tour of middle school/junior high

Meet and greet with new middle school principal and staff

Orientation/Registration activities for transition students

Transition conferences

ities

nts. [ESEA § 1112(b)(10) & (13)]

ducation topics such as academic standards,

ne year

If you will provide, select Yes

Yes

Yes

Yes

Yes

Yes

ool

taff

ts

If you will provide, select Yes

Yes

Yes

Yes









Jump Start summer program

Providing clubs or activities to engage students

Materials and training to help families improve their child

Structured opportunities to help families understand end-of-year assessments, monitoring student progress, etc.

Open House

Other

### **Transition between middle to high school**

End of the year tour of high school

Meet and greet with high school principal and staff

Orientation/Registration activities

Transition conferences

Open house

Jump Start summer program

CAPS/Student Success Planning

Providing clubs or activities to engage students

Partnership for concurrent credits

Career Coach; Internship and real-world project opportunities

Concurrent courses offered in conjunction with college

Other

### **High school to post-secondary, military, and/or**

children’s achievement

education topics such as academic standards,

Yes

Yes

If you will provide, select Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

unities to students

s and universities

for career

If you will provide, select Yes









Developing partnerships with with local industry leader

Developing partnerships with specific colleges and uni

Resources and assistance completing the FAFSA info, s

Connecting students with scholarships

Developing partnerships with local career centers, busi

Hosting or participating in job and career fairs

Providing students with access to information/resource

Providing students with access to information/resource

Career Coaches and Internship opportunities

Other

## Priority 1.13

### How will the district implement Student Suc

*Limit: 1,250 characters, approximately 250 words*

Parental involvement and parents signing off on the do  
assessments will be used to update Student Success P  
through their credits in a timely fashtion.

's	
versities for college tours	Yes
scholarships, etc.	Yes
	Yes
iness, and industry organizations	
	Yes
es regarding military service and military recruiters	Yes
es regarding career training and certifications.	Yes
	Yes

**ccess Plans for students in grades 8-12?**

cument are key components of Student Success Plans. Data from college and career readiness  
Plans. Each student's transcript will be reviewed and a plan will be built to allow students to progress







## Priority 1.14

### **What early childhood access and opportunities** [ESEA § 1113(c)(5)]

School-operated Title I Preschool

District-operated Title I Preschool

Coordinating w/other Preschool Programs

Organize joint transition with related training between c

Communication with families about the transition plan a  
families

Family engagement activities to provide opportunities t  
decision-makers in school-related and district-related a

Transition services from early childhood programs to el

Other

## Priority 1.15

### **What additional services does the district pro**

es does your district provide for your community to ensure kindergarten readiness?

childcare providers and kindergarten teachers  
and the expected experience for children and their  
to involve families as volunteers, advocates, and  
activities and throughout the transition process  
lementary programs

If you will provide, select Yes

Yes
Yes
Yes
Yes

provide to early childhood at-risk subgroups? [ESEA § 1113(c)(5) & ESEA § 1304(c)(4)]

Economically Disadvantaged

If you will provide, select Yes

**SPED**

If you will provide, select Yes



**EL**

**If you will provide, select Yes**

**Migrant**

If you will provide, select Yes

Early literacy activities, materials, and resources

Numeracy activities, materials, and resources

Summer instructional services and materials

Home visits/home instruction

Enrollment verification and placement profiles

Referrals to early childhood programs, home visiting programs, and Arkansas Better Chance including home visiting, and community referrals

Coordinate with parents and pre-k service providers to ensure continuity of care

Other

## Priority 1.16

**For the 2024-25 school year, districts are required to meet the success-ready growth requirement. Which success-ready programs are you implementing?**

Accounting

Advanced Manufacturing

Agriculture Power

Animal Systems

Automotive Service Technology

Banking

Business Finance

Computer Science - Programming

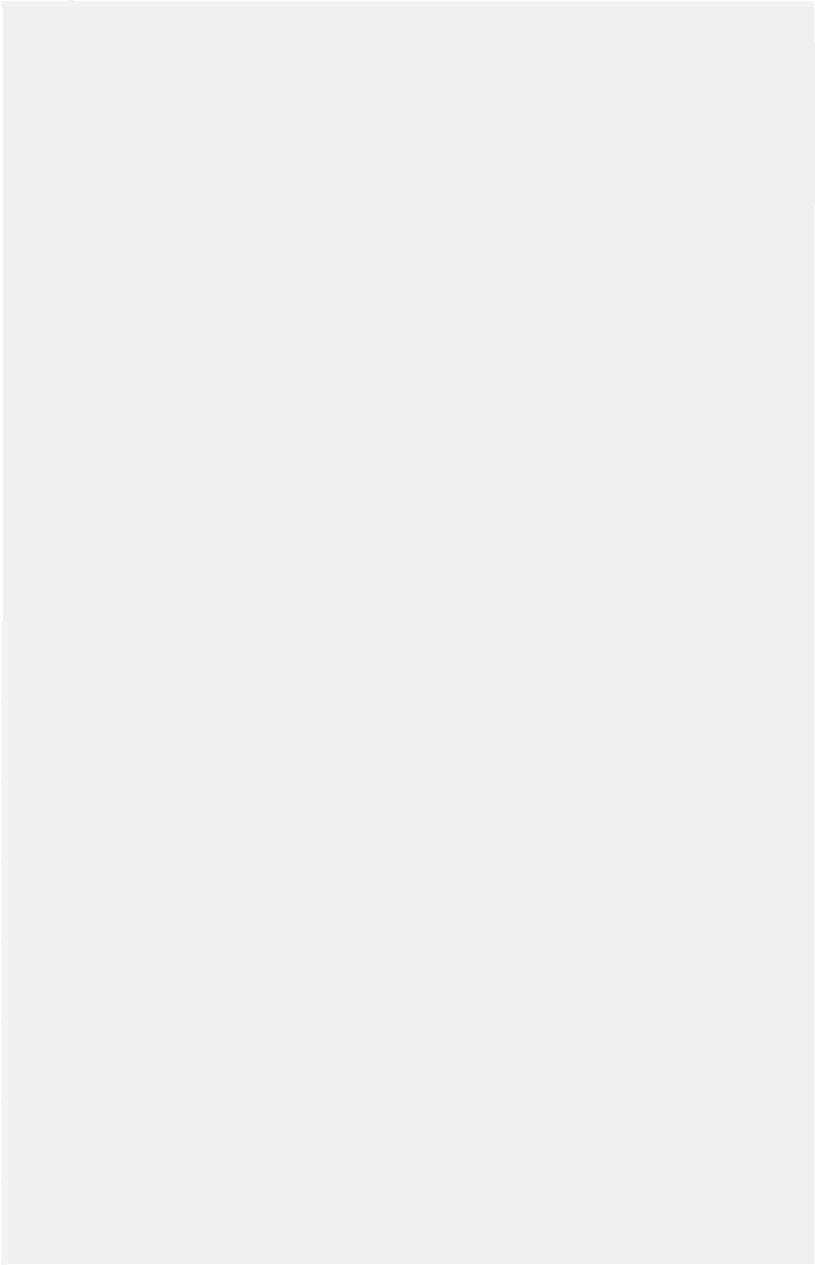
programs, wrap-around services (ie. Head Start, community based preschool)

ensure pre-k students are served

**quired to offer at least one success-ready pathway aligned to the high-wage and high-pathway(s) will your district offer that aligns to these requirements? [ESEA § 1112(b)(12)]**

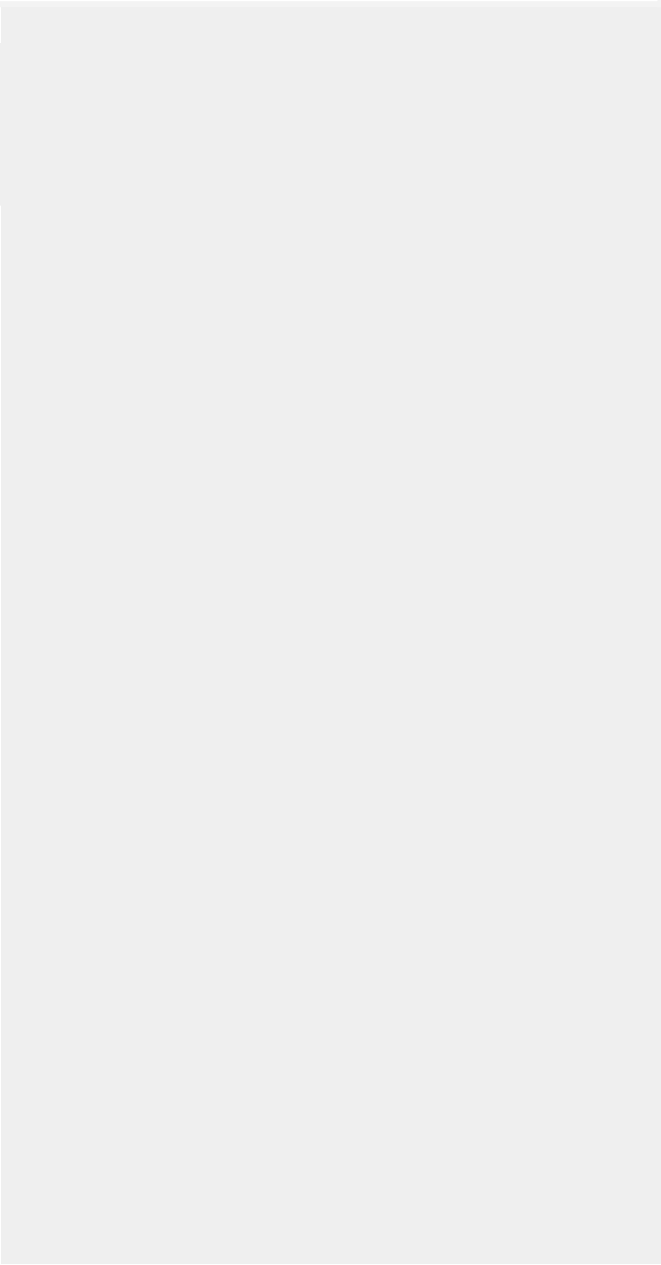
**If you will provide, select Yes**

	Yes
	Yes
	Yes
	Yes
	Yes



Yes
Yes
Yes
Yes
Yes

--





Computer Science - Networking

Construction

Criminal Justice

Management

Nursing Services

Plant Systems

Pre-Educator

Pre-Engineering

Retail Management

Welding

## Family and Community Engagement

### Priority 1.17

**What actions and activities does the district plan to implement to achieve this priority?**  
(c)(3)]

Instruct educators in the value and utility of contributions from community partners

Coordinate and integrate family involvement programs and activities into the district program

Provide information related to school and family programs in a language the parents can understand (e.g. bilingual box)

An advisory committee for education includes parents, and meets with the district at least annually



	Yes

ent

provide to promote Family and Community Engagement? [ESEA § 1116(a)(3)(D) & §1304

	If you will provide, select Yes
ons of families and to work with families as equal	Yes
and activities with other Federal, State, and local	Yes
ams, meetings, and other activities to the parents in a oks, flyers, materials)	Yes
educators, and other community members and meets	Yes







Home visits (e.g. Home-based learning/instructional pa

Health screening and service referrals and other health  
Medicaid eligibility, nutrition and physical activity inform

Family resource centers

Other

## Priority 1.18

**Select which of the following methods the di  
to provide information to parents regarding a**

Structured opportunities to help families understand ex  
assessments, monitoring student progress, etc. For exa  
school-parent compact is discussed, or family literacy i

Materials and training to help families work with their c

Parent nights (e.g. math/literacy/college financial aid n

Provide information related to school and family progr  
language the parents can understand

Provide conferences at times convenient for parents

Involve parent & community members (outside of those  
planning teams

Families and community members are provided with inf

Parent training on high school graduation requirements

rent activities)	
n-related resources (e.g. immunization information, mation)	
<b>strict uses to collaborate and engage with families, the community, and stakeholders academic opportunities for students.</b>	
	<b>If you will provide, select Yes</b>
ducation topics such as academic standards, ample: conferences in schools during which the nights.	Yes
children to improve their children’s achievement	Yes
ights)	Yes
ams, meetings, and other activities to the parents in a	Yes
	Yes
e working in the district) to serve on academic	Yes
formation regarding gifted programs and services	Yes
s, credit recovery, & post-secondary opportunities	









The LEA provides Child Find notification and information to Individuals with Disabilities Education Act.

Other

## Priority 1.19

**Which of these collaborative partnerships will provide activities, tutoring, behavior support, health/mental health services to students and their families outside of school?**

College & Universities

Non-profit organizations

Art or Science Museums

City Chamber of Commerce

Local Business

Governmental Agencies

Boys and Girls Club

Activity and Wellness Center

Community Schools

Churches & Religious organizations

Career Centers

Joint Use Agreements

on to the local community in accordance with the

**th outside organizations does the district en,**  
**'social services, family engagement, and car**  
**?**

th outside organizations does the district en,  
'social services, family engagement, and car  
?

**Engage in to provide academic enrichment  
pre/postsecondary opportunities for**

**If you will provide, select Yes**







Other











# Safe and Healthy Schools

**Priority 2.1-** How does the district promote and improve a safe and secure school environment? (This section is not required to be publicly posted)

**Which of the following physical security measures has your district implemented?**

Has the district met all School Safety Priority One recommendations?

Has the district met all School Safety Priority Two recommendations?

Has the district met all School Safety Priority Three recommendations?

**How will the district strive to meet, maintain, and exceed the above safety recommen**

*Limit: 1,250 characters, approximately 250 words*

Additional and better security cameras have been installed through the Stronger Connections grant all classroom doors. All exterior doors are locked and people must buzz in if they don't have a fob visitor management system is in both the elementary and high school offices. Numbers for all class Cameras are on the buses. A metal detector is in the high school entrance. Halo sensors are installed in the school.

**How does the district promote and improve school climate? [ESEA § 1112(b)(1)(D)]**

*Limit: 1,250 characters, approximately 250 words*

Select Yes or No

Yes

Yes

No

ndations?

t. The fob system has been installed for  
. Film has been installed on all doors. A  
sroom doors will be put on in the summer.  
illed with shot detection in the high

Cotter School partners with parents and the community to provide cohesive, welcoming, education have provided a literacy night where teachers invite their students, parents and the community to p foundational literacy skills. In addition, we have provided a healthy living night to all students, pare co-op provided healthy snack options, Project Prevent included education about living a tobacco & lead all in active lifestyle activities.

## Priority 2.2

**What is the district's plan to provide access to mental health services?**

Partner with a school-based mental health agency

School employed licensed mental health professional

Additional school counselor

Additional personnel in the areas of psychology, behavior support, or social work

Evidence-based professional development that is specific to mental health or behavior

Other

## Priority 2.3

**What process and data does the district use, by grade band, to identify students as a services beyond academic services (mental health, attendance, behavior, etc.)?**

nal nights during the school year. We  
participate in activities that promote  
nts and community members where our  
and nicotine free life style and our staff

If you will provide, select Yes

Yes
Yes

t-risk or in need of additional

*Limit for each: 500 characters, approximately 100 words*

### **Pre-K**

The ABC preschools are operated by the OUR Coop and are not part of the Cotter School District.

### **K through 2nd**

Teacher recommendation for school counseling. If the counselor believes there are areas that the s

### **3rd through 5th**

Teacher recommendation for school counseling. If the counselor believes there are areas that the s

### **6th through 8th**

Teacher recommendation for school counseling. If the counselor believes there are areas that the s

### **9th through 12th**

Teacher recommendation for school counseling. If the counselor believes there are areas that the s



student would need more intensive therapy the counselor will refer to our School E

student would need more intensive therapy the counselor will refer to our School B

student would need more intensive therapy the counselor will refer to our School B

student would need more intensive therapy the counselor will refer to our SBMH.

## Priority 2.4

**How does the district progress monitor and support the students identified by the pro**

The district has implemented a schoolwide behavior intervention program.

The district ensures Youth Mental Health awareness training annually.

The district monitors behavior referrals through an online system utilized by district staff to report information to school leadership.

School leadership determines the follow up necessary for students (i.e. counselor, ISS, OSS, general discipline, parent notification) for referrals made to the school counselor, the counselor may determine a referral for mental health counseling is necessary.

Other:

## Priority 2.5

**What efforts does the district take to reduce the overuse of discipline practices that i  
classroom? [ESEA § 1112(b)(11)]**

In-school suspension classes with assignments and computer-based instruction

processes in the previous question?

Select if Yes

Yes
Yes
Yes

remove students from the

If you will provide, select Yes

Yes
-----

Implementing Character Education Learning programs

Organized systematic mentoring program for specific students

Implementing school wide positive behavior support system including process for student identification and referral

Behavioral contracts and interventions

Additional counseling services

Coordinated services with other county services

Staff development in for behavioral support strategies for the classroom

Other

Yes
Yes
Yes
Yes
Yes



# Quality Educational Workforce

## Priority 3.1

**Upon analysis of your district’s educator workforce and student outcomes, what grade levels, subject areas, or programs has your district identified as a priority for needing highly effective teachers?**

*Limit: 1,250 characters, approximately 250 words*

Upon analysis of district data, high school math (grades 7-12) was identified as the priority for most needing highly effective teachers.

## Priority 3.2

**Upon analysis of your district's educator workforce and student outcomes, what subgroups has your district identified as a priority for needing highly effective teachers? Select the two groups that are your district's top priorities.**

strict identified as a priority  
[§ 1112(b)(2)]

If a priority, select Yes





Economically disadvantaged

IDEA (Special Education)

Minorities

English Learners

Students scoring in the lowest quartile in Math, Science, Literacy

Persistently low-performing in literacy

Accelerated Learners

Other

### Priority 3.3

**How does the district address any disparities that result in the above groups being taught at high levels by ineffective, inexperienced, or out-of-field teachers? [ESEA § 1112(b)(2)]**

Annual review of teacher qualifications and assignments to identify disparities

Annual review of student subgroups and assignments to identify disparities

Make staffing changes or reassign as necessary to alleviate disparities (hiring personnel, additional teachers, stipends, etc.)

Purchase services for additional PD or coaching to support teaching and learning

Teacher mentor programs, high-need stipends, etc.

Other

Yes
Yes

s than other students by

If a strategy, select Yes

Yes
Yes
Yes



## Priority 3.4

**What is the district's plan for teacher retention and recruitment? [ESEA § 2103(b)(3)(B)]**

Teacher support personnel (e.g. Instructional Facilitator, Mentor Coordinator, PD Coordinator)

Teacher mentor program

Teacher incentive recruitment bonuses

Teacher stipends (in high-need areas)

Job fairs or career fairs

Tuition reimbursement

Pre-Educator Programs

Registered Apprentice

Lead/Master Teacher

Matching funding for apprenticeship program for journeyman/mentoring

Other

**If offered, select Yes**



## Priority 3.5

**What additional support does the district provide to educators who are unlicensed or teaching out of field?**

Professional learning

Mentorship

Coaching

Licensure assessment preparation

Opportunities for peer observation

Other

## Priority 3.6

**What additional compensation will the district offer for mentor teachers, lead/master designation, or other roles? [ESEA § 2103(b)]**

Additional compensation costs for mentors/teacher leaders participating in an induction program, particularly in economically disadvantaged schools with high percentages of ineffective teachers and high percentages of students who do not meet the Academic Standards

Retention bonuses

Teacher pipeline initiatives, including Grow Your Own programs.

Assisting current teachers and other school staff in earning initial or additional certification in shortage areas



neir area of expertise?

If offered, select Yes

Yes
Yes
Yes
Yes

fied shortage areas, or

If you will offer, select Yes




Teacher leader and teacher advancement opportunities, including serving as instructional coaches and teacher leadership

Create incentives for effective educators to teach in high-need schools and ongoing incentives for such educators to remain and grow in such schools

Differential pay and incentive pay for a subset of educators in high-need schools or high-need academic subject areas and settings, e.g. serving English learners and children with disabilities, which may include performance-based compensation systems

Yes

# State Programs

## There are five sub-sections in State Programs:

Alternative Learning Environments (ALE)

English Language Learners (ELL)

Gifted and Talented

School Health

Enhanced Student Achievement (ESA)

## Acknowledgement

The district acknowledges the Special Needs Funding rules that governs Al

## Alternative Learning Environments

### Who needs to complete this section?

Every district with an ALE program.

### 1.1 ALE Programs

Please complete a row in the table below for each ALE program

ALE Program Name

Grade levels ser

LE, ELL, and ESA programs.

**Verify by selecting Yes**

Yes

**in your district.**

ved

## Address

**What is the program type?**

Select one. If you select consortium, you must upload your MOU to Indistar.

**Is the program new or existing?**

Select one.

**Behavior**

Select Yes if target

Which of these populations are targeted?				
Credit Recovery	Dropout Prevention	Work-based	Mental health supports	Program Description
Select Yes if target	Select Yes if target	Select Yes if target	Select Yes if target	If you are in your third year If you are not in your third year Text limit: 1,250 characters



ar rotation, this is required for every program.  
d year rotation, this is only required for **new** programs.  
ers, approximately 250 words



1	Rising Warriors	3-6
2	Guy Berry College and Career Academy	7-12
3		
4		
5		
6		

	Cotter Elementary School, PO Box 70, Cotter, AR 72626
	1001 S. Main St., Mountain Home, AR 72653

Traditional ALE

Existing

Yes

Consortium

Existing

Yes

			Yes	
Yes	Yes	Yes	Yes	







7

8

9

10

11

12











## English Language Learners

### Who needs to complete this section?

Every district with English Language Learners.

### 1.2 English Language Personnel

What is the total unduplicated count of personnel paid from local Instruction Education Program (LIEP)? Please note that this is NOT

Licensed Educators WITH English as a Second Language (ESL) Endorsement

Licensed Educators with NO ESL Endorsement

Educators without a License (paraprofessionals, waivers, etc.)

Total personnel paid from local and state funds providing LIEP services

## Gifted & Talented

### Who needs to complete this section?

All districts

### 1.3 Gifted & Talented Assurances

The district acknowledges the rules and regulations that are required for Gi

**I and state funds who are providing direct instruction through a Language**  
**T the same as FTE.**

0.00
8.00
2.00
10

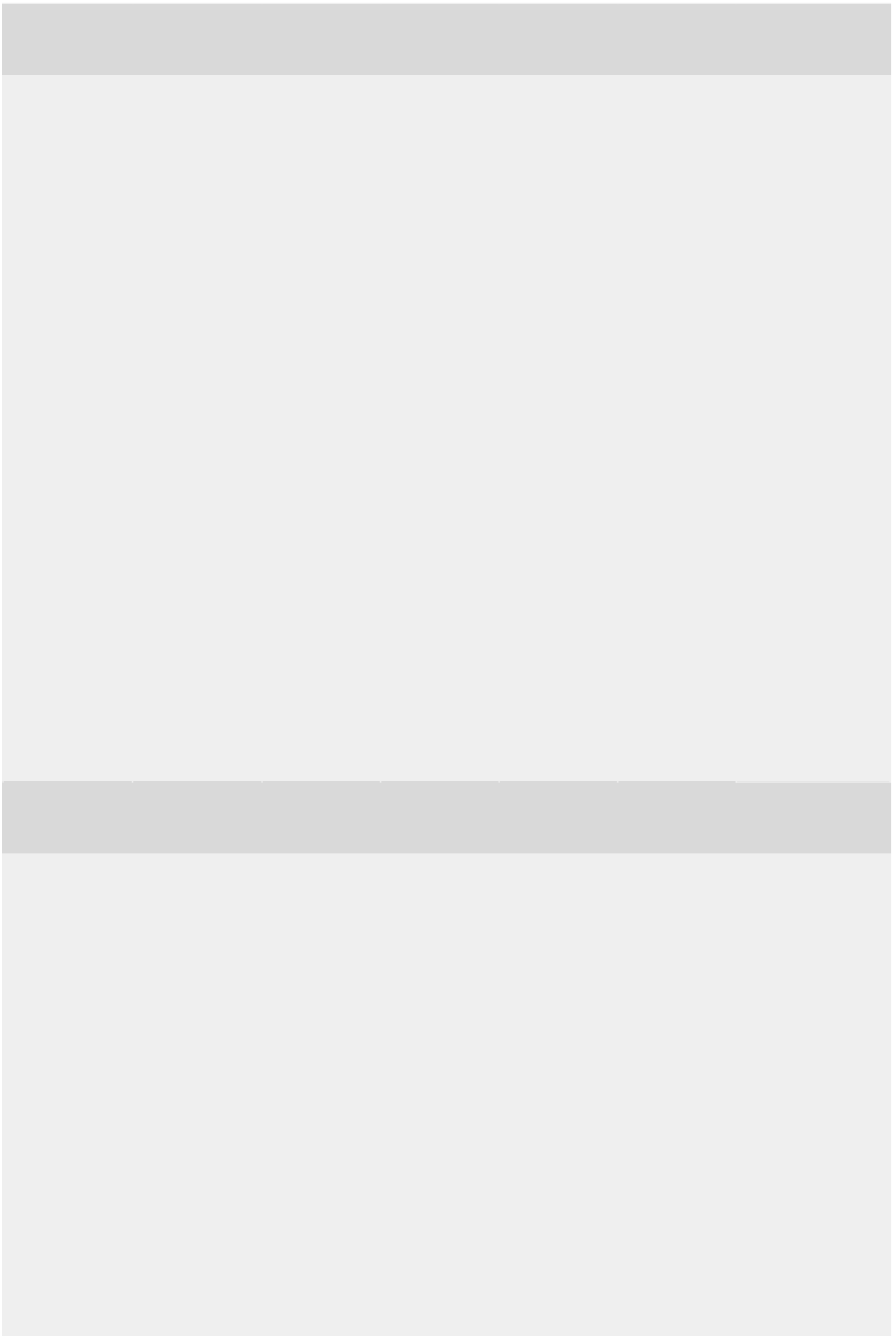
fted and Talented programs in the state.

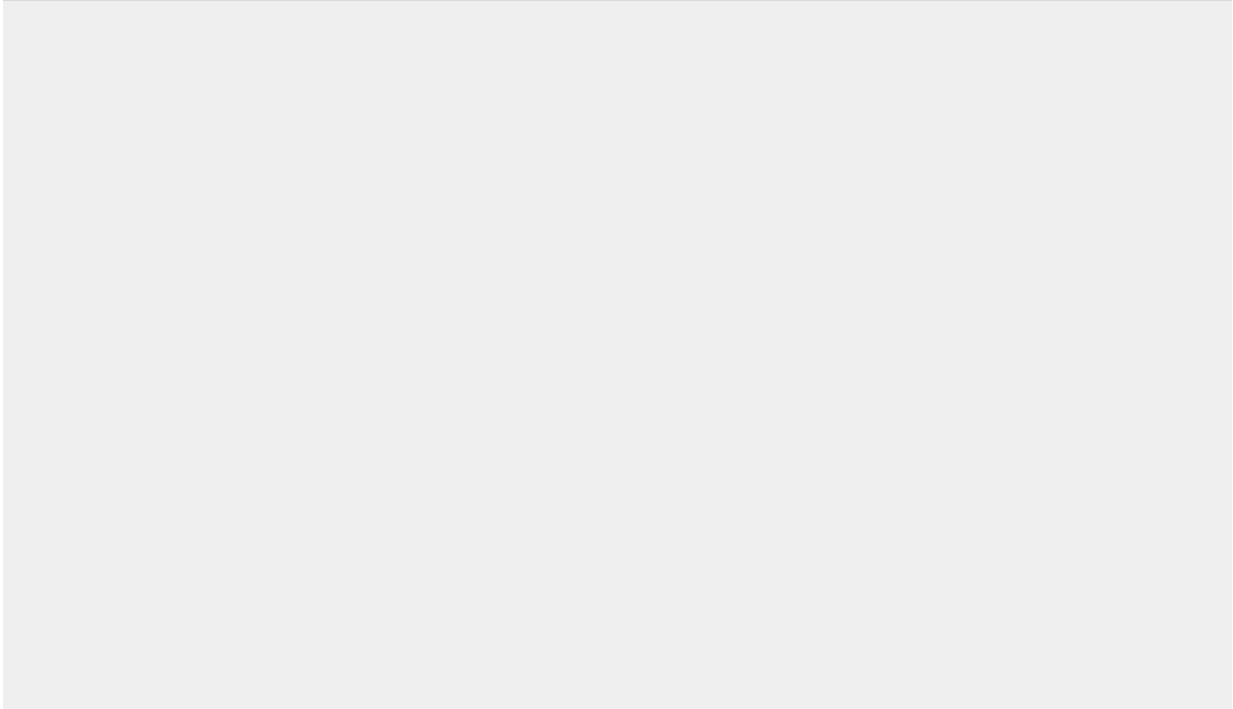
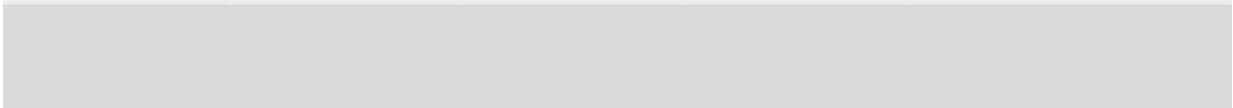
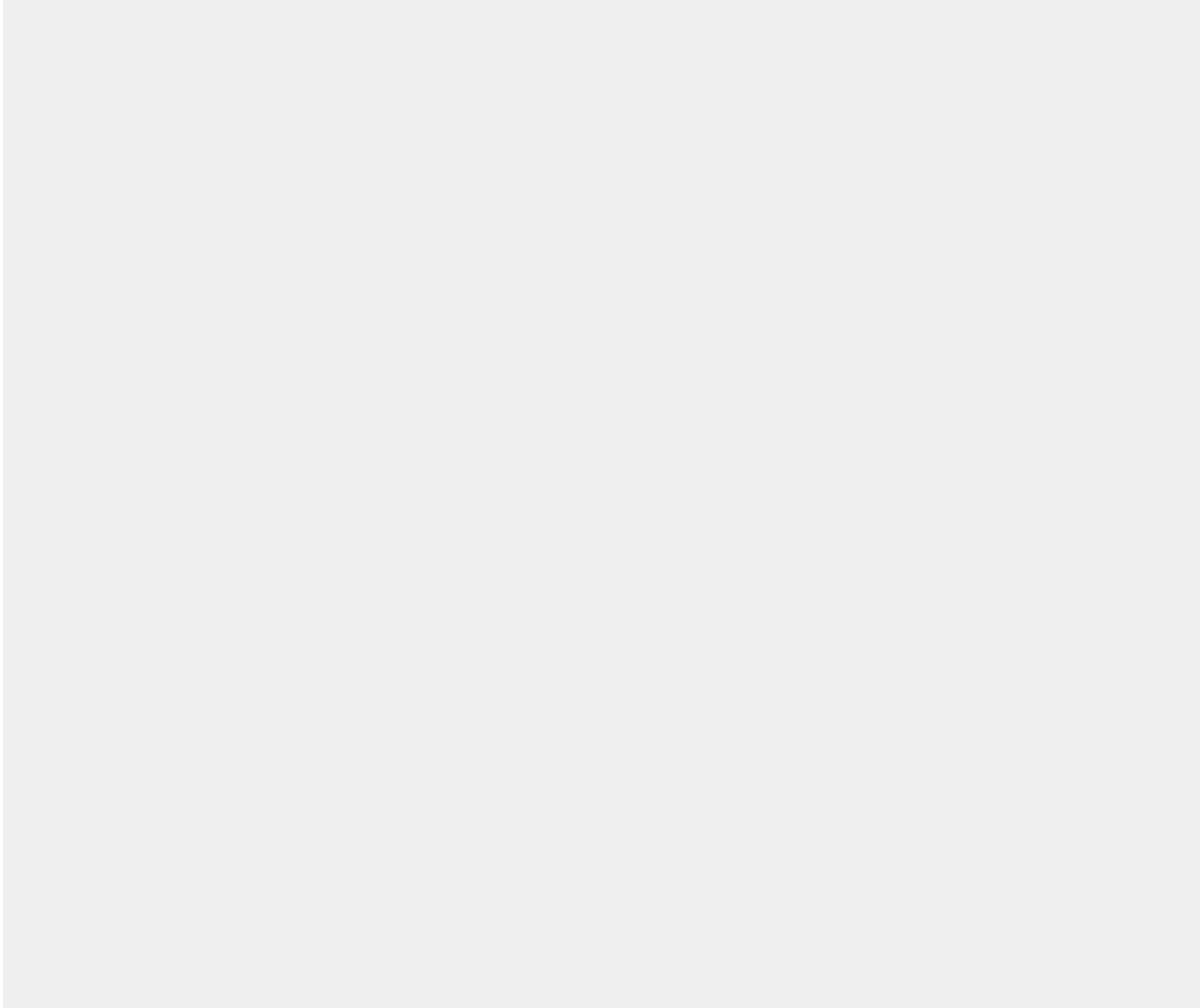
**Verify by selecting Yes**

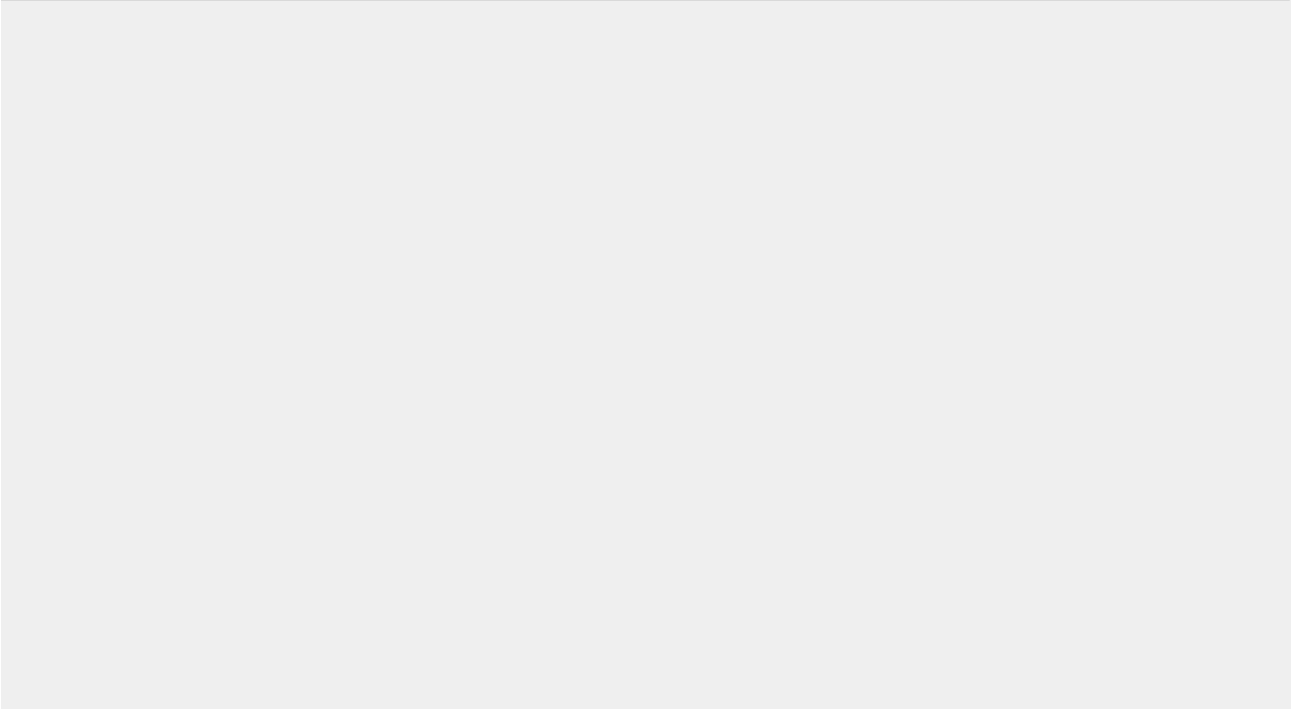
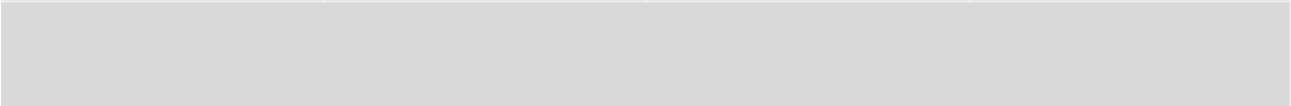
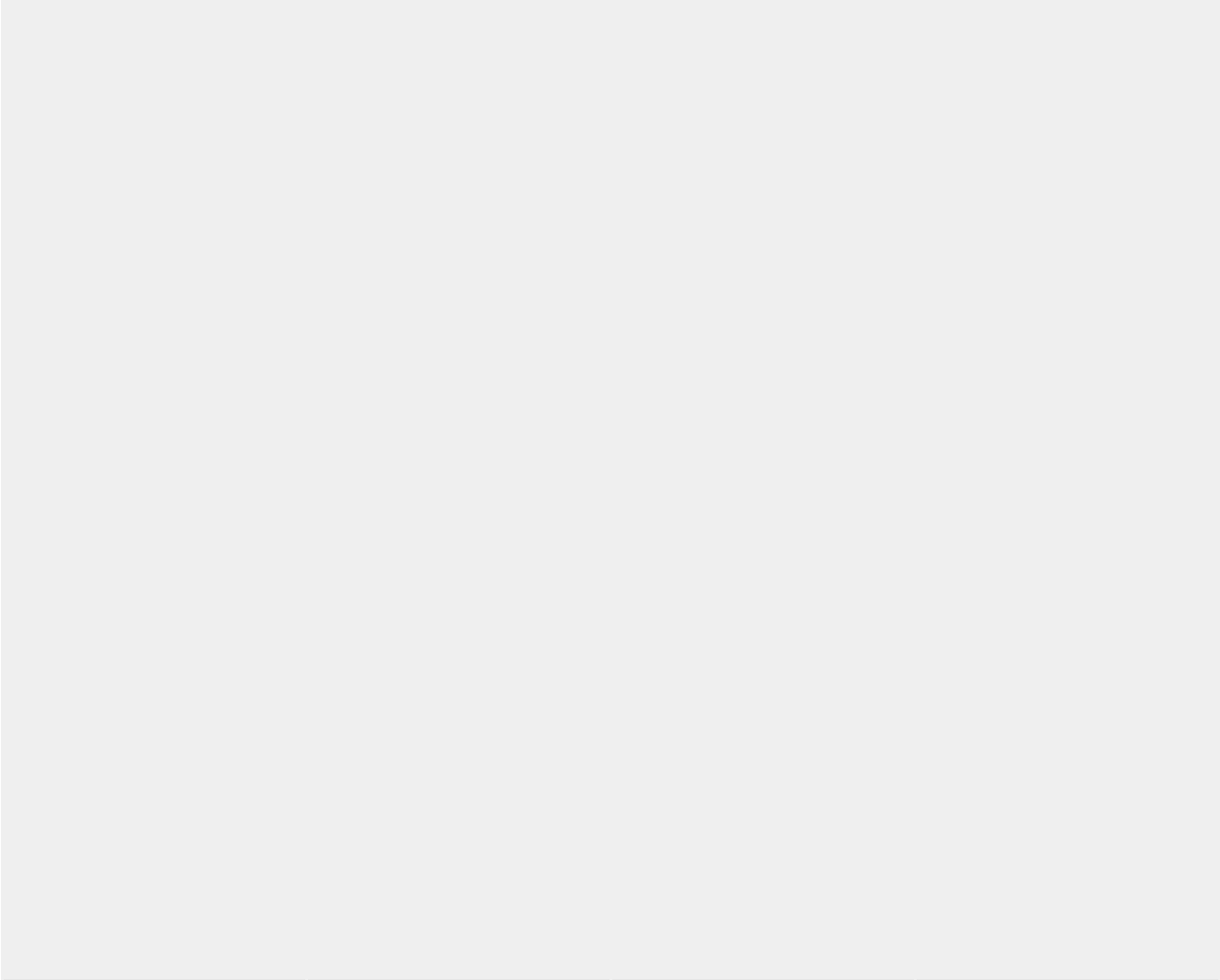
Yes
-----

**Verify by selecting Yes**











**The district adheres to all requirements related to the process for identifying students in accordance with GT Program Approval Standards/Rules listed below:**

The process for identifying students has several stages.

1. Identification procedures are clearly stated, uniformly implemented, and communicated.
2. A committee of at least five members chaired by a trained specialist in gifted education makes professional decisions on placement of students.
3. The identification process yields information obtained through a variety of procedures (objective measures, one of which must assess creativity.)
4. Student placement decisions are based on multiple criteria. No single criterion is used.
5. Procedures used in the identification process are non-discriminatory with respect to race, gender, and socioeconomic status.
6. Instructionally useful information about individual students obtained during the identification process is used to plan instruction.
7. Written identification and placement procedures include parental involvement. (Parents are invited to participate, and have the opportunity to appeal a decision with which they disagree.)
8. Identification of gifted/talented students is an ongoing process extending from school year to school year.

## **1.4 Gifted & Talented Program Evaluation Summary**

**Provide the required summary of the annual GT program evaluation.**

*Limit: 1,250 characters, approximately 250 words*

Stakeholders were familiar with the identification process. There is a continued need for PD and the coordinator provides PD yearly and is readily available. Continued differentiation strategy PD is provided and pull out services offered. The coordinator tracks all students, communicates with parents, and meet the affective needs of learners. The coordinator offers a variety of units to the needs of students. The coordinator will look for enrichment opportunities. Stakeholders will be provided radio clips which all reach the Cotter community. Stakeholders stated the yearly \$10,000 expenditure process for our GT program. The coordinator will add this to their annual report.

## **1.5 Gifted & Talented Services**

**Enter the number of minutes each week that students receive services.**

students in need of gifted services, in

Yes

communicated to the entire school staff.  
Education and including administrators, teachers, and/or counselors collects and analyzes data, maintains procedures and from multiple independent sources. (Identification procedures include the use of at least two or cut-off score is used to include or exclude a student.  
not to race, cultural or economic background, religion, national origin, sex, or handicapping condition.  
Identification process is communicated to the instructional staff regardless of final placement decision.  
Identification procedures include a process by which parents are informed of placement decisions, grade 3.  
School entry through grade 12.

ary

ion findings from the 2023-2024 school year.

used to identify low-income GT learners in an attempt to close the opportunity gap. The coordinator is needed. K-6 were aware of JH and SH offerings and 7-12th teachers were aware of enrichment effectively with parents and staff, and provides PD. The coordinator meets regularly with faculty to serve students. Stakeholders requested help with curriculum in their classrooms to better meet the needs. Stakeholders are aware of GT happenings through the school Facebook page, newspaper articles, and TEAM camp was a great reachout to our local community. Stakeholders were unaware of the annual PD. Stakeholders were aware we do a variety of fundraisers for special field trips.

services through each program option that you are utilizing in your district.

ains appropriate records, and

wo objective and two

ns.

ive permission for their child to









## Program Option

K

Cluster grouping

Consultant teacher

Course content

Whole group enrichment

30

Acceleration of content and/or grade level

Resource room

Resource center

Self - contained classroom

Honors and advanced classes

Pre-AP

Advanced Placement (AP)

International Baccalaureate (IB)

Special classes/ seminars

Special school

School within a school

Mentorship

Concurrent credit

## Health and Wellness

**Who needs to complete this section?**

**All districts**



7

9

11

12

150

225

225

225

225

225

225

225

260

260

225

225

225









## 1.6 Health and Wellness Assurances

The district acknowledges the rules and regulations that are required to meet the state.

Ensure that the district wellness policy is in compliance with the state and federal requirements.

Ensure that the LEA will coordinate with child nutrition personnel to ensure all menus are reviewed quarterly by the district wellness committee.

Ensure that the LEA has implemented space within each campus to accommodate physical activity.

Ensure that the LEA has completed the School Health Index assessment process and submitted a form for each school and SHI reference number at the following link: <https://forms.doe.state.tx.us/SHI>

The LEA assumes all responsibilities related to Medicaid reimbursement claimed on behalf of students.

## 1.7 Analysis of School Health Index Assessment

**What priorities will the district address upon analysis of the School Health Index?**

*Limit for each: 1,250 characters, approximately 250 words*

### Nutrition

**What nutrition strategies does the district plan to implement?**

Increase access and participation to breakfast and/or lunch programs.

Increase variety of offerings in school meals.

Improve food purchasing and meal preparation practices.

Promote healthy food and beverage choices using Smarter Lunchroom techniques.

Improve the time allocated for students to eat breakfast and/or lunch.

	Verify by selecting Yes
<a href="#">et the health and wellness requirements in</a>	Yes
mandates.	Yes
us, districtwide, are reviewed	Yes
e breastfeeding mothers.	Yes
a for each campus within the LEA. Please submit <a href="#">is.gle/CnoMs5uYpQMX8mEQ8</a>	Yes
n behalf of the district for direct service claims.	Yes

S

ool Health Index Assessments in the following categories?

If you will offer, select which grade bands the strategy applies to:










Implement nutrition education in the classroom.

Implement Farm to School activities.

Improve nutrition marketing efforts on school campus.

**Please describe any additional nutrition strategies with grade bands that**

### **Physical Education and Activity**

**What physical education and activity strategies does the district plan to**

*Limit for each: 1,250 characters, approximately 250 words*

Increase the number of minutes per week physical education and/or physical activity offered for students.

Implement a sequential physical education curriculum consistent with standards.

Improve information and materials for physical education teachers.

Improve physical education class to keep students moderately to vigorously active for at least 50% of the time.

Implement a health-related physical fitness component in physical education class (i.e. Presidential Youth Fitness Program).

Implement physical education content licensed teachers in all physical education classes, districtwide.

Improve access to quality professional development for physical education teachers.

Implement classroom teacher professional development related to promoting and integrating physical activity in the classroom.

[illegible]











Implement and promote opportunities for all students to participate in school-sponsored or community-based intramural programs or physical activity clubs.

**Please describe any additional physical education and activity strategies**

Bradley Edmonson, our K-6 PE teacher, received a grant for additional playground equipment periodically during instruction and make the playground available for public use with the community.

**Physical and Built Environment**

**What physical and built environment strategies does the district plan to implement?**

*Limit for each: 1,250 characters, approximately 250 words*

Implement access to indoor and/or outdoor recreational facilities to students, their families, and the community outside of school hours.

Implement access to free drinking water at no cost to students throughout the school day.

Promote student participation in a variety of community-based physical activity options.

Promote or support walking and bicycling to and/or from school.

Implement opportunities for all students to participate in before- and after-school physical activity opportunities.

**Please describe any additional physical and built environment strategies**

es with grade bands that the district plans to implement:

l materials. we will continue to provide supplemental recesses before school, provide Brain Breaks  
hen students are not here.

o implement?

If you will offer, select which grade bands the  
strategy applies to:

Both
Both
Elementary
Elementary

es with grade bands that the district plans to implement:











Fourth, fifth and sixth grade students rotate having an additional recess before school.

## Enhanced Student Achievement (ESA)

### Who needs to complete this section?

**All districts who receive ESA funding.** ESA funding shall be expended to enhance student achievement, reduce gaps, or create conditions to support student learning.

### 1.8 ESA

Does the school district intend to transfer ESA funds to other programs?

#### Identify how the district will use ESA funding:

Teacher compensation above the minimum requirements

Hiring of additional teachers for core academic subject areas not required by Standard

Enhancement of teacher salaries for recruitment, retention, or additional leadership or student achievement

Academic supports and interventions

Behavioral supports

Physical and mental health resources

Early intervention resources: pre-k, high-dosage tutoring, early literacy intervention

Access to post-secondary or acceleration opportunities

ool starts each day.

d for eligible programs that are aligned to the needs assessment to increase student  
g tied to outcomes.

	Please select Yes or No
	No
	No
ards for Accrediation	No
roles supporting student	No
	Yes
	No
	Yes
IS	Yes
	No











Districts are required to set goals for ESA funding. Do the goals on the District tab  
ESA funding expenditures?

of this workbook align with

Verify by selecting Yes

Yes









# Title I Part A

## Who needs to complete this section?

**LEAs receiving funds under this part.**

**If you do not receive Title I funds, please skip this section.**

## What does the Title I Part A program focus on?

This program provides supplemental education funding to LEAs and schools with high income households to help ensure all children meet state academic standards. The school is failing or most at risk of failing to meet state academic standards. A "proportionate share" of the funds are used for students enrolled in private schools. [ESEA § 1111 to 1119]

## 1.1 Poverty Criteria

### What poverty criteria will you use to select school attendance areas?

Free & Reduced Price Lunch (FRPL)

Community Eligibility Provision (CEP) - Direct Certification

Temporary Assistance for Needy Families (TANF)

Medical assistance under the Medicaid program

A composite of any of the above measures

Other



numbers or percentages of children from low-  
hool must focus services on children who are  
are” of funds must be available to eligible children

s? [ESEA § 1112(b)(4) & 1113]

Select Yes if data used

Yes







## 1.2 Skipping School Provision

Complete this section only if the LEA is skipping a school(s) that has

Name of school not being served


## 1.3 Grandfathering Rule

Complete this section only if the LEA serves an ineligible school(s) f

Name of school not being served


**s a higher percentage of low-income students and meets all the conditio**

School poverty rate	School's Title I Allocation if served (\$)

for one more year. The school must have been eligible and served during

Prior year poverty rate	Current year poverty rate

ns under ESEA § 1113(b)(1)(D).

Source of other funding that it spends according to ESEA section 1114 or 1115


the preceding fiscal year. [ESEA § 1113(b)(1)(C)]

Current year Title I Allocation


**Amount of supplemental funds (\$)**


## 1.4 Schoolwide Plan

**Do you verify that each school running a schoolwide program is mo**

The LEA verifies each school running a Title I, Part A schoolwide program has regularly Schoolwide Plan (it could be included in the school improvement plan) and is available available to the SEA for monitoring if required.

## 1.5 Title I Targeted Assistance Programs

**How do you identify eligible children in Title I Targeted Assistance P**

Screening scores

Progress monitoring data

Grades

Attendance data

Other

--	--

monitored against their schoolwide plan? [ESEA 1114(b)(3) & (4)]

Verify by selecting Yes:

/ monitored and revised as necessary their Title I  
to parents. The Title I Schoolwide Plan must be

Yes

Programs? [ESEA 1112(b)(9) & 1115]

Select Yes if data used








## 1.6 Comprehensive and Targeted Support and Imp

### How does the LEA support schools identified as comprehensive and

Develop and continue review of the School Improvement Plan to evaluate the Progress contributing to school ESSA ratings (personnel and/or materials and supplies like softw

Examine subpopulation data to determine if adequate resources and properly licensed (students identified as English learners, Gifted and Talented, at-risk, in need of special and/or materials and supplies like software)

Assign one or more district leadership personnel to the school leadership team as active programs coordinator, and the curriculum coordinator) in developing best practices/st achievement.

Provide common professional development around evidence-based practices based on Review, Data Review, and needs assessment)

Use the Teacher Leadership and Compensation structure to support schools in the wo

Improve alignment of curriculum, instruction, and assessment

Implementation of evidence-based practices and/or interventions for individual student groups.

Implementation of progress monitoring assessments

Implementation of standards-aligned, evidence-based instructional material

District will continue to evaluate the effectiveness of the curriculum through walk-throu least quarterly.

## 1.7 Homeless Children and Youth

# Improvement Schools

and targeted support and improvement? (Only if this applies to your district)

	Select Yes if used
and monitoring actions to address factors (ware)	
l teachers are available to meet their needs education, migratory, and homeless) (personnel	
ve members (the superintendent, the federal strategies to narrow the gap in student	
on the results of school resources (Allocation	
ork.	
ts or student	
ighs and formative/summative assessments at	

) [ESEA § 1112(b)(3)]



## **What services does the LEA provide to homeless children and youth?**

School fees

Clothing and materials

School supplies

Counseling and outreach

Food

Medical and dental services and supplies

Extended learning time and tutoring

Part or all of the Homeless Liaison Salary

Transportation

Remove barriers that hinder them from participating fully in school

Other

## **1.8 Title I Parent and Family Engagement**

The LEA verifies that at the beginning of each school year, the parents of each student part will be notified that they may request information regarding the professional qualification, licensing for the grade levels, and subject areas. ESEA § 1112(e)(1)(A)

1? [ESEA § 1112(b)(6) & 1113(c)(3)(i)]

Select Yes if provided

Yes
Yes
Yes
Yes

Verify by selecting Yes:

: attending any school receiving funds under this  
ications of the student's classroom teacher

Yes
-----







The LEA verifies that it will provide to each individual parent of a child who is a student achievement and academic growth of the student and timely notice that the student has more consecutive weeks by, a teacher who does not meet applicable State certification subject area in which the teacher has been assigned. ESEA § 1112(e)(1)(B)

The LEA verifies that it has reviewed and updated the LEA written Parent and Family Engagement Plan. The LEA written Parent and Family Engagement Plan contains the LEA expectations and objectives for meaningful parent and family engagement. The LEA written Parent and Family Engagement Plan meets the requirements under ESEA § 1116(a)(2)(A) to (F).

The LEA verifies each school that receives Title I, Part A funds has developed and updated a school parent and family engagement plan that contains: 1) the school parent and family engagement policy [a regulation that covers parent and family engagement in § 1116(b)(1) to (4) and § 1116(c)(2)(A)(i) through (v)] and 2) the plan that requires the school to create a School-Parent Compact which identifies specific activities or share information with parents. The School Parent and Family Engagement Plan must be available to the SEA for review.

## 1.9 Foster Care Children and Youth

**What educational stability activities and strategies does the LEA plan**

### Additional transportation costs

## Mental health supports

## Health needs

### School supplies

## Afterschool programs

Other

in a Title I school information on the level of has been assigned, or has been taught for 4 or n or licensure requirements at the grade level and	Yes
engagement policy, it is on the website, and it ement and describes how the LEA will fulfill the	Yes
ated a written school parent and family description of how the school will comply with the ;(1) to (5)]; and 2) how school staff will work with d responsibilities according to § 1116(d) to § 1116 monitoring if required.	Yes
in to provide to children in foster care placement? [ESEA § 1112(c)(5)]	
Select Yes if provided	
Yes	
Yes	
Yes	





## 1.10 Neglected Children and Youth

### What services does the LEA provide for neglected children and youth?

Please list all neglected facilities that submitted the annual funding count last year, even if they are not currently neglected. This applies only to LEAs with Neglected facilities within their boundaries. *If you do not have any neglected facilities, please check the box below.*

#### Facility 1

Facility name

Contact person

Contact phone

Contact email

If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?

Transition and case management services

Tutoring services

Intensive intervention

Credit retrieval

Transition support for students exiting DJJ sites and re-entering schools

College and career readiness

Extended learning programs

### th in schools and facilities? [ESEA § 1112(b)(5) & 1113(c)(3)(ii)]

Don't have Neglected facilities, please skip this section.

**Select Yes if used in this facility**



## Facility 2

**Facility name**

**Contact person**

**Contact phone**

**Contact email**

**If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?**

Transition and case management services

Tutoring services

Intensive intervention

Credit retrieval

Transition support for students exiting DJJ sites and re-entering schools

College and career readiness

Extended learning programs



Academic and non-academic support

Counseling/peer mediation services

Computer, software, and other equipment

Supplemental professional development

Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)

Supplies and materials

Provide supplemental high-quality curriculum

Other

### Facility 3

**Facility name**

**Contact person**

**Contact phone**

**Contact email**

**If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?**

Transition and case management services

Tutoring services

Intensive intervention

Credit retrieval



Academic and non-academic support

Counseling/peer mediation services

Computer, software, and other equipment

Supplemental professional development

Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)

Supplies and materials

Provide supplemental high-quality curriculum

Other

## Facility 4

**Facility name**

**Contact person**

**Contact phone**

**Contact email**

**If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?**

Transition and case management services

Tutoring services

Intensive intervention

Credit retrieval



Transition support for students exiting DJJ sites and re-entering schools

College and career readiness

Extended learning programs

Academic and non-academic support

Counseling/peer mediation services

Computer, software, and other equipment

Supplemental professional development

Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)

Supplies and materials

Provide supplemental high-quality curriculum

Other

## Facility 5

**Facility name**

**Contact person**

**Contact phone**

**Contact email**

**If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?**

Transition and case management services





Transition support for students exiting DJJ sites and re-entering schools

College and career readiness

Extended learning programs

Academic and non-academic support

Counseling/peer mediation services

Computer, software, and other equipment

Supplemental professional development

Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)

Supplies and materials

Provide supplemental high-quality curriculum

Other



Tutoring services

Intensive intervention

Credit retrieval

Transition support for students exiting DJJ sites and re-entering schools

College and career readiness

Extended learning programs

Academic and non-academic support

Counseling/peer mediation services

Computer, software, and other equipment

Supplemental professional development

Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)

Supplies and materials

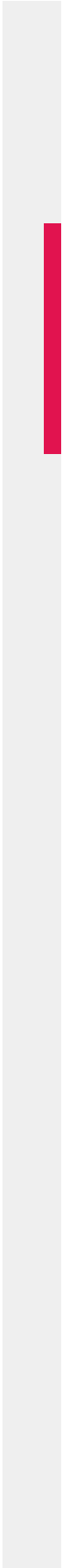
Provide supplemental high-quality curriculum

Other









# Title I Part C- Migrant

## Who needs to complete this section?

**LEAs receiving funds under this part.**

**If you do not receive Title I Part C funds, please skip this section.**

## What does the Title I Part C program focus on?

This program establishes and improves educational services for children of migratory agricultural workers and fishers to ensure they meet challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible, productive employment. [ESEA § 1301 to 1309]

## 1.1 Priority for Services Migratory Students

### What is the district's plan to serve Priority for Services Migratory Students? [ESEA § 1304(d)]

Develop Priority for Service Students intervention plans to ensure eligible students are served first

After-school support

Tutoring in ELA and Math

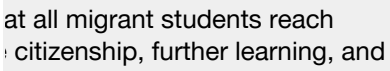
Provide high interest reading materials

Summer ELA/Math instruction

Referrals and health related materials

Other







## 1.2 Identification and recruitment of migrant students

**What is the district's plan to identify and recruit migrant students?** [ESEA § 1304(c)(7) and 1309(2)  
34 CFR 200.81; 200.89 & 200.103(a)]

Include the Migrant Employment Survey on the District's enrollment packet

Develop procedures to effectively identify and recruit all eligible migrant students within district's boundaries

Allow Migrant staff to attend local and statewide training

Coordinate with organizations and agencies that provide to migrant students and their families

Other

## 1.3 Migrant Out of School Youth

**What is the district's plan to provide services to Migrant Out of School Youth (OSY)?**  
[ESEA § 1304(d)]

Provide books and materials to develop language skills

Coordinate with local colleges/universities/adult education centers about GED opportunities

Coordinate with other school/district programs and service providers

Evening classes

Information/assistance on re-enrolling in high school

Select Yes for all that apply


Select Yes for all that apply




Life skills instruction

Language services/instruction

Referrals and health-related materials

Supplies and materials

Summer instructional services to Out of School Youth (OSY)

Other

## 1.4 Migrant Education Program Performance Targets

**What is the district's plan to prepare migrant students for high school completion and further education?**

Identification of students at-risk of academic failure

Supplemental instructional services for credit recovery or acceleration (locally or online)

Communication with counselors to identify credit needs/credit accrual opportunities

Referrals for additional wrap-around services to support student learning

SAT/ ACT/ ACCUPLACER Prep enrollment assistance, prep courses, and materials

Student participation on the Migrant Student Advisory Council (MSAC)

Instructional supplies and materials

Career exploration

Coordination with College Assistance Migrant Program (CAMP)

Financial aid information and support

Home visits/home-based instruction

Other







**What is the district's plan to provide summer services to Migrant Students? [34 CFR § 200.83]**

Home-based instructional services during summer for pre-k to 12

School-based summer program for K-12 using approved curriculum or focusing on STEM

Instructional services and support services during school intersections

Instructional materials and supplies for summer programs

Online learning opportunities during the summer

Other



# Title I Part D, Subpart 2-Delinquent Facilities

## Who needs to complete this section?

**LEAs who have local delinquent facilities and receive funds under this part and**  
**If you do not receive Title I Part D Subpart 2 funds funds, please skip this section**

## What does the Title I Part D Subpart 2 program focus on?

This program supplements education services to help provide education continuity for children and youth employment once they are released from the institution. [ESEA §1421 to 1432]

## 1.1 LEA and Facilities' Agreements

### LEA Memorandum of Understanding (MOU) or formal agreements [ESEA § 1421]

The LEA verifies that all memorandums of understanding (MOU) or formal agreements have been signed and submitted to the SEA for the Title I, Part D Subpart 2 program. The agreements include all necessary requirements in accordance with the program and have been uploaded to the 2024-2025 folder in Indistar.

### Facilities' needs assessment [ESEA § 1114(b)(6)]

The LEA verifies that each facility receiving services through this part has completed a needs assessment and the results are available to the SEA for monitoring if required.

### LEA Program Evaluations [ESEA § 1431]

ilities

subpart.  
on.

youth in local delinquent facilities so that these youth can make successful transitions to school or

3 and 1425 (1-13)]

Verify by selecting Yes:

ned with each facility receiving services through  
nce with ESEA § 1423(2) and 1425 (1-13) and

Verify by selecting Yes:

ment. The facility's needs assessment must be



The LEA verifies that a program evaluation for the last school year has been completed with each facility. The results of the evaluation will be uploaded to the 2024-2025 folder in Indistar, and the LEA and each Facility use the results to improve the quality of Subpart 2 programs for participating children and youth.

### 1.2 Facility Information

Please list all Delinquent facilities that submitted the annual funding count last year. This applies only to LEAs with Delinquent facilities within their boundaries. If you have no delinquent facilities, please leave this section blank.

Facility name

Contact person


### Services provided by the LEA to delinquent children and youth

### 1.3 Supplemental education programs for children and youth

Briefly describe the supplemental education program that will be provided to delinquent children and youth.

Verify by selecting Yes:

ility receiving funds under this part; the results  
plan and improve subsequent Title I Part D

year, even if services won't be provided due to closing or refusal of funds.  
ou do not have Delinquent facilities, please skip this section.

Contact email

Contact phone


and youth in facilities

th in delinquent facilities

elinquent children and youth with Title I, Part D funds. [ESEA § 1423(1)]

**Will services be provided?**

Select Yes or No.


--



*Limit: 500 characters, approximately 100 words*

**Identify characteristics of the delinquent children and youth from the facility expected to meet their unique educational needs. [ESEA § 1423(5)]**

Students with learning disabilities

Behavioral problems

Substance abuse

At-risk children and youth

Other

**Briefly describe how the educational program will meet delinquent children and youth's unique educational needs.**

*Limit: 500 characters, approximately 100 words*

pected to be served by the program	
	Select Yes for all that apply
d youth unique educational needs.	



**What are the LEA and facility's efforts to ensure that personnel working with delinquent children and youth have access to a child's or youth's existing individualized education program? [ESEA § 1423]**

The IEP is obtained from the student's home school district, and the IEP is reviewed and amended to facility

Teachers working specifically with a student who has an IEP will be notified, and accommodation/modification provided to them

Special Education teachers will monitor the progress of each student's IEP goals and report them to

The designated 504 Coordinator will monitor the progress and goals of each student with a 504 or H

Teachers will be provided with necessary accommodation/modification documentation sheets for an

Other

## **1.4 LEA and Facilities Coordination**

**How does the LEA coordinate with facilities to ensure that delinquent children and youth have access to an individualized education program comparable to one operating in the local school? [ESEA § 1423]**

Provide supplemental high-quality curriculum (materials and supplies for math, reading, science, etc)

In classroom intervention during regular school hours for instruction provided under this part (Supplemental Instruction, Skills Specialist, Public school liaison/coordinator, Interventionists, Classroom Assistant, Summer School)

Expand learning time beyond core instruction (Personnel for Tutoring, After School Class)

Coordinate with activities to provide a well-rounded program of instruction

Other

Delinquent children and youth are aware  
1423(12)]

Select Yes for all that apply

to meet the individual's needs while attending the

modification documentation sheets will be provided

the necessary parties involved

health plan

y student with an IEP

and youth are participating in an  
1423(3)]

Select Yes for all that apply

mental Staff like Transition Coordinator, Life  
School Staff, Tutors)



## **How does the LEA and facility coordinate with other federal, state, and local pr**

Work with outside agencies to assist students and specific needs for career/work readiness

Acquire assistance from Vocational Rehabilitation, Workforce Development, Department of Human S  
education agencies to acquire appropriate skills for students.

Other

## **1.5 Transition Services**

### **How does the LEA and its schools facilitate the transition of children and youth 1423(4)]**

Provide assistance using interagency liaisons and/or transition specialists (Supplemental Staff)

Implementation of protocols that include student and family engagement for all stages of transition

Coordinated the creation and implementation of a transition plan for each student

Implementation of a transition interview for preparing to return to the local community

Engaged multiple partners in the decision-making process for creating appropriate educational pathv

Other

programs? [ESEA § 1423(9)]

Select Yes for all that apply

services, Juvenile Court System and other

returning from facilities? [ESEA §

Select Yes for all that apply

ways





**How does the LEA and facility partner with institutions of higher education or local colleges and youth returning from facilities? [ESEA § 1423(7)]**

Participation in credit-bearing coursework while in secondary school

Enrollment in postsecondary education

Participation in career and technical education programming

Mentoring services for participating students.

Other

**What are the LEA and facility's steps to find alternative placements for children in traditional public school program? [ESEA § 1423(13)]**

Placement staff assist with options and procedures to transfer to another school in the community or

Review the student's progression of the program and educational records to determine if an alternative placement is appropriate and if the student returns to their home setting.

The transition coordinators and caseworkers will contact alternative educational programs within the community and inform stakeholders on admissions into these alternative educational programs.

Other

local businesses to facilitate postsecondary and workforce success for children

Select Yes for all that apply


and youth interested in continuing their education but unable to participate in a

Select Yes for all that apply

other options.

ve educational setting is needed when the

student's home district and coordinate with all




## 1.6 Additional services

**How does the LEA and facility coordinate to partner with other services to meet the needs of justice-involved youth?**

Local/county social, health, and other services.

Prenatal health care, nutrition, parenting, and child development services.

Childcare

Targeted reentry and outreach programs.

Engaged multiple partners for establishing appropriate supports and services for returning to their community college, and Medicaid eligibility).

Referrals to community resources.

Other

## 1.7 Parents and Family Involvement in Delinquent Facilities

**How does the LEA and facility promote parents and family involvement to improve outcomes for justice-involved youth?**

Dropout prevention activities

The facility protocols for effective family engagement in the decision-making process for creating appropriate supports and services for returning to their community college, and Medicaid eligibility).

Strategies to eliminate or decrease limitations for family engagement by mail, telephone correspondence, and in-person visits.

Ensure that staff training includes the importance of family engagement for justice-involved youth.

Other

et existing social, health, and other needs of students? [ESEA § 1423(6)]

Select Yes for all that apply

community (vocational rehabilitation, Workforce,

ove their children's educational achievement? [ESEA § 1423(8)]

Select Yes for all that apply

ropriate educational pathways

ence, and visitation



## 1.8 Coordination with Juvenile Justice System

**How does the LEA and facility coordinate with programs operated under the Juvenile Justice System, if applicable? [ESEA § 1423(10)]**

*Limit: 500 characters, approximately 100 words*

**How does the LEA and facility work with probation officers to meet the needs of students with justice involvement? [ESEA § 1423(11)]**

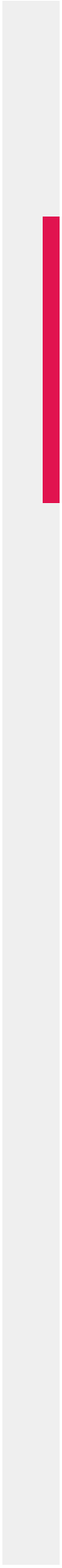
*Limit: 500 characters, approximately 100 words*



**Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable**

**of children and youth returning from correctional facilities, as appropriate? [ESEA**





# Title II Part A

## Who needs to complete this section?

**LEAs receiving funds under this part.**

**If you do not receive Title II funds, please skip this section.**

**If you are transferring 100% of Title II to another Federal Program, please skip this section.**

## What does the Title II Part A program focus on?

This program increases academic achievement by improving teacher and principal quality. This is done by increasing the number of teachers, principals, and assistant principals in classrooms/schools through professional development, support for new teachers, and other activities.

## 1.1 Title II Uses of Funds

### How will the LEA utilize Title II, Part A funds? [ESEA § 2103]

Supplemental High-Quality Sustained Professional Development (in district) above the state's required 36 hours.

Supplemental High-Quality Sustained Professional Development (out of district) above the state required 36 hours.

Professional Development supplies, books, materials

Travel costs for High-Quality Sustained Professional Development

Substitutes to cover classes for PD

Instructional Facilitator

Teacher Stipends (Chairperson, STEM Coach, Instructional Technology)

of highly qualified teachers,  
activities. [ESEA § 2001 to 2104]

Select if Yes



Class Size Reduction (K-3) Highly qualified certified salary position(s) to reduce class size to a 17:1 or below student/teacher ratio for all classes in that grade span

Other





# Title III English Language Learners

## Who needs to complete this section?

**LEAs receiving funds under this part.**

**If you do not receive Title III funds, please skip this section.**

## What does the Title III program focus on?

Language Instruction Educational Program (LIEP): Districts must use Title III funds in ways that bu offer effective language instruction educational programs that assist English learners in meeting ch standards. ESEA Section 3113(b)(3)(E); ESEA Section 3115(c)(1); and ESEA Section 3116 (b)(1).

## 1.1 Title III Uses of Funds

### How will the LEA utilize Title III funds?

Curriculum purchases

Supplemental instructional programs

EL Platform

Before/after school tutoring

Instructional materials

Summer activity/program

ELL Professional Development training and supplies

ELL Parent Advisory Council

ESOL/ELD Instructional Facilitator

Professional Development travel costs



Teacher Stipends

Parent and Community Engagement Activities and Resources

Family literacy services

Translation services

Other



# Title IV Part A

## Who needs to complete this section?

LEAs receiving funds under this part.

If you do not receive Title IV funds, please skip this section.

If you are transferring 100% of Title IV to another Federal Program, please skip this section.

## What does the Title IV Part A program focus on?

This program improves student's academic achievement by increasing the capacity to: 1. Provide well-rounded education; 2. Improve school conditions for student learning; and 3. Improve the effectiveness of the school staff in order to improve academic achievement and digital literacy for all students. [ESEA § 4101 to 4121]

## 1.1 Title IV Uses of Funds

How will the LEA utilize Title IV, Part A funds in each of the three functional areas? [ESEA § 4101 to 4121]

### Well-Rounded Educational Opportunities

Program Code 167

Percent Budgeted of Title IV Part A %

Allocations over \$30,000 must budget at least 20% of funds to this category.

How will the district utilize the funds?

kip this section.

all students with access to a  
ffective use of technology in  
]

areas?

Select if Yes

STEM program/Robotics/Materials

Music/Arts program/Theater/Materials

Concurrent Credit Opportunities

Additional Course Offerings (not required)

AP materials/testing fees

ACT preparation

College/career coaches

Standards based field trips

Software platforms for instruction

Technology specialist

High Dosage Tutoring

Professional Development

Other

## Safe & Healthy Program

Program Code 168

Percent Budgeted of Title IV Part A

%

Allocations over \$30,000 must budget at least 20% of funds to this category.

### How will the district utilize the funds?

Professional Development

Tele-therapy (software platforms)

Software platforms for visitors/safety





Character Education programs (PBIS)

Sensory materials and resources

Mental Health Services

Vape detectors

SRO/CSSO

Shatterproof film

Electronic access door locks

Security cameras

Other

## Effective Use of Technology

### Program Code 169

Percent Budgeted of Title IV Part A

%

Allocations over \$30,000 must budget between 1% - 60% of the Title IV allocation to this category. A maximum of 15% of this amount may be used on technology infrastructure (15% of the technology [169] budget, not the overall Title IV allocation).

Allocations over \$30,000

Formula: actual amount budgeted to technology infrastructure divided by the total amount budgeted for effective use technology X 100

*The amount budgeted for Effective Use of Technology:* \$

*The amount budgeted for the maximum 15% used for Technology Infrastructure:* \$



**Allocations under \$30,000**

*The amount budgeted for Effective Use of Technology:*    \$

**How will the district utilize the funds?**

Professional Development to implement technology into the classroom

Technology infrastructure (devices, equipment, software, platforms, servers)

Other

Select if Yes

# Title V Part B - Rural Education

## Who needs to complete this section?

**LEAs receiving funds under this part.**

**If you do not receive Title V funds, please skip this section.**

## What does the Title V Part B program focus on?

This program provides rural LEAs with financial assistance to supplement initiatives aimed at improving student achievement. LEAs should only complete this application if eligible for Rural and Low-Income Schools (RLIS) funds and did not apply for Small Rural School Achievement (SRSA) funds. [ESEA § 5201 to 5211]

## 1.1 Title V Uses of Funds

**How will the LEA utilize Title V Part B funds (RLIS only)?** [ESEA § 5201 to 5211]

**Supplemental activities and resources authorized under Title I Part A (select all that apply)**

Supplemental Staff (Interventionists, Classroom Assistants, Tutors)

Supplemental high-quality curriculum

Before/ After-school tutoring program

Technology devices and equipment (laptops, tablets)

College and career readiness

Computer software (platform access)

Summer School

Improving student academic  
 achievement (RLIS) funds or are Dual  
 12]

**Select if Yes**

Character Education programs

Other authorized activity under Title I-A

### **Supplemental activities and resources authorized under Title II Part A (select all that apply)**

High-Quality Sustained Professional Development

Teacher support personnel

Teacher stipends (high need areas)

Teacher stipends (chairperson, STEM coach, instructional facilitator)

Job Fairs/Career Fairs

Tuition reimbursement

Substitutes for PD

Class Size Reduction (K-3) Highly qualified certified salary position(s) to reduce class size to a 17:1 or below student/teacher ratio for all classes in that grade span

Other authorized activity under Title II-A

### **Supplemental activities and resources authorized under Title III (select all that apply)**

Curriculum purchases

Supplemental instructional programs

EL Platform (non-curricular, e.g. ELlevation)


t all that apply)

Select if Yes


at apply)

Select if Yes




Before/after school tutoring

Instructional materials

Summer activity/program

ELL Professional Development training and supplies

ELL Parent Advisory Council

ESOL/ELD Instructional Facilitator

Professional Development travel costs

Teacher Stipends

Parent and Community Engagement Activities and Resources

Family literacy services

Translation services

Other authorized activity under Title III

### **Supplemental activities and resources authorized under Title IV Part A (selected)**

STEM/Robotics program

Music/Art/Theater program

AP materials/testing fees

ACT Prep/vouchers

College or career coaches

Standards-based field trips

Technology (devices, software, platforms)



Concurrent credit

Professional development

Access door locks

Security cameras

Shatterproof film

Vape detectors

SRO/CSSO

Mental Health Supports/Counselors

Other authorized activity under Title IV-A

### **Supplemental activities and resources authorized under Title V Part B (select)**

Innovative parental involvement programs


t if apply)

Select if Yes

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