General District Information

Goal 1

Improving Academic Outcomes: Literacy Goal

Increase the number of students in the District that are Ready or Exceeding by 10 students. Increase the growth score of the District to 80.

Goal 2
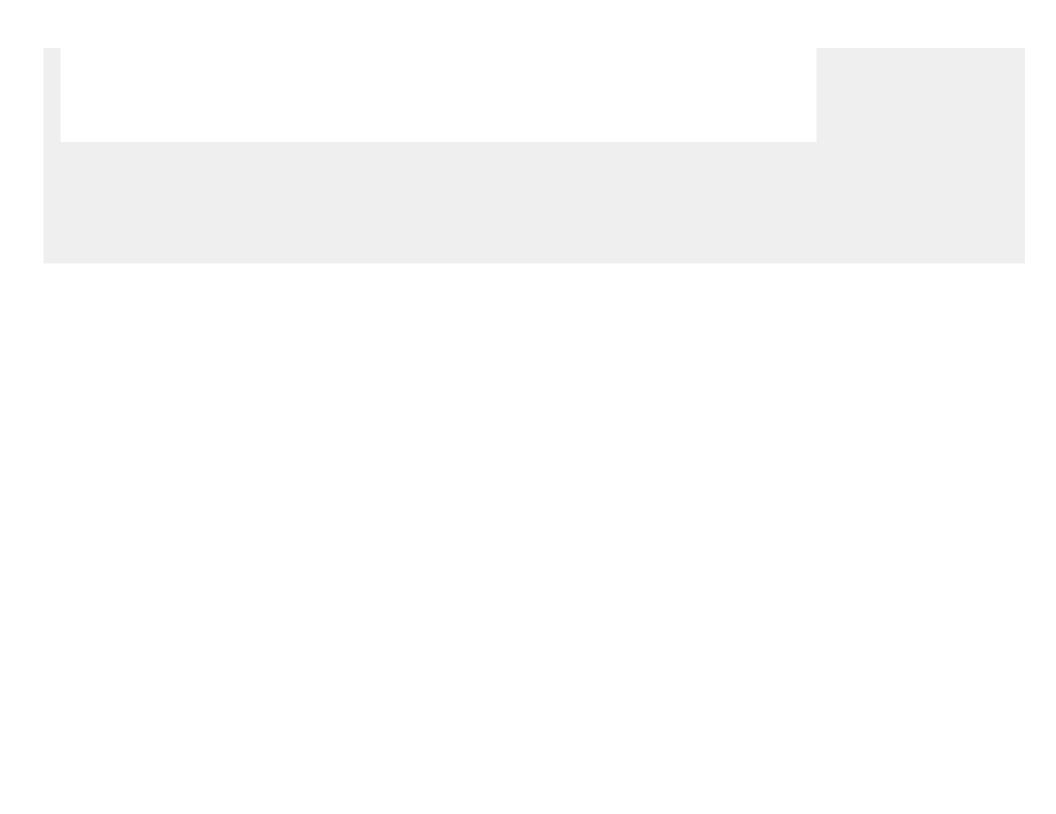
Improving Academic Outcomes: Math Goal

Increase the number of students in the District that are Ready or Exceeding by 10 students. Increase the growth score of the District to 80.

Goal 3, optional

Add goal name here

Goal 4, optional

Add goal name here

Improving Academic Outcomes

Access to Core

Priority 1.1

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

Priority 1.2

Identify Professional Learning in **Step 3** and **Step 4** [ESEA § 2001 to 2104 Title II for supplemental professional learning only]

		Step 1 Which HQIM core program are you using?	**Step 2** For which grade levels?	**Step 3** Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	**Step 4** Please list additional professional learning in literacy or math.
K-6 Core Programs					
ELA: Word Recognition Programs (Bottom of the Rope)	1	Fundations	K-2	GFESC, Literacy Specialists	
	2				
	3				
ELA: Language Comprehension Programs (Top of the Rope)	1	Wonders	3-6	GFESC, Literacy Specialists	
	2				
	3				
Math Programs	1	enVision Mathematics	K-6	GFESC, Math Specialists	
	2				
	3				
7-12 Core Programs					
		Step 1 Which HQIM core program are you using?	**Step 2** For which grade levels?	**Step 3** Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	**Step 4** Please list additional professional learning in literacy or math.
ELA Core Program	1	MyPerspectives	Middle School ELA	GFESC, Literacy Specialists,MyPerspectives	
	2	MyPerspectives	English 9	GFESC, Literacy Specialists,MyPerspectives	
	3	MyPerspectives	English 10	GFESC, Literacy Specialists,MyPerspectives	
	4	MyPerspectives	English 11	GFESC, Literacy Specialists,MyPerspectives	
	5	MyPerspectives	English 12	GFESC, Literacy Specialists,MyPerspectives	
Mathematics Program	1	enVision Mathematics	Middle School Math	GFESC, Math Specialists	
	2	enVision Mathematics	Algebra	GFESC, Math Specialists	
	3	enVision Mathematics	Geometry	GFESC, Math Specialists	

Priority 1.3

Identify High Quality Supplemental Instructional Materials for grades K-12 in steps 1, 2, 3, and 4. [ESEA § 1112(b)(1)(C)]

		Step 1 Which supplemental programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Literacy Intervention Programs K-6	1	BookNook	1-6	BookNook	
	2	Heggerty	K-2	GFESC, Literacy Specialists	
	3	Istation Intervention	K-2		
Literacy Intervention Programs 7-12	1	Strategic Reading/Just Words	7-12	GFESC	
	2	IXL	7-12		
	3				
Dyslexia Programs K-6	1	Barton	K-6	GFESC	
	2				
	3				
Academic Reading 7-12	1	Barton	7-12	GFESC	
	2				
	3				
Mathematics Intervention Programs	1	Critical Math	9-12	GFESC	
	2	Edmentum	7-12		
	3	IXL	K-12		
	4	Istation	K-2		
	5	Reflex	K-6		
	6	Frax	K-6		
ESOL Programs (English Language Development ELD) **(if applicable)**	1				
	2				
	3				
Special Education Programs	1	BookNook	1 - 4	BookNook	
	2	IXL	1 - 12	GFESC	
	3	Reflex/Frax	K-6	GFESC	

Priority 1.4

How is the district supporting teachers and building administrators to improve literacy instruction aligned with the Science of Reading (SoR)?

	If you will provide, select Yes
Conducting science of reading walks to determine proficiency and provide feedback	Yes
Collecting data around instructional levers to design professional learning	Yes
Participating in the LETRS for Administrators Online Course	
Additional targeted professional learning provided annually to all staff in SoR	Yes
Analyzing district and school-level data for a cycle of continuous improvement	Yes
Partnering with state-supported coaches to support professional learning and cycles of coaching for grade levels and individual teachers	Yes
Other	

Priority 1.5

What supports will the district provide general education teachers to ensure students with disabilities and English Learners are able to access core instruction?

	If you will provide, select Yes
Access to HQPL that will bolster educator's content knowledge and pedagogy skills in ELA and Math	Yes
Universal Design for Learning (UDL) professional development	
ALL In- Inclusive practices for students with disabilities professional development	
District coaching support on accessibility and appropriate accommodations	
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

Explain the process the district uses to identify students as at-risk for academic failure or in need of additional services. [ESEA § 1112(b)(1)(B)]

Limit: 1,250 characters, approximately 250 words

Pre-K

The District uses several methosd to identify at-risk students. Dial 4 Screening at the beginning of the school year and throughout the year. Work Sampling Assessments that are reported every 3 months. Ongoing monitoring of skills. Teacher recommendation and Parent input.

K through 2nd

The District uses several methods to identify at-risk students. Pre-Screening for Kindergarten students, Istation data, Dibels data, Teacher common formative assessments and Standards based report card. Teacher recommendation and Parent input.

3rd through 5th

The District uses several methods to identify at-risk students. Dibels data, ACT Aspire scores, Star Reading, MAPS, Teacher common formative assessments, Quarterly Report Card Grades and Attendance data. Teacher recommendation and Parent input.

6th through 8th

The District uses several methods to identify at-risk students. Dibels data, ACT Aspire scores, Star Reading, MAPS, Teacher common formative assessments, Quarterly Report Card Grades and Attendance data, Teacher recommendation and Parent input.

9th through 12th

The District uses several methods to identify at-risk students. ACT Aspire scores, Star Reading, Quarterly Report Card Grades, Teacher common formative assessments, Attendance data, Teacher recommendation and Parent input.

Priority 1.7

How will the district progress monitor and support identified students? [ESEA 1112(b)(1)]

Limit: 1,250 characters, approximately 250 words

To progress monitor and support identified students, the District will use Dibels, Istation, MAPS, Report Card Grades, teacher observation and Teacher team meetings.

Priority 1.8

What accelerated learning opportunities will be offered to students next year?

Elementary Grades

Grades included	K - 6

	If you will provide, select Yes
Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)	Yes
Grade acceleration (grade skipping)	Yes
Continuous progress	Yes
Magnet schools	
International Baccalaureate Diploma Programme	
N/A	
Other	Yes

Gifted and Talented

Middle Grades

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

	If you will provide, select Yes
Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)	
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	
Other	

High School

Grades included	7 - 12

	If you will provide, select Yes
Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)	Yes
Grade acceleration (grade skipping)	Yes
Continuous progress	Yes
Advanced Placement (AP)	Yes

International Baccalaureate Diploma Programme	
Cambridge Advanced	
Concurrent credit, dual enrollment	Yes
Credit by Demonstrated Mastery	
Career Pathways	Yes
N/A	
Other	Yes

Gifted and Talented

Priority 1.9

What supplemental supports are available to increase access to and success in accelerated learning opportunities?
[ESEA § 1112(b)(13)]

	If you will provide, select Yes
College and career readiness test prep	Yes
Accelerated potential identified (AP potential, honors courses, etc.)	Yes
Use of district funds to cover the cost of concurrent credit for low income students	Yes
International Baccalaureate Diploma Programme (IB)	
Summer enrichment/ advanced coursework program	
Before or after-school enrichment/ advanced coursework program	
Mentoring program specific to accelerated learning	
Coordination with institutions of higher education	Yes
Career counseling/coaching to identify student interests and skills for Career Pathways	
Other	

Priority 1.10

Describe supplemental academic services for the following: [ESEA § 1112(b)(1)(c); §1301]

Limit for each: 500 characters, approximately 100 words

ALE
7-12 - Edmentum

SPED
Reflex Math, Learning A-Z, Brain Pop, IXL, Individualized and/or Small Group Work

EL (LIEP), if applicable

N/A

Migrant, if applicable

N/A

Title I, if applicable

Reflex Math, Learning A-Z, Brain Pop, Small Group Work

Priority 1.11

Describe specific supplemental and additional wrap-around supports for the following: [ESEA § 1112(b)(6); 1113(c)(3)(i); 1111(g)(1)(E)]

Limit for each: 500 characters, approximately 100 words

ALE

7-12 School Counselors, School Based Mental Health by Western Arkansas Counseling and Guidance Center, School Based Medical Clinic by Mercy Heal

SPED

Speech Therapy by school employee, 7-12 School Counselors, School Based Mental Health by Western Arkansas Counseling and Guidance Center, School Based Medical Clinic by Mercy Health

EL (LIEP), if applicable

N/A

Migrant, if applicable

N/A

Title I, if applicable

School-Wide Interventionist for Reading and Math, School-Wide Paraprofessionals to help with Reading and Math, School Counselors, School Based Mental Health by Western Arkansas Counseling and Guidance Center, School Based Medical Clinic by Mercy Health

Transitions or Extended Opportunities

Priority 1.12

Describe your transition strategies for students. [ESEA § 1112(b)(10) & (13)]

Pre-K to Kindergarten

	If you will provide, select Yes
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc.	Yes
Pre-registration activities	Yes
Transition conferences	Yes
Open House specific to early childhood	Yes
Partnering with local childcare programs throughout the year	
Kindergarten Readiness Assessment (informal)	Yes
Materials and resources for parents	Yes
Other	

Transition between elementary to middle school

	If you will provide, select Yes
End of the year tour of middle school/junior high	Yes
Meet and greet with new middle school principal and staff	Yes
Orientation/Registration activities for transition students	Yes
Transition conferences	Yes
Jump Start summer program	Yes
Providing clubs or activities to engage students	Yes
Materials and training to help families improve their children's achievement	
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc.	Yes
Open House	Yes
Other	

Transition between middle to high school

	If you will provide, select Yes
End of the year tour of high school	
Meet and greet with high school principal and staff	Yes
Orientation/Registration activities	Yes
Transition conferences	
Open house	
Jump Start summer program	Yes
CAPS/Student Success Planning	Yes
Providing clubs or activities to engage students	Yes
Partnership for concurrent credits	Yes
Career Coach; Internship and real-world project opportunities to students	
Concurrent courses offered in conjunction with colleges and universities	Yes
Other	

High school to post-secondary, military, and/or career

	If you will provide, select Yes

Developing partnerships with with local industry leaders	Yes
Developing partnerships with specific colleges and universities for college tours	Yes
Resources and assistance completing the FAFSA info, scholarships, etc.	Yes
Connecting students with scholarships	Yes
Developing partnerships with local career centers, business, and industry organizations	Yes
Hosting or participating in job and career fairs	
Providing students with access to information/resources regarding military service and military recruiters	Yes
Providing students with access to information/resources regarding career training and certifications.	Yes
Career Coaches and Internship opportunities	
Other	

Priority 1.13

How will the district implement Student Success Plans for students in grades 8-12?

Limit: 1,250 characters, approximately 250 words

To implement Student Success Plans for students in grades 8–12, the District will use our advisory time for teachers to mentor students and help them in completing their Student Success Plans. Parents will be consulted and informed of the Student Success Plans and will be asked to sign the plans annually. We have also hired a Career Coach that can help with the Student Success Plans for Juniors and Seniors.

Priority 1.14

What early childhood access and opportunities does your district provide for your community to ensure kindergarten readiness? [ESEA § 1113(c)(5)]

	If you will provide, select Yes
School-operated Title I Preschool	
District-operated Title I Preschool	
Coordinating w/other Preschool Programs	
Organize joint transition with related training between childcare providers and kindergarten teachers	
Communication with families about the transition plan and the expected experience for children and their families	
Family engagement activities to provide opportunities to involve families as volunteers, advocates, and decision-makers in school-related and district-related activities and throughout the transition process	
Transition services from early childhood programs to elementary programs	
Other	Yes
ABC Pre-K on campus	

Priority 1.15

What additional services does the district 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, wrap-around services (ie. Head Start, Arkansas Better Chance including home visiting, and community based preschool)				
Coordinate with parents and pre-k service providers to ensure pre-k students are served				
Other				

Priority 1.16

For the 2024-25 school year, districts are required to offer at least one success-ready pathway aligned to the high-wage and high-growth requirement. Which success-ready pathway(s) will your district offer that aligns to these requirements? [ESEA § 1112(b)(12)]

	If you will provide, select Yes
Accounting	
Advanced Manufacturing	
Agriculture Power	Yes
Animal Systems	
Automotive Service Technology	
Banking	
Business Finance	
Computer Science - Programming	
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 provide to promote Family and Community Engagement? [ESEA § 1116(a)(3)(D) & §1304(c)(3)]

	If you will provide, select Yes
Instruct educators in the value and utility of contributions of families and to work with families as equal partners	Yes
Coordinate and integrate family involvement programs and activities with other Federal, State, and local program	
Provide information related to school and family programs, meetings, and other activities to the parents in a language the parents can understand (e.g. bilingual books, flyers, materials)	
An advisory committee for education includes parents, educators, and other community members and meets at least annually	Yes
Home visits (e.g. Home-based learning/instructional parent activities)	
Health screening and service referrals and other health-related resources (e.g. immunization information, Medicaid eligibility, nutrition and physical activity information)	Yes
Family resource centers	Yes
Other	

Priority 1.18

Select which of the following methods the district uses to collaborate and engage with families, the community, and stakeholders to provide information to parents regarding academic opportunities for students.

	If you will provide, select Yes
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc. For example: conferences in schools during which the school-parent compact is discussed, or family literacy nights.	Yes
Materials and training to help families work with their children to improve their children's achievement	
Parent nights (e.g. math/literacy/college financial aid nights)	Yes
Provide information related to school and family programs, meetings, and other activities to the parents in a language the parents can understand	
Provide conferences at times convenient for parents	Yes
Involve parent & community members (outside of those working in the district) to serve on academic planning teams	
Families and community members are provided with information regarding gifted programs and services	Yes
Parent training on high school graduation requirements, credit recovery, & post-secondary opportunities	
The LEA provides Child Find notification and information to the local community in accordance with the Individuals with Disabilities Education Act.	Yes
Other	

Priority 1.19

Which of these collaborative partnerships with outside organizations does the district engage in to provide academic enrichment activities, tutoring, behavior support, health/social services, family engagement, and career/postsecondary opportunities for students and their families outside of school?

	If you will provide, select Yes
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	
Other	

Safe and Healthy Schools

Priority 2.2

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

	If you will provide, select Yes
Partner with a school-based mental health agency	Yes
School employed licensed mental health professional	
Additional school counselor	Yes
Additional personnel in the areas of psychology, behavior support, or social work	
Evidence-based professional development that is specific to mental health or behavior	Yes
Other	

Priority 2.3

What process and data does the district use, by grade band, to identify students as at-risk or in need of additional services beyond academic services (mental health, attendance, behavior, etc.)?

Limit for each: 500 characters, approximately 100 words

Pre-K

K through 2nd

Daily attendance records, Contact parents after 5 and 10 days absent, Use behavior matrix, Contact parents if needed, Develop individualized behavior plan, School counselor refers students to Western Arkansas Guidance (School Based Mental Health).

3rd through 5th

Daily attendance records, Contact parents after 5 and 10 days absent, Use behavior matrix, Contact parents if needed, Develop individualized behavior plan, School counselor refers students to Western Arkansas Guidance (School Based Mental Health).

6th through 8th

Daily attendance records, Contact parents after 5 and 10 days absent, Use behavior matrix, Contact parents if needed, Develop individualized behavior plan, School counselor refers students to Western Arkansas Guidance (School Based Mental Health).

9th through 12th

Daily attendance records, Contact parents after 5 and 10 days absent, Use behavior matrix, Contact parents if needed, Develop individualized behavior plan, School counselor refers students to Western Arkansas Guidance (School Based Mental Health).

Priority 2.4

How does the district progress monitor and support the students identified by the processes in the previous question?

	Select if Yes
The district has implemented a schoolwide behavior intervention program.	
The district ensures Youth Mental Health awareness training annually.	Yes
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.	Yes
Other:	

Priority 2.5

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

	If you will provide, select Yes
In-school suspension classes with assignments and computer-based instruction	Yes
Implementing Character Education Learning programs	Yes
Organized systematic mentoring program for specific students	
Implementing school wide positive behavior support system including process for student identification and referral	Yes
Behavioral contracts and interventions	
Additional counseling services	Yes
Coordinated services with other county services	
Staff development in for behavioral support strategies for the classroom	Yes
Other	

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

After analyzing our Comprehensive Needs Assessment, the district has determined that Literacy and Math teachers on all grade levels are a focus for highly effective teachers at the District.

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. [ESEA § 1112(b)(2)]

	If a priority, select Yes
Economically disadvantaged	
IDEA (Special Education)	Yes
Minorities	
English Learners	
Students scoring in the lowest quartile in Math, Science, Literacy	Yes
Persistently low-performing in literacy	Yes
Accelerated Learners	
Other	

Priority 3.3

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

	If a strategy, select Yes
Annual review of teacher qualifications and assignments to identify disparities	Yes
Annual review of student subgroups and assignments to identify disparities	Yes
Make staffing changes or reassign as necessary to alleviate disparities (hiring personnel, additional teachers, stipends, etc.)	Yes
Purchase services for additional PD or coaching to support teaching and learning	
Teacher mentor programs, high-need stipends, etc.	
Other	

Priority 3.4

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

	If offered, select Yes
Teacher support personnel (e.g. Instructional Facilitator, Mentor Coordinator, PD Coordinator)	
Teacher mentor program	Yes
Teacher incentive recruitment bonuses	
Teacher stipends (in high-need areas)	
Job fairs or career fairs	
Tuition reimbursement	Yes
Pre-Educator Programs	
Registered Apprentice	
Lead/Master Teacher	Yes
Matching funding for apprenticeship program for journeyman/mentoring	
Other	Yes

Retention Bonus

Priority 3.5

What additional support does the district provide to educators who are unlicensed or teaching outside their area of expertise?

	If offered, select Yes
Professional learning	Yes
Mentorship	Yes
Coaching	
Licensure assessment preparation	Yes
Opportunities for peer observation	Yes
Other	

Priority 3.6

What additional compensation will the district offer for mentor teachers, lead/master designation, identified shortage areas, or greatest areas of need identified locally? [ESEA § 2103(b)]

	If you will offer, select Yes
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 State 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	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 specialty areas, e.g. serving English learners and children with disabilities, which may include performance-based compensation systems

State Programs

Acknowledgement

Verify by selecting Yes

The district acknowledges the Special Needs Funding rules that governs ALE, ELL, and ESA programs.

Yes

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 in your district.

	ALE Program Name	Grade levels served	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	Credit Recovery Select Yes if target	Dropout Prevention Select Yes if target	Work-based Select Yes if target	Mental health supports Select Yes if target	Program Description If you are in your third year rotation, this is required for every program. If you are not in your third year rotation, this is only required for **new** programs. Text limit: 1,250 characters, approximately 250 words
								Which of these populations are targeted?			
1	Charleston	7 - 12		Traditional ALE	Existing	Yes	Yes	Yes		Yes	
2											
3											
4											
5											
6											
7											
8											
9											

10									
11									
12									

English Language Learners

1.2 English Language Personnel

What is the total unduplicated count of personnel paid from local and state funds who are providing direct instruction through a Language Instruction Education Program (LIEP)? Please note that this is NOT the same as FTE.

Licensed Educators WITH English as a Second Language (ESL) Endorsement	0.00
Licensed Educators with NO ESL Endorsement	33.00
Educators without a License (paraprofessionals, waivers, etc.)	6.00
Total personnel paid from local and state funds providing LIEP services	39

Gifted & Talented

1.3 Gifted & Talented Assurances

	Verify by selecting Yes
The district acknowledges the rules and regulations that are required for Gifted and Talented programs in the state.	Yes

	Verify by selecting Yes
The district adheres to all requirements related to the process for identifying students in need of gifted services, in accordance with GT Program Approval Standards/Rules listed below:	Yes

The process for identifying students has several stages.
1. Identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff.
2. A committee of at least five members chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students.
3. The identification process yields information obtained through a variety of procedures and from multiple independent sources. (Identification procedures include the use of at least two objective and two subjective measures, one of which must assess creativity.)
4. Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student.
5. Procedures used in the identification process are non-discriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.
6. Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions.
7. Written identification and placement procedures include parental involvement. (Identification procedures include a process by which parents are informed of placement decisions, give permission for their child 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 entry through grade 12.

1.4 Gifted & Talented Program Evaluation Summary

Provide the required summary of the annual GT program evaluation findings from the 2023-2024 school year.

Limit: 1,250 characters, approximately 250 words

Identification: Faculty and staff have utilized resources and training to gain a better understanding of what gifted characteristics to look for when referring students for testing. The identification assessments are successful in providing equity in evaluating students with different areas of giftedness. Staff Development: Formal professional development was given to teachers and staff on emotional and behavioral management of all students including gifted students. Program Options: Administrators, faculty, and staff are aware of the program options. All are pleased with the options. Program Goals and Objectives: My goal this year was to offer more enrichment opportunities to gifted students. I took on the role of Jr. High and Sr. High Quizbowl Coach and for the first time ever, our school was able to compete at the jr. high regional and state level. It was also our first time to compete in Debate. Students also had opportunities in these areas: Rubik's Cube, Chess, Battle of the Books, and a Celebrating Art contest. Curriculum: Evaluation responses have shown that students enjoy the GT curriculum and are happy to have more enrichment opportunities added. I met with faculty and admin to talk about possible changes for the upcoming school year with the math curriculum. Community Involvement: There has been active community involvement with emphasis on the fine arts this year. GT students in 3rd and 4th grade were excited to work with community members on our first boradway musical. Program Expenditures: The school district understands the importance of providing funding for the GT program and allows for purchases of necessary testing materials and other resources as needed. The Evaluation Process/Plan: Through meetings and conversations with the placement committee, administration, students, faculty and stakeholders, I have a thorough understanding of how the gifted program is performing. They enjoy the ease of filling out an online evaluation form as well as discussing topics as the need arises with me. The consenses is that our program is doing well and continues to move in a positive direction.

1.5 Gifted & Talented Services

Enter the number of minutes each week that students receive services through each program option that you are utilizing in your district.

Number of minutes each week by grade

Program Option	K	1	2	3	4	5	6	7	8	9	10	11	12
Cluster grouping													
Consultant teacher													
Course content						900	900	900	900	250	250	250	250
Whole group enrichment	30	30	30										
Acceleration of content and/or grade level													
Resource room				150	150								
Resource center													
Self - contained classroom													
Honors and advanced classes													
Pre-AP													
Advanced Placement (AP)											250	250	250
International Baccalaureate (IB)													
Special classes/ seminars													
Special school													
School within a school													
Mentorship													
Concurrent credit												250	250

Health and Wellness

1.6 Health and Wellness Assurances

	Verify by selecting Yes
The district acknowledges the rules and regulations that are required to meet the health and wellness requirements in the state.	Yes
Ensure that the district wellness policy is in compliance with the state and federal mandates.	Yes
Ensure that the LEA will coordinate with child nutrition personnel to ensure all menus, districtwide, are reviewed quarterly by the district wellness committee.	Yes
Ensure that the LEA has implemented space within each campus to accommodate breastfeeding mothers.	Yes
Ensure that the LEA has completed the School Health Index assessment process a for each campus within the LEA. Please submit a form for each school and SHI reference number at the following link: https://forms.gle/CnoMs5uYpQMX8mEQ8	Yes
The LEA assumes all responsibilities related to Medicaid reimbursement claimed on behalf of the district for direct service claims.	Yes

1.7 Analysis of School Health Index Assessments

What priorities will the district address upon analysis of the School Health Index Assessments in the following categories?
Limit for each: 1,250 characters, approximately 250 words

Nutrition

What nutrition strategies does the district plan to implement?

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

Implement nutrition education in the classroom.

Implement Farm to School activities.

Improve nutrition marketing efforts on school campus.

	Both

Please describe any additional nutrition stratgies with grade bands that the district plans to implement:

Physical Education and Activity

What physical education and activity strategies does the district plan to implement?

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

	If you will offer, select which grade bands the strategy applies to:
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.	Both
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.	
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 with grade bands that the district plans to implement:

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

	If you will offer, select which grade bands the strategy applies to:
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.	Both
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 with grade bands that the district plans to implement:

Enhanced Student Achievement (ESA)

Who needs to complete this section?

All districts who receive ESA funding. ESA funding shall be expended for eligible programs that are aligned to the needs assessment to increase student acheivement, reduce gaps, or create conditions to support student learning tied to outcomes.

1.8 ESA

	Please select Yes or No
Does the school district intend to transfer ESA funds to other programs?	No

Identify how the district will use ESA funding:

Teacher compensation above the minimum requirements	Yes
Hiring of additional teachers for core academic subject areas not required by Standards for Accrediation	No
Enhancement of teacher salaries for recruitment, retention, or additonal leadership roles supporting student achievement	No
Academic supports and interventions	Yes
Behavioral supports	No
Physical and mental health resouces	Yes
Early intervention resources: pre-k, high-dosage tutoring, early literacy interventions	No
Access to post-secondary or acceleration opportunites	No

	Verify by selecting Yes
Districts are requried to set goals for ESA funding. Do the goals on the District tab of this workbook align with ESA funding expenditures?	Yes