

Goal 1

Improving Academic Outcomes: Literacy Goal

Based on our current Needs Assessment, the Charleston School District is prioritizing academic growth. Our goal for English Language Arts (ELA) is to raise Growth Scores to 80 or higher across all grade levels on the ATLAS assessment.

Goal 2

Improving Academic Outcomes: Math Goal

Based on our current Needs Assessment, the Charleston School District is prioritizing academic growth. Our goal for Math is to raise Growth Scores to 80 or higher across all grade levels on the ATLAS assessment.

Goal 3, optional

Add goal name here

Goal 4, optional

Add goal name here

Improving Academic Outcomes

There are four sub-sections in Improving Academic Outcomes:
 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 1.19)

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.

Step 1

Which HQIM core program are you using?

Step 2

For which grade levels?

Priority 1.2

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

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	"Foundations (Wilson): 2nd Edition, 2012"	K-2		GFESC, Literacy Specialists
2				
3				

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

ELA: Language Comprehension Programs (Top of the Rope)

1	"Wonders (McGraw): 2017, 2020, 2023"	3-6		GFESC, Literacy Specialists
2	EL Education K-5 Language Arts (Open Up Resources) : 2017	K-2	Open Up Resources	GFESC, Literacy Specialists
3				

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

Math Core Programs

1	"enVision Mathematics Common Core (Savvas): 2020, 2021"	K-6	Open Up Resources	GFESC, Math Specialists
2				
3				

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

7-12 Core Programs

Step 1

Step 2

Step 3

Step 4

	Which HQIM core program are you using?	For which grade levels?	Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Please list additional professional learning in literacy or math.	
ELA Core Program	1	"MyPerspectives (Savvas): 2017,2022"	Middle School ELA	Savvas Learning Company	GFESC, Literacy Specialists
	2	" MyPerspectives (Savvas): 2017, 2022"	English 9	Savvas Learning Company	GFESC, Literacy Specialists
	3	" MyPerspectives (Savvas): 2017, 2022"	English 10	Savvas Learning Company	GFESC, Literacy Specialists
	4	" MyPerspectives (Savvas): 2017, 2022"	English 11	Savvas Learning Company	GFESC, Literacy Specialists
	5	" MyPerspectives (Savvas): 2017, 2022"	English 12	Savvas Learning Company	GFESC, Literacy Specialists

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

Math Core Program	1	"enVision Mathematics Common Core (Savvas): 2020, 2021"	Middle School Math	Open Up Resources, Savvas Learning Company	GFESC, Math Specialists
	2	enVision Integrated Mathematics (Savvas): 2019	Algebra	Open Up Resources, Savvas Learning Company	GFESC, Math Specialists
	3	enVision Integrated Mathematics (Savvas): 2019	Geometry	Open Up Resources, Savvas Learning Company	GFESC, Math Specialists

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

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				
	2				
	3				
<p>If using a literacy intervention program not currently listed above, please provide the following information: intervention publisher, intervention name, grades served. Example: Amira Learning, Amira, Grades 4-5.</p> <p>UFLI, University of Florida Literacy Institute, Grades K-4, Just Words, Wilson, Grades 4-6</p>					
Literacy Intervention Programs 7-12 (Strategic Reading)	1				
	2				
	3				
<p>If using a literacy intervention program not currently listed above, please provide the following information: intervention publisher, intervention name, grades served. Example: Amira Learning, Amira, Grades 4-5.</p> <p>Just Words, Wilson, Grades 7-12</p>					
Dyslexia Programs K-6	1	"The Sonday System: 8th Edition, 2018"	K-6	Imagine Learning, Sonday System	GFESC Dyslexia Specialist
	2				

3

If using a dyslexia program not currently listed above, please provide the following information:
program publisher, program name, grades served. Example: Scottish Rite for Children, Bridges, K-2.

Dyslexia 7-12 (Academic Reading)

1

"The Sonday System: 8th Edition, 2018"

7-12

Imagine Learning, Sonday System

GFESC Dyslexia Specialist

2

3

If using a dyslexia program not currently listed above, please provide the following information:
program publisher, program name, grades served. Example: Scottish Rite for Children, Bridges, K-2.

Mathematics Intervention Programs K-6

1

IXL

K-6

IXL

GFESC

2

Reflex/Frax

K-6

Reflex/Frax

GFESC

3

Teacher Created Materials

K-6

GFESC

4

5

6

Mathematics Intervention Programs 7-12

1

IXL

7-12

IXL

GFESC

2

Critical Math Class

9-12

GFESC

3

Teacher Created Materials

7-12

GFESC

4

5

6

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

1

2

3

Special Education Programs

1

IXL

K-12

IXL

GFESC

2

Reflex/Frax

K-6

Reflex/Frax

GFESC

3

Teacher Created Materials

K-12

GFESC

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 Administrators Professional Learning Course for SoR	Yes
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	
Professional development on inclusive practices for students with disabilities	Yes
District coaching and support for accessibility and appropriate accommodations	Yes
Push-in related services model	Yes
Assistive technology (iPads, Head & Write, Equatio, Sound Field Systems, etc.)	
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 methods 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, ChildFind in partnership with GFESC, 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, Child Find, 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. Child Find, Dibels data, ATLAS Interim and Summative scores, Star Reading, Teacher common formative assessments, Quarterly Report Card Grades, Attendance data, Teacher recommendation and Parent input.

6th through 8th

The District uses several methods to identify at-risk students. Child Find, Dibels data, ATLAS Interim and Summative scores, Star Reading, Teacher common formative assessments, Quarterly Report Card Grades, Attendance data, Teacher recommendation and Parent input.

9th through 12th

The District uses several methods to identify at-risk students. Child Find, ATLAS Interim and Summative scores, Star Reading, Quarterly Report Card Grades, Attendance data, Teacher common formative assessments, 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 ATLAS Screener and Interim data, Dibels, 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
Accelerated standards opportunities	Yes
International Baccalaureate Programme	
N/A	
Other	Yes
<i>Please explain 'Other' here:</i> Gifted and Talented	

Middle Grades

Grades included (enter n/a if no middle school)	NA
	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	
Accelerated standards opportunities	
Advanced International Certificate of Education	
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

Yes

Accelerated standards opportunities

Advanced International Certificate of Education

Cambridge Advanced

Concurrent credit, dual enrollment

Yes

Credit by Demonstrated Mastery

Career Pathways

Yes

N/A

Other

Yes

Please explain 'Other' here:

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

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

Yes

Other

Priority 1.10

Describe supplemental academic services for the following: [ESEA § 1116(e)]

Limit for each: 500 characters, approximately 100 words

ALE

The Charleston ALE program provides support to 7-12 students who may struggle in the traditional school setting. The curriculum is a computer-based program called Edmentum. ALE students also receive behavioral and mental health support.

SPED

Special Education students receive services based on individual need as defined by the IEP. Special Education students have access to Reflex Math, Frax Math, Learning A-Z, Brain Pop, IXL, Individualized and or Small Group Work and After School Tutoring.

EL (LIEP), if applicable

Reflex Math, Frax Math, Learning A-Z, Brain Pop, IXL, Individualized and/or Small Group Work and After School Tutoring

Migrant, if applicable

Migrant services are provided to our district by Guy Fenter Education Service Cooperative.

Title I, if applicable

The Charleston School District operates under a school-wide Title I program at the Charleston Elementary school. Title I funds are utilized to support academic achievement in low achieving, low income subgroups. Title I funds are also used for Family and Community Engagement. Students have access to Reflex Math, Frax Math, Learning A-Z, Brain Pop and Individualized and/or Small Group work. Reading and Math Interventionist and Paraprofessionals. After School Tutoring based on targeted need.

Priority 1.11

Describe 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

ALE staff and school counselors set a culture of accountability within the program. ALE students receive behavioral support and mental health support. Support is offered by our school counselors and School Based Mental Health by Western Arkansas Counseling and Guidance Center.

SPED

Special Education needs are based on a student's IEP. Special Education students may receive Speech Therapy by school employees. Students also have access to school counselors, school-wide interventionist for Reading and Math, school-wide paraprofessionals to help with Reading and Math, School Based Mental Health by Western Arkansas Counseling and Guidance Center.

EL (LIEP), if applicable

Speech Therapy by school employee, School Counselors, School-Wide Interventionist for Reading and Math, School-Wide Paraprofessionals to help with Reading and Math, School Based Mental Health by Western Arkansas Counseling and Guidance Center

Migrant, if applicable

Migrant services are provided to our district by Guy Fenter Education Service Cooperative.

Title I, if applicable

The Charleston School District operates under a school-wide Title I program at the Charleston Elementary school. Title I funds are utilized to support academic achievement in low achieving, low income subgroups. Title I students have access to Speech Therapy by school employees, school counselors, school-wide interventionist for Reading and Math, school-wide paraprofessionals to help with Reading and Math, School Based Mental Health by Western Arkansas Counseling and Guidance Center.

Transitions or Extended Opportunities

Priority 1.12

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

Pre-K to Kindergarten

Structured opportunities to help families understand education topics such as academic standards, 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

If you will provide, select Yes

Yes

Yes

Yes

Yes

Yes

Yes

Transition between elementary to middle school/junior high

Enter n/a if no middle school/junior high

NA

If you will provide, select Yes

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

Jump Start summer program

Providing clubs or activities to engage students

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.

Open House

Other

Transition to high school

If you will provide, select Yes

End of the year tour of high school

Yes

Meet and greet with high school principal and staff

Yes

Orientation/Registration activities

Yes

Transition conferences

Yes

Open house

Yes

Jump Start summer program

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

Yes

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 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

Yes

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

Yes

Other

Priority 1.13

How will the district implement Student Success Plans for students in grades 8-12? [ESSA § 1111(g)(1)(B) ESSA § 1112(b)(1)(A)]

PreK classrooms participated in the CLASS Pilot

Analyzed data on early childhood access

Analyzed data on kindergarten readiness

Partnered for professional development offerings

Yes

Participated in the local leads' information campaign

Yes

Attended local lead-sponsored provider meetings

Coordinated outreach to families of young children

Yes

Aligned enrollment processes with early childhood providers

Shared facilities or resources with early childhood providers

Partnered on community events or activities

Supported the local lead's strategic planning efforts

Yes

Engaged in collaborative grant writing or funding initiatives

Provided support for transitions to kindergarten

Other

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

Yes

Please explain 'Other' here:

GFESC provides support for SPED students ages 3-5 in our ABC Pre-K.

Priority 1.16

For the 2025-2026 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	Yes
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	Yes
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)	Yes
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	Yes
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	Yes
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	Yes
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	Yes
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	Yes
Non-profit organizations	Yes
Art or Science Museums	Yes
City Chamber of Commerce	Yes
Local Business	Yes
Governmental Agencies	
Boys and Girls Club	
Activity and Wellness Center	
Community Schools	

Churches & Religious organizations

Yes

Career Centers

Yes

Joint Use Agreements

Other

Safe and Healthy Schools

Priority 2.1- Promote and Improve School Climate

How does the district promote and improve school climate? [ESSA § 1111(g)(1)(C) & GFSA]

Limit: 1,250 characters, approximately 250 words

The schools in our district regularly conduct emergency drills, helping students and staff feel more confident and prepared in the event of a real emergency. To better understand the overall school climate and culture, the district recently distributed a School Culture Survey to students, parents, and staff. This survey will be administered annually to monitor perceptions and identify any concerns from our stakeholders. Based on the feedback, we will make any necessary improvements. In addition, we have clear procedures in place for students to report safety concerns - such as bullying - to school counselors and other trusted adults.

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

GFESC Early Childhood ChildFind and other support services, Develop individualized behavior plan, Teacher referral

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.

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 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

Health and Wellness

Who needs to complete this section?

All districts

2.6 Health and Wellness Assurances

The district acknowledges the rules and regulations that are required to meet the health and wellness requirements in the state.

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

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

Ensure that the LEA has implemented space within each campus to accommodate breastfeeding mothers.

Ensure that the LEA has completed the School Health Index assessment process for each campus within the LEA. Please submit a form for each school and SHI reference number at the following link: https://docs.google.com/forms/d/e/1FAIpQLSdIC9WxmFEMBYz5IOWDhoA5Jr-jsqJRyD-0h0JLYi_JI2AY6g/viewform?usp=header

The LEA assumes all responsibilities related to Medicaid reimbursement claimed on behalf of the district for direct service claims.

Verify by selecting Yes

Yes

Yes

Yes

Yes

Yes

Yes

2.7 Analysis of School Health Index Assessments

What strategies will the district address upon analysis of the School Health Index Assessments in the following categories? Please select no more than 2 strategies per category.

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

Nutrition

What nutrition strategies does the district plan to implement?

Strategies

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.

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

Develop a measurable objective only for the strategies you have selected:

Both	Increase participation in the School Breakfast program by at least 20%.

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

Strategies

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.

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

Develop a measurable objective only for the strategies you have selected:

Both	Ensure that all physical education classes have the current standards and all needed equipment.

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.

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

Strategies

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.

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

Develop a measurable objective only for the strategies you have selected:

If you will offer, select which grade bands the strategy applies to:	Develop a measurable objective only for the strategies you have selected:
Both	Collaborate with local Little League organizations to ensure students and families have access to complete and up-to-date information about community-based physical activity opportunities.

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

In response to our current Needs Assessment, the Charleston School District is emphasizing academic growth in English Language Arts (ELA) and Mathematics. As part of this initiative, the district is prioritizing the assignment of highly effective teachers in these subject areas across all grade levels to drive improved instructional quality and student performance.

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)

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

Pre-Educator Programs

Registered Apprentice

Lead/Master Teacher

Matching funding for apprenticeship program for journeyman/mentoring

Other

Please explain 'Other' here:

Retention Bonus

Yes
Yes

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

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

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

District will NOT provide additional compensation for mentor teachers, lead/master designation, identified shortage areas, or greatest areas of need identified locally.

Yes

Yes

Yes

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	29.00
Educators without a License (paraprofessionals, waivers, etc.)	4.00
Total personnel paid from local and state funds providing LIEP services	33

Gifted & Talented

Who needs to complete this section?

Every district with a GT program. If you have an SBE approved waiver, please check this box and skip this section. FALSE

1.3 Gifted & Talented Assurances

[The district acknowledges the rules and regulations that are required for Gifted and Talented programs in the state.](#) 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.)

1.4 Gifted & Talented Program Evaluation Summary

Provide the required summary of the annual GT program evaluation findings from the 2024-2025 school year.

Limit: 1,250 characters, approximately 250 words

Staff is trained on what characteristics to look for when referring students for testing. Identification assessments provide equity in evaluating students with giftedness. Professional development was given to staff on the mental health of all students including gifted students. New teachers took "Teaching Gifted in Secondary" training. Everyone is pleased with the program options although some students wish they could meet more often. A future goal is to implement a Robotics team. Students have opportunities in these areas: Rubik's Cube, Chess, Battle of the Books, Quizbowl, and art contests. During monthly meetings, students participate in STEM building activities. Evaluation responses have shown that students enjoy the enrichment opportunities in the GT curriculum. 8th grade students are allowed to take Algebra 1. The Fine Arts Committee has continued to flourish in the community. Student successes are shared on the district and private Facebook page. The district provides funding for purchases of any resources needed. The gifted program at Charleston School District continues to move in a positive direction.

1.5 Gifted & Talented Services

For each grade level, select the program option(s) that the district will utilize to provide GT services.

Grade	Services	Additional Notes
Kindergarten	Whole group enrichment	
First	Whole group enrichment	
Second	Whole group enrichment	
Third	Resource room	
Fourth	Resource room	
Fifth	Course content	
Sixth	Course content	
Seventh	Course content	
Eighth	Course content	
Ninth	Course content, Honors and advanced classes, Advanced Placement (AP), Concurrent credit	
Tenth	Course content, Honors and advanced classes, Advanced Placement (AP), Concurrent credit	
Eleventh	Course content, Honors and advanced classes, Advanced Placement (AP), Concurrent credit	
Twelfth	Course content, Honors and advanced classes, Advanced Placement (AP), Concurrent credit	

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 achievement, reduce gaps, or create conditions to support student learning tied to outcomes.

1.6 ESA

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

Please select Yes or No

No

Please state the reason/s why the district is transferring funds from ESA to another categorical.

Identify how the district will use ESA funding:

	Please select Yes or No
Academic supports and interventions	Yes
Access to Postsecondary Opportunities	No
Additional Teachers	No
Early Intervention Support	Yes
Enhancement of Teacher Salaries	No
Physical Health and Safety	No
Social Emotional, Mental Health, and Behavioral Supports	Yes

	Please select Yes or No
Districts are required to set goals for ESA funding. Do the goals on the District tab of this workbook align with ESA funding expenditures?	Yes