

General District Information

Goal 1

Improving Academic Outcomes: Literacy Goal

The percentage of students scoring ready or exceeding in ELA, Reading, and Math will increase by 10% from the previous year.

Goal 2

Improving Student Attendance

FAA will improve the average daily attendance from the previous year by at least 3%.

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
math in **Step 1** and **Step 2**.

Step 1

Which HQIM core program are you using?

K-6 Core Programs

ELA: Word Recognition Programs (Bottom of

1

Benchmark Workshop

the Rope)	2	Whit and Wisdom
	3	
ELA: Language Comprehension Programs (Top of the Rope)	1	Benchmark Workshop
	2	Wit and Wisdom
	3	
Math Programs	1	Eureka Squared
	2	
	3	
7-12 Core Programs		
Step 1		
Which HQIM core program are you using?		
ELA Core Program	1	Wit and Wisdom
	2	Edmentum

Literacy Intervention Programs K-6	2	Power Up Literacy
	3	
Literacy Intervention Programs 7-12	1	Power Up Literacy
	2	
	3	
Dyslexia Programs K-6	1	Alphabetic Phonics
	2	
	3	
Academic Reading 7-12	1	Alphabetic Phonics
	2	
	3	
Mathematics Intervention Programs	1	

Mathematics Intervention Programs

2	
3	
4	
5	
6	

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 building administrators to improve literacy in Reading (SoR)?

Conducting science of reading walks to determine proficiency and provide feedback

Collecting data around instructional levers to design professional learning

Participating in the LETRS for Administrators Online Course

Additional targeted professional learning provided annually to all staff in SoR

Analyzing district and school-level data for a cycle of continuous improvement

Partnering with state-supported coaches to support professional learning and cycles of coaching for grade levels and individual teachers

Other

Priority 1.5

What supports will the district provide general education teachers to ensure students will be able to access core instruction?

Access to HQPL that will bolster educator's content knowledge and pedagogy skills in ELA and Math

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 1112(b)(1)(B)]

Limit: 1,250 characters, approximately 250 words

Pre-K

n/a

K through 2nd

Our district has a Response to intervention process that starts with the classroom teachers. During the initial phase, support the case for retention or academic supports. Such data can be attendance data, student performance data, determine if additional supports are needed, if a Special Education referral is needed or if the RTI process needs to

3rd through 5th

Our district has a Response to intervention process that starts with the classroom teachers. During the initial phase, support the case for retention or academic supports. Such data can be attendance data, student performance data, determine if additional supports are needed, if a Special Education referral is needed or if the RTI process needs to

6th through 8th

Our district has a Response to intervention process that starts with the classroom teachers. During the initial phase, support the case for retention or academic supports. Such data can be attendance data, student performance data, determine if additional supports are needed, if a Special Education referral is needed or if the RTI process needs to

9th through 12th

Our district has a Response to intervention process that starts with the classroom teachers. During the initial phase, support the case for retention or academic supports. Such data can be attendance data, student performance data, determine if additional supports are needed, if a Special Education referral is needed or if the RTI process needs to

Priority 1.7

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

Limit: 1,250 characters, approximately 250 words

Depending on the purpose for the RTI process (i.e. attendance or student academic performance), we utilize a wee made with the supports that are currently in place. At the weekly checkin time, we will be able to determine if chang

Priority 1.8

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

Elementary Grades

Grades included

Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)

Grade acceleration (grade skipping)

Continuous progress

Magnet schools

International Baccalaureate Diploma Programme

N/A

Other

Academic Enrichment opportunities

Middle Grades

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

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

Academic Enrichment opportunities

High School

Grades included

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

Priority 1.9

What supplemental supports are available to increase access to and success in accelerated
(13)]

College and career readiness test prep

Accelerated potential identified (AP potential, honors courses, etc.)

Use of district funds to cover the cost of concurrent credit for low income students

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

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

SPED

Tutoring afterschool for math and literacy support by certified teachers.

EL (LIEP), if applicable

Tutoring afterschool

Migrant, if applicable

Title I, if applicable

Tutoring afterschool for math and literacy support by certified teachers.

Priority 1.11

Describe specific supplemental and additional wrap-around supports for the following: [E]

Limit for each: 500 characters, approximately 100 words

ALE

SPED

Behavior and mental health support. PT/OT and speech services.

EL (LIEP), if applicable

Migrant, if applicable

Title I, if applicable

Speech, PT and OT services are provided as well as behavioral health supports.

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

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

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 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 to students

Concurrent courses offered in conjunction with colleges and universities

Other

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

Developing partnerships with with local industry leaders

Developing partnerships with specific colleges and universities for college tours

Resources and assistance completing the FAFSA info, scholarships, etc.

Connecting students with scholarships

Developing partnerships with local career centers, business, and industry organizations

Hosting or participating in job and career fairs

Providing students with access to information/resources regarding military service and military recruiters

Providing students with access to information/resources regarding career training and certifications.

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

We will begin by developing plans for each student in grades 8-10. The plan will include a post secondary plan parents. Exploration of high wage jobs and careers will be in the plan.

Priority 1.14

What early childhood access and opportunities does your district provide for your community?
[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 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

Priority 1.15

What additional services does the district provide to early childhood at-risk subgroups? [E

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 growth requirement. Which success-ready pathway(s) will your district offer that aligns to

Accounting

Advanced Manufacturing

Agriculture Power

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?
(c)(3)]

Instruct educators in the value and utility of contributions of families and to work with families as equal partners

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

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)

Family resource centers

Other

Priority 1.18

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

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.

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)

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

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

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.

Other

Priority 1.19

Which of these collaborative partnerships with outside organizations does the district engage in for activities, tutoring, behavior support, health/social services, family engagement, and care for 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

Other

[illegible]

6th		Wit and Wisdom, APSRC, CSL, School Kit
K-5		Benchmark, APSRC, ARSEC, CSL and School Kit
6th		Wit and Wisdom, APSRC, CSL, School Kit
K-10		Benchmark, APSRC, ARSEC, CSL and School Kit
Step 2		
For which grade levels?		
Middle School ELA		Benchmark, APSRC, ARSEC, CSL and School Kit
English 9		Wit and Wisdom, APSRC, CSL, School Kit

English 10	Wit and Wisdom, APSRC, CSL, School Kit
English 11	
English 12	
Middle School Math	Eureka Squared, APSRC, ARSEC, CSL and School Kit
Algebra	Eureka Squared, APSRC, ARSEC, CSL and School Kit
Geometry	Eureka Squared, APSRC, ARSEC, CSL and School Kit
, and 4. [ESEA § 1112(b)(1)(C)]	
Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?
K-9	

Instruction aligned with the Science of

If you will provide, select Yes

Yes

Yes

Yes

Yes

Yes

Yes

h disabilities and English Learners are

If you will provide, select Yes

Yes
Yes
Yes
Yes
Yes
Yes

in need of additional services. [ESEA §

, teachers are required to provide school data to etc. After going through the RTI process, we can continue or be modified.

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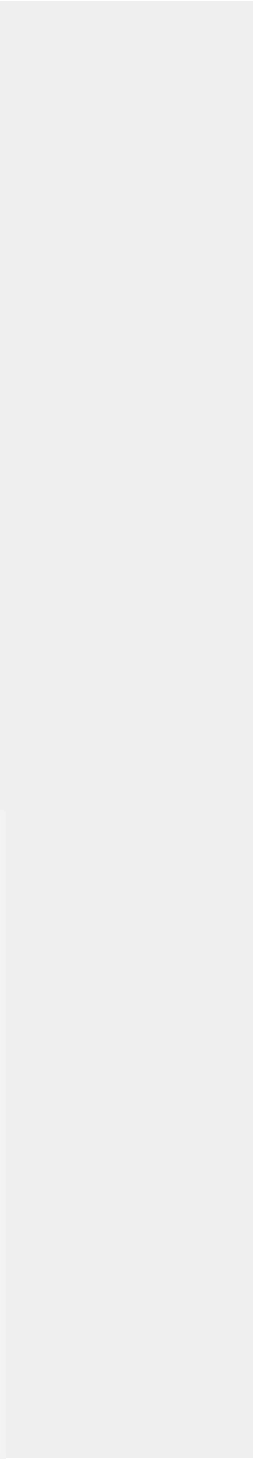
kly check in process to determine if progress is being
es are needed, if additional supports are needed, etc.

K-5

If you will provide, select Yes

Yes

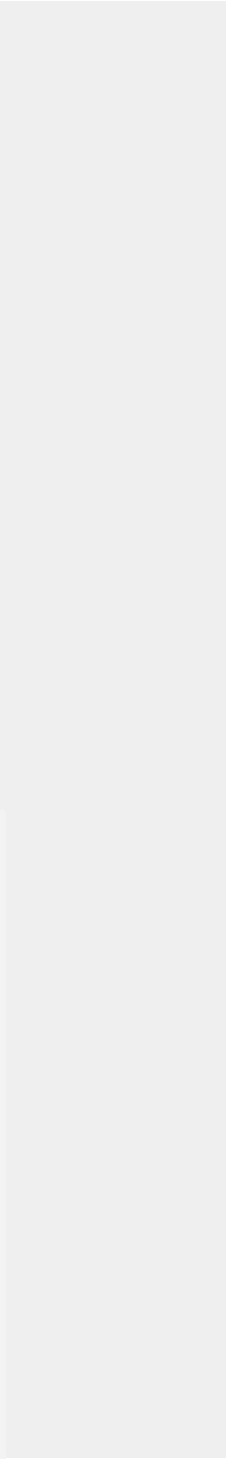
Yes



6-8

If you will provide, select Yes
Yes
Yes

Yes



9-10

If you will provide, select Yes
Yes
Yes

Yes

ed learning opportunities? [ESEA § 1112(b)

If you will provide, select Yes

Yes
Yes

:SEA § 1112(b)(6); 1113(c)(3)(i); 1111(g)(1)

If you will provide, select Yes

Yes

Yes

Yes

Yes

Yes

If you will provide, select Yes

Yes

Yes

Yes
Yes
Yes
Yes

Yes

If you will provide, select Yes

Yes
Yes
Yes
Yes
Yes

Yes

that will be monitored and evaluated annually with

ity to ensure kindergarten readiness?

If you will provide, select Yes

Yes
Yes
Yes
Yes

How can we ensure that the high-wage and high-skill requirements are aligned with the high-wage and high-skill requirements? [ESEA § 1112(b)(12)]

If you will provide, select Yes

Engagement? [ESEA § 1116(a)(3)(D) & §1304

If you will provide, select Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

families, the community, and stakeholders

If you will provide, select Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

[illegible]

4 [ESEA § 2001 to 2104 Title II for

Step 4

Please list additional professional learning in literacy or math.

Benchmark and Eureka Instructional Teams

Wit and Wisdom and Eureka Math	
Benchmark and Eureka Instructional Teams	
Wit and Wisdom and Eureka Math	
Benchmark and Eureka Instructional Teams	
Step 4	
Please list additional professional learning in literacy or math.	
Benchmark and Eureka Instructional Teams	
Wit and Wisdom and Eureka Math	

Wit and Wisdom and Eureka Math

Benchmark and Eureka Instructional Teams
Benchmark and Eureka Instructional Teams
Benchmark and Eureka Instructional Teams

Step 4

Please list additional professional learning for each program.

CSL and School Kit and APSRC

CSL and School Kit and APSRC	
CSL and School Kit and APSRC	
CSL and School Kit and APSRC	
CSL and School Kit and APSRC	

Safe and Healthy Schools

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 at-risk for academic services beyond academic services (mental health, attendance, behavior, etc.)?

Limit for each: 500 characters, approximately 100 words

Pre-K

n/a

K through 2nd

We have a Response to Intervention plan that ensures that initial reports are made by teachers. In this i support the initial student concerns (l.e attendance, behavior, etc)

3rd through 5th

We have a Response to Intervention plan that ensures that initial reports are made by teachers. In this i support the initial student concerns (l.e attendance, behavior, etc)

6th through 8th

We have a Response to Intervention plan that ensures that initial reports are made by teachers. In this i support the initial student concerns (l.e attendance, behavior, etc)

9th through 12th

We have a Response to Intervention plan that ensures that initial reports are made by teachers. In this i support the initial student concerns (l.e attendance, behavior, etc)

Priority 2.4

How does the district progress monitor and support the students identified by the proce

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)]

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

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

If you will provide, select Yes

Yes
Yes

sk or in need of additional

initial phase, teachers bring data to

initial phase, teachers bring data to

initial phase, teachers bring data to

initial phase, teachers bring data to

sses in the previous question?

Select if 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 our district, our 1st grade and 6th grade scholars are the areas of priority for our district. 1st grade is an area of priority because our students in 1st grade are showing a great decline after high performance in kindergarten. 6th grade is a 2nd area of concern due to the fact that most of our 6th grade students are the students at the foundation of our middle/secondary system and are performing below grade level. If we place our strong teachers in these areas, we feel that we can help stabilize our schools for years to come.

Priority 3.2

Upon analysis of your district's educator workforce and student outcomes, what subgroups has your district for needing highly effective teachers? Select the two groups that are your district's top priorities. [ESEA § 7

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 higher rates than 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

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

Priority 3.5

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

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, identified greatest areas of need identified locally? [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 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

Yes
Yes

an other students by

If a strategy, select Yes

area of expertise?

Yes

If offered, select Yes

Yes
Yes
Yes

I shortage areas, or

If you will offer, select 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 ALE, ELL, and ESA programs.

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

1

2

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 and state funds who are providing direct Instruction Education Program (LIEP)? Please note that this is NOT the same as FTE.

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	0

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 Gifted and Talented programs in the state.

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:

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 makes professional decisions on placement of students.
3. The identification process yields information obtained through a variety of procedures and from multiple independent sources. (Ideally, 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, or ethnicity.
6. Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff.
7. Written identification and placement procedures include parental involvement. (Identification procedures include a process by which 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 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

1.5 Gifted & Talented Services

Enter the number of minutes each week that students receive services through each program option tha

Program Option	K	1	2
Cluster grouping			
Consultant teacher			
Course content			
Whole group enrichment			
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

1.6 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 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>

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

1.7 Analysis of School Health Index Assessments

What priorities will the district address upon analysis of the School Health Index Assessments in the follo
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:

	Both
	Both
	Both
	Both
	Both
	Both
	Both
	Both

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.

Please describe any additional nutrition strategies 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.	
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.	
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	

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

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 Standards for Accreditation

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

Academic supports and interventions

Behavioral supports

Physical and mental health resources

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

Access to post-secondary or acceleration opportunities

Districts are required to set goals for ESA funding. Do the goals on the District tab of this workbook align with ESA funding expenditures?

Verify by selecting Yes

Yes

What is the program type?	Is the program new or existing?
Select one. If you select consortium, you must upload your MOU to Indistar.	Select one.

ct instruction through a Language

Verify by selecting Yes

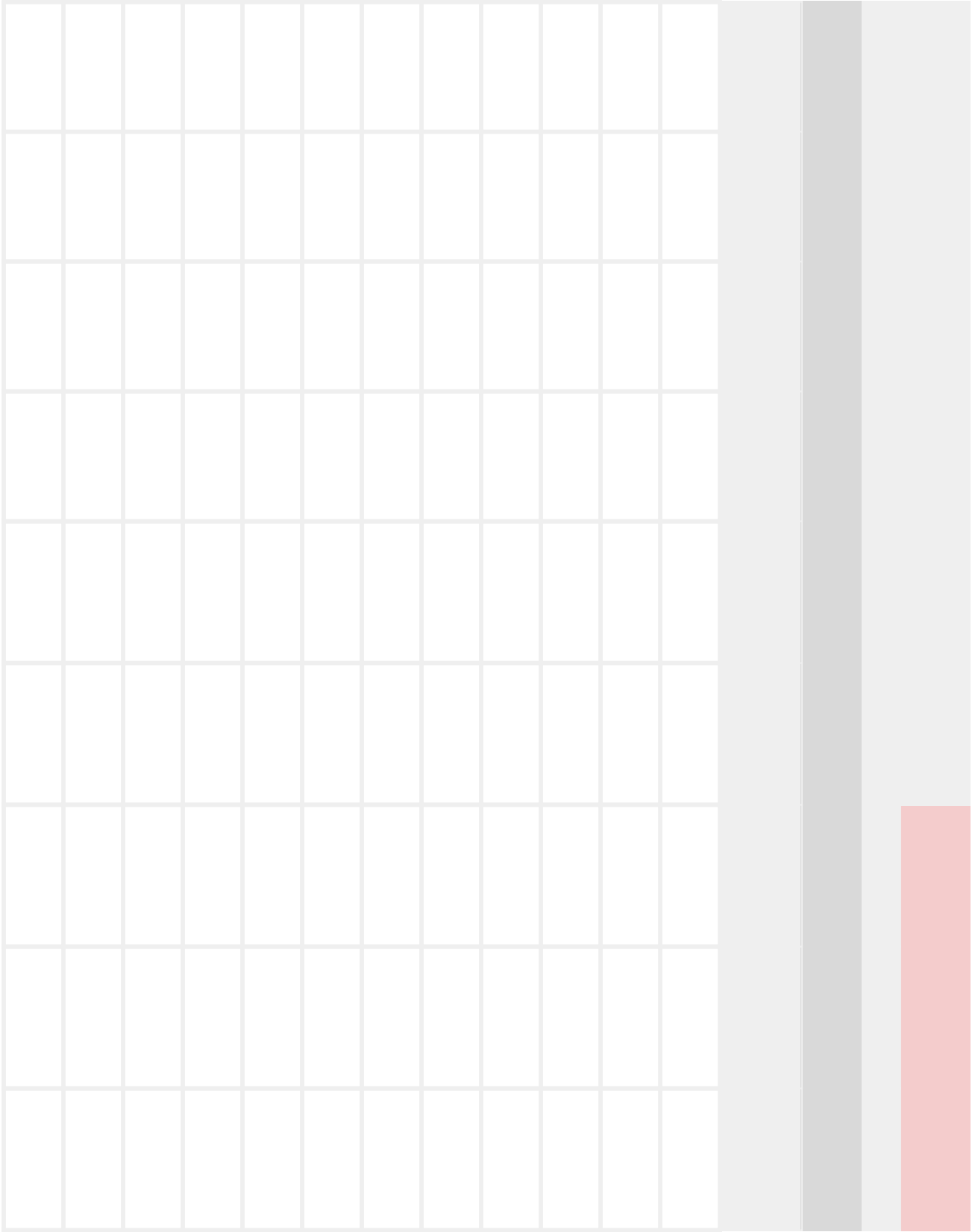
Verify by selecting Yes

☐

1/ or counselors collect and analyze data, maintain appropriate records, and
documentation procedures include the use of at least two objective and two subjective
ident.
1, national origin, sex, or handicapping condition.
national staff regardless of final placement decisions.
n parents are informed of placement decisions, give permission for their child to

rear.

[illegible]





Verify by selecting Yes

Yes
Yes
Yes
Yes
Yes
Yes

How categories?

o implement:

to implement:

needs assessment to increase student

Please select Yes or No

Yes

Yes

Yes

Verify by selecting Yes

Yes

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

ed for every program.
/ required for **new** programs.
rds

