

Welcome to the AR App!

Introduction

The AR App is a new way for districts to develop a single strategic plan for student learning, while also meeting federal and state requirements. The AR App replaces 17 previously separate grant applications and plans. Superintendents will use the AR App to lead district teams in deciding on the strategies they will implement to support students. Planning should be collaborative across all relevant programs and include input from school and district personnel. Once the AR App is complete, districts will operate from this single plan to build a best-in-class educational experience for students.

How to use the AR App workbook

1. Assemble your district AR App Planning Team.

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

2. Review the AR App questions.

Review this workbook as a team to identify which sections apply to your district. Decide who from the Planning Team should be involved in answering each question.

3. Collaborate on AR App responses.

The AR App is designed to be completed in Google Sheets. Open the district specific Google Sheet from ADE and share with all Planning Team members. The final answers of your AR App must be submitted in this shared Google Sheet and with the link uploaded in Indistar when a district is ready to submit.

4. Finalize AR App responses.

Before submitting, do a final review of all responses and tabs to make sure: 1) all applicable questions are complete; 2) responses are accurate and reflect the Planning Team's final version; 3) responses have been reviewed and approved by district leadership.

5. Submit your completed AR App.

The final AR App must be submitted as link to your districts AR App Google Sheet Workbook in Indistar. Please see the District Planning Guide for more detailed instructions.

Technical Tips:

*If you select "Other" in any multi-select responses, a text box will appear for you to provide additional details.

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

*If your response exceeds the character limit, a warning will appear for that question. You will still be able to submit your response, but we recommend trying to keep close to the character/word limit.

*If you have issues reading the text we recommend you use the zoom feature to help increase the text size in your workbook.

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

*This Google Sheet Workbook is protected to ensure the overall file cannot be edited, except where responses are expected.

What's Included

0a - General District Information

Questions?

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

1b - Goals

1 - Improving Academic Outcomes

2 - Safe and Healthy Schools

3 - Quality Educational Workforce

4- State Programs

5- Title I, Part A

6- Title I, Part C

7- Title I, Part D

8- Title II, Part A

9- Title III

10- Title IV, Part A

11- Title V, Part B

Visit ADE's website for additional resources:

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

General District Information

District Name	FRIENDSHIP ASPIRE ACADEMIES ARKANSAS		
LEA Number	3544700		
Primary Contact	Scott McRae	smcrae@friendshipaspire.org	(501) 589-5670
Secondary Contact	Toni Dickerson	tdickerson@friendshipaspire.org	(469) 337-8197
Additional Contact			

LEA Comprehensive Needs Assessment (CNA)

The LEA verifies that it has conducted a Comprehensive Needs Assessment (CNA) to identify needs and opportunities that will be addressed with these funds. ESEA § 1114(b)(6); 1115(e)(2); and 4106(d). The LEA's CNA must be available to the SEA for monitoring if required.	Yes
Date of last CNA (MM/DD/YY)	05/23/26
Data source	Meetings, stakeholder feedback, & student data

General Education Provisions Act (GEPA)

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. § 1228a) requires U.S. Department of Education grantees to describe the steps the grantee will take to ensure equitable access to and participation in the Federally-assisted program by addressing the special needs of students, teachers, and other program beneficiaries. The statute highlights barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

Based on local circumstances, a local educational agency (LEA) should determine whether these or other barriers may prevent students, teachers, or other program beneficiaries from such access or participation in the Federally funded project or activity. There is no minimum word count for a GEPA statement.

1) Based on local circumstances, identify which barriers may prevent program beneficiaries from such access or participation in the Federally-funded project or activity.

Gender, Race, National Origin, Color, Disability, Age, Language

2) Please indicate what steps the LEA has taken to identify the above-listed barriers.

Comprehensive Needs Assessment, Parent/Family Stakeholder Engagement

3) Briefly describe the Potential/Existing Barrier, including the ESSA/IDEA program in which the barrier may exist: *Required

While our students bring diverse strengths and talents to the classroom, many face socioeconomic challenges that can affect access to educational resources and opportunities. Limited access to supplemental materials, reliable internet, and enrichment programs may impact both learning outcomes and social-emotional growth.

4) Briefly describe specific ways the LEA will mitigate the barrier(s) identified: *Required

Friendship is committed to using federal funding to create a supportive learning environment for every student. By reducing financial barriers, providing individual technology access, and expanding mental health and social-emotional supports, the district will ensure that all students have equitable opportunities to learn, grow, and succeed

5) Indicate the funds that will support these activities.

Title I, Part A, Title II, Part A, Title IV, Part A

Individuals with Disabilities Education Act (IDEA) Maintenance of Effort (MOE)

- 1) Does the District agree to Budget **\$316,359.15** based on the current compliance standard as part of the AR App?
- 2) For Cycle 1 Budgets due in October, the District will be required to budget for MOE based on the new Compliance Standard established at the close of the current Fiscal Year.

Acknowledge

Acknowledge

Acknowledgments

LEA Assurances

The LEA verifies that the Assurances (ESEA § 8306) have been **completed and uploaded into the AR App Platform.**

Acknowledge

LEA Stakeholder Consultation

The LEA verifies that it has engaged in timely and meaningful consultation with a wide array of stakeholders on the LEA's plan for carrying out activities using ESSA funds. The LEAs will also conduct ongoing consultations with those stakeholders to update and improve activities supported by these funds. ESEA § 1112(a)(1)(A).

Acknowledge

Affirmation on Consultation with Private School Officials (Does not apply to public charters or state agencies.)

The LEA verifies that it has engaged in timely and meaningful consultation with Private School officials to provide equitable services to eligible private school children, their families, and educators and the affirmation of consultation with private school officials has been completed and uploaded into the 2025-2026 folder in Indistar. ESEA § 1117 (b)(1) and 8501. Additionally, the LEA verifies that it has engaged in timely and meaningful consultation with Private School officials with respect to any transfer of funds between Title programs and that the LEA will provide equitable services based on the total amount of funds available to each program after the transfer. ESEA § 5103 (e)(2).

Acknowledge

Goals

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 5%.

Goal 3

Goal 4

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	UFLI Foundations 2024	k-2	APSRC	Benchmark and Great Minds Instructional Teams
	2	Benchmark Workshop 2021	3-5	APSRC	Benchmark and Great Minds Instructional Teams
	3	Wit & Wisdom 2016	6	APSRC	Great Minds Instructional Teams
	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	Benchmark Workshop 2021	k-5	Benchmark Education Company LLC	Benchmark and Great Minds Instructional Teams
	2	Wit & Wisdom 2016	6th	APSRC	Great Minds Instructional Teams
	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	Eureka Math 2015	k-6	APSRC	Great Minds Instructional Teams
	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.				

n/a

Describe the district's plan to ensure consistent, high-fidelity use of the HQIM listed above throughout the district? (Include specific action steps and frequency of monitoring. Also, include any additional supports that will be provided to D/F rated buildings.)

Friendship principals will ensure HQIM will be used with fidelity in classroom walkthroughs.

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 Wit & Wisdom 2016	Middle School ELA English 9-11	APSRC	Great Minds Instructional Teams
	2			
	3			
	4			
	5			

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 Eureka Math 2015	6-8 Algebra I	APSRC	Great Minds Instructional Teams
	2 Open Up High School Mathematics Integrated 2021	Geometry & Algebra II	APSRC	Great Minds Instructional Teams
	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.

Describe the district's plan to ensure consistent, high-fidelity use of the HQIM listed above throughout the district? (Include specific action steps and frequency of monitoring. Also, include any additional supports that will be provided to D/F rated buildings.)

Friendship Principals will monitor instruction daily to ensure HQIMs are used throughout the district. Friendship Principals will ensure response to intervention will be used.

Priority 1.3

Identify High Quality Supplemental instructional Materials for Intervention in steps 1, 2, 3, and 4. [ESEA § 1112(b)(1)(C)]

Step 1 Which 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.
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Literacy Intervention Programs K-6	1	Power Up Literacy Core5 Reading	k-5	APSRC	Benchmark and Great Minds
	2	i-Ready	K-6	APSRC	Benchmark and Great Minds
	3				
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.					
n/A					
Literacy Intervention Programs 7-12 (Strategic Reading)	1	Power Up Literacy	7-12	APSRC	Benchmark and Great Minds
	2				
	3				
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.					
Dyslexia Programs K-6	1	Wilson Reading System(WRS)	2-8	APSRC	Wilson Reading
	2	BUILD: A K-1 Early Reading Intervention	K-1	APSRC	
	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	Wilson Reading System (WRS)	7-12	APSRC	Wilson Reading
	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	i-Ready Classroom Mathematics 2024	k-6	APSRC	I Ready
	2				
	3				
	4				
	5				
	6				

Mathematics Intervention Programs 7-12	1	i-Ready Classroom Mathematics 2024	7-12	APSRC	I Ready
	2				
	3				
	4				
	5				
	6				
ESOL Programs (English Language Development ELD) (if applicable)	1	Not Applicable	Not applicable	Not applicable	Not Applicable
	2				
	3				
Special Education Programs	1	Not applicable	Not applicable	Not applicable	Not Applicable
	2				
	3				

Describe the district's plan to ensure consistent, high-fidelity use of the supplemental and intervention programs listed above throughout the district? (Include specific action steps and frequency of monitoring. Also, include any additional supports that will be provided to D/F rated buildings.)

Friendship Principals will monitor instruction daily to ensure HQIMs are used throughout the district. Friendship Principals will ensure response to intervention will be used.

Priority 1.4
How is the district supporting teachers, support personnel, and building administrators to improve literacy instruction aligned with the Science of Reading (SoR)?

If you will provide, select Yes	
Utilizing the Key Levers Form in EES to conduct science of reading walks to provide feedback	Yes
Using 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 monthly	Yes
Partnering with state-assigned Literacy coaches or a Professional Learning Partner 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	Yes
Professional development on meaningful access and participation for students with disabilities	Yes
District coaching support on accessibility and appropriate accommodations	Yes
Training with related services staff on broader implementation of assistive technology provided in the general education environment (e.g., alternate seating, writing devices, communication and hearing supports, etc.)	Yes
Push-in related services model	No
Training for general education teachers on the use of Read & Write	No
Training for general education teachers on the use of Equatio	No
Training for general education teachers on the use of classroom management and behavior support (e.g., THRIVE, BX3, or Micro credentials)	No
Sheltered Instruction Observation Protocol (SIOP) training	No
Co-teaching for ELD	No
Other	No

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

n/a

K through 2nd

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

3rd through 5th

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

6th through 8th

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

9th through 12th

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

Priority 1.7

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

Limit: 1,250 characters, approximately 250 words

Pre-K

Depending on the purpose for the RTI process (I.e. attendance or student academic performance), we utilize a weekly check in process to determine if progress is being made with the supports that are currently in place. At the weekly check-in time, we will be able to determine if changes are needed, if additional supports are needed, etc.

K through 2nd

Depending on the purpose for the RTI process (I.e. attendance or student academic performance), we utilize a weekly check in process to determine if progress is being made with the supports that are currently in place. At the weekly check in time, we will be able to determine if changes are needed, if additional supports are needed, etc.

3rd through 5th

Depending on the purpose for the RTI process (I.e. attendance or student academic performance), we utilize a weekly check in process to determine if progress is being made with the supports that are currently in place. At the weekly check in time, we will be able to determine if changes are needed, if additional supports are needed, etc.

6th through 8th

Depending on the purpose for the RTI process (I.e. attendance or student academic performance), we utilize a weekly check in process to determine if progress is being made with the supports that are currently in place. At the weekly check in time, we will be able to determine if changes are needed, if additional supports are needed, etc.

9th through 12th

Depending on the purpose for the RTI process (I.e. attendance or student academic performance), we utilize a weekly check in process to determine if progress is being made with the supports that are currently in place. At the weekly check in time, we will be able to determine if changes are needed, if additional supports are needed, etc.

Priority 1.8

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

Elementary Grades

Grades Included

k-5

Grade acceleration (grade skipping)

If you will provide, select Yes

Yes

International Baccalaureate Programme

No

N/A

No

Other

No

Middle Grades

Grades Included

6-8

Grade acceleration (grade skipping)

If you will provide, select Yes

Yes

Advanced Placement (AP)

No

International Baccalaureate Diploma Programme

No

Advanced International Certificate of Education

No

Cambridge Advanced

No

Concurrent credit (Enrollment of a high school student in a college course for high school credit and college-level credit.)

No

Dual enrollment (Enrollment of a high school student in postsecondary education exclusively for college credit. High school students enrolled in a dual enrollment course may petition the district or high school to consider allowing the college-level dual enrollment credit to be considered for high school credit.)

No

Credit by Demonstrated Mastery

No

CTE Pathway Level 1 course

No

Established partnership(s) with digital learning providers or other entities to expand access to accelerated courses

No

N/A

No

Other

No

High School

Grades Included

9-10

If you will provide, select Yes

Grade acceleration (grade skipping)

Yes

Advanced Placement (AP)

Yes

International Baccalaureate Diploma Programme

No

Advanced International Certificate of Education

No

Cambridge Advanced

No

Concurrent credit (Enrollment of a high school student in a college course for high school credit and college-level credit.)

No

Dual enrollment (Enrollment of a high school student in postsecondary education exclusively for college credit. High school students enrolled in a dual enrollment course may petition the district or high school to consider allowing the college-level dual enrollment credit to be considered for high school credit.)

No

Credit by Demonstrated Mastery

No

Completion of CTE Pathways and earning the Readiness Factor[Success Ready Pathways](#)

Yes

"Arkansas" Seal of Biliteracy

No

Established partnership(s) with digital learning providers or other entities to expand access to accelerated courses

No

Offering post-secondary technical certificate/ Offering post-secondary certificate of proficiency/ Offering post-secondary associates degree

No

N/A

No

Other

No

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 funds to cover the cost of concurrent credit for low income students	No
Summer enrichment/ advanced coursework program	No
Before or after-school enrichment/ advanced coursework program	No
Mentoring program specific to accelerated learning	No
Coordination with institutions of higher education	Yes
Career counseling/coaching to identify student interests and skills for Career Pathways	Yes
Other	No

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
N/A

Special Education
Tutoring afterschool for math and literacy support by certified teachers. Students who are unable to participate in after-school programs are provided opportunities to receive **supplemental academic services during the school day** based on identified needs. These services may include targeted small-group instruction, intervention blocks, tutoring, push-in or pull-out support, and additional literacy or mathematics instruction during designated intervention or enrichment periods. Services

EL (LIEP), if applicable
Tutoring afterschool- Students who are unable to participate in after-school programs are provided opportunities to receive **supplemental academic services during the school day** based on identified needs. These services may include targeted small-group instruction, intervention blocks, tutoring, push-in or pull-out support, and additional literacy or mathematics instruction during designated intervention or enrichment periods. Services are coordinated to supplement—not replace—core Tier 1

Migrant, if applicable
Not Applicable

Title I, if applicable
Tutoring afterschool for math and literacy support by certified teachers. Based on student data, supports may include targeted small-group instruction, literacy and mathematics interventions, tutoring, acceleration, and additional instructional support during the school day. Schools use designated intervention or enrichment blocks, flexible grouping, push-in/pull-out services, and other scheduling strategies to provide support while minimizing the loss of core grade-level instruction.

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

Not Applicable

Special Education

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

EL (LIEP), if applicable

Not applicable

Migrant, if applicable

Not 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) Administer beginning of the year screener and analyze data within 30 days

Provide kindergarten readiness materials and resources for parents

Other

If you will provide, select Yes

Yes

Yes

Yes

No

No

Yes

No

No

Transition between elementary to middle school/junior high

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

If you will provide, select Yes

No

No

No

No

Jump Start summer program	No
Providing clubs or activities to engage students	No
Materials and training to help families improve their children's achievement	Yes
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc.	No
Open House	No
Other	No
Transitioning 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	No
Student Success Planning	No
Providing clubs or activities to engage students	No
Partnership for concurrent credits	No
Career Coach; Internship and real-world project opportunities to students	No
Other	No
High school to post-secondary, military, and/or career	If you will provide, select Yes
Developing partnerships with local industry leaders	No
Developing partnerships with specific colleges and universities for college tours	No
Resources and assistance completing the FAFSA info, scholarships, etc.	No
Connecting students with scholarships	No
Developing partnerships with local career centers, business, and industry organizations	No
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	No
Career Coaches and Internship opportunities	No
Offering ROTC or Arkansas Military Service and Security Pathway	No
Offering the ASVAB	No
Partnering with state technical assistance for students with disabilities (e.g., Arkansas Transition Services, Community Independent Services, Arkansas Rehab Services, Project Arkansas Work Incentives Network (AWIN), Division of Developmental Disabilities of Arkansas, Office of Disability Support Services at Post-secondary Education Institutes, Division of the Blind Services, etc.)	No
Other	No

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)]

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 that will be monitored and evaluated annually with parents. Exploration of high wage jobs and careers will be in the plan. The district will use the Launch for Students platform, which is provided by the state, to develop and implement the Student Success Plans.

How does the district engage parents to provide feedback as part of the student success plan? [ESSA § 1111(g)(1)(B) & ESSA § 1112(b)(1)(A)]

Limit: 1,250 characters, approximately 250 words

The district will have a parent night in the spring for preregistration for fall courses. By using the LAUNCH Guardian platform, schools will be able to obtain parent signatures, allowing the schools to verify that information is being reviewed by the parents, which in turn, will allow parents to provide feedback.

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	No
District-operated Title I Preschool	No
Coordinating w/other Preschool Programs	Yes
Organize joint transition with related training between childcare providers and kindergarten teachers	No
Communication with families about the transition plan and the expected experience for children and their families	Yes
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	Yes
Transition services from early childhood programs to kindergarten programs	Yes
Other	No

Please enter your local lead(s)

We are a charter school. No preschool.

Select how the district is working with your local lead to ensure partnerships with early childhood providers and families with young children across your county.

	If you will provide, select Yes
PreK classrooms participated in the CLASS Pilot	No
Analyzed data on early childhood access	No
Analyzed data on kindergarten readiness	No
Partnered for professional development offerings	No
Participated in the local leads' information campaign	No
Attended local lead-sponsored provider meetings	No
Coordinated outreach to families of young children	No
Aligned enrollment processes with early childhood providers	No
Shared facilities or resources with early childhood providers	No
Partnered on community events or activities	No
Supported the local lead's strategic planning efforts	No
Engaged in collaborative grant writing or funding initiatives	No
Provided support for transitions to kindergarten	No
Other	No

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	Special Education If you will provide, select Yes	English Learners If you will provide, select Yes	Migrant If you will provide, select Yes
Early literacy activities, materials, and resources	No	No	No	No
Numeracy activities, materials, and resources	No	No	No	No
Summer instructional services and materials	No	No	No	No
Home visits/home instruction	No	No	No	No
Enrollment verification and placement profiles	No	No	No	No
Referrals to early childhood programs, home visiting programs, wrap-around services (ie. Head Start, Arkansas Better Chance including home visiting, and community based preschool)	No	No	No	No
Coordinate with parents and pre-k service providers to ensure pre-k students are served	No	No	No	No
Other	No	No	No	No

Priority 1.16

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

No

Agriculture Power and Technical Systems

Yes

Animal Systems

No

Automotive Service Technology

No

Banking and Finance

No

Behavioral and Mental Health

No

Construction

No

Criminal Justice

No

Data Analytics and Machine Learning

No

Diesel Technology

No

Early Childhood Education

No

Electronics

No

Engineering

No

Health Care Services

No

Industrial Technology

No

Information Technology and Security

Yes

Machine Tool

No

Management

No

Manufacturing

No

Marketing

No

Mechanical, Electrical, Plumbing Systems (MEPS)

No

Military Security and Service

No

Nursing Services

No

Plant Systems

No

Pre-Educator

No

ROTC (All branches)

No

Software Development

No

Supply Chain and Logistics

No

Welding

No

Please identify how students in the pathways offered earn the readiness factor as outlined in the [Success Ready Pathways Guide](#)

Limit: 1250 characters (remaining: 1178)

Friendship only goes through the 11 th grade this year.

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)

Yes

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

No

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
The LEA has a communication plan in place to inform families about student performance and the expectations related to 3rd-grade promotion.	Yes
Other	No

Describe how the District will connect engagement activities (e.g., communication, events, shared decision-making) to specific goals for attendance, behavior, and academic achievement, and monitor whether those goals are being met.

Limit: 1,250 characters, approximately 250 words

The District will intentionally align family and community engagement activities with goals related to student attendance, behavior, and academic achievement. Communication efforts, including regular newsletters, parent-teacher conferences, digital updates, and progress reports, will provide families with timely information about student performance and available supports. Family engagement events, academic workshops, and school-community partnerships will equip parents and caregivers with strategies to support learning and positive behaviors at home.

The District will also promote shared decision-making by involving families, staff, students, and community stakeholders in advisory committees, school improvement planning, and feedback opportunities. These collaborative efforts will help ensure that programs and interventions address identified student needs and reflect community priorities.

To monitor effectiveness, the District will regularly review attendance rates, behavior data, academic performance indicators, family participation rates, and stakeholder feedback. Data will be analyzed throughout the school year to assess progress toward established goals, identify areas of need, and guide continuous improvement efforts. Res

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	No
Art or Science Museums	Yes
City Chamber of Commerce	Yes
Local Business	Yes
Governmental Agencies	Yes
Boys and Girls Club	Yes
Activity and Wellness Center	Yes
Community Schools	No
Churches & Religious organizations	Yes
Career Centers	Yes
Joint Use Agreements	No
Other	Yes

We also work with Toys4 tots, (USMS)and the Dorcas House.

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) & QFSA]

Limit: 1,250 characters, approximately 250 words

Our district seeks to improve school climate and culture by prioritizing a positive and celebratory school culture. Our students and staff members are celebrated monthly with a school level celebration, we offer several occasions for staff members to be celebrated throughout the year and we ensure that our staff members have ongoing professional developments and the materials/supplies that they need to do their jobs well.

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	Yes
Additional school counselor	Yes
Additional personnel in the areas of psychology, behavior support, or social work	No
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

N/A

K through 2nd

The district utilizes a multi-tiered, data-driven process to identify students in need of additional support across all grade bands (elementary, middle, and high school), with a focus on mental health, attendance, and behavior. This process is grounded in the MTSS (Multi-Tiered System of Supports) framework and incorporates both universal screening and targeted interventions.

3rd through 5th

The district utilizes a multi-tiered, data-driven process to identify students in need of additional support across all grade bands (elementary, middle, and high school), with a focus on mental health, attendance, and behavior. This process is grounded in the MTSS (Multi-Tiered System of Supports) framework and incorporates both universal screening and targeted interventions.

6th through 8th

The district utilizes a multi-tiered, data-driven process to identify students in need of additional support across all grade bands (elementary, middle, and high school), with a focus on mental health, attendance, and behavior. This process is grounded in the MTSS (Multi-Tiered System of Supports) framework and incorporates both universal screening and targeted interventions.

9th through 12th

The district utilizes a multi-tiered, data-driven process to identify students in need of additional support across all grade bands (elementary, middle, and high school), with a focus on mental health, attendance, and behavior. This process is grounded in the MTSS (Multi-Tiered System of Supports) framework and incorporates both universal screening and targeted interventions.

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.	Yes
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.	Yes
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? [ESSA § 1112(b)(1)]

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	Yes
Implementing school wide positive behavior support system including process for student identification and referral	Yes
Behavioral contracts and interventions	Yes
Additional counseling services	Yes
Coordinated services with other county services	Yes
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 DHS reference number at the following link: [DS-26 DHS Reference Number Form](#)

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?

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

Nutrition

What nutrition strategies does the district plan to implement?

Please select no more than two strategies for each topic area. The chosen strategies must represent all grade levels per topic area. Each strategy you select must include a measurable objective.

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:

Both

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

By May 2027, breakfast program participation will increase by 5% at the elementary campus and 8% at the secondary campus, based on monthly eSchool nutrition report.

By May 2027, breakfast program participation will increase by 5% at the elementary campus and 8% at the secondary campus, based on monthly eSchool nutrition report.

Physical Education and Activity

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

Please select no more than two strategies for each topic area. The chosen strategies must represent all grade levels per topic area. Each strategy you select must include a measurable objective.

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.

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.

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

Both

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

To increase student activity levels, physical education teachers will streamline transitions, reduce time spent waiting, and utilize small-group and station-based formats to ensure students are actively engaged for at least half of each class period.

Physical and Built Environment

What physical and built environment strategies does the district plan to implement?
Please select no more than two strategies for each topic area. The chosen strategies must represent all grade levels per topic area. Each strategy you select must include a measurable objective.
Limit for each: 1,250 characters, approximately 250 words

Strategies	If you will offer, select which grade bands the strategy applies to:	Develop a measurable objective only for the strategies you have selected:
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	The district will expand recreation opportunities by creating a shared-use agreement for after hours access to walking tracks and outdoor classrooms, along with scheduled evening open gym time for students, families, and community members.
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.		

Quality Educational Workforce

Priority 3.1

Upon analysis of your district's educator workforce and student outcomes, what staffing changes do you anticipate are needed to ensure that your most at-risk students are placed with your most 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 identified as a priority for needing the most effective teachers? Select the two groups that are your district's top priorities. [ESEA § 1112(b)(2)]

If a priority, select Yes	
Economically disadvantaged	Yes
IDEA (Special Education)	Yes
Minorities	No

English Learners	No
Students scoring in the lowest quartile in Math, Science, or Literacy	No
Persistently low-performing in literacy	No
Accelerated Learners	No
Highly Mobile	No
	No
Other	
How does the district identify and 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)]	
Priority 3.3	
Annual review of teacher qualifications and assignments to identify disparities	If a strategy, select YesYes
Annual review of student subgroups and assignments to identify disparities	Yes
Make strategic staffing decisions as necessary to alleviate disparities (hiring personnel, additional teachers, stipends, etc.)	Yes
Provide for additional professional development	Yes

Coaching to support teaching and learning

Yes

Teacher mentor programs, high-need stipends, etc.

Yes

No

Other

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

Priority 3.4

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

If offered, select YesYes

Structured teacher mentor program and coaching

No

Teacher retention bonuses (as defined by district policy)

No

Teacher stipends (mentoring, journeyworker, high-need areas, etc.)

No

Coordinated recognition programs

No

Tuition reimbursement

No

Master schedule for collaborative planning

No

Lead/Master Teacher (Career continuum opportunit

No

Childcare assistance

No

No

Other

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

Priority 3.5

Faculty housing

If offered, select YesNo

Relocation assistance

No

Teacher incentive recruitment bonuses

No

Teacher stipends per district policy (mentoring, journeyworker, high-need areas, merit, etc.)n

No

Job fairs or career fairs

Yes

Tuition reimbursement

No

Grow Your Own: Pre-Educator program

No

Grow Your Own: Registered apprenticeship

No

Lead/Master Teacher

No

Matching funding for apprenticeship program for journeyman/mentoring

No

Childcare assistance

No

No

Total number of educators on a Teacher Licensure Plan (TLP).

0

Total number of educators as a Long Term Substitute.

0

Other

Teacher Licensure Plan monitoring and Support

No

Priority 3.6Professional learning tied to professional growth plan

No

Enter the number of educators meeting each description below:Structured mentorship program (meets at least bi-weekly)

Content coaching

No

Licensure assessment preparation

No

Opportunities for peer observation

No

Financial aid assistance/guidance

No

No

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

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

If offered, select Yes

Incentive pay for highly qualified teachers to transfer to economically disadvantaged schools with high percentages of students who do not meet the State Academic Standards

No

Teacher stipends (mentoring, journeyworker, high-need areas, etc.)

No

Financial assistance for current teachers and other school staff towards earning initial or additional certification in shortage areas

No

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

No

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

No

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

No

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

No

Priority 3.7

What are the district's three highest need subject shortage areas?

Secondary Science

Foreign Language

Secondary mathematics

Middle School Science

Middle School English Language Arts

Secondary English Language Arts

Middle School Social Studies

Middle School Mathematics

Priority 3.8Fine Arts

Special Education

Career & Technical

Secondary Social Studies

If you will offer, select Yes

No
No
No
No
No

No

No

No

No

No

If you will offer, select YesNo

Physical Education and Health

Elementary

Library Media Specialist

Counselor

What is your district's current status or intention regarding administrator calibration and credentialing on TESS and LEADS through the DESE-NIET partnership? (select one)

Our District has enrolled administrators in the 2025-26 pilot year for calibration on TESS and/or LEADS for principals, superintendents, or both.

Our district does not have administrators enrolled in the pilot year, but plans to participate during the 2026-27 school year for principals, superintendents, or both.

Our district plans to wait and participate when administrator calibration and credentialing is required statewide in the 2027-28 school year.

Our District is still determining timing for participation.

No

No
No
No
Yes - Both
Yes - Both
Yes
Yes

Priority 3.9

If you will offer, select Yes

State Programs

There are four sub-sections in State Programs:

- Alternative Learning Environments (ALE)
- English Language Learners (ELL)
- Gifted and Talented
- Enhanced Student Achievement (ESA)

Acknowledgement

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

Verify by selecting Yes

Yes

Alternative Learning Environments

Who needs to complete this section?

LEAs operating an ALE program. If you do not operate an ALE program, please check this box and skip this section.

1.1 ALE Programs

1. Please complete a row in the table below for each ALE program in your district.

Which of these populations are targeted?

10											
11											
12											

2.Is the ALE Program utilizing the same HQIM as traditional classrooms?

Limit: 1,250 characters, approximately 250 words

3.How are ALE teachers participating in Curriculum Based Professional Learning (CBPL)?

Limit: 1,250 characters, approximately 250 words

English Language Learners

Who needs to complete this section?

Every district with English Language Learners. If you do not have English Language Learners, please check this box and skip this section.

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

Licensed Educators with NO ESL Endorsement

0

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

0

Total personnel paid from local and state funds providing LIEP services

0

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.

1.3 Gifted & Talented Assurances

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.

Verify by selecting Yes

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

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:

1.4 Gifted & Talented Program Evaluation Summary

Provide the required summary of the annual GT program evaluation findings from the 2025-2026 school year.

Limit: 1,250 characters, approximately 250 words

N/A

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		N/A
First		N/A
Second		N/A
Third		
Fourth		
Fifth		
Sixth		
Seventh		
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		

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. If you do not receive ESA funding, please check this box and skip this section.

☐

1.6 ESA

Please select Yes or No

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

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

Yes

Additional Teachers	Yes	
Early Intervention Support	Yes	
Enhancement of Teacher Salaries	Yes	
Physical Health and Safety	Yes	
Social Emotional, Mental Health, and Behavioral Supports	Yes	
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	

Title I Part A

Who needs to complete this section?

LEAs receiving funds under this part.
If you do not receive Title I Part A funds, please check this box and skip this section.

☐

What does the Title I Part A program focus on?

This program provides supplemental education funding to LEAs and schools with high numbers or percentages of children from low-income households to help ensure all children meet state academic standards. The school must focus services on children who are failing or most at risk of failing to meet state academic standards. A “proportionate share” of funds must be available to eligible children enrolled in private schools. [ESEA § 1111 to 1119]

How will the LEA utilize Title I Part A funds? [ESEA §1114 (b)]

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

Select if Yes	
Supplemental Staff (Interventionists, Classroom Assistants, Tutors)	Yes
Supplemental high-quality curriculum	Yes
Before/ After-school tutoring program	Yes
Technology devices and equipment (laptops, tablets)	Yes
College and career readiness	No
Computer software (platform access)	No
Summer School	No
High Dosage Tutoring	No
Character Education programs	No
Other	No

1.1 Poverty Criteria

What poverty criteria will you use to select school attendance areas? [ESEA § 1112(b)(4) & 1113]

Select Yes if data used

Free & Reduced Price Lunch (FRPL)	Yes
Community Eligibility Provision (CEP) - Direct Certification	Yes
Temporary Assistance for Needy Families (TANF)	No
Medical assistance under the Medicaid program	No
A composite of any of the above measures	No
Other	No

1.2 Skipping School Provision

Complete this section only if the LEA is skipping a school(s) that has a higher percentage of low-income students and meets all the conditions under ESEA § 1113(b)(1)(D).

If this tab is not applicable to your plan, please check the box and skip this section.

Name of school not being served	School poverty rate (%)	School's Title I Allocation if served (\$)	Source of other funding that it spends according to ESEA section 1114 or 1115	Amount of supplemental funds (\$)
	0.00%	\$0.00		0
	0.00%	\$0.00		0
	0.00%	\$0.00		0
	0.00%	\$0.00		0
	0.00%	\$0.00		0

1.3 Grandfathering Rule

Complete this section only if the LEA serves an ineligible school(s) for one more year. The school must have been eligible and served during the preceding fiscal year. [ESEA § 1113(b)(1)(C)]

If this tab is not applicable to your plan, please check the box and skip this section.

Name of school not being served	Prior year poverty rate (%)	Current year poverty rate (%)	Current year Title I Allocation (\$)

1.4 Schoolwide Plan

Do you verify that each school running a schoolwide program is monitored against their schoolwide plan? [ESEA 1114(b)(3) & (4)]

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

Verify by selecting Yes:

Yes

1.5 Title I Targeted Assistance Programs

How do you identify eligible children in Title I Targeted Assistance Programs? [ESEA 1112(b)(9) & 1115]

Select Yes if data used	
Screening scores	No
Progress monitoring data	Yes
Grades	Yes
Attendance data	Yes
Other	No

1.6 Comprehensive and Targeted Support and Improvement Schools

How does the LEA support schools identified as comprehensive and targeted support and improvement? (Only if this applies to your district) [ESEA § 1112(b)(3)]

If you do not have Comprehensive and/or Targeted Support School, please check the box and skip this section.

Develop and continue review of the School Improvement Plan to evaluate the Progress and monitoring actions to address factors contributing to school ESSA ratings (personnel and/or materials and supplies like software)

Examine subpopulation data to determine if adequate resources and properly licensed teachers are available to meet their needs (students identified as English learners, Gifted and Talented, at-risk, in need of special education, migratory, and homeless) (personnel and/or materials and supplies like software)

Assign one or more district leadership personnel to the school leadership team as active members (the superintendent, the federal programs coordinator, and the curriculum coordinator) in developing best practices/strategies to narrow the gap in student achievement.

Provide common professional development around evidence-based practices based on the results of school resources (Allocation Review, Data Review, and needs assessment)

Select Yes if used

Use the Teacher Leadership and Compensation structure to support schools in the work.	
Improve alignment of curriculum, instruction, and assessment	
Implementation of evidence-based practices and/or interventions for individual students or student groups.	
Implementation of progress monitoring assessments	
Implementation of standards-aligned, evidence-based instructional material	
District will continue to evaluate the effectiveness of the curriculum through walk-throughs and formative/summative assessments at least quarterly.	

1.7 Homeless Children and Youth

What services does the LEA provide to homeless children and youth? [ESEA § 1112(b)(6) & 1113(c)(3)(i)]

Select Yes if provided	
School fees	Yes
Clothing and materials	Yes
School supplies	Yes
Counseling and outreach	Yes
Food	Yes
Medical and dental services and supplies	Yes
Extended learning time and tutoring	Yes
Part or all of the Homeless Liaison Salary	Yes
Transportation	Yes
Remove barriers that hinder them from participating fully in school	Yes
Other	No

1.8 Title I Parent and Family Engagement

Verify by selecting Yes:	
The LEA verifies that at the beginning of each school year, the parents of each student attending any school receiving funds under this part will be notified that they may request information regarding the professional qualifications of the student's classroom teacher qualification, licensing for the grade levels, and subject areas. ESEA § 1112(e)(1)(A)	Yes
The LEA verifies that it will provide to each individual parent of a child who is a student in a Title I school information on the level of achievement and academic growth of the student and timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. ESEA § 1112(e)(1)(B)	Yes

The LEA verifies that it has reviewed and updated the LEA written Parent and Family Engagement policy, it is on the website, and it contains the LEA expectations and objectives for meaningful parent and family engagement and describes how the LEA will fulfill the requirements under ESEA § 1116(a)(2)(A) to (F).

Yes

The LEA verifies each school that receives Title I, Part A funds has developed and updated a written school parent and family engagement plan that contains: 1) the school parent and family engagement policy [a description of how the school will comply with the regulations that cover parent and family engagement in § 1116(b)(1) to (4) and § 1116(c)(1) to (5)]; and 2) how school staff will work with parents to create a School-Parent Compact which identifies specific activities or shared responsibilities according to § 1116(d) to § 1116 (h). The School Parent and Family Engagement Plan must be available to the SEA for monitoring if required.

Yes

1.9 Foster Care Children and Youth

What educational stability activities and strategies does the LEA plan to provide to children in foster care placement? [ESEA § 1112(c)(5)]

Select Yes if provided

Additional transportation costs

Yes

Mental health supports

Yes

Health needs

Yes

School supplies

Yes

Afterschool programs

Yes

Other

No

1.10 Neglected Children and Youth

What services does the LEA provide for neglected children and youth in schools and facilities? [ESEA § 1112(b)(5) & ESEA § 1421]

This applies only to LEAs with Neglected facilities within their boundaries. If you do not have Neglected facilities, please check this box and skip this section.

Please list all neglected facilities that submitted the annual funding count last year, even if services won't be provided due to closing or refusal of funds.

Facility 1

Facility name

Contact person

Contact phone

Facility 2

Facility name

Contact person

Contact phone

Contact email	
If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?	Select Yes if used in this facility
Transition and case management services	
Tutoring services	
Intensive intervention	
Credit retrieval	
Transition support for students exiting DJJ sites and re-entering schools	
College and career readiness	
Extended learning programs	
Academic and non-academic support	
Counseling/peer mediation services	
Computer, software, and other equipment	
Supplemental professional development	
Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)	
Supplies and materials	
Provide supplemental high-quality curriculum	
Other	

Facility 3	
Facility name	
Contact person	
Contact phone	
Contact email	
If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?	Select Yes if used in this facility
Transition and case management services	
Tutoring services	
Intensive intervention	
Credit retrieval	
Transition support for students exiting DJJ sites and re-entering schools	

Contact email	
If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?	Select Yes if used in this facility
Transition and case management services	
Tutoring services	
Intensive intervention	
Credit retrieval	
Transition support for students exiting DJJ sites and re-entering schools	
College and career readiness	
Extended learning programs	
Academic and non-academic support	
Counseling/peer mediation services	
Computer, software, and other equipment	
Supplemental professional development	
Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)	
Supplies and materials	
Provide supplemental high-quality curriculum	
Other	

Facility 4	
Facility name	
Contact person	
Contact phone	
Contact email	
If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?	Select Yes if used in this facility
Transition and case management services	
Tutoring services	
Intensive intervention	
Credit retrieval	
Transition support for students exiting DJJ sites and re-entering schools	

College and career readiness		College and career readiness	
Extended learning programs		Extended learning programs	
Academic and non-academic support		Academic and non-academic support	
Counseling/peer mediation services		Counseling/peer mediation services	
Computer, software, and other equipment		Computer, software, and other equipment	
Supplemental professional development		Supplemental professional development	
Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)		Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)	
Supplies and materials		Supplies and materials	
Provide supplemental high-quality curriculum		Provide supplemental high-quality curriculum	
Other		Other	

Facility 5

Facility name	
Contact person	
Contact phone	
Contact email	

If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?	Select Yes if used in this facility
Transition and case management services	
Tutoring services	
Intensive intervention	
Credit retrieval	
Transition support for students exiting DJJ sites and re-entering schools	
College and career readiness	
Extended learning programs	
Academic and non-academic support	
Counseling/peer mediation services	
Computer, software, and other equipment	
Supplemental professional development	
Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)	
Supplies and materials	

Provide supplemental high-quality curriculum		
Other		

Title I Part C- Migrant

Who needs to complete this section?

LEAs receiving funds under this part.
If you do not receive Title I Part C funds, please check this box and skip this section.

What does the Title I Part C program focus on?

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

1.1 Priority for Services Migratory Students

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

Select Yes for all that apply

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

After-school support

Tutoring in ELA and Math

Provide high interest reading materials

Summer ELA/Math instruction

Referrals and health related materials

Other

1.2 Identification and recruitment of migrant students

What is the district's plan to identify and recruit migrant students? [ESEA § 1304(c)(7) and ESEA § 1301 34 CFR 200.81; 200.89 & 200.103(a)]

Select Yes for all that apply

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

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

Allow Migrant staff to attend local and statewide training

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

Other

1.3 Migrant Out of School Youth

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

Select Yes for all that apply

Provide books and materials to develop language skills

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

Coordinate with other school/district programs and service providers

Evening classes

Information/assistance on re-enrolling in high school

Life skills instruction

Language services/instruction

Referrals and health-related materials

Supplies and materials

Summer instructional services to Out of School Youth (OSY)

Other

1.4 Migrant Education Program Performance Targets

What is the district's plan to prepare migrant students for high school completion and further education? [34 CFR § 200.83]

Select Yes for all that apply

Identification of students at-risk of academic failure

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

Communication with counselors to identify credit needs/credit accrual opportunities

Referrals for additional wrap-around services to support student learning

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

Student participation on the Migrant Student Advisory Council (MSAC)

Instructional supplies and materials

Career exploration

Coordination with College Assistance Migrant Program (CAMP)

Financial aid information and support

Home visits/home-based instruction

Other

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

Select if Yes

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

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

Instructional services and support services during school intersections

Instructional materials and supplies for summer programs

Online learning opportunities during the summer

Other

Title I Part D, Subpart 2-Delinquent Facilities

Who needs to complete this section?

LEAs receiving funds under this part.
If you do not receive Title I Part D funds, please check this box and skip this section.

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

This program supplements education services to help provide education continuity for children and youth in local delinquent facilities so that these youth can make successful transitions to school or employment once they are released from the institution. [ESEA §1421 to 1432]

1.1 LEA and Facilities' Agreements

LEA Memorandum of Understanding (MOU) or formal agreements [ESEA § 1423 and 1425 (1-13)]

The LEA verifies that all memorandums of understanding (MOU) or formal agreements have been signed with each facility receiving services through the Title I, Part D Subpart 2 program. The agreements include all necessary requirements in accordance with ESEA § 1423(2) and 1425 (1-13) and have been uploaded to the 2025-2026 folder in Indistar.

Verify by selecting Yes:

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

The LEA verifies that each facility receiving services through this part has completed a needs assessment. The facility's needs assessment must be available to the SEA for monitoring if required.

Verify by selecting Yes:

LEA Program Evaluations [ESEA § 1431]

The LEA verifies that all memorandums of understanding (MOU) or formal agreements have been signed with each facility receiving services through the Title I, Part D Subpart 2 program. The agreements include all necessary requirements in accordance with ESEA § 1423(2) and 1425 (1-13) and have been uploaded to the 2025-2026 folder in Indistar.

Verify by selecting Yes:

1.2 Facility Information

Please list all Delinquent facilities that submitted the annual funding count last year, even if services won't be provided due to closing or refusal of funds. This applies only to LEAs with Delinquent facilities within their boundaries. If you do not have Delinquent facilities, please skip this section.

Facility name

Contact person

Contact email

Contact phone

Will services be provided?
Select Yes or No.

Services provided by the LEA to delinquent children and youth in facilities

1.3 Supplemental education programs for children and youth in delinquent facilities

Briefly describe the supplemental education program that will be provided to delinquent children and youth with Title I, Part D funds. [ESEA § 1423(1)]

Limit: 500 characters, approximately 100 words

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

	Select Yes for all that apply
Students with learning disabilities	
Behavioral problems	
Substance abuse	
At-risk children and youth	
Other	

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

Limit: 500 characters, approximately 100 words

What are the LEA and facility's efforts to ensure that personnel working with delinquent children and youth are aware of a child's or youth's existing individualized education program? [ESEA § 1423(12)]

	Select Yes for all that apply
The IEP is obtained from the student's home school district, and the IEP is reviewed and amended to meet the individual's needs while attending the facility	
Teachers working specifically with a student who has an IEP will be notified, and accommodation/modification documentation sheets will be provided to them	
Special Education teachers will monitor the progress of each student's IEP goals and report them to the necessary parties involved	
The designated 504 Coordinator will monitor the progress and goals of each student with a 504 or Health plan	
Teachers will be provided with necessary accommodation/modification documentation sheets for any student with an IEP	
Other	

1.4 LEA and Facilities Coordination

How does the LEA coordinate with facilities to ensure that delinquent children and youth are participating in an education program comparable to one operating in the local school? [ESEA § 1423(3)]

Select Yes for all that apply

Provide supplemental high-quality curriculum (materials and supplies for math, reading, science, etc).	
In classroom intervention during regular school hours for instruction provided under this part (Supplemental Staff like Transition Coordinator, Life Skills Specialist, Public school liaison/coordinator, Interventionists, Classroom Assistant, Summer School Staff, Tutors)	
Expand learning time beyond core instruction (Personnel for Tutoring, After School Class)	
Coordinate with activities to provide a well-rounded program of instruction	
Other	

How does the LEA and facility coordinate with other federal, state, and local programs? [ESEA § 1423(9)]

Select Yes for all that apply

Work with outside agencies to assist students and specific needs for career/work readiness	
Acquire assistance from Vocational Rehabilitation, Workforce Development, Department of Human Services, Juvenile Court System and other education agencies to acquire appropriate skills for students.	
Other	

1.5 Transition Services

How does the LEA and its schools facilitate the transition of children and youth returning from facilities? [ESEA § 1423(4)]

Select Yes for all that apply

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

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

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

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

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

Other

How does the LEA and facility partner with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from facilities? [ESEA § 1423(7)]

Select Yes for all that apply

Participation in credit-bearing coursework while in secondary school

Enrollment in postsecondary education

Participation in career and technical education programming

Mentoring services for participating students.

Other

What are the LEA and facility's steps to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program? [ESEA § 1423(13)]

Select Yes for all that apply

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

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

The transition coordinators and caseworkers will contact alternative educational programs within the student's home district and coordinate with all stakeholders on admissions into these alternative educational programs.

Other

1.6 Additional services

How does the LEA and facility coordinate to partner with other services to meet existing social, health, and other needs of students? [ESEA § 1423(6)]

Select Yes for all that apply

- Local/county social, health, and other services.
- Prenatal health care, nutrition, parenting, and child development services.
- Childcare
- Targeted reentry and outreach programs.
- Engaged multiple partners for establishing appropriate supports and services for returning to their community (vocational rehabilitation, Workforce, community college, and Medicaid eligibility).
- Referrals to community resources.
- Other

1.7 Parents and Family Involvement in Delinquent Facilities

How does the LEA and facility promote parents and family involvement to improve their children's educational achievement? [ESEA § 1423(8)]

Select Yes for all that apply

- Dropout prevention activities
- The facility protocols for effective family engagement in the decision-making process for creating appropriate educational pathways
- Strategies to eliminate or decrease limitations for family engagement by mail, telephone correspondence, and visitation
- Ensure that staff training includes the importance of family engagement for justice-involved youth.
- Other

1.8 Coordination with Juvenile Justice System

How does the LEA and facility coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable? [ESEA § 1423(10)]

Limit: 500 characters, approximately 100 words

How does the LEA and facility work with probation officers to meet the needs of children and youth returning from correctional facilities, as appropriate? [ESEA § 1423(11)]

Limit: 500 characters, approximately 100 words

Title II Part A

Who needs to complete this section?

LEAs receiving funds under this part.
If you do not receive Title II Part A funds, please check this box and skip this section.

☐

What does the Title II Part A program focus on?

This program increases academic achievement by improving teacher and principal quality. This is done by increasing the number of highly qualified teachers, principals, and assistant principals in classrooms/schools through professional development, support for new teachers, and other activities. [ESEA § 2001 to 2104]

This section is required if the LEA transfers funds. Transfers must also be reflected in the FGM and eFinance Systems. An LEA must receive an allocation in a particular Title program in order to transfer funds into that program. [ESEA § 5103 (b)(2)]

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

Yes

If yes:

Destination of transfer

Percent (%)

Title I Part A

100.00%

Title I Part C

0.00%

Title I Part D

0.00%

Title III Part A

0.00%

Title IV Part A

0.00%

Title V Part B

0.00%

Total %

100.00%

Are you transferring 100% of Title II Part A funds? If yes, you may skip the next tab.

Yes

1.1 Title II Uses of Funds

How will the LEA utilize Title II, Part A funds not transferred? [ESEA § 2103]. If you are transferring 100% of Title II Part A funds, please skip this section.

Select if Yes

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

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

Professional Development supplies, books, materials

Professional Development for High Dosage Tutoring

Travel costs for High-Quality Sustained Professional Development

Substitutes to cover classes for PD

Instructional Facilitator

Teacher Stipends (Chairperson, STEM Coach, Instructional Technology)

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

Other

Title III English Language Learners

Who needs to complete this section?

LEAs receiving funds under this part.

If you do not receive Title III funds, please check this box and skip this section.

☐

What does the Title III program focus on?

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

1.1 Title III Uses of Funds

How will the LEA utilize Title III funds?

Select if Yes

Curriculum purchases

☐

Supplemental instructional programs

EL Platform (non-curricular to support compliance documentation and/or effective communication with families. e.g. ELlevation)

Before/after school tutoring

Instructional materials

Summer activity/program

ELL Professional Development training and supplies

ELL Parent Advisory Council

ESOL/ELD Instructional Facilitator

Professional Development travel costs

Teacher Stipends

Parent and Community Engagement Activities and Resources

Family literacy services

Translation services (funds may only be used for limited translation services, not for parent-teacher conferences.)

Other authorized activity under Title III

Title IV Part A

Who needs to complete this section?

LEAs receiving funds under this part.

If you do not receive Title IV Part A funds, please check this box and skip this section.

☐

What does the Title IV Part A program focus on?

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

This section is required if the LEA transfers funds. Transfers must also be reflected in the FGM and eFinance Systems. An LEA must receive an allocation in a particular Title program in order to transfer funds into that program. [ESEA § 5103 (b)(2)]

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

Yes

If yes:

Destination of transfer

Percent (%)

Title I Part A

100.00%

Title I Part C

0.00%

Title I Part D

0.00%

Title II Part A

0.00%

Title III Part A

0.00%

Title V Part B

0.00%

Total %

100.00%

Are you transferring 100% of Title IV Part A funds? If yes, you may skip the next tab.

Yes

1.1 Title IV Uses of Funds

How will the LEA utilize Title IV, Part A funds in each of the three functional areas?

[ESEA § 4101 to 4121]. If you are transferring 100% of Title IV Part A funds, please skip this section.

Well-Rounded Educational Opportunities

Program Code 167

Percent Budgeted of Title IV Part A

%

0.00%

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

How will the district utilize the funds?

Select if Yes

STEM program/Robotics/Materials

Music/Arts program/Theater/Materials

Concurrent Credit Opportunities

Additional Course Offerings (not required)

AP materials/testing fees

ACT preparation

College/career coaches

Standards based field trips

Software platforms for instruction

Technology specialist

High Dosage Tutoring

Professional Development

Other

Safe & Healthy Program

Program Code 168

Percent Budgeted of Title IV Part A

%

0.00%

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

How will the district utilize the funds?

Select if Yes

Professional Development

Tele-therapy (software platforms)

Software platforms for visitors/safety

Character Education programs (PBIS)

Sensory materials and resources

Mental Health Services

Vape detectors

SRO/CSSO

Shatterproof film

Electronic access door locks

Security cameras

Other

Effective Use of Technology

Program Code 169

Percent Budgeted of Title IV Part A

%

0.00%

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

Allocations over \$30,000

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

The amount budgeted for Effective Use of Technology:

\$

\$0.00

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

\$

\$0.00

Allocations under \$30,000

The amount budgeted for Effective Use of Technology:

\$

\$0.00

How will the district utilize the funds?

Select if Yes

Professional Development to implement technology into the classroom

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

Other

Title V Part B - Rural Education

Who needs to complete this section?

LEAs receiving funds under this part.

If you do not receive Title V Part B funds, please check this box and skip this section.

☐

What does the Title V Part B program focus on?

This program provides rural LEAs with financial assistance to supplement initiatives aimed at improving student academic achievement. LEAs should only complete this application if eligible for Rural and Low-Income School (RLIS) funds or are Dual eligible and did not apply for Small Rural School Achievement (SRSA) funds. [ESEA § 5201 to 5212]

1.1 Title V Uses of Funds

How will the LEA utilize Title V Part B funds (RLIS only)? [ESEA § 5201 to 5212]

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

Other authorized activity under Title I-A

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

Select if Yes

High-Quality Sustained Professional Development

Teacher support personnel

Teacher stipends (high need areas)

Teacher stipends (chairperson, STEM coach, instructional facilitator)

Job Fairs/Career Fairs

Tuition reimbursement

Substitutes for PD

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

Other authorized activity under Title II-A

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

Select if Yes

Curriculum purchases

Supplemental instructional programs

EL Platform (non-curricular to support compliance documentation and/or effective communication with families. e.g. ELlevation)

Before/after school tutoring

Instructional materials

Summer activity/program

ELL Professional Development training and supplies

ELL Parent Advisory Council

ESOL/ELD Instructional Facilitator

Professional Development travel costs

Teacher Stipends

Parent and Community Engagement Activities and Resources

Family literacy services

Translation services (funds may only be used for limited translation services, not for parent-teacher conferences.)

Other authorized activity under Title III

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

Select if Yes

STEM/Robotics program

Music/Art/Theater program

AP materials/testing fees

ACT Prep/vouchers		
College or career coaches		
Standards-based field trips		
Technology (devices, software, platforms)		
Concurrent credit		
Professional development		
Access door locks		
Security cameras		
Shatterproof film		
Vape detectors		
SRO/CSSO		
Mental Health Supports/Counselors		

Other authorized activity under Title IV-A

Supplemental activities and resources authorized under Title V Part B (select if apply)

Select if Yes

Innovative parental involvement programs