

AR
 PIGGOTT SCHOOL DISTRICT
 429 East Main St. P.O. BOX 387
 Piggott AR 72454
 870-598-2572

**Arkansas Public District and School
 General Description for the use of State Categorical Funding**

District		LEA #	
-----------------	--	--------------	--

Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSCN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

[Student Special Needs Funding Rules](#)

[ACTAAP Rules](#)

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

Statute		
A.C.A. § 6-15-425	A.C.A. § 6-15-2106	A.C.A. § 6-17-2402
A.C.A. § 6-15-426	A.C.A. § 6-15-2201	A.C.A. § 6-20-2303
A.C.A. § 6-15-431	A.C.A. § 6-15-2202	A.C.A. § 6-20-2305

Directions:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report "submit" button.

Note: Please review your responses if you are copying and pasting from word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

2015-16 General Description Report for ALE- State 275

District:	Piggott School District	LEA #	1104
Revenue:	32370	Source of Funds:	275
Date of modifications:	9/17/2015		

Please provide a general description including the purpose and program evaluation of the ALE programs, positions, and other expenditures.

The ALE program is a non-punitive environment. We have an ALE program at the Elementary School, as well as, the High School. Emphasis are placed on helping the student to attain success in the academic area of weakness whose academic and social progress are negatively affected by the students personal characteristics or situation. The ALE placement team evaluates the plan by the success of the students in the program. The team also meets with students and parents as needed to monitor student's progress. Most of our ALE funds are spent on salaries. We do allow an amount for materials and supplies.

2015-16 General Description Report for ELL- State 276

District:		LEA #	
Revenue:	32371	Source of Funds:	276
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the ELL programs, positions, and other expenditures.

N/A

2015-16 General Description Report for NSLA- State 281

District:	Piggott	LEA #	1104
Revenue:	32381	Source of Funds:	281
Date of modifications:	7/1/2015		

Please provide a general description including the purpose and program evaluation of the NSLA programs, positions, and other expenditures.

NSLA funds are used to provide research based programs for students scoring below proficiency in order to improve instruction and increase academic achievement. Annual evaluation of the programs will be done to ensure the programs are providing intervention/prevention services to increase student achievement.

2015-16 General Description Report for PD- State 223

District:	Piggott	LEA #	1104
Revenue:	32256	Source of Funds:	223
Date of modifications:	7/1/2015		

Please provide a general description including the purpose and program evaluation of the PD programs, positions, and other expenditures.

Professional development funds are used for approved activities and materials as required by TESS and the school district that improves the knowledge, skills, and effectiveness of teachers; addresses the knowledge and skills of administrators, and paraprofessionals concerning effective instructional strategies, methods, and skills; and leads to improved student academic achievement. Funds are also used for training school bus drivers and other personnel to provide the requisite hours of professional development required by rule or law.

AR
 PIGGOTT SCHOOL DISTRICT
 429 East Main St. P.O. BOX 387
 Piggott AR 72454
 870-598-2572

Arkansas Title I District Application for Funds - Part I

I. TITLE I

Describe the LEA's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to address each lettered and/or bulleted item separately. ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION I.

A. HIGHLY QUALIFIED:

1. DESCRIBE the process, including specific timelines/dates used to notify parents whose children attend Title I schools about the qualifications of their teachers by addressing each lettered item separately. Sec. 1111 (h)(6)(A)

a. Describe how and when (date) the school or LEA notifies the parents of each student attending any Title I schools that they may request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").

The Rights to Know letter will be posted on the district website and will be sent home to parents during the first nine weeks of school.

b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who is not highly qualified.

We send out a letter a notice to the parents of that teacher. The letter indicated if the teacher is considered highly qualified or not.

c. Identify by name, title, FTE, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).

Leean Mann, Elementary Principal - 1.0 FTE

Barry DeHart, High School Principal - 1.0 FTE

Charnelsa Powell, Superintendent - 1.0 FTE

d. Describe how the LEA coordinates Highly Qualified notification between Human Resources, the district administration, and school administration (for a. and b. in this section).

After the building principals identify the teachers that are not HQT, and develop the letter, a copy of the letter is sent home to the parents and will be turned into the Superintendent. The principals and the Superintendent will ensure that the correct paperwork is submitted to the Department of Ed.

e. Describe how the LEA ensure the Highly Qualified status of teachers assigned to Title I schools is maintained.

Every year, each teacher that teaches a course that is required to be a HQT teacher will submit a completed HQT form to the Central Office.

2. DOCUMENTATION: Upload sample copies of English and translated letters (if applicable) that will be used to meet the requirements (for a. and b.) in the current school year.

3. Are all paraprofessionals in Title I schoolwide schools qualified?

Yes

4. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified?

Yes

B. SCHOOLWIDE PROGRAMS:

If the LEA does not have any Title I schoolwide programs, proceed to Section C - Targeted Assistance.

Under Arkansas' ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a priority school or focus school by the SEA.

1. For LEAs with Title I schoolwide programs, DESCRIBE the steps taken to help the Title I schools make effective use of schoolwide programs by addressing each lettered item separately. Reg. 200.25-28 and Sec. 1114.

a. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not

consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs

We use the need assessment, LEADS survey, test scores, and Closing Achievement Gap meetings to determine the needs of each school. The need may and could change each year for the buildings.

b. Describe the process to ensure that the 10 Components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.

The guidelines for the No Child Left Behind Act, Section 1114 are used in implementing the schoolwide program. Monitoring and changes can be done by newsletters to parents, also can be done by attending a meeting.

Each building will use the schoolwide plan rubric form and evaluate their building. Using their leadership teams to evaluate their score card to improve their ratings.

c. If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.

Schedule a meeting or send out letters addressing the revisions/additions to the plan that need to be made.

Have them addressed as quickly as you can.

d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.

Look at test scores, data, peer review and analyze results. Review needs assessments.

e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

High school tutoring, coordinate with Title I funds or use other funds.

Student with disabilities.

Point of time of remediation.

Summer school.

f. In addition to the Title I Coordinator, identify other central office staff by name, title, FTE, and department responsible for monitoring the 10 components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

Sherry Taylor - Federal Programs Coordinator FTE .50

Leean Mann - Elementary School Principal FTE 1.0

Barry Dehart - Piggott High School Principal FTE 1.0

2. For LEAs with Priority Schools (which includes 1003g SIG funded schools) and/or Focus Schools) Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

NA

C. TARGETED ASSISTANCE SCHOOLS:

If the LEA does not have any Title I targeted assistance programs, proceed to Section D - Parent Involvement.

NA

1. DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are ranked using multiple selection (academic) criteria. (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)

2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies for **identified students**. These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).

a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities, and the dates these programs will occur.

b. Helping provide an accelerated, high-quality curriculum, including applied learning.

c. Minimizing the removal of children from regular classroom instruction for additional services.

3. DESCRIBE how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff. Please note that this MUST be above the required 60 hours of professional development.

4. DESCRIBE the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.

-
5. DESCRIBE the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.
-
6. In addition to the LEA Title I coordinator, identify by name, title, FTE, and department the person/s responsible for monitoring the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.
-
7. DOCUMENTATION: Upload criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.
-
8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2014-2015 to a schoolwide program in 2015-2016, the LEA must submit a letter of intent found on ADE web page to Dr. Jonathan Knight, program advisor, or Jayne Green, Title I Director, informing ADE of its intent.
-

D. PARENT INVOLVEMENT:

To encourage parent involvement, LEAs **and** schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

1. Local Educational Agency Parent Involvement Policy/Plan Review

a. Date the current LEA Parent Involvement Policy/Plan was reviewed:
5/20/2015

b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.

This is a separate meeting that is held in the spring to update the policy for the next year.

c. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.

The policy is placed on our district website and parents are provided copies.

2. DOCUMENTATION: Upload a copy of the LEA's most current distributed Parent Involvement Policy/Plan. Discuss and explain any changes that have been made since the last Master Plan submission.

Upload

3. School Level Parent Involvement Plan Review

a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.

The district places a copy of the parent involvement policy on the school district website. The guidelines for the policy is based upon the Title I Program, Section 1116 of the No Child Left Behind act.

b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.

Meetings are held in the spring and sign-in-sheets are kept on file from all meetings for parents that attend.

4. School-Parent Compact – Sec. 1118(b)

a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.

The school-parent compact is based upon the requirement guidelines from Title I Programs, Section 1118 of the Parent Involvement Policies. This is sent out at the beginning of each school year and kept on file in the district office.

b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.

The Piggott School District conducts the monthly school board meeting on the 2nd monday of each month. These meetings will allow for and encourage community members to give their input and express concerns. Parents are invited and encouraged to serve on the district ACSIP committee.

Each person that attends has to sign a sheet that is kept on file and agendas are handed out for each meeting.

5. Monitoring Parent Involvement

a. Describe the LEA's process for monitoring parent involvement requirements in Title I schools

The district will conduct an annual review of the effectiveness of the policy. A facilitator will oversee this review. Ellen Meadows, Parent Involvement Facilitator will handle the review.

b. In addition to the LEA Title I coordinator, identify by name, title, FTE, and department the person(s) responsible for monitoring parent involvement.

Sherry Taylor, Federal Programs Coordinator FTE .50

Mona Scott, Parent Involvement Coordinator at PES/PHS FTE 1.0

Ellen Meadows, Parental Involvement Facilitator at PES FTE 1.0

Jerri Tate, a certified staff member/Parent Involvement Facilitator at PHS FTE 1.0

6. Distribution of Parent Involvement Funds

a. Describe how the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

NA

b. Describe how the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

Parent teacher conferences, handouts, flexible and regular parent meetings, providing training sessions.

c. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.

Meeting is held with the parent involvement coordinator and facilitators.

d. Does the LEA reserve more than 1% of its total allocation for parent involvement?

No

e. If yes, describe how these additional funds are used.

7. DOCUMENTATION: Upload a list of all Title I schools' individual parent involvement allocations. *This is only required for districts that receive \$500,000 and above.*

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS (SECTION 1120):

1. Participating private schools and services: **COMPLETE INFORMATION IN Commissioner's Memo LS-15-064** regarding the names of participating private schools and the number of private school students that will benefit from the *Title I-A services. Refer to the Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003.*

We do not have a private school that wishes to participate.

2. **DESCRIBE** the LEA's process for inviting private schools to participate in the Title I, Part A program.

We call the private schools annually.

3. **DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.

We call the private schools annually.

4. DOCUMENTATION: Upload a timeline for consultation and affirmation meetings with private school officials.

5. DELIVERY OF SERVICES

a. Will LEA staff provide the services directly to the eligible private school students?

No

If yes, when will services begin?

b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students

No

If yes, identify the LEA(s) involved and the date the services will begin.

c. Will the LEA enter into a third party contract to provide services to eligible private school students?

No

If yes, when will services begin?

6. DOCUMENTATION: Upload copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

7. **DESCRIBE** the LEA's process to supervise and evaluate the Title I program serving private school students.

N/A

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet.

LEAs must have prior approval from the State Title I Director to skip schools. On part II of Title I application, please place an X in the skip school column of applicable school on the public school tab.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according to the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Number of Skipped Schools	0
----------------------------------	---

Note: The completed 2015-2016 Skipped School document must be completed and uploaded (see commissioner's memo COM-16-016 dated 8/25/15) This form will be updated in August of 2015. <http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=1667>

AR
 PIGGOTT SCHOOL DISTRICT
 429 East Main St. P.O. BOX 387
 Piggott AR 72454
 870-598-2572

**APPLICATION FOR Title II, Part A
 Improving Teacher Quality**

Title II, Part A Coordinator:	Sherry Taylor, Federal Programs Coordinator
Telephone Number:	(870) 598-2572
E-mail:	sherry.taylor@piggottschoools.net

A. Local Application Development

The LEA has the responsibility to provide equitable services to private school teachers. Representatives from non-public schools should be offered the opportunity to participate in the planning and development of the local Improving Teacher Quality Program.

1. Systematic Consultation

Please check the appropriate blocks below to show how your LEA consulted with parents (required), teachers, administrative personnel, and other groups such as media coordinators, school counselors, and student services personnel in the design, planning, and implementation of the ESEA Title II, Part A program. Also check the appropriate blocks below to show the methods used in consulting with the previously mentioned individuals and groups. Keep on file for program review purposes a list of the names and positions of all personnel who participated in the planning of this application and a copy of the actions taken by this committee. Please remember that this process must occur each application year.

Check all that apply:

Individuals/Groups Consulted

- Parents
 Teachers
 Administrative Personnel

If other:

Consultation Methods

- Principal Meetings

2. Non-Public School Participation (Local Education Agencies only; N/A for State-Operated Programs and Charter Schools)

Are there non-public schools in your school system's attendance area?

- No

If yes, are non-public schools notified and invited to participate in Title II, Part A funding?

- No

If yes, please upload a copy of letter to non-public schools.

If yes, remember to complete Section G - Non-Public School Participation.

B. Needs Assessment – Public and Charter Schools

1. Describe the process for conducting the needs assessment. Explain how the LEA teachers, paraprofessionals, principals, other relevant school personnel, and parents collaborated in preparing the local plan and in the activities to be undertaken. (In the Chart in #3, you will identify the needs determined through the assessment that will be the focus of the Title II, Part A funds.)

Our strategic planning process which included public forums, gave staff and the public the opportunity for input concerning all programs at Piggott. This federal program has typically been used for class-size reduction at our elementary school which teachers and parents support.

2. Describe how funds will be targeted to: *(Based on the amount of funding, it may not be possible to target each area; therefore, the priority for Title II, Part A funding should be focused on A, C, D, and F.)*

A. Schools that have the lowest proportion of Highly Qualified Teachers:

B. Getting non-Highly Qualified Teachers Highly Qualified as soon as possible:

C. Schools that have the largest class size:

The focus is on class-size reduction at the elementary school for those grade levels that qualify based on enrollment. This is done for the first grade class. State requires no more than 23 students per classroom, with 3 teachers we would have 18 in a class. Therefore, using classroom size reduction money and having 4 teachers the size will be 14 students.

D. Schools that are identified as priority or focus or are not meeting their AMO's, to provide Professional Development opportunities to address weak areas:

Funds will provide at all grade levels. The training sessions will focus on school improvement efforts at all schools in order to raise student achievement levels. AMO attainment will be part of this process. Principals will coordinate PD activities.

E. Recruitment/retention of Highly Qualified Teachers to schools with High Poverty levels:

NA

F. An equitable distribution of Highly Qualified Teachers:

We have equal HQT at the Elementary School.

3. Complete the following Chart. (Based on the amount of funding and the results of LEA/charter needs assessment, it may not be possible to address each identified need; therefore, focus should first be placed on #3 and #6 for LEAs/Charters without 100% HQT and #4 and #7 for LEAs/Charters that have not met AMO'S.

(A) Specify the identified needs in the LEA with regards to:

1. Recruitment and retention of Highly Qualified teachers
2. Professional development for teachers, principals, and paraprofessionals
3. Helping teachers become Highly Qualified
4. Teachers who need to enhance their subject matter and teaching skills
5. Principals who need to improve their instructional leadership skills, etc.
6. An annual increase in the percentage of HQ teachers
7. An annual increase in the % of teachers receiving HQ professional development for meeting needs of students not making AYP
8. Equitable Distribution of HQ teachers

(B) Specify strategies that will be implemented to address the identified needs. Under No Child Left Behind, each LEA is required to report annually on the success in meeting each of the strategies/objectives outlined. This fact should be considered as objectives are written and activities selected. Please remember, professional development is not a means to reaching HQ status (Praxis Testing and approved coursework are acceptable).

(C) Specify the evaluation to be used to determine the effectiveness of the strategies. (Questions to consider: How will the strategies and/or activities have a substantial, measurable, and positive impact on student academic achievement? How will the activities be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students?)

1. Recruitment and retention of Highly Qualified teachers

If yes, describe the specific cases and the measures the LEA/charter school is currently taking to resolve the issues.	
Strategies/Activities/Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

2. Professional development for teachers, principals, and paraprofessionals

Reason for selection of the objective	
Strategies/Activities/Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to	

collect data to determine effectiveness of meeting objectives	
Evaluation	

3. Helping teachers become Highly Qualified

Reason for selection of the objective	
Strategies/Activities/Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

4. Teachers who need to enhance their subject matter and teaching skill

Reason for selection of the objective	Schools are not meeting AMO's in certain areas.
Strategies/Activities/Programs/Projects	Targeted professional development that focuses on the teacher's professional growth plans. Opportunities for collaboration by grade level and department.
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	Developing the instructional capacity of the staff is a priority.
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	NWEA and TLI. Maps assessment, local formative assessments, teacher evaluation data.
Evaluation	Review assessment results for improvements in student achievement scores. Review teacher evaluation results for improvements in teacher ratings and professional growth.

5. Principals who need to improve their instructional leadership skills, etc

Reason for selection of the objective	Leadership development of principals is crucial to the support of teachers in their efforts in the classroom. A major focus on instruction, not management, is necessary to keep the focus on improving teacher quality and student outcome.
Strategies/Activities/Programs/Projects	Targeted professional development that focuses on the principals' PGPs. Opportunities for collaboration in leadership meetings, conferences, etc.
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	Developing the instructional leadership capacity of the principal is a priority.
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	TLI and NWEA, local formative assessments, teacher evaluation data, principal evaluations data, classroom walk-through data.
Evaluation	Review assessment results for improvements in student achievement scores. Review teacher evaluation results for improvements in teacher ratings and professional growth. Review principal evaluation results for improvements in ratings and professional growth.

6. An annual increase in the percentage of HQ teachers

Reason for selection of the objective	
Strategies/Activities/Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

7. An annual increase in the % of teachers receiving HQ professional development for meeting needs of students not making AMO

Reason for selection of the objective	Schools are not meeting AMO's in certain areas.
Strategies/Activities/Programs/Projects	Targeted professional development that focuses on the teacher's professional growth plans. Opportunities for collaboration by grade level and department.
Reason for the Selection of the	Developing the instructional capacity of the staff is a priority.

Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	TLI and NWEA, Maps assessment, local formative assessments, teacher evaluation data.
Evaluation	Review teacher evaluation results for improvements in teacher ratings and professional growth. Review assessment results for improvements in student achievement scores.

8. Equitable Distribution of HQ teachers

Reason for selection of the objective	
Strategies/Activities/ Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to collect data to determine effectiveness of meeting objectives	
Evaluation	

C. Description of Plans for Highly Qualified Teachers and Equity of Teacher Assignments

Please respond to ALL questions.

1. How does the LEA/charter school assure that principals in all Title I schools send the required notification to parents when children are taught by teachers who are not HQ?

We send out a letter a notice to the parents of that teacher. The letter indicated if the teacher is considered highly qualified or not. All teachers are HQT. The Rights to Know letter will be posted on the district website and sent home to parents in the first nine weeks of school.

What evidence does the LEA have?

Each teacher that teaches a course that is required to be a HQT teacher will submit a completed HQT form to the Central Office.

2. How does the LEA/ charter school ensure that parents of students in Title I districts are notified that they may request information regarding the professional qualifications of their children’s teachers?

The Rights to Know letter will be posted on the district website and sent home to parents in the first nine weeks of school.

3. Describe how the LEA /charter school ensures that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

This is not an issue. An un-experienced teacher is paired with an experienced teacher.

4. Describe any inequities in the assignment of inexperienced, unqualified, or out-of-field teachers within the LEA/charter school.

We place all of our teachers within their field or a field they will be certified in. We provide them support and professional development throughout the year.

5. Describe the specific strategies the LEA/charter school will implement to address the inequities in teacher assignments identified in the previous question (#4).

We fill out and submit ALP plan, we wait for approval from the state. Once this is approved the superintendent issues the letter to that teacher requesting documentation each semester towards completion of the ALP plan.

Provide a timeline for the implementation of the strategies.

First nine weeks of school.

Describe how the effectiveness of the strategies will be assessed.

No issues with this plan, the steps provided above and seemed to be effective thus far.

6. If no inequities currently exist, please provide a plan, procedure, or strategies that will be followed should inequities arise for any reason. What will be the evidence(s) of probable success of the strategies indicated? **(Please note: An answer of Not Applicable is not acceptable – this question must be addressed as LEAs/charter schools must have a plan in place IN CASE inequities arise.)**

We fill out and submit ALP plan, we wait for approval from the state. Once this is approved the superintendent issues the letter to that teacher requesting documentation each semester towards completion of the ALP plan.

7. Provide information as to how you have evaluated your LEA's /charter school's Equity Plan and how you have or plan to act based on the impact of the evaluation.

Currently we are under 5%, however, the district strives to maintain HQT in the appropriate teaching positions.

8. Do schools that are a priority or focus school have higher percentages of teachers who are not Highly Qualified than do other schools?

No

If yes, what is the LEA/charter school plan to address the inequities?

9. Does the data on teachers who are not HQ suggest special cases that may make it difficult for the LEA/charter school to meet the 100% HQ goal?

No

If yes, describe the specific cases and the measures the LEA/charter school is currently taking to resolve the issues.

D. REQUIREMENT FOR TITLE II, PART A FUNDING

List all schools that did not make AMO'S in the LEA. List the target goals met for out of the overall total number of target goals for the schools and subgroups of students of not meeting AMO'S. Provide information on the HQ status of all schools not meeting AMO'S (use your most current data) and the steps the LEA will take (is taking) to ensure that these schools have strategies in place to assist teachers who are not Highly Qualified to attain 100% HQ status as quickly as possible.

Please note target goals for each grade level (see HINTS)

Schools	Target Goals Met out of the overall total Number of Target Goals for the schools	Identify the subgroups of students not meeting AMO'S	HQT % of the Schools Not Meeting AMO'S	STRATEGIES to get teachers HQ as soon as possible
Piggott Elementary	1	Economically and disadvantaged and white did not meet AMO for Literacy and Math. Student with Disabilities did not meet AMO for Literacy, but did for Math.	100	We have HQT.
Piggott High School	2	Economically disadvantage and white did not meet AMO for Literacy and Math.	100	We have HQT.

****Click on the REPEAT button at top of page to add more rows to grid above.**

E. NON-PUBLIC SCHOOL PARTICIPATION

Please check the appropriate blocks below to indicate how non-public schools in your school system's attendance area are made aware of ESEA Title II and how participating non-public school students are assured of equitable treatment. All non-public schools must be contacted each year and documentation of this contact must be kept on file for program review purposes. Maintain records of your communications with all the non-public schools in your district.

Telephone Calls

List all the non-public schools in your attendance area that chose to participate, their average daily membership (grades K-12 only), and the amount of their allocation. Do not include pre-K students in your calculations:

Non-Public Schools Chart

Non-Public Schools	K-12 Membership	Tentative Allocation

Non-Public School Participation in ESEA Title II, Part A

(Must be submitted by each non-public school participant and a copy uploaded to Indistar file cabinet by LEA)

Name of the Non-Public School:	
Address of the Non-Public School:	
Principal/Headmaster of the Non-Public School:	
Telephone Number:	
Average Daily Membership (K-12; no Pre-K):	
Total ESEA Title II Allocation (K-12 only)*: \$	

Assurances -The Non-Public School assures that:

1. The school is a non-profit organization.
2. All materials and supplies are used strictly for instructional purposes and are used to implement programs, projects, and activities for specific staff development.
3. Records are on file to verify that the school is in compliance with Titles VI and VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1972 (sex); the American with Disabilities Act of 1990; and, the Age Discrimination Act of 1975.
4. Programs, projects, and activities will be operated in compliance with Title II, Part A legislation and Non-Regulatory Guidance according to the plan submitted to the local education agency. Services provided by Title II, Part A will be secular, neutral, and non-ideological.

By typing my name in the space provided, I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.

Signature of Appropriate Non-Public School Official	Date

Submit two copies to the LEA as directed by the LEA Title II, Part A Coordinator.

*** Non-public schools may serve pre-kindergarten children, but these children will not generate any funds for allotment purposes**

Needs Assessment - Non-Public Schools

Federal law specifies that Title II, Part A funds for non-public schools can only be used for professional development for teachers and others.

1. **Describe** the process for conducting the needs assessment. Explain how the school’s teachers, principals, other relevant school personnel, and parents collaborated in preparing the local plan and in the activities to be undertaken.
2. Based on the needs assessment, please complete the following chart. Under No Child Left Behind, each LEA will be required to report annually on the success in meeting each of the strategies/objectives outlined. This fact should be considered as objectives are written and activities selected. The LEA is responsible for reporting results in non-public schools within their attendance area.

Non-Public Schools Needs Assessment Chart

Objectives/Focus Needs	
Reason for selection of the objective	
Strategies/Activities/Programs/Projects	
Reason for the Selection of the Strategies/ Activities/Programs/ Projects	
Instruments and Methods used to	

collect data to determine effectiveness of meeting objectives

Evaluation

F. Debarment Certification

Debarment Certification (Title II, Part A) No Child Left Behind Act of 2001 (P.L. 107-110)

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, section 85.510, and participants' responsibilities. The regulations were published as Part VII of the May 26, 1998 *Federal Register* (pages 160-192). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment
3. The prospective lower tier participants shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarment," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The proposed lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under number 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, section 85.510, and participants' responsibilities. The regulations were published as Part VII of the May 26, 1998 *Federal Register* (pages 160-192). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

Before Completing Certification, Read Instructions below.

(1)The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

(2)Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

By typing my name in the space provided, I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.

Charnelsa Powell, Superintendent	9/25/2015
Signature and Title of Authorized Representative	Date

All LEA's and a charter schools are required to submit a budget of projected expenditures for each school year for Improving Teacher Quality Title II, Part A activities. A budget form is attached. The LEA and charter school is also responsible for entering and maintaining the budget in the Arkansas APSCN Financial Management System. Any amendments during the year must be approved.

Your attention is directed to the following important points when budgeting II-A funds:

- Expenditures or encumbrances may not be made before the approval date of this application nor in excess of prior fiscal year carryover before the official allotment of federal funds for this project is received from the School Finance Section.
- Any carryover funds from the previous grant Title II, Part A must be expended within the 27-month period from the beginning of the fiscal year the funds were awarded.

Example

Description	HQ/PD/CSR/TR If other, please explain	Amount \$	Elaborate as to what will be done with the amount and how it relates to the indicated category.	Code
Teacher Salary	CSR	100,000	Two teachers will be hired at Green Middle School to reduce class size and increase student achievement.	6501159100300000

** HQ-Highly Qualified/ PD-Professional Development/ CSR-Class Size Reduction/ TR-Teacher Recruitment

Description	HQ/PD/CSR/TR If other, please explain	Amount \$	Elaborate as to what will be done with the amount and how it relates to the indicated category.	Code
Teacher Salary	CSR	\$42,061.55	One first grade teacher will be paid 0.75 FTE to reduce class size and increased student achievement	6756-1120-017-000-00