

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 IN TITLE I FOLDER IN DOCUMENT UPLOAD ON DISTRICT DASHBOARD.**

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 Hillcrest School District on September 18, 2017 will announced at the annual report to the public a parents right to know regarding the qualifications of their childs teachers. We will also hand out parent packets on September 14, 2017 at our five(5) week parent teacher conferences. We will mail letters to the parents of the District by October 1st of the school year if they were unable to attend. The right to know letter and AQT information will also be placed on the school website to ensure all parents have access to the information.

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.

The HSD mails letter to each parent of students who are instructed by a teacher working on a waiver or a subsitute by the 20th day in the classroom.

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

(Click REPEAT for additional rows)

Name	Title	FTE	Department
Greg Crabtree	Superintendent	1.0	Central Office
Mickel Smith	ASCIP Coordinator/High School Principal	1.0	High School

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).

The HSD is a small District where all three are involved in the hiring of HQT staff when positions come open. The principal's of the District interview and involve the central office as well as a team of current educators in the interview process. Before a position is filled references are checked and the District requires application, License, college transcripts before the position is filled.

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

The HSD advertises and recruits HQT in all disciplines that are required by the Arkansas Department of Education. Teachers are required by the District to maintain forms provided by the ADE as proof of HQT. Through professional development provided by the District and the Educational Cooperatives all staff receive the needed training to maintain HQT.

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 No Not Applicable

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

Yes No Not Applicable

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

Consolidating Funds
 NOT Consolidating Funds

It is the goal of the HSD to use Title I funds to address the needs of all students. Our goal is to use the funds for activities that supports the needs of of the students as we identify through comprehensive needs assesment as stated in the schoolwide plan. The District and school Leadership teams research all activities to ensure that funds expended benefit the students education needs. The goals of the district includes using effective methods and instructional strategies that are based on evidence, provide instruction by HQ teachers, provide high-quality ongoing professional development, and by increasing parent involvment.

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 HSD has developed strategies to ensure that the 10 components are address in the decisions making process for the student and teacher improvement. Throughout the year as the District, school board, school teams, parent involvment teams meet our goal is to develop programs that ensure student improvment. We will develop and use the following componets to ensure that the district is including the 10 componets in our plan: protocols, timely professional development, TESS, set transition goals, hire HQT teachers, parent and community/business input, school board, teachers, administration etc.. The primary goal of the district is to develop students that are college or career ready when they leave the public school setting.

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. (This requires an answer other than not applicable or all 10 components are addressed. How would district address this if a component was missing or not addressed adequately?)

Schoolwide Components	Steps LEA will or would take to address this component
1 - Comprehensive Needs Assessment	The HSD would establish a planning team composed of educators, parents, community members, and business representatives. As a group create a vision for school wide reform. Use data to create a profile of the district and buildings. Identify data sources to substantiate planning recommendations. We then would analyze the data.
2 - Reform Strategies	Reform strategies must provide opportunities for students to meet the state's proficient or advanced levels of student performance. Strategies should be based on effective ways to improve achievement in students. State statues would be followed in any reforms.
3 - Instruction by Highly Qualified Teachers	Instruction by AQT must be provided to all students. The district will ensure all core courses will be taught by highly qualified teachers. To ensure this we will do the following: record qualified status off teachers. Assist teacher with monetary or non-monetary support for professional development. Provide an effective mentoring program. Employ academic coaches to support teachers.
4 - High-Quality Professional Development	Teachers of the HSD in our school wide program must be equipped to face the challenge of helping all students meet the Stated academic standards. They must be familiar with the goals and objectives of the school wide plan, and receive high quality PD to implement them. The ADE requires each teacher to receive 36 hours but more will be allowed if needed.
5 - Strategies to Attract HQ Teachers	Recruitment and retaining HQ teachers is difficult for small rural schools. This is an on-going challenge so as a District we advertise using newspaper, on the web, local colleges and universities. We also use any list serve of various organizations to recruit. We provide mentoring programs for new teachers as well as new hires with experience. Provide monetary support if a teacher must return to college for additional certifications. Provide salary adjustments when possible. Provide support from district administration. Maintain facilities that appeal to prospective teachers.

6 - Strategies to Increase Parental Involvement

The goal of parental involvement in the HSD is to have regular, two-way, and meaningful communication involving student academic learning and school activities. The district has parent centers on both the high school and elementary campuses. Information shall be sent in a format that parents can understand, including parent's right to know teacher qualifications, right to know non-highly qualified, annual report to the public, annual report cards, and parent teacher face-to-face conferences each year. Parents will be included in the development of parental involvement policy and school-parent compacts. Assist parents in understanding the state's academic content and requirements of the Title 1 program. We will provide materials and training in areas such as literacy and technology.

7 - Transition

The district has a preschool on campus with the hope that the transition to kindergarten will be successful. Preschool and kindergarten teachers will meet and align curricula and goals. Allow teachers to visit each others classroom. Have preschool teachers provide student portfolios or a written record of their preschool learning. The district will also have 6th grade students visit the high school campus in the spring. 7th grade teachers will meet with 6th grade teachers to discuss the educational levels of the rising 7th grade.

8 - Teacher Decision-Making Regarding Assessments

In addition to state test data, measures are in place to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instruction program. We will provide common preps when possible for departments. We will provide opportunity for teachers to meet and evaluate student work and assessments. Provide opportunity for teachers to use assessments data gaps in curriculum and evaluate teaching strategies. Provide PD on using data to make instructional decisions, improve curriculum, and design assessments.

9 - Effective & Timely Assistance to Students

To ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels students will be provided effective, timely additional assistance. We will use after school tutoring at the elementary school and peer tutoring at the high school. School counseling services will also be provided. Provide a rich rigors curriculum that includes real world connections and enrichment activities. Provide PD in effective teaching strategies or best practices.

10 - Coordination & Integration

We will coordinate and consolidate Title 1 funds, along with other Federal, State and local funds to operate a successful school wide program. As we build our plan we will determine problems that need to be addressed and then determine how the plan will be funded. We believe an effective school will coordinate and integrate programs and services through a wide range of resources such as funding, organizational, and facility, etc. We believe research shows the importance of monitoring the impact of this component to

ensure that all students receive quality education, becoming academically proficient and reach advanced levels of achievement.

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

The HSD utilizes the District Leadership team, high school leadership team, and the elementary school leadership team in analyzing all aspects of school improvement. The high school team meets each Wednesday morning at 7:00am before school with the principal and Instructional Leader, Beth Maxwell. The purpose of these meetings for the past two years is to look and reflect on all aspects of our programs with the goal to improve education for our students. The elementary staff meets once a month with their principal and Instructional Leader, Lana Doyle with the goal of improving instruction for the students of the elementary. Both campuses spend as much time as possible in looking at student work, test scores, discipline records, attendance records, TAG groups, reflecting on teaching practices. We also as principals used data from TESS the State mandated evaluation process in Arkansas to help in improving the teaching process.

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.

The HSD currently uses licensed staff for after school tutoring. At Hillcrest High School we began a Peer Tutoring program in the Fall of 2015 with Licensed teachers Rachael Netrefa and Natasha Turner as the faculty tutors and advisors of the Peer tutors. This is a referral program in targeting students who are either basic or below basic on State mandated exams and is an after school program. We also have a tutoring program each Wednesday after school for those students that need additional help in their courses that score either proficient or advanced on the State mandated exams. The focus of the additional tutoring is in math, literacy and science. In the elementary school Licensed teachers tutor three to four afternoons each week to meet the needs of both students that fall basic or below basic on State mandated exams and also tutor students that need additional enrichment in math, science and literacy. The tutors program will pay \$30 an hour and will be budgeted in the school plans.

The HSD is also looking at data from teacher, parents, community partners and test scores and the need of beginning a summer school program from grades K - 8. After studying the data we believe we have a need for summer school for students that may be behind grade level. Our goal would be with additional help in the summer from licensed faculty to bring students up to grade level and then see an improvement in test scores. After considering all the above data and meeting with the district and schools leadership teams, summer school began on May 27, 2017 and will extend through July 14, 2017. In the high school our goal is to provide additional enrichment and instruction to students who failed or was in danger of failing courses in math, science, social studies, and English. We also allow high school students (9-12) who have failed courses to make up the credit through Virtual Arkansas.

Our goal is for students to remain on grade level to meet graduations requirements. In the elementary students are scheduled times to meet individually with classroom teachers for remediation and enrichment in areas that have been identified as needed to bring up to grade level. It is our belief that with the additional instruction we will see students stay at or above grade level.

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

(Click REPEAT for additional rows)

Name	Title	FTE	Email Address	Department

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 E - Parent Involvement.

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)

NA

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 36 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.

(Click REPEAT for additional rows)

Name	Title	FTE	Department

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 into Title I folder.

8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2015-2016 to a schoolwide program in 2016-2017, the LEA **must** submit a **letter of intent** found on ADE web page to 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:

6/8/2016

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

The HSD has parent representation on our parental involvement plan each year. Each year parents are invited to our meetings with representation for both the elementary and high school. If parents cannot attend we make available copies of the plan for their review and they can respond by email or a phone call with concerns. We use parent surveys each year and include that data in our plan as needed. The HSD has two parent/teacher contact days each year as required by the ADE and we use those days as an opportunity to receive input from parents. Our first conference is held each year after five (5) weeks of school and we use that day to set up a parent center where parents can receive information about the district including, Compacts, college information, parent plan etc.. Beginning with the 2014/2015 and each year thereafter we scheduled a Culture Day in the Spring for our high school students where parents of our students were invited in to share the day with their kids. In the Spring of 2017 we added a parent/community night with students preparing projects and explaining the PBL process. The ASCIP leadership teams after looking at data from attendance and grades made the determination that we need more contact with parents during the semester in regards to how attendance affects student learning and grades. Looking at our course failure rate we know attendance is a major factor in students failing. Our goal is to contact the parent each day to ensure if a student must be out that all work is completed. We will begin this in the 2016/2017 school year using school messenger, email, or the parents social media account if available. We will continue to improve this program in the 2017/2018. As we have reached out to parents we are receiving more help from home in the education of our students.

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 HSD will have the approved parent plan on the district website by October 21, 2017 for review by the parents. At our required report to the public meeting we make parents aware of where the plan may be reviewed. We also let them know that Sharon Oliver and Jean Clem are the parent coordinators with parent

centers available in both libraries on the respective campuses. We also have a parent center set up at each parent/teacher contact day each year with a variety of information available to parents.

2. DOCUMENTATION: Upload a list of all Title I schools' individual parent involvement allocations into Title I folder if your district receives \$500,000 or more in Title I funds.

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

Please check this box if this section is not applicable.

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

NA

2. 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.

NA

3. DELIVERY OF SERVICES

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

Yes 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

Yes 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?

Yes No

If yes, when will services begin?

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

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

Once this form is complete, please click on the "Save & Send for Review" button located at the bottom of the form. Once ADE has reviewed the form, they will send it back to the district. Please review ADE feedback, make suggested updates, and submit a final copy on Tab 3(Submit Forms/Reports) of the ACSIP dashboard.

ADE Feedback:

A1(c) at least one person should be identified

A3/A4 the assumption is that you have no paraprofessionals in your buildings.

B1(a) Please provide narrative as to how funds will be coordinated to support schoolwide programs.

B1c must be completed. IF a component was missing, how would district address it? Use the schoolwide evaluation rubric on the school dashboard to drive answers to this table.

Close