

SOUTH CENTRAL SERVICE COOPERATIVE



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ANNUAL REPORT



WWW.SCSCOOP.ORG

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DIRECTOR'S REMARKS

Contemplating our motto, "Our today is their tomorrow," helps us to keep our focus on the students. Our work, here at South Central Service Cooperative, is about serving – serving teachers, administrators, classified employees like paraprofessionals, bus drivers, etc. By serving and by keeping our focus on the children, we deliver the types of services that are driven by our co-op's mission and more importantly by our stakeholders' needs.

The mission of South Central Service Cooperative is to empower our schools and communities to meet their educational goals by striving toward strong academics, innovative strategies, and knowledge of skills necessary to impact effective citizenship and economic productivity. The central focus of SCSC's mission is students. It is our intent to keep students at the forefront of every service that we provide to our stakeholders.

To inform our public, the staff at SCSC researched and composed this annual report of services delivered to regional schools during 2024-25. This report will document services and products delivered by each department; it will also provide extensive financial information. The purpose of this report is to inform the Arkansas State Board of Education, participating school personnel, local district board members, area legislators, Department of Elementary and Secondary personnel, the Governor and her staff, and other interested parties about the services of the SCSC. We trust that by providing this information, we will make people aware of services that they may not use because of a lack of awareness of their availability. We also hope that those who utilize these services on a regular basis will be made aware of the depth of offerings, so they can utilize all that is available and also give us feedback on strengths and areas of concern.

The SCSC area includes 11 school districts, 37 schools in four counties; this equates to approximately 1,120 public school teachers and administrators and 14,259 students. Some services are provided to several private schools, home schools, etc. in the area in keeping with federal rules and regulations concerning federal funds also generated by those students.

The law that established the fifteen cooperatives in 1985 and that sustains them in 2024 requires that each cooperative include at least one post-secondary institution.

Arkansas Code Annotated (A.C.A.) § 6-13-1015 (a) and (b) guides use on the type of relationships that we must foster with the postsecondary institutions in our service areas.

Currently, we have an active partnership with Southern Arkansas University in Magnolia and Southern Arkansas University Tech in East Camden. We work closely with SAU's Education Renewal Zone; likewise, we also partner with SAU, SAU Tech and SouthArk's Colleges of Education.

Other partnerships include the Arkansas STEM Coalition, Arkansas State University, area preschool programs and state educational cooperatives.

The staff members of SCSC have carefully prepared this report in compliance with A.C.A. § 6-13-1020 which requires, “In an annual meeting of the board of directors, . . . the education service cooperatives shall report to their constituent school districts on the year’s operation.” This document represents a wide range of services and activities. Included below is a list of services jointly shared by our member districts and by some districts outside the SCSC boundaries; districts outside our co-op purchase their share of the services.

- Arkansas Better Chance Preschools (Total of 10)
- APSCN Student Support
- APSCN Financial Support
- CPR and AED Training and Materials Supply Service
- Career and Technical Education Consortium
- ECH Special Education Consortium
- ELDT Transportation Consortium
- Facilities Coordinator and Facilities Planning Services Consortium
- Fingerprinting for school districts, colleges, and ESS agencies
- Gifted & Talented Coordinator
- High-Quality Instructional Materials Support
- Homeless 2 Consortium
- Literacy Specialists
 - Dyslexia Coordinator
- Local Lead for Coordinating Early Childhood Services for Ouachita and Calhoun counties
- Math Specialists
- Mentoring Specialists
- Professional Learning Communities Support
- Science Specialist
- STEM Consortium
- Professional Development Consortium
- Medicaid in the Schools
- School Community Health Nurse
- Community Health Promotion Specialist
- School Vision Equipment Repair Assistance
- Teacher Center/Print Shop
- Technology Coordinator & Services
- Technology Training Center
- Testing Center for Homeschool and Charter Schools
- WorkForce Education Coordinator & Services

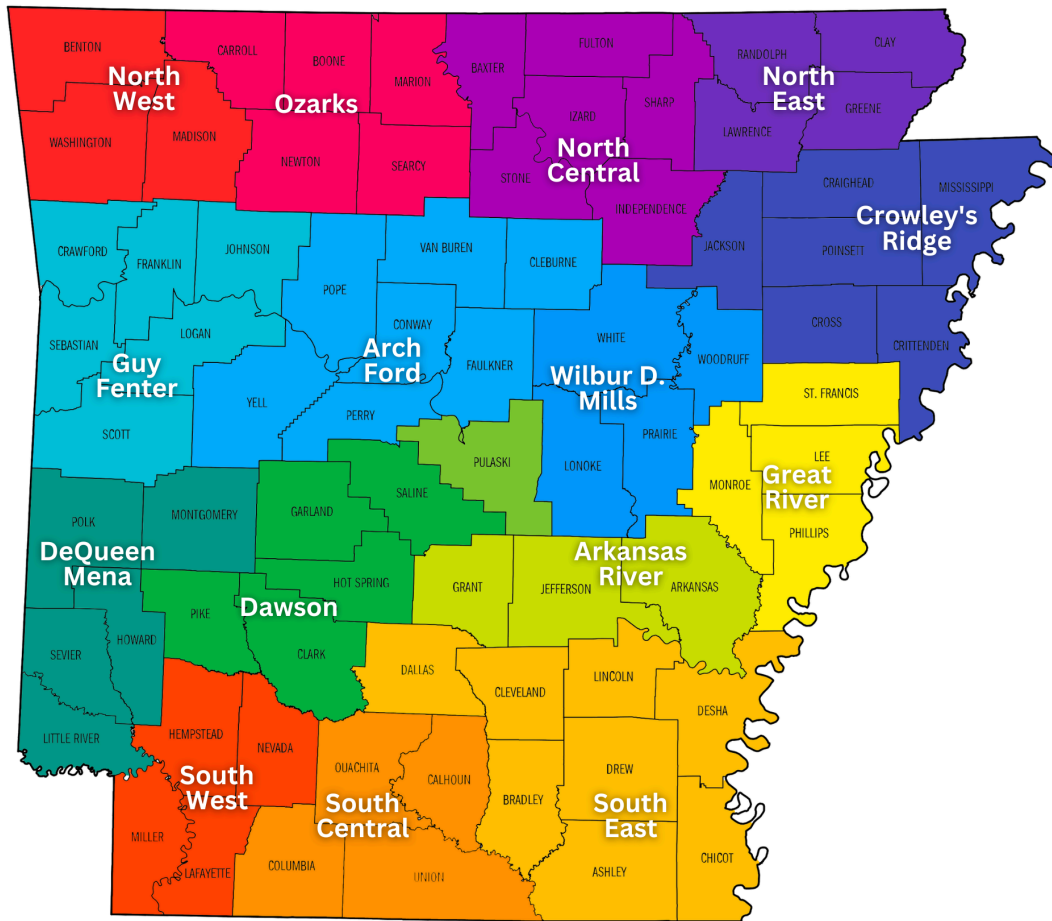
SCSC is investing people, time, and money so our schools and students will be successful in these efforts. As our mission guides us, the staff at SCSC will strive to be service-oriented, student-centered, and proactive. #servicetotheCORE

MISSION STATEMENT

“Our today is their tomorrow!”

The mission of South Central Service Cooperative is to empower our schools and communities to meet their educational goals by striving toward strong academics, innovative strategies, and knowledge of skills necessary to impact effective citizenship and economic productivity.

State Map of Cooperatives

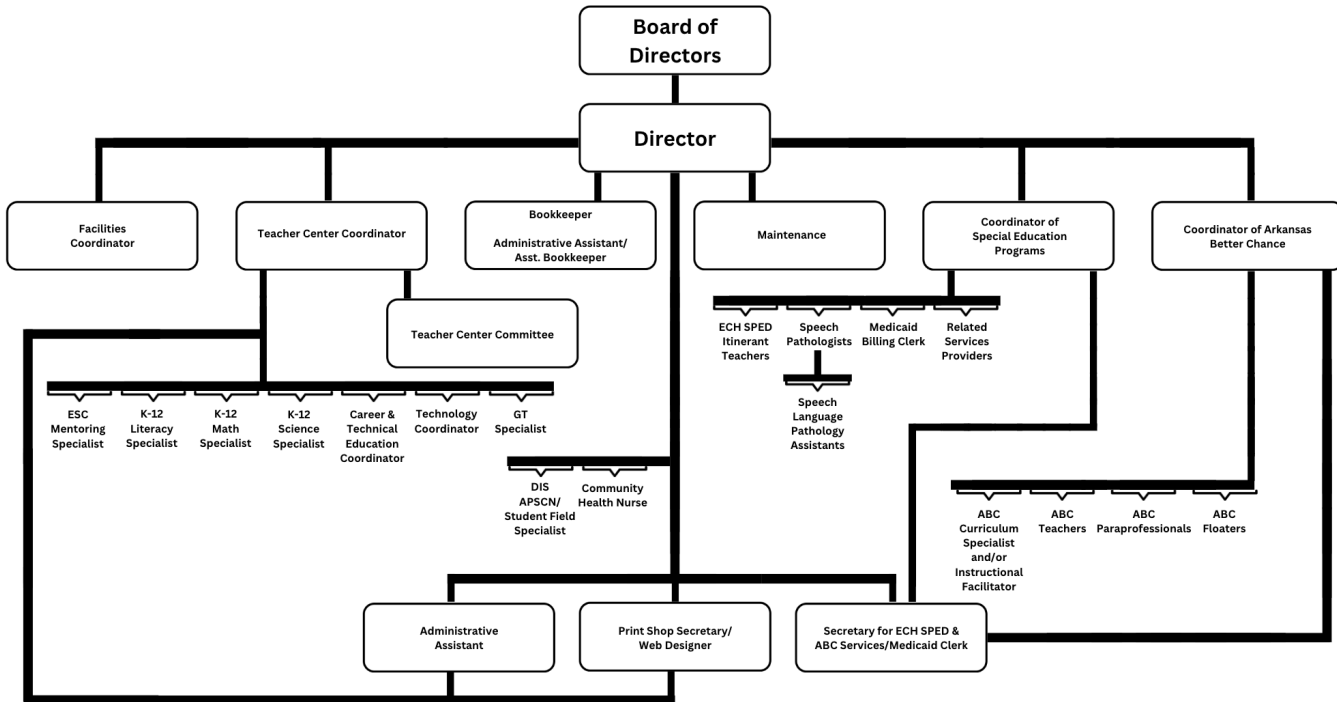


County	School District
Calhoun	Hampton
Columbia	Emerson-Taylor-Bradley, Magnolia
Ouachita	Bearden, Camden Fairview, Harmony Grove
Union	El Dorado, Junction City, Parkers Chapel, Smackover-Norphlet, Strong-Huttig

SOUTH CENTRAL SERVICE COOPERATIVE ORGANIZATIONAL CHART

FY 2023-2024

Act 349 of 1985 – Established Cooperatives



SCSC BOARD OF DIRECTORS

Officers of the Board FY 2023-2024

Name	Position	School District
Dr. Albert Snow	President	Harmony Grove
Johnny Embry	Vice President	Camden Fairview
Denny Rozenburg	Secretary	Bearden

Members of the Board

Name	Position	School District
Matt Scarbrough	Board Member	Hampton
Jim Tucker	Board Member	El Dorado
David Downs	Board Member	Emerson-Taylor-Bradley
Joy Mason	Board Member	Junction City
John Ward	Board Member	Magnolia
John Gross	Board Member	Parkers Chapel
Holly Strickland	Board Member	Smackover-Norphlet
Amy Sanchez	Board Member	Strong Huttig

SOUTH CENTRAL SERVICE COOPERATIVE

ANNUAL REPORT

DATE: June 1, 2024

LEA# 5220000

ESC# 11

ESC NAME: South Central Service Cooperative

ADDRESS: 2235 California Avenue, SW

PHONE NUMBER: 870-836-1600

DIRECTOR: Karen Kay McMahan

TEACHER CENTER COORDINATOR: Anna Warriner

NAMES OF COUNTIES SERVED: 5 -- Calhoun, Columbia, Ouachita, Union, and Lafayette

NUMBER OF DISTRICTS: 11

NUMBER OF STUDENTS: 14,259

NUMBER OF TEACHERS: 1,120

FREE LUNCHESES: 7659

REDUCED LUNCHESES: 1,378

PAID LUNCHESES: 4,231

I. GOVERNANCE

A. How is the co-op governed?

Board of Directors or Executive Committee

How many members on the Board? 11 Executive Committee 0

How many times did the Board meet? 11 Executive Committee 0

When is the regular meeting? Second Wednesday of the month.

Date of current year's annual meeting: June 12, 2024

B. Does the co-op have a Teacher Center Committee? YES NO

If yes, then:

How many are on the Teacher Center Committee? 11

How many members are teachers? 6

How many times did the Teacher Center Committee meet? The South Central Service Cooperative Teacher Center Meeting met for a total of three times during the 2023-2024 school year. When is the regular meeting? No regular meeting.

Committee met 3 times: September 27, 2023; February 7, 2024; April 24, 2024

C. When was the most recent survey/needs assessment conducted? May/June 2024

- D. Have written policies been filed with the Arkansas Department of Education?
YES NO

II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget. (S=State, F=Federal, H=Head Start, M=Medicaid, P=Private, B=Base Funds, D=District)

<u>NAME</u>	<u>POSITION</u>	<u>FUNDING SOURCE</u>	<u>NEW HIRE</u>	<u>RESIGNED</u>	<u>TERMINATED /RIF</u>
Avant, Zephonia	Local Lead Coordinator	S	X		
Barr, Iris	ABC Teacher	S			
Baxter, Marva	ABC Floater	S			
Bearden, Renee	K-12 Science Literacy Specialist	S			
Bonsall, Amanda	ECH SPED Speech Language Pathologist	D			
Brian, Karla	ECH SPED Coordinator	D			
Bryant, Jessica	Special Education Personal Care Aide	D			X
Burks, Jennifer	ECH SPED Teacher	D			
Butler, Courtney	ABC ParaProfessional	S			
Chambers, Carson	Intern	D	X		
Chambers, Wayland	Maintenance	S			
Collins, Darius	Intern Custodian	P			
Crain, Sandra	ABC ParaProfessional	S			
Davidson, Stephanie	ABC Teacher	S			
Diemer, Kathy	ABC ParaProfessional	S			
Dison, Jaylen	ECH SPED Personal Care Aide	D	X		X
Douglas, Robin	APSCN Financial Mgmt. Field				
Dunn, Autumn	K-12 Literacy Specialist	S		X	
Elmore, Jenni	ABC Floater	S			

<u>NAME</u>	<u>POSITION</u>	<u>FUNDING SOURCE</u>	<u>NEW HIRE</u>	<u>RESIGNED</u>	<u>TERMINATED /RIF</u>
Elmore, Lauren	Teacher Center Secretary	S			
Flowers, Cathy	ECH SPED Speech Therapy Asst.	D			
Garcia, Shawnya	ECH SPED Teacher	D			
Gill, Belinda	ABC ParaProfessional	S			
Gilbert, Angie	Recruitment and Retention	S		X	
Graven, Tiffany	K-12 Mathematics Specialist	S	X		X
Green, Michelle	ECH SPED Teacher	S	X		
Green, Selma	ABC Custodian	S			
Gunter, Wanda	ABC Floater	S		X	
Haney, Brigitte	Program Mentoring Specialists	S	X		
Johnson, Martha	APSCN Student Field Analyst	S		X	
Lindsey, Brenna	ABC Teacher	S			X
Lowery, Teresa	ABC ParaProfessional	S	X		
Lutman, Karen	Administrative Assistant	B/S			
Martin, Andrea	K-12 Literacy Specialist	S			X
May, Stephanie	ECH SPED Teacher	D			
McDonald, Rhonda	Community Health Nurse Specialist	S		X	
McDougald, Holly	ECH SPED Speech Therapy Asst.	D		X	
McElroy, Sharon	ABC Teacher	S			
McHenry, Vickie	ABC ParaProfessional	S		X	
McLelland, Taylor	Data Entry Specialist/COPA/MEDICAID	D/M/S			
McMahan, Karen Kay	Director	B			
Morgan, Tara	ABC Teacher	S			
Murphy, Jennifer	K-12 Literacy Specialist	S		X	
Neely, Alicia	ABC Teacher	S			
Nowlin, Ashley	ABC Teacher	S			
Pardee, Janice	ABC ParaProfessional	S	X		

<u>NAME</u>	<u>POSITION</u>	<u>FUNDING SOURCE</u>	<u>NEW HIRE</u>	<u>RESIGNED</u>	<u>TERMINATED /RIF</u>
Peoples, Rakeda	ABC ParaProfessional	S	X		
Powell, Sondra	ECH SPED Teacher	D			
Rain, Heather	K-12 Mathematics Specialist	S	X		
Reynolds, Suzanne	ABC Teacher	S			
Richard, Chiquita	ABC ParaProfessional	S			
Richardson,, Robin	Coordinator of ABC Program	S			
Robertson, Katie	CTE Coordinator	S/F			
Sexton, Kathy	ABC Teacher	S			
Shew, Donna	ECH SPED ParaProfessional	D			
Sims, Belinda	ABC Instructional Specialist	S		X	
Slaughter, Melissa	ABC Teacher	S			
Steward, Marquita	ABC ParaProfessional	S			
Stinnett, Leah	K-12 Mathematics Literacy Specialist	S		X	
Swift, Kinetra	ABC ParaProfessional	S			
Thomas, Emma	ABC Floater	S		X	
Toland, Rene	ABC ParaProfessional	S			
Vaughan, Brooke	ECH SPED Speech Language Pathologist	D		X	
Walker, Jocelyn	Assistant Bookkeeper/Administrative Assistant	B/S			
Warriner, Anna	Teacher Center Coordinator	B/D			
Williams, Tammy	Business Manager/Bookkeeper	B/S		X	
Womack, JoAnn	Technology Integrationist	S			
Wooldridge, JoAnne	Facilities Coordinator	D			
Wylie, Maddie	Intern	D	X		

III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those, which provided curriculum assistance. Include a cumulative total of participants. See attached form.

- A. Does the co-op provide media services to schools? YES NO
- A. Approximate the number of titles in media center: N/A
- C. Does the co-op provide delivery to the districts? YES NO
- D. How many districts participate in the media program? 11
- E. How many titles (including duplicate counts) were provided to schools during this current year? 0
- F. Do districts contribute dollars to the media services? YES NO
- G. How are media charges per district determined (formal or per ADM)?
Please describe: N/A
- H. Does the co-op operate a “make-and-take” center for teachers?
YES NO
- I. How many visitors have come into the center? (Count all visitors who have visited the center, using duplicate counts for any visitors who have visited the center more than once). 1311
Number of Teacher Participants: 800

IV. ADMINISTRATIVE SERVICES

Please check the administrative services offered through the co-op:

- √ ArPEP
- √ Cooperative purchasing
- √ HQIM assistance
- √ HQPL assistance
- √ Administrative Learning Walks
- √ escWORKS training and assistance
- √ Planning assistance
- √ Special education services

- √ Gifted and talented assistance
- √ Grant writing assistance
- √ ESS support
- √ Evaluation procedures
- √ Migrant Student Identification
- √ SCSC Homeless Consortium
- √ Bookkeeping assistance
- √ Technology training
- √ Library Media Specialist Support
- √ LEAD Teacher Designation Training
- √ Curriculum alignment
- √ Business Management training
- √ Computer technician
- √ Assessment data analysis
- √ Instructional facilitator training
- √ Math/Literacy coaches training
- √ Math/Science/Literacy specialists
- √ Numerous professional development opportunities for teachers
- √ Administrators and local board members
- √ Recruiting & Retention
- √ Novice Teacher Training
- √ Mentor Teacher Training
- √ Vision and Hearing Equipment Maintenance and Repair
- √ Career and Technical Support
- √ K-12 Behavior Support Teacher Training
- √ Community Health Nurse to Support School Nurses

√ Other (please specify)

Tobacco Cessation Programs

Stop the Bleed Training and Materials

CPR & AED Training and Materials Supply Support

Youth Mental Health Training

Fingerprinting

Entry Level Driver Training

Student Success Plans

Cybersecurity Assistance

Facilities Consortia

Tier 1 Training

Board Member Training

V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

√ Arkansas Better Chance (10 classrooms)

√ Itinerant teachers – please list areas: Early Childhood Special Education

Speech therapist services to 3-5 year-old children

Occupational and physical therapy services to 3-5 year-old children

√ Mentor programs: Novice Teacher Mentoring

Ed Rising events

√ Gifted/talented programs: 11 participating districts

Quiz Bowl

Rubik's Cube Competitions

Vlog Competitions

Chess Competitions

√ Zoom instruction

√ ACT Preparation

√ STEM training and competitions

Vex Robotics

Coding Competitions

√ Other (Please specify):

Nursing Services

Stop the Bleed/CPR for Seniors

VI. ANECDOTAL REPORTS

Please attach three or four descriptions of activities, which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or local schools served by the co-op may write the descriptions. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

Name of Project/Program: ARP ESSER HOMELESS II Consortium

Program Summary:

The South Central Service Cooperative intends to work together in the implementation of a Homeless ARP ESSER II Funds Consortium [HAEP] . The consortium will serve any school district choosing to participate. The school districts participating will work together to best meet the needs of their homeless students. This includes training with the state's Homeless Coordinator, Jessica Hickman, and completing a needs assessment. The goal is to create a supportive network for our district with resources and training. Also, each on-site district Homeless Coordinator will be tasked with informing their district staff on how to meet the needs of their homeless population.

SCSC participating districts include:

Bearden School District
Hampton School District
Parkers Chapel School District
Harmony Grove School District
Smackover Norphlet School District
Emerson Taylor Bradley School District
Strong-Huttig School District

Name of Project/Program: Facilities Consortium

Program Summary:

In 2002, the court case and the subsequent ruling in the Lake View School District versus the State of Arkansas resulted in the decision by the judge that the State of Arkansas was required to develop a system to ensure that its public school systems maintained a state of facilities equitability. As a result of this ruling, the Arkansas Division of Public Schools Academic Facilities and Transportation Division (ADPSAFT) was established.

In 2007, the South Central Service Cooperative hired its first facilities coordinator to assist schools with compliance with the new laws, ADPSAFT Rules and Regulations, etc. The SCSC Facilities Coordinator, a former employee of ADPSAFT, possessed the skills, a Bachelor of Science degree from UALR in Construction Management, and the accompanying background and experience required to support our districts with these compliance issues and in serving as a liaison between our member districts and the ADPSAFT.

Mrs. Wooldridge has participated in a facility planners' association for years to influence changes in the master plan partnership process. She works with the Arkansas Division of Public Schools Academic Facilities and Transportation Division to provide update meetings each summer regarding their Master Plan and upcoming district needs.

In 2024-25, a total of 10 of the SCSC's 11 member schools plus 4 additional schools from the Southwest Co-Op area purchased memberships in the facilities consortium for the upcoming school year. For FY '24, the revenue for the facilities consortium amounted to **\$93,255.61**.

This service has provided a tremendous amount of support to district superintendents and to district facilities coordinators for a relatively small amount of money. The average cost for these services for 14 member districts in FY '24 was **\$6,661.12**

Name of Project/Program: Stronger Connections Grant

Program Summary:

On September 15, 2022, the Arkansas Department of Education (ADE) Division of Elementary and Secondary Education (DESE) was awarded \$9,378,149 in federal K-12 funding from the U.S. Department of Education under the BSCA Stronger Connections grant program Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) for state educational agencies (SEAs) to provide students with safe and healthy learning environments. ADE is awarding these funds through competitive grants to high-need local educational agencies (LEAs) that ensure transparency and successful implementation of activities allowable under section 4108 of the ESEA to support the ongoing needs of students, educators, families, and communities.

The Stronger Connections grant aims to provide funding for LEAs to develop, implement, and evaluate a comprehensive approach that prioritizes physical and emotional safety for their unique school community (SEC. 4108 [20 U.S.C. 7118]). Funded activities and practices should promote safe and supportive learning environments by prioritizing safety, creating a sense of belonging, and teaching positive behaviors in order to improve academic

achievement and the well being of all students. All grant expenditures must supplement, not supplant.

The SCSC Teacher Center Coordinator applied and received The Stronger Connections Grant from DESE for supporting school safety. There was interest from seven of our districts to join together as a consortium to receive these funds (if awarded). SCSC was awarded \$270,925 to use with these districts. The focus is on providing equipment and materials to help secure buildings. There is also a specific component to provide to school safety training district-wide for school safety teams and teachers. We are providing five trainings this summer through the iloveyouguys foundation.

The members of this consortium meet quarterly to determine the needs of each district and the group collectively.

The seven school districts that are a part of this consortium are:

- Bearden
- Emerson-Taylor-Bradley
- Harmony Grove
- Hampton
- Parkers Chapel
- Smackover-Norphlet
- Strong-Huttig

VII. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2023-2024 school year;
For this number, please provide the number in each of the following racial classifications:

White 1
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2023-2024 school year;
For this number, please provide the number in each of the following racial classifications:

White 5
African American 2
Hispanic _
Asian 0
American Indian/Alaskan Native 0

TERMINATED

Number of males terminated by the cooperative during the 2023-2024 school year;
For this number, please provide the number in each of the following racial
classifications:

White 0
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

Number of females terminated by the cooperative during the 2023-2024 school year;
For this number, please provide the number in each of the following racial
classifications:

White 4
African American 1
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2023-2024
school year; For this number, please provide the number in each of the following racial
classifications:

White 0
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0
Unknown 0

Number of females seeking employment by the cooperative during the 2023-2024 school year; For this number, please provide the number in each of the following racial classifications:

White	<u>36</u>
African American	<u>5</u>
Hispanic	<u>0</u>
Asian	<u>0</u>
American Indian/Alaskan Native	<u>0</u>
Unknown	<u>0</u>

FY 2023-2024 SALARY SCHEDULES

LICENSED SALARY

South Central Service Cooperative Proposed FY 2020-2021 Licensed Salary Schedule

		Teacher Bachelor's Degree	Teacher Masters Degree	Specialists/Coordinators
Experience	Steps	Staff on this salary schedule are licensed with the Department of Elementary and Secondary Education		
0	1	\$36,000	\$40,650	\$51,560
1	2	\$36,450	\$41,150	\$52,160
2	3	\$36,900	\$41,650	\$52,760
3	4	\$37,350	\$42,150	\$53,360
4	5	\$37,800	\$42,650	\$53,960
5	6	\$38,250	\$43,150	\$54,560
6	7	\$38,700	\$43,650	\$55,160
7	8	\$39,150	\$44,150	\$55,760
8	9	\$39,600	\$44,650	\$56,360
9	10	\$40,050	\$45,150	\$56,960
10	11	\$40,500	\$45,650	\$57,560
11	12	\$40,950	\$46,150	\$58,160
12	13	\$41,400	\$46,650	\$58,760
13	14	\$41,850	\$47,150	\$59,360
14	15	\$42,300	\$47,650	\$59,960
15	16	\$42,750	\$48,150	\$60,560
16	17	\$43,200	\$48,650	\$61,160
17	18	\$43,650	\$49,150	\$61,760
18	19	\$44,100	\$49,650	\$62,360
19	20	\$44,550	\$50,150	\$62,960
20	21	\$45,000	\$50,650	\$63,560
21		Based on 190 Days \$450.00 Yearly Increment.	(3) Based on 190 Days \$500.00 Yearly Increment.	(1) Based on 240 Days \$600.00 Yearly Increment

- (1) Teacher Center Coordinator (See Supplemental Salary Schedule)
- (1) ECH Coordinator (Index Multiplier 1.21)
- (1) ABC Coordinator (Index Multiplier 1.21)
- (3) Behavior Support Specialist (Index Multiplier 1.395 for a 200 day contract.)
- (4) PK-12 Educational Examiner (Index 1.365 for a 200-day contract -individual should hold a Masters degree.)

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

CLASSIFIED SALARY

South Central Service Cooperative Proposed FY 2020-2021 Classified Salary Schedule

		Bookkeeper-1	Bookkeeper-2	Speech Therapist	SLP Asst.
Experience	Steps	Index Multiplier 1.052			
0	1	\$43,062	\$41,586.80	\$59,550	\$36,000
1	2	\$43,512	\$42,036.80	\$60,050	\$36,450
2	3	\$43,962	\$42,486.80	\$60,550	\$36,900
3	4	\$44,412	\$42,936.80	\$61,050	\$37,350
4	5	\$44,862	\$43,386.80	\$61,550	\$37,800
5	6	\$45,312	\$43,836.80	\$62,050	\$38,250
6	7	\$45,762	\$44,286.80	\$62,550	\$38,700
7	8	\$46,212	\$44,736.80	\$63,050	\$39,150
8	9	\$46,662	\$45,186.80	\$63,550	\$39,600
9	10	\$47,112	\$45,636.80	\$64,050	\$40,050
10	11	\$47,562	\$46,086.80	\$64,550	\$40,500
11	12	\$48,012	\$46,536.80	\$65,050	\$40,950
12	13	\$48,462	\$46,986.80	\$65,550	\$41,400
13	14	\$48,912	\$47,436.80	\$66,050	\$41,850
14	15	\$49,362	\$47,886.80	\$66,550	\$42,300
15	16	\$49,812	\$48,336.80	\$67,050	\$42,750
16	17	\$50,262	\$48,786.80	\$67,550	\$43,200
17	18	\$50,712	\$49,236.80	\$68,050	\$43,650
18	19	\$51,162	\$49,686.80	\$68,550	\$44,100
19	20	\$51,612	\$50,136.80	\$69,050	\$44,550
20	21	\$52,062	\$50,586.80	\$69,550	\$45,000
21		*Based on 240 Days	*Based on 240 Days	*Based on 190 Days	*Based on 190 Days
		\$450.00 Yearly Increment.	\$450.00 Yearly Increment.	\$500.00 Yearly Increment	\$450.00 Yearly Increment

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

HOURLY SALARY

Experience		Network Engineer	Part-Time Maintenance	Support Lead Mentor	Intern/ Floater
	Steps *				
0	1	26.25	17.50	50.00	11.00
1	2		18.00		
2	3		18.50		
3	4		19.00		
4	5		19.50		
5	6		20.00		
6	7		20.50		
7	8		21.00		
8	9		21.50		
9	10		22.00		
10	11		22.50		
11	12				
12	13				
13	14				
14	15				
15	16				
16	17				
17	18				
18	19				
19	20				
20	21				
21		*Based on Hourly Rate	*Based on Hourly Rate	*Based on Hourly Rate	*Based on state min. wage
			\$.50 yearly Increment		

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

CLASSIFIED SALARY

		Secretary 1	Secretary 2	Administrative Assistant
Experience	Steps *			
0	1	21,120.00	28,900.00	40,111.60
1	2	21,570.00	29,350.00	40,311.60
2	3	22,020.00	29,800.00	40,761.60
3	4	22,470.00	30,250.00	41,211.60
4	5	22,920.00	30,700.00	41,661.60
5	6	23,370.00	31,150.00	42,111.60
6	7	23,820.00	31,600.00	42,561.60
7	8	24,270.00	32,050.00	43,011.60
8	9	24,720.00	32,500.00	43,461.60
9	10	25,170.00	32,950.00	43,911.60
10	11	25,620.00	33,400.00	44,361.60
11	12	26,070.00	33,850.00	44,811.60
12	13	26,520.00	34,300.00	45,261.60
13	14	26,970.00	34,750.00	45,711.60
14	15	27,420.00	35,200.00	46,161.60
15	16	27,870.00	35,650.00	46,611.60
16	17	28,320.00	36,100.00	47,061.60
17	18	28,770.00	36,550.00	47,511.60
18	19	29,220.00	37,000.00	47,961.60
19	20	29,670.00	37,450.00	48,411.60
20	21	30,120.00	37,900.00	48,861.60
21		*Based on 240 Days	*Based on 240 Days	*Based on 240 Days
		\$450.00 Yearly Increment.	\$450.00Yearly Increment.	\$450.00Yearly Increment.

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

PARAPROFESSIONAL SALARY

		No CDA	CDA	AA/AS in ECE	BA/BE Not certified in ECE
Experience	Steps				
0	1	\$16,280	\$17,280	\$22,280	\$23,280
1	2	\$16,380	\$17,430	\$22,680	\$23,680
2	3	\$16,480	\$17,580	\$23,080	\$24,080
3	4	\$16,580	\$17,730	\$23,480	\$24,480
4	5		\$17,880	\$23,880	\$24,880
5	6		\$18,030	\$24,280	\$25,280
6	7		\$18,180	\$24,680	\$25,680
7	8		\$18,330	\$25,080	\$26,080
8	9		\$18,480	\$25,480	\$26,480
9	10		\$18,630	\$25,880	\$26,880
10	11		\$18,780	\$26,280	\$27,280
11	12			\$26,680	\$27,680
12	13			\$27,080	\$28,080
13	14			\$27,480	\$28,480
14	15			\$27,880	\$28,880
15	16			\$28,280	\$29,280
16	17			\$28,680	\$29,680
17	18			\$29,080	\$30,080
18	19			\$29,480	\$30,480
19	20			\$29,880	\$30,880
20	21			\$30,280	\$31,280
21		*Based on 185 Days	*Based on 185 Days	*Based on 190 Days	*Based on 190 Days
		\$100.00 Yearly Increment	\$150.00 Yearly Increment	\$400.00 Yearly Increment	\$400.00 Yearly Increment

Substitute-Classified	11.00 hr
Substitute-Certified	14.00 hr
Long Term Sub (Classified) more than 30 consecutive days	12.00/hr
Long Term Sub (Certified) more than 30 consecutive days	15.00/hr
Lead Teacher Stipend for CDA serving as Lead Teacher	1,800.00
Teacher with NOCTI Credential	1,800.00

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support increases, the employee will remain at the current level. When/if funds subsequently become available, employees will "step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

SUPPLEMENTAL SALARY

All employees who qualify for insurance and work 8 hours per day, or reach 1,140 hours per year will be provided and additional \$600.00 to their salary as an insurance supplement. An employee working for SCSC with 0-3 years will receive this payment in May. An employee working for SCSC 3+ years will receive this payment in November. The \$600.00 is not reflected in any of the salaries or schedules listed in this document.

The Director's salary is negotiated.

The Facilities Coordinator's salary is determined yearly by a comparison study of other facilities coordinators' salaries in co-ops around the state. Leading indicators such as the consumer price index, availability of staff, and market value are used to determine salary.

Supplemental Pay for Additional Work or Duties:

Supplemental pay for additional work or duties is based on an increment or a fraction of an increment. One increment equals \$2,500.00. Supplemental pay is awarded by the Director based on duties assigned and on the availability of funds.

Teacher Center Coordinator:

The Teacher Center Coordinator's salary is based on an assigned multiplier. The director will assign a salary multiplier based on degrees, areas of license, and experience.

The Teacher Center Coordinator's salary is based on a multiplier assigned to the "Coordinator, Supervisor, Technology" column of the Licensed Employee Salary Schedule, and it is based on degrees, areas of licensing, and experience. Multipliers are as follows:

- | | |
|------|--|
| 1.17 | Masters level teaching license plus experience as a content specialist, i.e., math or literacy specialist |
| 1.2 | Principal's license plus 3 or more years of building-level administrative experience and/or district-level curriculum specialist licensing. |
| 1.25 | 1.20 credentials plus 5 or more years experience as a district-level curriculum specialist <u>or</u> coordinator <u>or</u> related P-12 field, i.e. cooperative experience |
| 1.3 | 1.25 credentials plus 10+ years experience or District Administrator licensing |
| 1.35 | P-12 District Administrator licensing plus Specialist Degree in Administration or Doctoral Degree plus 5 or more years experience at district level or related |
| 1.40 | P-12 District Administrator licensing plus Specialist Degree in Administration or Doctoral Degree plus 10 or more years experience at district level or related |

SCSC TEACHER CENTER COMMITTEE

Terms of Office, 2023-2024

District	Committee Members	Years Remaining	Term Expires
Bearden	Rhonda Petit	1	2024
Camden-Fairview	Kristi Cook	3	2026
El Dorado	Sharonda Brooks	2	2025
(ETB)	Jennifer Henderson	3	2026
Hampton	Kelli Inzer	3	2026
Harmony Grove	Sharon Hale	3	2026
Junction City	Shana McLelland	1	2024
Magnolia	Sonya Russell	2	2025
Parkers Chapel	Patricia Murray	3	2026
Smackover-Norphlet	Megan Preston	1	2024
Strong-Huttig	LaTonya Green	2	2025

PROFESSIONAL DEVELOPMENT COMMITTEE

Terms of Office, 2024-25

District	Committee Members	Years Remaining	Term Expires
Bearden	Richard Lachowsky	2	2025
Camden-Fairview	Tara Armstrong	1	2024
El Dorado	Jennifer Lee	1	2024
ETB	Kelli McLelland	2	2025
Harmony Grove	Sharon Hale	2	2025
Hampton	Kelli Inzer	3	2026
Junction City	Shelby Ward	1	2024
Magnolia	Penny Talley	2	2025
Parkers Chapel	Patricia Murray	3	2026
Smackover-Norphlet	Holly Strickland	1	2024
Strong-Huttig	Tina Raney	3	2025

SCSC FISCAL REPORT (REVENUE SUMMARY)

*Fiscal Years 2020, 2021, 2022, 2023, and 2024
Current as of June 2024*

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 06/07/2024
TIME: 07:56:46

SOUTH CENTRAL SERVICE CO-OP
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 13 OF 23

PAGE NUMBER: 1
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO	FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
2002	POSTAGE METER	7,962.54	1,384.91	.00	.00	1,588.33	7,759.12
2003	VAN ACCOUNT	102.51	.00	.00	.00	60.00	42.51
2004	MISC/COPIER FUND	52,827.07	8,905.35	.00	.00	22,500.75	39,231.67
2005	ARKANSAS SCHOOL GARD	.05	.00	.00	.00	.00	.05
2006	SAU TECH. BOOTCAMP	.00	.00	.00	.00	.00	.00
2007	MAKER CAMP	1,838.45	.00	.00	.00	.00	1,838.45
2009	PETTY CASH	50.00	.00	.00	.00	.00	50.00
2010	MENTAL HEALTH	61.77	.00	.00	.00	.00	61.77
2015	MATH/SCI WORKSHOPS	.00	.00	.00	.00	.00	.00
2016	MST	105,416.91	84,000.00	.00	3,500.00	40,148.78	145,768.13
2018	TESS	.00	.00	.00	.00	.00	.00
2020	LITERACY-FUNDS	.00	.00	.00	.00	.00	.00
2021	TEACHER CENTER	.00	31,652.18	.00	.00	28,858.26	2,793.92
2022	CPR	1,682.51	4,440.00	.00	.00	1,107.40	5,015.11
2030	VI-B LOCAL	131,214.49	633,342.67	.00	5,100.00	710,036.35	49,420.81
2040	PD	47,568.54	219,614.29	.00	4,500.00	158,465.07	104,217.76
2050	ABC TUITION	89,847.00	32,740.25	.00	10,132.54	113.01	112,341.70
2060	ELDT - DRIVER TRAINI	.00	6,085.00	.00	.00	1,249.28	4,835.72
2070	DEPRECIATION ACCOUNT	10,000.00	.00	.00	.00	.00	10,000.00
2098	LOCAL ECH OPERATING	202,120.64	.00	.00	.00	1,800.00	200,320.64
2244	EXT. SCHOOL YEAR	4,588.00	.00	.00	.00	.00	4,588.00
2246	TEACHER MENTORING	.00	143,893.30	.00	3,500.00	140,393.30	.00
2260	SPECIAL EDUC.-STATE	.00	.00	.00	.00	.00	.00
2271	ADVANCED PLACEMENT	.00	.00	.00	.00	.00	.00
2272	G/T	.00	30,000.00	.00	.00	30,000.00	.00
2291	WORKFORCE	.00	55,000.00	.00	3,500.00	51,500.00	.00
2350	N/A	.00	.00	.00	.00	.00	.00
2351	PRINTSHOP/WAREHOUSE	.00	.00	.00	.00	.00	.00
2353	ARP TECH GRANT MATCH	.00	.00	15,000.00	.00	15,000.00	.00
2360	CO-OP OPERATING	1,195,610.88	705,830.07	196,117.91	26,007.28	704,804.24	1,366,747.34
2362	TECHNOLOGY	.20	80,000.00	.00	3,500.00	76,500.20	.00
2364	CONTENT SPECIALISTS	.00	540,000.00	.00	21,000.00	519,000.00	.00
2365	ABC	.00	1,013,795.80	.00	10,000.00	1,003,795.80	.00
2384	INSTRUCTIONAL FAC	.00	.00	.00	.00	.00	.00
TOTAL	STATE/LOCAL	1,850,891.56	3,590,683.82	211,117.91	90,739.82	3,506,920.77	2,055,032.70
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
TOTAL	BUILDING FUND	.00	.00	.00	.00	.00	.00
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
6497	USDA SCBG GARDEN GRA	.00	500.00	.00	.00	.00	500.00
6552	CHILD CARE SUSTAINAB	.00	319,500.00	.00	.00	216,343.72	103,156.28
6562	CCDF/CHILD CARE DEVE	.00	5,700.00	.00	.00	.00	5,700.00
6563	COVID PRE-K	42,870.61	.00	.00	.00	.00	42,870.61
6564	ABC GRANT OPERATIONA	16,532.92	.00	.00	.00	5,936.93	10,595.99

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6565	ABC GRANT QUALITY	230,626.87	.00	.00	.00	71,918.55	158,708.32
6567	CHILD CARE GRANT	.00	.00	.00	.00	.00	.00
6569	STABILIZATION EXPANS	3,000.00	.00	.00	.00	811.27	2,188.73
6570	CARL PERKINS	.00	307,166.28	.00	.00	307,166.28	.00
6574	PERKINS RECRUIT&RETE	.00	3,000.00	.00	.00	3,000.00	.00
6575	CTE VIRTUAL REALITY	.00	77,082.00	.00	.00	77,082.00	.00
6576	C PERKINS MENTOR STI	.00	.00	.00	.00	.00	.00
6701	SPED MENTORING	.00	20,000.00	.00	.00	20,000.00	.00
6705	BEHAVIOR SPECIALIST	.00	.00	.00	.00	.00	.00
6710	FED ECH	.00	.00	.00	.00	.00	.00
6719	ESSER	.00	.00	.00	.00	.00	.00
6749	MEDICAID-PRESCHOOLS	429,684.70	20,766.67	.00	.00	73,499.44	376,951.93
6752	ARMAC	190,294.51	64,734.36	.00	.00	14,572.12	240,456.75
6753	QUEST GRANT	.00	.00	.00	.00	.00	.00
6767	ARP HOMELESS II GRAN	.00	7,017.57	.00	.00	7,017.57	.00
6780	CTE GRANTS	.00	.00	.00	.00	.00	.00
6787	STENCIL GRANT	.00	.00	.00	.00	.00	.00
6801	COVID VACCINE INCENT	.00	.00	29.50	29.50	.00	.00
6802	ARP TECHNOLOGY GRANT	.00	34,917.88	.00	.00	34,917.88	.00
6804	ELC-POC GRANT	.00	445,086.30	.00	415,086.30	30,000.00	.00
6809	PRE-K LETRS-EC	.00	3,900.00	.00	.00	3,667.45	232.55
6812	COMMUNITIES OF PRACT	.00	.00	.00	.00	.00	.00
TOTAL	FEDERAL GRANTS FUND	913,009.61	1,309,371.06	29.50	415,115.80	865,933.21	941,361.16
8055	CACFP SNACKS-MEALS	.00	21,759.51	10,132.54	.00	31,892.05	.00
8656	CACFP REIMBURSEMENTS	.00	.00	.00	.00	.00	.00
TOTAL	FOOD SERVICE FUND	.00	21,759.51	10,132.54	.00	31,892.05	.00
TOTAL		2,763,901.17	4,921,814.39	221,279.95	505,855.62	4,404,746.03	2,996,393.86

ANNUAL REPORT PROGRAM DESCRIPTIONS 2022-2023

Arkansas Better Chance Preschools

Funding Source: **Arkansas Better Chance/Arkansas Better Chance for School Success**

Competitive Grants: **Yes**

Restricted Non-Restricted

Participating Districts

Harmony Grove
El Dorado

SAU Tech
Parkers Chapel

Strong-Huttig

Personnel

Name	Position	Degree
Robin Richardson	AR Better Chance Coordinator	Masters Degree/Educational Admin
Taylor McLelland	ABC Secretary	Bachelors Degree/Psychology
Marva Baxter	Harmony Grove Floater	Bachelors Degree/Family & Consumer Ed
Stephanie Sliva	SAU Tech ABC Teacher	Bachelors Degree/MS STEM
Kathy Sexton	Harmony Grove Teacher	Bachelors Degree/EC
Sandra Crain	Harmony Grove Paraprofessional	Child Development Associate (CDA)
Melissa Slaughter	Parkers Chapel Teacher	Bachelors Degree/EC
Tara Morgan	Parkers Chapel Teacher	Bachelors Degree/EC
Chiquita Richard	Parkers Chapel Paraprofessional	Child Development Associate (CDA)
Rena Toland	Retta Brown Paraprofessional	Child Development Associate (CDA)
Suzanne Reynolds	Retta Brown Teacher	Bachelors Degree/ECE
Sharon McElroy	Harmony Grove Teacher	Bachelors Degree/ECE

Iris Barr	Retta Brown Teacher	Bachelors Degree/ECE
Alicia Neely	Retta Brown Teacher	Bachelors Degree/EC
Teresa Lowery	Retta Brown Floater	HS Diploma
Belinda Gill	Harmony Grove Paraprofessional	Child Development Associate (CDA)
Kinetra Swift	RB Paraprofessional	AA-Early Childhood
Janice Pardee	HG Paraprofessional	Child Development Associate (CDA)
Marquita Steward	Parkers Chapel Floater	HS Diploma
Courtney Butler	Parkers Chapel Paraprofessional	Child Development Associate (CDA)
Brenna Lindsey	Harmony Grove Teacher	Bachelors Degree/EC
Kathy Diemer	Harmony Grove Paraprofessional	Child Development Associate (CDA)
Jenni Elmore	Harmony Grove Floater	High School Diploma
Ashley Nowlin	Harmony Grove Teacher	Bachelors Degree-EC/Masters Degree/ Library Science
Kimberly Dismuke	Retta Brown Paraprofessional	Child Development Associate (CDA)

Goal

The goal of the South Central Service Cooperative's ABC preschool program is to identify qualifying three to five year-old students and to provide safe, healthy, nurturing, age-appropriate experiences for preschool children in a developmentally appropriate setting.

Program Summary

The South Central Service Cooperative provided ABC preschool services to 200 students in five school districts in the cooperative area. The curriculum is aligned with the Arkansas Early Childhood Framework to promote student readiness upon entry into Kindergarten. Students are presented with hands-on activities using manipulatives and technology that, when coupled with teacher guidance, encourage social, adaptive, cognitive, language, and motor development. In order to be accepted into an ABC Preschool Program, the child must qualify under one or more of the following areas:

1. Income level as listed on the application form
2. Teenage parent
3. Low birth weight (under 5.5 pounds)
4. Parent without high school diploma or GED
5. History of abuse/neglect or drug/alcohol abuse
6. Disability under IDEA
7. Failed developmental screening

8. English as a second language

Major Highlights of the Year

The Arkansas Better Chance grant for the 2023-2024 school year was successfully submitted and approved 200 student slots located on four sites in the Co-op service area. Two of the five sites received an ECERS review during the school year. ECERS, the Early Childhood Environmental Rating Scale, is the evaluation instrument used by the Division to monitor state ABC programs. All sites reviewed this year received passing scores, and two of our Pre-K sites became a level 6 in Better Beginnings. Level 6 is the highest level a preschool can achieve.

Teachers have continued to create instructional videos to encourage parent involvement and collaboration among the staff. Teachers created videos and uploaded them to the [SCSC Preschool Facebook page](#). Projects included cooking activities, science experiments, story time, and even a long term experience of observing the life cycle of butterflies. Teachers also scheduled virtual class meetings with their families. Teachers used Zoom as their choice of a virtual platform. We have also used the social media page as efforts for recruiting and have gone out to community firehouses and community events to promote attendance and our program. Our preschool application has been updated and changed to a virtual format using Google Forms. Families can access and complete the application online as the application is posted on Facebook and the Cooperative website. Collaboration among staff continued and staff could be found participating in multiple virtual trainings as well as participating in local school district efforts to serve families as needed.

The application for participation in the Child and Adult Care Food Program was successfully completed. It was approved, and our ABC staff was trained in proper submission of required data.

The South Central Service Co-op's Arkansas Better Chance program has collaborated with regional and local ABC programs to provide quality professional development in the areas of social development, literacy, math, and science. The Arkansas Better Chance program has also partnered with local agencies such as HIPPI and Head Start to provide activities for families in celebration of Arkansas Children's Week.

SCSC's ABC teachers will continue their use of classroom Bee Bots, Codapillar, Osmos, and Rigamajig instructional projects. SCSC's ABC teachers have incorporated STEAM and Tinkering activities within their classrooms.

Retta Brown ABC received the Garden grant award again this year and will plant a community garden with the help of the Union County Master Gardeners

SCSC's certified Pre-K teachers have completed LETRS training and continue to facilitate the use of Launchpad within their classrooms. Our classified Pre-K teachers are following the certified teachers' lead and are completing LETRS training and facilitating the use of Launchpad within their classrooms as well.

SCSC will host another Pre-K Day at the co-op this year. Last year we had 140 ABC students, their parents, and SCSC staff here enjoying a fun filled day of learning. Some of the activities students and parents participated in were: Go Noodle, Rig-ama-jig, planting garden seeds,

robot fun, bouncy house fun, pelt exhibit from the Arkansas Game and Fish, cow milking simulation animal, tattoo art, and a petting zoo. We also served lunch to all the students, family, and co-op staff.

SCSC ABC has been collaborating with other Pre-K programs and our Local Lead to help promote the importance of preschool in the communities that we serve, and we have been working with our SCSC SpEd department on child find.

Novice Teacher Mentoring

Funding Source: **Department of Elementary and Secondary Education**

Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Harmony Grove	Smackover Norphlet
Camden Fairview	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	
Hampton	Parkers Chapel	

Personnel

Name	Position	Degree
Brigitte Haney	Mentoring Program Specialist	M. Ed.

Program Summary

For the 2024-25 school year, South Central Service Cooperative was awarded a one-year grant from the Division of Elementary and Secondary Education to provide a state-supported mentoring program for school districts in our region. This was our seventh year to be awarded the mentoring grant. The Mentoring Program Specialist, Brigitte Haney, was hired to coordinate the program per the state's guidelines and goals. She worked collaboratively with the office of Educator Effectiveness and Licensure, building principals, district points of contact, and novice teachers to provide a three-year program of support to meet the needs of teachers across our districts.

Our program participant number in August 2023 was 192 student-facing teachers. Of those, 64 were beginning year one, 55 were beginning year two, and 73 were beginning year three. We ended the year with 71 year 1 novices, 54 year 2 novices, and 72 year 3 novices.

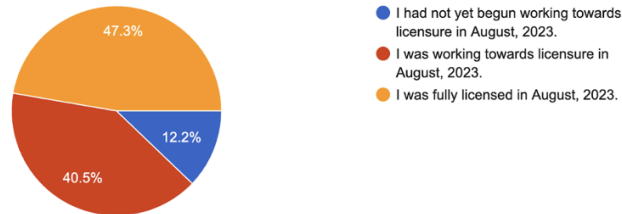
Licensure

Our ultimate goal for licensure is to have 100% of novices holding an Arkansas teaching license by the end of their third and final year of the mentoring program. We help educators work towards this goal in many different ways.

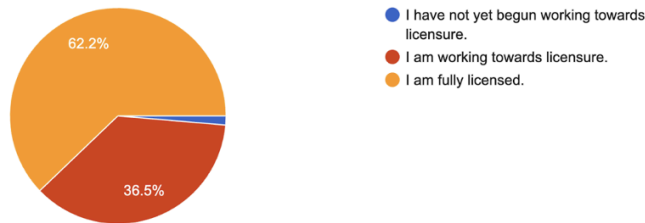
The following data was obtained through an end of the year survey given to SCSC Novices:

- August 2023 found approximately 47% of SCSC novice teachers (Year 1, 2, and 3) fully certified. By April 2024, that number had increased to 62%.

Which best describes your licensure situation at the beginning of the 23-24 school year?

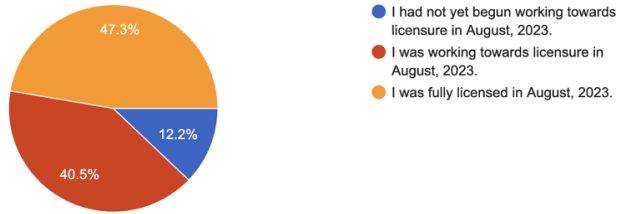


Which best describes your licensure situation now, at the end of the 23-24 school year?

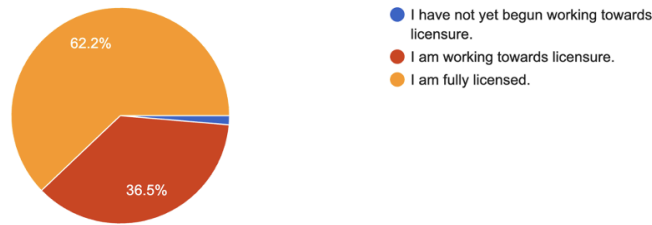


- The percentage of teachers (Year 1, 2, and 3) who, at the beginning of the 24-25 school year had yet to begin a certification pathway was 12.2%. That number had decreased to only 1.4% in April 2024.

Which best describes your licensure situation at the beginning of the 23-24 school year?



Which best describes your licensure situation now, at the end of the 23-24 school year?



- At the end of the school year, 72% of Year 3 Novices completing the survey were fully certified. The remaining 28% had chosen a pathway and were actively working towards certification.

Study Support Materials

One manner in which we provide support to teachers needing to earn their certification is to offer assistance with PRAXIS exams. SCSC's Mentoring Program was able to cover the subscription costs to 240tutoring.com and study.com. Additionally, study guide books and flash cards were also purchased for teachers to use while preparing for the exams.

Teachers were also offered financial assistance through the form of reimbursements. As in previous years, SCSC continued to offer a reimbursement of registration/exam fees once teachers received a passing score on their PRAXIS and/or Foundations of Reading test(s). This year we have reimbursed educators over \$4,900. Of the exams that were reimbursed, 27% of those were for passing scores on the Foundations of Reading exam.

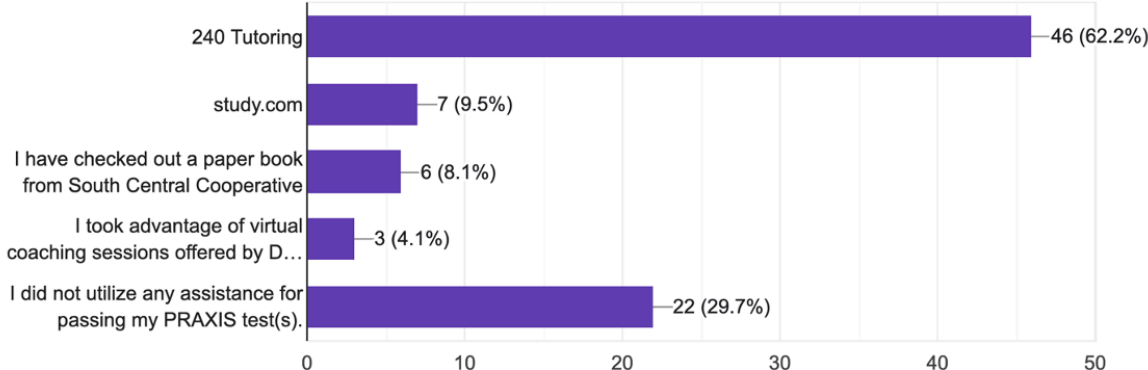
When novices were asked about the support services they utilized when studying for their exams:

- 62.2% of novices reported using 240 Tutoring
- 9.5% of novices reported using study.com
- 8.1% of novices chose to check out paper study books
- 4.1% utilized virtual study sessions offered by DESE

It should be noted that some novices utilized more than one form of support during their preparation process. Other novices who completed the survey marked that they didn't utilize any support services. Those selecting this category were a combination of novice

teachers who studied independently and those who were already certified at the beginning of the 24-25 school year, thus requiring no additional assistance this year.

Which, if any, forms of assistance have you received to help pass your PRAXIS exam(s), including Foundations of Reading? Check all that apply.



ArPEP

During 2023-2024 SCSC offered its novices the choice of ArPEP (Arkansas Professional Educator Pathway) as a certification route. This program allowed an alternative licensure pathway for those teachers who have obtained a Bachelor’s degree in a field other than education to go ahead and begin their career as an educator while receiving job-embedded training over a two-year period. In addition to one-on-one PRAXIS coaching, candidates received training in both synchronous and asynchronous formats. Candidates also benefited from face-to-face coaching visits from the Mentoring Program Specialist as well as moderators from TNTP.

Our first cohort group which began in September of 2023 had four candidates. Three of those candidates finished the year, while one decided to pursue another field of employment. One candidate has submitted her portfolio to edTPA for review and we are currently awaiting her scores. The two remaining candidates will submit their portfolios in May of 2025. A new cohort group is set to begin in June 2024. We anticipate approximately 10 candidates for this upcoming cycle of study.

Master/Lead Teacher Designation

In another effort to provide support to novice teachers, South Central is working to certify veteran teachers with their Master or Lead Teacher designation. Teachers earning this micro-credential will then be able to serve as a mentor for new teachers, as a host teacher for student interns, or as a journeyman for apprentice teachers. This round of training was offered through NIET. The first cycle, which began in October, saw 21 teachers from 15

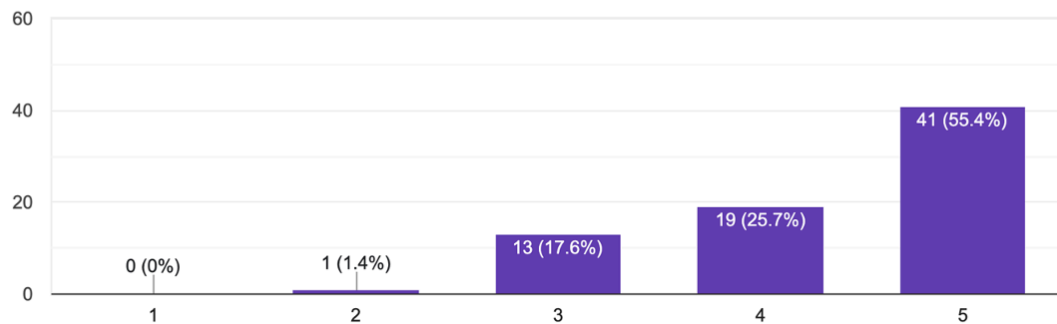
different campuses across 8 different districts take advantage of this opportunity. In August, 2024, SCSC will partner with TNTP to offer an additional round of certification training. As of April, the number of candidates for this cohort is anticipated to be 25.

Program Effectiveness

Our goal for program effectiveness as written in our grant was to have 90% of novices and district points of contact rate the SCSC Mentoring Program at three or higher on a scale of one to five. The final novice rating was 98.6% at three or above, almost ten percentage points above our goal. Of the novices who responded to our end-of-year survey,

- 55.4% rated the program with at a 5, the highest level of satisfaction
- 25.7% rated the program with a 4
- 17.6% rated the program with a 3
- 1.4% rated the program with a 2
- 0% rated the program with a 1

How satisfied are you with the Novice Teacher Program offered through South Central?



When the district points of contact were asked to rate their district's level of satisfaction with the mentoring program, 100% rated it with four or five

- 50% rated the program with 5 out of 5
- 50% rated the program with 4 out of 5
- 0% rated the program 3 or below

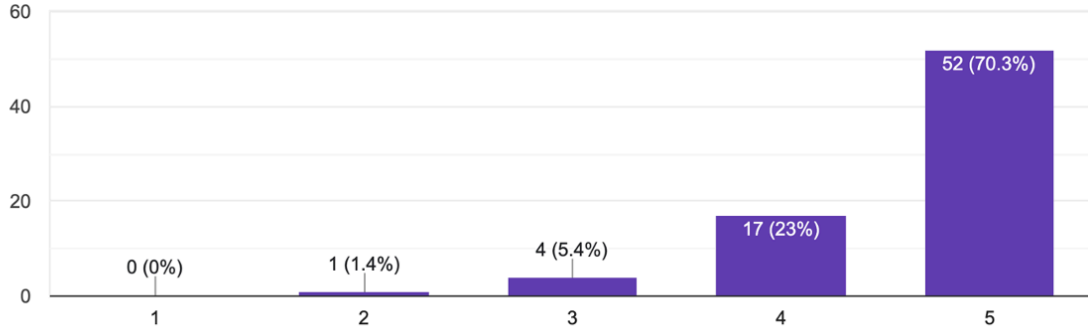
Retention

In the fourth quarter of the school year, we asked novices to share their plans for the upcoming 2024-25 school year. Novices were asked the likelihood of their returning to teaching in Arkansas on a scale of one to five with one being "definitely not" and five being "definitely returning". Of our novices reporting, 93% reported that their intentions were to return for the 24-25 school year. The breakdown is as follows:

- 70.3% reported a 5, that they would definitely be returning
- 23% reported a 4, very likely that they would be returning
- 5.4% reported a 3, neutral as to whether or not they would be

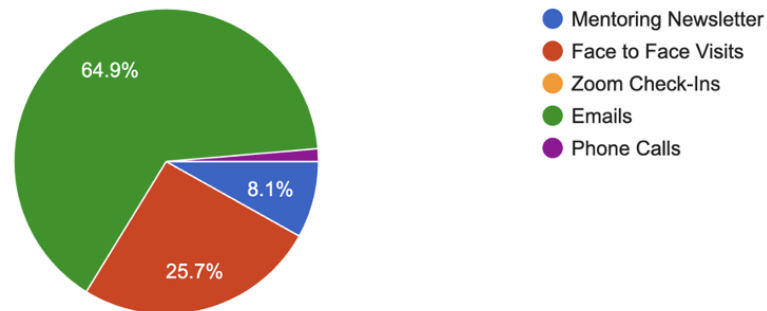
- returning • 1.4% reported a 2, unlikely that they would be returning
- 0% reported a 1, definitely not returning

How likely are you to return to the teaching profession for the 2024-2025 school year (whether in your current district or another district)?



Regular communication with novice teachers has helped us support our districts in retaining novices. Of the MPS’s main forms of communication:

- 64.9% of novices reported emails to be their preferred means of communication
- 25.7% reported face-to-face visits was their preference
- 8.1% reported newsletters as their preferred means of communication



Because we understand that teacher retention is a group effort, everyone at South Central is encouraged to support our novice teachers. The support that our content specialists provide to novices during the school year has been very beneficial to the mentoring program. In addition to support provided by the MPS, the number of novices who reported communicating with our staff are as follows:

- Science Specialist, Renee’ Bearden: 1st semester 17, 2nd semester 16
- Math Specialist, Tiffany Graven: 1st semester 4, 2nd semester 4
- Math Specialist, Heather Rain: 1st semester 5, 2nd semester 4
- Literacy Specialist, Autumn Dunn: 1st semester 16, 2nd semester N/A
- Literacy Specialist, Andrea Martin: 1st semester 8, 2nd semester 7
- Literacy Specialist, Jennifer Murphy: 1st semester 16, 2nd semester 17

- CTE Coordinator, Katie Robertson: 1st semester 7, 2nd semester 7
- Technology Specialist, JoAnn Womack: 1st semester 6, 2nd semester 3
- SPED/Behavior Support Specialist, Sonya Hartsfield: 1st semester 7, 2nd semester 7
- Print Shop Manager, Lauren Elmore: 1st semester 11, 2nd semester 13
- Teacher Center Coordination, Anna Warriner: 1st semester 13, 2nd semester 13
- Director, Karen McMahan: 1st semester 9, 2nd semester 7

Behavior Support Specialist

Funding Source: **Federal-Part B**

Competitive Grant: **No**

Restricted Restricted

Participating Schools: Statewide

Personnel

Name	Position	Degree
Shelia Smith	Behavior Support Specialist Coordinator	Ph.D., L.P., BCBA-D
Shana Bailey	Behavior Support Specialist	M.S.
Jennifer Brewer	Behavior Support Specialist	Ed.S.
Sandy Crawley		M.S.E.
Kelly Davis		M.Ed., BCBA
Sonia Hartsfield		M.Ed.
Audrey Kengla		M.S., CCC-SLP
Amanda Kirby		M.S.E.
Kat Lancaster		M.A., CCC-SLP, BCBA
Lindsey Lovelady		M.S., BCBA
Allison Mears		LPC., BCBA
Sarra Petray		Ed.S.
Nicheyta Raino		M.Ed., BCBA
Jenna Stapp		M.A.T.
Connie Thomason		M.Ed., BCBA
Mary Walter		Ed.S., SPS

Goal

In an effort to support the DESE vision, mission, and goals, the Arkansas Behavior Support Specialists build local district capacity by providing educators with support and services needed to implement evidenced-based behavioral practices that meet the needs of all students.

BX3 PROJECT

GOAL:

- BX3 is a capacity-building project that provides coaching to school behavior teams working to develop tiered systems of positive behavior supports for all students.

BX3 Cohort 3- Building level teams	
Alma Intermediate School Asbell Elementary- Fayetteville Bald Knob High School Bryant Elementary Guy-Perkins Elementary Happy Hollow Elementary- Fayetteville	Horatio Elementary Hurricane Creek Elementary - Bryant McRae Elementary - Searcy Mena Middle School Mena High School Oscar Hamilton Elementary - Foreman Pottsville Jr High University Heights Elementary - Nettleton

BX3 Cohort 4 - Building level teams	
Caddo Hills High School Arkansas Arts Academy High School Magnolia Middle School Sidney Deener Elementary Westside Elementary - Searcy Southwest Middle School - Searcy Ahlf Jr High - Searcy Janie Darr Elementary - Rogers Arkadelphia High School Prairie Grove Elementary School Lake Hamilton New Horizons - Washington Elementary - Fayetteville Lincoln Middle School Cedarville Elementary Glen Rose Elementary Flippin Elementary Beebe Elementary Bob Folsom Elementary - Farmington	Bearden Elementary Trice Elementary - Texarkana Benton Jr High Elmdale Elementary-Springdale Louise Durham Elementary- Mena Manila Elementary Lakeside Middle Health, Wellness and Environmental Studies- Jonesboro Public Schools K-8 Connect - Springdale LISA Academy- Rogers & Bentonville Indian Hills Elementary - North Little Rock Newport Elementary East End Elementary Lakeside Primary - Oark Campus- Jasper Allbritton Elementary- Hamburg Earle High School

<p>The Academies of West Memphis Rector Elementary School Westbrook Elementary - Harmony Grove Bayyari Elementary - Springdale North Heights Community School - Texarkana Beebe Middle School</p>	<p>Perritt Primary School - Arkadelphia Wonder Jr. High- West Memphis College Hills Harmony Leadership Academy- Texarkana Lafayette County Elementary</p>
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Program Summary

The Arkansas Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Elementary and Secondary education (DESE) - Office of Special Education lead the state-wide initiative, the BX3 (Behavior eXtreme 3 - Training, Coaching, Empowering) Project. This BX3 project is designed to build capacity by providing coaching to building-level behavior teams that are working to develop tiered systems of positive behavior supports for all students. BX3 assists building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offer at least 6 coaching sessions (one per month) for each BX3 team. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

MAJOR HIGHLIGHTS OF 2024-25:

- Cohort 3 continued with 14 building-level teams across the state
- Accepted Cohort 4 with 45 building-level teams across the state
- 99% of participants in Cohort 3 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 4 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 3 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 4 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 3 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 98% of participants in Cohort 3 agreed to strongly agreed that they feel confident in carrying out the steps in their action plan.
- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.

CIRCUIT

GOAL:

- To provide technical assistance and support to local school district administrators and school personnel in the development and implementation of evidence-based behavior supports for students receiving special education services
- To provide professional development to local school district administrators and personnel on evidence-based behavior supports

PROGRAM SUMMARY:

The Behavior Support Specialists (BSS) provide technical assistance in the area of behavior to all school districts within the state. The BSS receive requests for technical assistance through the CIRCUIT on-line referral system. Once a request for services is received, the BSS works in conjunction with the Special Education Supervisor of the referring school district to identify and provide needed support for students with disabilities. Services include:

- On-site coaching and consultation, student observation, record review and written recommendations with follow up and training as needed
- Coaching student team on Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
- Provide professional learning opportunities on evidence-based interventions

MAJOR HIGHLIGHTS OF 2023-2024:

- Provided on-site coaching and consultation, student observation, records review, conference attendance, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 80 CIRCUIT referrals across all Education Service Cooperatives

Professional Learning Opportunities

GOAL:

- To provide professional development to local school district administrators and personnel on evidence-based behavior supports

PROGRAM SUMMARY:

The Behavior Support Specialist (BSS) position provides professional learning opportunities on evidence-based behavior practices via in-person, virtual, and online learning modules available to all school districts in all Education Service Cooperatives.

MAJOR HIGHLIGHTS OF 2023-2024:

- Offered 24 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams
- Added 10 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- Offered over 150 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2979 participants

ADDITIONAL BSS HIGHLIGHTS OF 2023-2024:

- Partnered with DESE to support THRIVE Leadership Academy Cohorts 3, 4, 5, 6, and 7 through June 30, 2024 to improve the implementation of positive behavior

supports in school buildings. Provided 21 professional learning opportunities to THRIVE participants

- Served on DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Presented Positive Behavior Supports: A Variety of Options and FBA Overview at SEAS Conference
- Presented THRIVE Arkansas: Promoting Positive Behavior Supports, Mental Health and Wellness with DESE at LEA Academy
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Inclusive Education ToT: Behavior with DESE-OSE
- Presented Overview of Arkansas BSS with DESE-OSE as part of New LEA Training
- 4 BSS attended the Southeastern School Behavioral Health Conference
- 1 BSS attended the Midwest Symposium for Leadership in Behavior Disorders
- 1 BSS attended the 18th Annual Thompson Center Autism Conference
- 1 BSS attended the LRP Institute Convention

Career & Technical Education

Funding Source: **Carl D. Perkins Funding**

Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Emerson-Taylor-Bradley	El Dorado
Harmony Grove	Hampton	Junction City
Camden Fairview	Parkers Chapel	Smackover-Norphlet

Personnel

Name	Position	Degree
Katie Robertson	Career & Technical Education Coordinator	BBS

Program Summary

The South Central Service Cooperative’s (“SCSC”) Career & Technical Education (“CTE”) Department provides Perkins Consortium supporting resources to 11 public schools and allows for non-Perkins funded support to two public schools and two secondary career centers in our cooperative area. The main focus is to initiate and maintain high quality CTE programs in accordance with the Arkansas Department of Career and Technical Education’s Strategic Plan, Goals, and Objectives. School districts in the SCSC Carl Perkins Consortium are allotted funds through the Carl D. Perkins Career & Technical Education Act, usually referred to as Perkins V. The amounts of these funds are determined by a state distribution formula. Once funds are assigned to a consortium, the funds lose their identity. The SCSC

Perkins Consortium consists of nine school districts. The CTE office encourages the development, implementation, and improvement of CTE programs for “all” districts in the cooperative service delivery area by providing data collection and reporting, evaluation of CTE programs in schools, technical assistance in the form of professional development, new teacher assistance, policies and procedure interpretation, resource distribution, support services for special populations, and start-up grant support. The CTE coordinator provides support for programs of study, curriculum frameworks, career planning systems, state-approved industry-recognized certification process, and academic attainment of CTE students. The coordinator also is responsible for preparing and administering the Carl D. Perkins Consortium application which includes the preparation and submission of the application, budget management, implementation of Perkins activities, proposal accountability, technical equipment purchasing, distribution and inventory, and preparation and submission of completion and placement reports for member schools. The CTE coordinator also represents the education cooperative at local, state, and national events and activities.

SCSC CTE PERFORMANCE REPORT

2023-2024

This report emphasizes the data and performance evaluation of the SCSC CTE Perkins Consortium.



Total Perkins Allotment

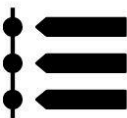
248,055.72



Additional Funds

454,800.00

CTE Teacher Retention



97%

CTE Endorsement Completion

(410/412,418)

6

Accountability

1- MOA Audit / 0 CTE Findings

2 - State Start Up Audits / 0 - Findings

3- State Start Up Grants Secured - Valued **\$141,228**

Completed **1** State Start Up for Funding - Awaiting Approval- EHS

Supported **1** Post Secondary Application for Start Up Funding- Awaiting Approval

Reported **2,057** Certifications for 2023
Increase of 30% from 2022

Completed **1** CLNA

Completed **1** Improvement Plan

DCTE CTE Information	SCSC CTE Consortium (11 Schools)
17 Career Clusters	17 Career Cluster Offerings
56 Program Pathways	75 Program Pathways Offered
18 H2 Pathways	11 Schools offer at least 1 H2 Pathway

Professional Glows

2023/2024 President Elect of Arkansas ACTE-
Professional Organization

Member of AAEA

Completed 2023 ACTE National Fellowship
Experienced Leadership Program

Certified CPR Instructor

Certified Instructor for Magic School AI

Drone Trust Certified

Presenter for ACTE, AAEA, and DCTE

Notary

Member of SADA and Southwest Workforce
Development Youth Committee

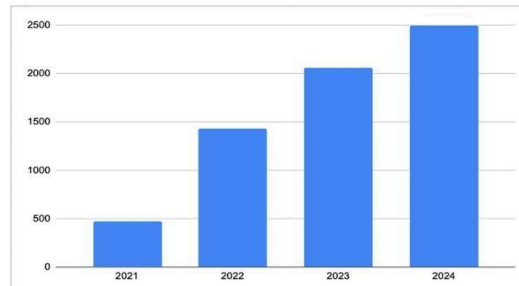
Year End Stats

Completers for 22/23 - 487

Completers for 23/24 - 531

Increase of 44 or 8%

Certifications Projected to be at 2500
with an increase of 30% from 2023



Perkins Projects

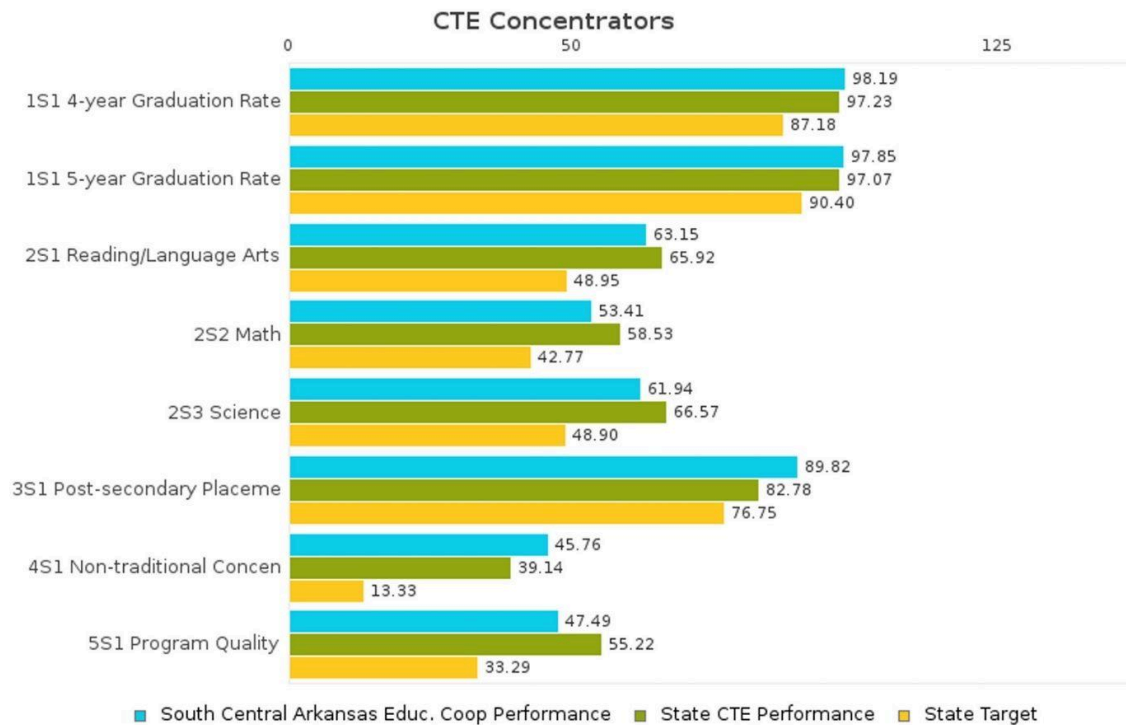
Professional Development / Travel - All
Supplemental Software to Support Teachers - All
Certifications - All
Animal Scale - EHS
Power Equipment - JCHS, ETBSD, HHS
Sports Med Anatomage - SHS
Volume Photography - EHS
Sports Med Concession and Data - EHS
Animal Models - EHS
FCS Freeze Dryer - CFHS
Kitchen Upgrades - EHS & CFHS
XTool- CFHS, PCHS, BHS
Animal Systems Magnawave - CFHS

Professional Development

Offered in 2023

- CPR
- Hunters and Boaters Ed
- Essential Standards
- Boss Laser and CNC
- New Teacher and Retention
- Jams and Jelly/Chopped
- Grow Tower
- ICEV
- CTE Updates

PERFORMANCE SCORES RELATIVE TO TARGETS



2023 CTE CONSORTIUM REPORT ON PERFORMANCE MEASURES FOR CONCENTRATORS

SOUTH CENTRAL ARKANSAS EDUC. COOP

CONCENTRATORS' PERKINS V PERFORMANCE MEASURE SCORES

PERFORMANCE MEASURES	CONSORTIUM SCORE					STATE SCORE				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
IS1: FOUR-YEAR GRADUATION RATE	> 97	> 97	> 97	> 97	> 97	96.89	97.53	96.22	96.59	97.23
IS2: FIVE-YEAR EXTENDED GRADUATION RATE	> 97	> 97	> 97	> 97	> 97	97.50	97.46	97.99	96.93	97.07
2S1: ACADEMIC PROFICIENCY SCORE IN READING LANGUAGE ARTS*	64.65		61.73	63.01	63.15	67.19		65.70	65.93	65.92
2S2: ACADEMIC PROFICIENCY SCORE IN MATHEMATICS*	58.07		55.55	55.21	53.41	61.23		59.94	59.53	58.53
2S3: ACADEMIC PROFICIENCY IN SCIENCE*	64.49		62.32	62.64	61.94	67.67		67.08	67.06	66.57

NON-CONCENTRATORS' PERKINS V PERFORMANCE MEASURE SCORES

PERFORMANCE MEASURES	CONSORTIUM SCORE					STATE SCORE				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
IS1: FOUR-YEAR GRADUATION RATE	80.27	83.38	80.07	79.08	82.42	77.34	78.22	79.87	78.97	81.70
IS2: FIVE-YEAR EXTENDED GRADUATION RATE	84.47	80.97	87.36	81.97	82.43	82.18	79.62	80.68	82.22	81.31
2S1: ACADEMIC PROFICIENCY SCORE IN READING LANGUAGE ARTS*	63.07		58.52	61.66	62.69	67.40		64.35	64.77	65.72
2S2: ACADEMIC PROFICIENCY SCORE IN MATHEMATICS*	58.61		53.09	55.07	51.94	63.01		58.66	58.82	57.95
2S3: ACADEMIC PROFICIENCY IN SCIENCE*	59.95		57.72	58.42	59.07	65.52		63.02	62.93	62.96

*State-required academic achievement tests were waived in 2020 due to COVID19.

Evidence:

Data Links: [DCTE Performance Summary Report](#)
 2023 [SCSC CLNA Link](#)
[2023/2024 DCTE Grant Awards](#)

Digital Learning - Virtual Arkansas

Funding Source: **ADE Grant – Act**

Competitive Grant: **No**

Restricted **Restricted**

Participating Districts

Bearden
Camden Fairview
Emerson-Taylor-Bradley
Hampton

Harmony Grove
Junction City
Magnolia

Smackover Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
John Ashworth	Virtual Arkansas Executive Director	EdS, MS+30, BS
Dr Brandie Benton	Virtual Arkansas Deputy Superintendent of Curriculum and Instruction	Ed.D, MSE, BSE
Mindy Looney	Virtual Arkansas Director of Operations	BS, MBA
Candice McPherson	Virtual Arkansas Director of Design and Development	MS, BS
Amy Kirkpatrick	Virtual Arkansas Director of Technology	MS, BS
Jason Bohler	Core Campus Director	MA, BA
Tye Bibby	Concurrent Credit Campus Director	MS, BA
Christie Lewis	CTE Campus Director	BBA, MS
Dr. Nic Mounts	Off-Campus and Fully Online Program Principal	Ed.D, MS, BS

MISSION: Our mission is to equip, engage, and empower Arkansas schools, students, and teachers by providing equitable access to superior online education.

VISION: Leveraging local, national, and global partnerships to advance student and educator success through innovative technologies and services.

CORE VALUES: Teamwork, Relationships, Integrity, Quality, Innovation

GOALS:

Virtual Arkansas exists to provide affordable and equitable educational access and opportunities for Arkansas students, teachers, and schools. According to *Act 2325 of 2005*, distance learning opportunities were employed:

- To help alleviate the teacher shortage
- To provide additional course-scheduling opportunities for students
- To provide an opportunity to access an enriched curriculum
- To develop and make available online professional development

Virtual Arkansas has specific goals that drive its operations. These goals are outlined in the chart below, along with the most recent results:

Goals	2022-2023 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> - VA made courses available in all critical academic licensure shortage areas - VA provided access to 107 full-time Arkansas-certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> - VA provided access to 214 total courses; 151 courses with a VA teacher - These courses provided opportunities to 33,977 Content + Teacher enrollments and 7,506 Content Partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> - VA courses were made available to all high-poverty districts and were utilized by 95% of all Arkansas school districts with a 70% or higher FRL population - VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered - 17,654 Content+Teacher enrollments came from schools with a 70%-100% FRL population
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> - 59% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural - 85% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students	<ul style="list-style-type: none"> - All VA courses can be taken at any time during the day which provides flexibility in scheduling local course

with Scheduling Conflicts	<p>options to avoid scheduling conflicts</p> <ul style="list-style-type: none"> - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> - 49 CTE Content + Teacher courses were provided to 6,218 CTE enrollments - VA provided opportunities to students throughout the state in 6 full completer programs and 12 partial completer programs

PROGRAM SUMMARY:

Virtual Arkansas is a supplemental State Virtual School (SVS) that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 7th-12th grade online courses, resources, and services to Arkansas schools, teachers, and students who might not otherwise have access to these resources and opportunities. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning.

www.virtualarkansas.org

We are not an online high school or a diploma-granting institution, but a resource for supplementing education for students through their local school.

Virtual Arkansas is comprised of five campuses:

- Core Campus High School: Arch Ford Educational Service Cooperative
- Core Campus Middle School: Arch Ford Educational Service Cooperative
- CTE Campus: Dawson Educational Service Cooperative
- Concurrent Credit Campus: Southeast Educational Service Cooperative
- DYS Campus: Arch Ford Educational Service Cooperative

Major Highlights of the 2022-2023 School Year - Virtual Arkansas

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.
- Conducted heart dissection labs with Anatomy & Physiology students.
- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the third highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.

- Partnered with ADE’s Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Engaged in a large-scale assessment improvement initiative to align assessments with new standards and the new ATLAS assessment.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

Virtual Arkansas Data (Based on 2022-2023 School Year)

- Have saved Arkansas school districts over \$71,000,000 over the last ten years
- Saved Arkansas school districts over \$9,000,000 during the 2023-2024 school year
- Have served over 282,000 enrollments over the last 10 years
- Virtual Arkansas Students had an 89% Pass Rate
- 14,907 Unique Arkansas Students Engaged in 33,977 Content + Teacher Enrollments
- 30,334 Credits Earned
- 75% of Virtual Arkansas teachers have a Master’s degree or above
- 151 Content+Teacher courses available to students throughout Arkansas
- Concurrent Credit students Earned 8,132 College Concurrent Credit Hours
- 85% of Concurrent Credit enrollments from rural districts
- Career and Technical Education: 6,218 enrollments over two semesters
- 6 full completer CTE programs and 12 partial completer programs offered to Arkansas students
- 2,353 Computer Science enrollments
- 2,006 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 59% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served

Early Childhood Special Education

Funding Source: **Federal/State/Medicaid/ARMAC**

Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Magnolia	Parkers Chapel
Hampton	Strong-Huttig	
El Dorado	Harmony Grove	
Emerson-Taylor-Bradley	Junction City	

Personnel

Name	Position	Degree
Karla Brian	ECH SPED Coordinator	MSE
Sondra Powell	ECH SPED Teacher	BSE
Jennifer Burks	ECH SPED Teacher	MA
Michelle Green	ECH SPED Teacher	BSE
Stephanie May	ECH SPED Teacher	MSE
Shawnya Everett	ECH SPED Teacher	MSE
Brooke Vaughan	ECH SPED Speech Language Pathologist	MS
Amanda Bonsall	ECH SPED Speech Language Pathologist	MA
Cathy Flowers	ECH SPED Speech Language Pathology Assistant	BS
Taylor McLelland	Medicaid Clerk	BS

Goal

It is the goal of the SCSC Early Childhood Special Education (EC SPED) Program to address the needs of children with disabilities through speech therapy, occupational therapy, physical therapy, and teacher-facilitated, direct instruction for the purpose of assisting students by addressing developmental delays and preparing them for kindergarten.

Program Summary

The SCSC Early Childhood SPED Program serves children with disabilities ages three through five. The program includes the following delivery options: preschool classroom,

daycare, itinerant, and homebound. The EC SPED program works to ensure that students are placed in the least restrictive environment and collaboration is ongoing with general education staff and families. Students receive educational and related services designed to meet their unique needs. Services provided include: screening, diagnostic services, specialized instruction, behavior support, speech-language therapy, physical therapy, and occupational therapy. The number of students served was 243 based on child count, December 1, 2023.

Major Highlights of the Year

The EC SPED staff has participated in many Child Find activities including developmental, speech, vision, and hearing screenings for area preschools and the distribution of program information in communities. The staff has performed or contracted developmental, speech, occupational therapy, and physical therapy assessments to determine eligibility for special education for three to five-year-old students in the Co-op service area. The 243 students found to be eligible were provided individualized special education services in accordance with IDEA guidelines. The SCSC’s ECH SPED department has collaborated with regional and state early childhood programs to provide quality professional development for early childhood professionals. Trainings were offered in the areas of inclusive practices, due process, special education law, and behavior management. All special education teachers completed the awareness piece of the Science of Reading. The special education staff attended the ASEP Conference in Conway. This conference covered information presented by Arkansas Trauma Resource Initiative for Schools and Easter Seals.

One early childhood special education teacher participated in cohort 1 of the Early Childhood Pyramid Model Project. This program from National Center for Pyramid Model Innovations, NCPMI, focuses on promoting social-emotional competence in infants and young children. South Central Service Cooperative employs two ABC teachers who received their special education certification in 2024 through the Early Childhood Pre-K Special Education Teacher Academy and are ready to move forward with special education inclusion.

Information released from the special education department of Data and Research showed the following data for the 2022-2023 school year. A total of 281 new referrals were processed throughout the year with 157 of the referred students qualifying and placed in early childhood special education. Of the 147 students exiting the program, 25 were reevaluated and found to be functioning at age level in all developmental areas; therefore, dismissed from special education. Ninety-nine were kindergarten eligible and transitioned to the K-12 program. Data compiled on the Annual Performance Report for early childhood exit outcomes indicated improvement for all students in the three outcome areas of social, knowledge and skills, and appropriate behaviors. South Central students met the state target in five of the six areas. These percentages are listed below.

	STATE TARGET	LEA RATE
Social Emotional-percentage showing substantial growth	90.12%	90.77%
Social Emotional-Percentage	67.28%	74.36%

functioning within age limits		
Knowledge and Skills-percentage showing substantial growth	90.64%	92.66%
Knowledge and Skills-Percentage functioning within age limits	57.19%	45.30%
Appropriate Behaviors-percentage showing substantial growth	90.12%	92.19%
Appropriate Behaviors-Percentage functioning within age limits	73.99%	80.34%

Gifted and Talented

Funding Source: **Department of Elementary and Secondary Education**

Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden
Camden Fairview
El Dorado
Emerson-Taylor-Bradley

Hampton
Harmony Grove
Junction City
Magnolia

Parkers Chapel
Smackover-Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
Chad Morris	Gifted & Talented Specialist	Master of Education

Goal

Serve as a liaison between ADE, Office of Gifted and Talented and Advanced Placement, district gifted/talented program coordinators, and parent and professional organizations. Provide technical assistance to meet the State Standards for Gifted and Talented Education

and Advanced Placement. Promote gifted education through public awareness and advocacy.

Program Summary

As the Gifted and Talented Specialist for SCSC, the job revolves around making sure that the needs of the gifted learners in the SCSC districts are being met. This is only achievable by working with the fabulous GT educators across the 11 districts and working hand-in-hand with DESE. On top of working with gifted educators who are responsible for meeting the needs of the gifted students in each district, it is also a responsibility to work with the regular education teachers to ensure that they are equipped with the tools necessary for helping gifted students grow and blossom. Some of the services provided are: guiding GT Coordinators in the writing of the program application, pre-monitoring in preparation for monitoring of the program, and updating policies and procedures necessary for compliance. Hosting regular GT Advisory Council meetings to disseminate ADE updates, current trends and issues in gifted education, discuss practices and procedures for program compliance, share ideas and student activity events and dates, and keep abreast of the activities of the professional organizations for gifted and talented (Arkansans for Gifted and Talented Education and Arkansas Administrators of Gifted Education Association). Assisted member schools with various student activities such as Quiz Bowl, Vlog Competitions, Chess Tournaments, Paper Roller Coaster Challenge, and even a Rubik's Cube Competition. Also providing professional development opportunities, including: Curriculum Differentiation, GT Scope and Sequence, Assessment for Identifying Gifted/Talented, whole group enrichment, how to better meet the needs of our twice exceptional students, classroom management for novice teachers, providing training on how to meet the needs of our "Outcast" students, providing training on how teachers can manage "Secondary Trauma," and creative ways to include Arkansas History into the curriculum with the "Eerie Arkansas" sessions.

Enrichment Event

of students participated

Quiz Bowl 3rd-12th	200 plus
Chess Tournaments - Junior high & Senior High	32
Rubik's Cube 6th -12 grades	45
Paper Roller Coaster Challenge 5th & 6th grades	60 plus
SWAEC/SCSC Vlog Competition 4th -12 grades	50
Eerie Arkansas For Students - Developing Questioning skills and deductive reasoning. 3rd-12th grades.	200

PD Provided**# of districts attending**

Curriculum Differentiation	11
GT Scope and Sequence	11
Secondary Course Training	11
Twice Exceptional Students	11
Reeling in the Outcast Student	11
Secondary Trauma	11
Classroom Management	4
Eerie Arkansas IV - Arkansas History	11

South Central ESC User Satisfaction Report - GT Specialist

Bearden School	Satisfied - "Keep up the Good Work!"
Reta Brown - Eldorado	Very Satisfied
Harmony Grove Elementary	Very Satisfied

Technical Assistance provided for GT

Camden Fairview - 10/20/23 - Phyllis Burger	Face to Face meeting and delivering AGATE Material for her.
Strong - 1/8/24 - Barbara Goldsby	Provided training and worked with Mrs Goldsby on Program.
Emerson-Taylor-Bradley - 2/21/24 - Carrie Elmore	Delivered trophies and helped with Program questions face to face.
Harmony Grove - 2/21/24 - Angel Harris	Delivered trophies and worked on GT program.
El Dorado - 3/14/24 - Adrienne Carey	Quiz Bowl Support
El Dorado/Reta Brown - 3/14/24 - Katie King	Worked with GT Coordinator on reporting Equity for her meeting with The Office of Civil Rights.
Harmony Grove - 3/15/24 - Angel Harris	Quiz Bowl Support

Numerous support given through email, phone calls, text messages and zooms.

Link to Chad Morris 2023-2024 ESC GT SWAEC/SCSC Specialist Report - [Link](#)

Major Highlights of the Year

The main goal this year was to try to present opportunities for our gifted learners to have as many enrichment opportunities as possible. SCSC provided some great opportunities for gifted learners to share their talents on numerous GT centered events. Beginning in September, we challenged our 3rd-12th grade gifted and talented students in our school districts to compete in our sixth annual Vlog Competition. Over 60 gifted and talented students from across our districts participated in this competition. This gave our GT students an opportunity to debate issues, explore their talents in using video, research, and to use their creative talents utilizing technology. The Vlog Competition Award Ceremony was held on December 14th, where we invited all students who participated to join us via Zoom and discuss what they learned from the competition, and we awarded the winners. We had close to 50 students participate in this enrichment opportunity. Also this year, we provided numerous quiz bowl competitions for the students. SCSC ended up holding Senior High, Junior High 7th grade, 6th grade, 5th grade, and 3rd & 4th grade quiz bowls for the students of our 11 school districts. We had over 200 students from our SCSC districts participate in these quiz bowls. This ended up being a great success and the students and their coaches were able to compete in their grade level tournaments. SCSC held face-to-face Chess Tournaments for our Senior High and Junior High students to show off their awesome chess skills from September 22nd-25th. We had 32 students participate in those events. It was great seeing these kids in action. One of the biggest events that we provided for our GT students this year was the Rubik's Cube Competition that we held on December 4th. We held a team event and an individual event for the students to show off their cube solving skills. We had over 45 students compete in that event with another one being held at the end of May. In November, we held a new competition titled "The Paper Roller Coaster Challenge." Our district GT coordinators wanted to have this competition because it is based around engineering standards and skills. We had over 60 students compete in this competition and show off their building and engineering skills. Lastly, we had a great interest from GT teachers across our eleven districts, as well as from around the state, to hold an "Eerie Arkansas" session with GT students. We held virtual Eerie Arkansas sessions with GT students from all over the state (including our districts) where they were presented with information about The Mystery of The Gurdon Light. Their task, after doing some research on their own and hearing multiple theories on what could be causing the phenomenon, was to come up with possible theories of what this strange phenomenon could be. Then, they were tasked with presenting their theories back to me. The information that they presented to me was absolutely awesome, and it turned out to be not only a great time for all that were attending, but an awesome learning experience for both the students and the educators. Over 200 students participated in this enrichment opportunity. This session was such a hit that we feel we will be doing more.

Other Highlights

In addition to offering "Eerie Arkansas" to students, this training is offered to teachers from across the state. In fact, I was recently asked to present the information at the 2024 AGATE conference. During this session, we analyzed the data and information from the students and looked into how we could increase the questioning skills of our identified GT students

in our districts. Outside of the GT realm, I also offer Secondary Trauma, Twice Exceptional, and Reeling in the Outcast Student Training to educators at our cooperative.

SCSC Literacy

Funding Source: **Department of Elementary and Secondary Education**

Competitive Grant: **No**

Restricted

Non-Restricted

Participating Districts

Bearden

Magnolia

Camden Fairview

Hampton

Parkers Chapel

Smackover-Norphlet

El Dorado

Harmony Grove

Emerson-Taylor-Bradley

Junction City

Strong-Huttig

Personnel

Autumn Dunn	K-12 Literacy Specialist (6 months only-left January 1)	Masters of Education
Jennifer Murphy	K-12 Literacy Specialist	Bachelor of Education
Andrea Martin	K-12 Literacy Specialist	Bachelor of Education

Goal

The goal of the SCSC Literacy Program is to work with all participating educational institutions to support the goals and priorities established by the Department of Elementary and Secondary Education, to provide leadership in literacy instruction to districts through implementation of a statewide professional development network, and to provide the following listed services to Arkansas schools. These services include R.I.S.E and Science of Reading support, on-site and virtual technical assistance, analysis of data, models of best practices, coaching and assistance of teachers face-to-face and virtually, instructional facilitators, administrators, and dyslexia interventionists, Arkansas State Standards curriculum development, TESS support, professional development, and leadership.

Program Summary

The SCSC Literacy Program is funded through grants from the Reading Department of the Department of Elementary and Secondary Education. Legislative Act 44 of 1983, which established the need for an increase in student achievement scores, initiated the funding. It was then continued through Act 999 of 1999, the Arkansas Comprehensive Testing and

Assessment Act which established that in Arkansas, all in-service training should be geared toward teaching Arkansas State Standards and increasing student achievement in literacy.

Professional Development Opportunities Offered:

SCSC-R.I.S.E Academy K-2: K-2 R.I.S.E. Academy was a year-long blended learning professional development opportunity, and two cohorts were offered. The training provided the K-2 educators from seven school districts in one cohort and one large district in the other cohort with in-depth knowledge related to the science of reading, evidence-based instructional strategies, and data-based decision making. Participants in both cohorts attended 6 days of face-to-face training, participated in a blended learning community throughout the year, and were supported through intense coaching and collaboration.

SCSC-R.I.S.E for Grades 3-6: Year 2 R.I.S.E. 3-6 was provided to five districts, and Year 2 R.I.S.E. 3-6 was provided to six districts by two of the literacy specialists. The training provided educators with in-depth knowledge related to the science of reading, evidence-based instructional strategies, and data-based decision making. Participants attended three days of face-to-face training and were supported through coaching and collaboration.

Science of Reading: Phonological Awareness: This virtual training was presented by two of the three literacy specialists and focused on phonological awareness, examined the role of phonemic awareness in skilled reading, and applied the knowledge of phonological awareness to instruction.

Science of Reading: Decoding: This virtual training was presented by two of the three literacy specialists and focused on defining decoding, discussed the knowledge needed to teach decoding, as well as how to teach and assess decoding in a way that it promotes permanent word storage rather than visual memory. It included best practices based on the science of reading.

Science of Reading: Encoding: This virtual training was presented by two of the three literacy specialists and focused on defining encoding, discussed the knowledge needed to teach encoding, as well as how to teach and assess encoding in a way that promotes permanent word storage rather than visual memory. It included best practices based on the science of reading.

SoR: Science of Reading Overview This virtual training was broken down into two three-hour training days. Participants began to understand the rationale behind the Science of Reading and develop an understanding of the scientific theoretical models on which the training is based. Participants understood how the brain learns to read and permanently store words. What works in the prevention of reading difficulties and interventions was addressed, and we looked at how over 40 years of research in the Science of Reading connects to classroom practice.

Literacy Curriculum Cohort Chats: This day is designed to provide you a space to collaborate across school districts to discuss aspects of your Literacy program curriculums; you can work through the challenges; troubleshoot solutions; talk about your victories...This is your day! We will have areas for groups to meet to discuss high quality instructional materials in the following programs: CKLA, Benchmark, My Perspectives, 95% Group. 8 of our 11 districts had teachers and administrators in attendance.

Make-and-Take: Morphology and Explicit Vocabulary Application in the K-2 Classroom: This training will include interactive application of morphology instructional strategies as well as explicit vocabulary instructional strategies. Morphology has a huge impact on vocabulary development, so this session will give ample time to practice several strategies that help foster morphology in the K-2 classroom. Word learning can be fun, engaging and interesting when it involves interaction, games, and hands-on strategies. Semantic gradients, four square activities, and interaction games will be included. We will make-and-take some of these multi-sensory tasks to help build confidence with several science of reading best practices. TESS Components Include: 1D, 1E, 3C Morphology (1/2 Day-MORNING) Explicit Vocabulary (1/2 Day-AFTERNOON)

Literacy Make-and-Take for the 3-6 Classroom: As educators, we know that practice and reinforcement are imperative in solidifying learning for students, but how do we take that practice and make it more fun and engaging? MEANINGFUL PLAY experiences are the key! In this three-hour session, participants will have guided preparation of educational games and activities from the Florida Center for Reading Research database. By engaging in these exciting learning opportunities, students become better equipped to utilize the strategies presented in 3-6 R.I.S.E. and ramp up their problem-solving skills, all while having the opportunity to learn from and share knowledge with their peers. Participants will leave this session ready and able to bring learning, connections, and enjoyment to students as they work to master the content standards. TESS components addressed include: 1A, 1D, 2A, 3C This session was duplicated this afternoon.

Science of Reading: Content-Based Morphology: (SESSIONS IN BOTH JUNE AND OCTOBER DUE TO HIGH DEMAND) This session is Virtual. This 6 hour professional development VIRTUAL training will be broken down into TWO three hour training days. The training focuses on how morphology helps successful readers to access information in reading across the content areas. An examination of the six syllable types and the knowledge of Greek and Latin influences in words help ensure success for all readers. Strategies for the classroom to ensure that all students are readers in every content area will be explored. The audience for this professional development are content teachers in Grades 2-12, but it would be beneficial for K-6.

Science of Reading: Content Area Reading Strategies: (SESSIONS IN BOTH JUNE AND OCTOBER DUE TO HIGH DEMAND) This virtual training was provided for third to sixth grade teachers and focused on what reading in the content areas is, what successful readers need to access information in reading across the content areas, what the difficulties seem to be, and offered strategies to be taught in the classroom to insure that all students are readers in every content area.

Shifting Small Group Instruction to Match the Science of Reading: This 2-day training was offered by one of the literacy specialists to K-2 RISE participants who had completed Days 1-6 of RISE Academy. The participants looked at assessments and how they inform groups and the progression of skills students needed to become proficient readers.

Participants also walked away with practical plans to group students for tier 2 instruction and differentiate that instruction to meet individual needs of students.

Spelling “Madders”- What the Rules for K-1 and 2: (K-1 and 2nd on separate days) One literacy specialist provided an interactive training laser-focused on spelling rules. Each spelling rule was explicitly taught and practiced through role-play and hands-on activities. Participants walked away with an increased knowledge of the encoding rules in the K-2 classroom as well as ways to make encoding lessons more explicit in existing curriculum. Morphology rules were also introduced and practiced in an explicit way to help teachers take the rules back to the classroom.

Day 1 of Critical Reading: Engaging the Reader: One literacy specialist provided this training which focuses on Critical Reading I standards and best-practices for engaging the reluctant adolescent reader and pre-assessments to find a base-line to begin interventions.

Day 2 of Critical Reading: Vocabulary and Word Study: One literacy specialist provided this training which focuses on Critical Reading I standards and evidenced-based best practices in adolescent vocabulary and word study. Participants learned practical, time-saving practices for direct vocabulary instruction in Greek and Latin roots. Word study is addressed through small group intervention lessons. This workshop helps teachers build a framework for how to improve vocabulary and spelling for students.

Day 3 of Critical Reading: Reading Comprehension: One literacy specialist provided this training which focuses on Critical Reading I standards and evidenced-based best practices in adolescent reading comprehension. Participants learned best practices in comprehension instruction and ways to scaffold instruction with struggling readers.

Day 4 of Critical Reading: Response to Text: One literacy specialist provided this training which focuses on Critical Reading I standards and evidenced-based best practices in adolescents' responses to text. Participants learned how students' choice of text response leads to deeper comprehension. A variety of methods for student response including handwriting and digital response were explored. Included in this discussion was the use of assessments for student progress monitoring as well as for guiding teacher instructional decisions.

Writing in the K-2 Classroom to Match the Science of Reading: One literacy specialist provided this training focused on diving into the research regarding how to effectively teach writing in the K-2 classroom. Participants practiced multisensory strategies for helping students with handwriting, spelling, and sentence composition. Additionally, participants were actively involved in digging into the standards, analyzing writing samples, and developing a writing process for students and helped them to effectively put words on the page.

Science of Reading: Writing in 3-8 Part I and Part II: All three literacy specialists provided this training focused on effective writing practices ranging from the most foundational skills of handwriting and spelling to the more complex reasoning skills such as planning, drafting and revising. In this session, we dove into the research by experts in the

field of how to effectively teach writing. Multi-sensory strategies that matched the science of reading were demonstrated to support young students as they develop mastery of handwriting, spelling, and sentence composition. *The Writing Revolution* was used as the reference text.

Guiding Students in Critical Thinking: Graphic Organizers: Participants examined how teaching students to organize ideas in a systematic, visual graph improves both their ability to remember what they read and to write more cohesively. Participants learned how to effectively choose and use a variety of mnemonic supports in their instruction. Participants were asked to bring or have access to their curriculum lesson plans to assist them in planning time during this session.

Level II Dyslexia Screeners & Level II Screeners: NEXT STEPS: Stacey Mahurin, Speech Language Pathologist, shared how to accurately administer and score formal and informal assessments and discuss underlying problems of poor reading comprehension. The first session reviewed basic testing terminology and procedures for administering formal/informal assessments. Guidelines for administering district-specific tests were presented. Scoring instructions and several reporting formats were also addressed. Participants had opportunities to administer and score portions of the assessments. The second session reviewed the basic reading processes necessary for comprehension. Underlying reasons for poor or less than ideal reading comprehension were discussed and profiles of various students with poor reading comprehension presented. Finally, several activities for improving reading comprehension were introduced and resources for interventionists offered.

Level II screening kits reviewed:

Comprehensive Test of Phonological Processing -CTOPP-2

Phonological Awareness Test - PAT-2:NU

Test of Written Language

NEXT STEPS: PARTICIPANTS MUST HAVE BEEN THROUGH Level II Screener Training TO PARTICIPATE IN THIS DAY.

Morning: Quick refresher of a) areas tested & why, b) testing terminology, c) questions from the participants regarding test administration and scoring. Analyze profiles of student test results. Discuss grouping options based on profiles.

Afternoon: Instructional strategies to improve listening and reading comprehension weaknesses. TESS components addressed include: 1A, 1F, 3D, 4D, 4E

Addressing the Challenges of Teaching Math to Students with Characteristics of Dyscalculia and/or Dyslexia: A Deeper Dive:

Participants examined the effects of dyscalculia and dyslexia on students learning math. Various screening strategies for Dyscalculia were examined, and participants explored developing their own. Math and Literacy intervention strategies for students with characteristics of Dyscalculia and/or characteristics of Dyslexia were explored as well.

Certified Academic Language Therapist (CALT) Training:

- SCSC areas teachers attended Year 1 of Take Flight which is an IMSLEC and IDA accredited course utilizing structured, multi-sensory language instruction based on the alphabetic phonics approach for teaching reading, handwriting, spelling, comprehension, and written expression for students with specific language disabilities, such as dyslexia and related disorders. Upon completion of the course

and the associated practicum, the teachers will be eligible to sit for the Alliance National Registration Examination and gain national certification through the Academic Language Association (ALTA).

- SCSC areas teachers attended Year 2 of Take Flight Training which is an IMSLEC and IDA accredited course utilizing structured, multi-sensory language instruction based on the alphabetic phonics approach for teaching reading, handwriting, spelling, comprehension, and written expression for students with specific language disabilities, such as dyslexia and related disorders. Upon completion of the course and the associated practicum, the teachers will be eligible to sit for the Alliance National Registration Examination and gain national certification through the Academic Language Association (ALTA).

Literacy Instructional Facilitator and Dyslexia Updates: All three of the literacy specialists facilitated sessions that were held virtually and in person(hybrid). Participants responded to a Google survey with needs and meetings addressed those. Implementation of concepts related to the Science of Reading and the five essential components of reading were discussed. During the quarterly DISH on Literacy meetings, topics discussed included Cycle 7 data reporting, the difference between dyslexia screeners and assessments and progress monitoring with a discussion of a three-pronged approach with guest speaker David Hanson, QI/CALT and Take Flight trainer; assistance to districts in helping them develop their dyslexia intervention plans,, Research dive into articles to read and discuss on topics of morphological awareness, intervention at K-1, encoding, articulation, independent reading, Linea Ehri's article regarding what is needed in teaching letter/sound correspondence...; Vicki King, DESE Dyslexia Specialist and Lance LeVar, DESE, discussed 504 expectations and rules especially in relation to students with dyslexia; discussion of relevant sections to Literacy and Dyslexia for the LEARNS Act with ongoing updates; ATLAS assessment updates.

Experience Dyslexia Simulations: The three literacy specialists provided dyslexia simulations for the following districts: ElDorado/Yocum Elementary, Northwest Elementary; Magnolia/East Side Elementary, Central Elementary, Magnolia Middle School, Magnolia High School.

Participants encounter what students who exhibit characteristics of dyslexia experience daily with reflection on responses and ways to help.

Book Study: *Artfully Teaching the Science of Reading*, by Tim Rasinski, Chase Young, and David Paige One specialist assisted Emerson-Taylor-Bradley district Literacy facilitator with this book study to build a better understanding of the importance of teacher agency and a deeper knowledge of reading research to guide themselves and others to teach reading as both an art and a science. 10 teachers participated in this 10-week course. Dr. Tim Rasinski provided a detailed study guide to facilitate our discussion.

WORD ATTACK for Decoding/ Pronunciation and Meaning: Three specialists presented to Emerson High School teachers. Phonics Instruction for Older Students is very important. Some feel that phonics is the responsibility of the K-2 teachers, BUT phonics skills still exist on a continuum. Upper grades may need to fill gaps but also may have students farther along on the continuum.

Major Highlights of the Year:

K-3 Literacy Coaching Support to Designated Schools

During the 2023-2024 school year, our SCSC K-12 Literacy Specialists were reassigned their duties to support specific buildings that were deemed in need of support based upon their school letter grades (D-F). All specialists were assigned to an elementary building supporting their K-3 teachers. They were required to spend at least 75% of their time supporting the teachers, instructional coaches, administrators, and students in two assigned buildings. During that time, they were tasked with collecting data, modeling lessons, coaching specific teachers, and monitoring the progress of the school. The specialists reported to the buildings for the entire school day.

In addition, they were expected to meet bi-weekly with their state coordinators to discuss data, topics, and areas of concern. Two specialists attended two different, three-day coaching lab experiences in Pine Bluff, Arkansas, and Camden, Arkansas, during the second semester of the school year.

Autumn Dunn-Assigned to Fairview Elementary School in Camden

Andrea Martin-Assigned to Yocum Primary and Elementary in El Dorado

Jennifer Murphy-Assigned to East Side Elementary and Central Elementary in Magnolia
Jennifer reported through recorded time sheets a total of 347.75 hours with East Side Elementary and a total of 215.50 hours with Central Elementary in the reporting period from 8/16/2023 to 5/16/2024.

At this time, SCSC does not have access to any data pertaining to literacy support for these assigned buildings. Any specific anecdotal data pertaining to classroom visits, number of hours at specific supported schools, and feedback from school district staff is housed at the Department of Education's Learning Services Division. Please contact them for any specific inquiries.

Other School Support:

Visiting schools face-to-face or virtually to assist them with professional learning communities (PLC), professional development, model lessons, and lesson planning was a top priority this year. School support opportunities this year were:

RISE K-2 and 3-6 school visits and support:

- Bearden Elementary
- Harmony Grove Elementary
- Smackover-Norphlet Elementary
- Strong-Huttig Elementary
- Junction City Elementary
- Emerson Elementary
- Taylor Elementary

K-2 R.I.S.E. Cohort 6 Support:
Camden Fairview Elementary
Modeled Lessons, Co-Planning/Co-Teaching/Co-Reflecting Lessons, ZOOM
Coaching Meetings, Walk Through Observations and Reflective Feedback

Follow up support for Junction City and Strong-Huttig with teacher
observations/feedback and curriculum alignment discussions with teachers.

One specialist assisted Smackover High School ELA teachers quarterly to utilize HQIM in
planning curriculum units.

One specialist presented to instructors at South Arkansas Community College Convocation
day in 2 breakout sessions for Reading Comprehension strategies and Guiding Students in
Critical Thinking: Graphic Organizers and more.

One specialist presented a Science of Reading overview and the six syllable types to
students in Introduction to Education classes at El Dorado High School to prepare them to
observe/assist in elementary classrooms.

SonDay Deeper Dive training was offered for districts choosing to continue with this
intervention program.

In accordance with SCSC's new teacher mentoring grant, content specialists supported new
teachers in our co-op area as needed by offering support and resources.

Bi-Monthly Unit Meetings: All SCSC literacy specialists attended bi-monthly Dyslexia and
Literacy unit meetings held in person and virtually(every other month) throughout the
year. These meetings are attended by all Department of Elementary and Secondary
Education Literacy Specialists from across the state. Specialists were trained in Cognitive
Coaching, TNTP Instructional Coaching, HQIM, as well as various DESE Science of Reading
trainings, as well as updates in the implementation of the LEARNS Act and ATLAS
assessments, review of test items, scoring, etc.

Grand Total Number of Training Participants: 1,084

Total Number of participants within SCSC Region: 806

Total Number of SCSC Districts served: 11

Total Number of participants served from outside SCSC Region: 278

K-12 Mathematics

Funding Source: **Department of Elementary and Secondary Education (DESE)**

Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Personnel

Name	Position	Degree
Heather Rain	K-12 Mathematics Specialist	Master of Education in Building Administration
Tiffany Graven	K-12 Mathematics Specialist	Bachelor of Science in Elementary Education and PK-12 Special Education

Goal

The goal of the South Central Service Cooperative Mathematics Instructional Specialist (MS) Program is to assist all participating education institutions in meeting the goals of state standards established by the Arkansas Department of Elementary and Secondary Education (DESE) by promoting and supporting effective, research-based mathematics practices for all students by providing opportunities and technical assistance to teachers, instructional facilitators, curriculum specialists, administrators, instructional interventionists, and parents in the areas of curriculum, instruction, and assessment.

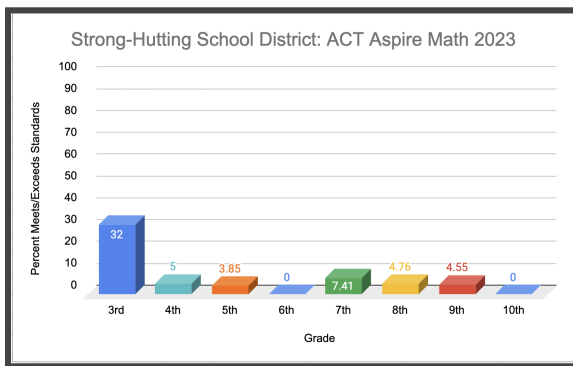
The focus of this program is to improve the quality of student education by supporting individual educators and groups of educators in their efforts to continually grow and learn. The final outcome should be improved student achievement that supports college and career readiness goals. State initiatives such as Math QuEST (this initiative wrapped up this year) and content coaching models have been the main vehicle through which DESE communicates the necessary instructional changes needed to accomplish this focus. As we move forward with this work, we will use the AR LEARNS ACT 237 to drive our work with teachers and students.

In implementing research-based strategies in ways that are supported by evidence, the South Central Educational Service Cooperative (SCSC ESC) mathematics program seeks to support growth and positive change that will empower teachers; and, as a consequence, the students of our cooperative area to be successful. Through DESE's leadership, our implementation of the Eight Effective Mathematics Teaching Practices will allow students educational equity and access to develop individually as doers of mathematics.

Program Summary

We work in partnership with DESE to communicate necessary work that will address the needs of district stakeholders. Our goal is to be able to answer questions regarding the most recent mathematics information, assistance, and requirements of the LEARNS ACT 237 from DESE.

ESC math specialists assisted in increasing the knowledge and skills of classroom teachers and K-12 educators to skillfully implement the evidence-based math instructional strategies through professional learning and job-embedded support. Using summative data from 2023 ACT Aspire reports, each specialist identified schools as areas of focus to receive year long support and direct coaching.



Each ESC math specialist provided through-year professional learning by implementing the TNTP (The New Teacher Project) coaching model. TNTP is a coaching model designed to provide targeted support to teachers to improve their instructional practice and ultimately student outcomes. Based on the school's landscape analysis results, each ESC math specialist provided support through use of the coaching to multiple teachers across the region three times

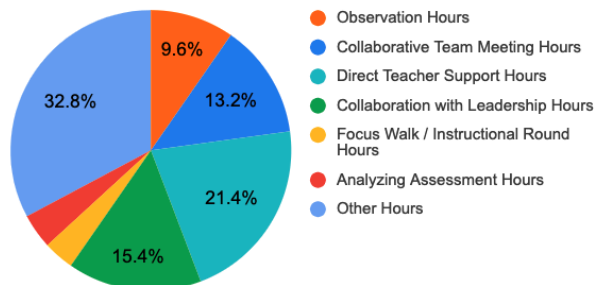
South Central Math Landscape Analysis 2023-2024 (Responses)

D	E	F	G	H	I	J	K	L	M
School Name	How many MATH teachers do you have in the building?	How many math facilitator(s)/instructional coach(es) do you have in the building?	How many math interventionists do you have in your building?	How many of your teachers/staff participated in the 2023 Math Standards summer training offered by DESE or Cooperative Math Specialists?	Are you planning for a curriculum vendor to provide high-quality instructional materials (HQIM) training this year?	In the past year, how many math teachers have received training in math content & instructional strategies? (beyond Standards and Math QuEST)	Are teachers currently enrolled or have completed Math QuEST?	When thinking of multiple pieces of data, what does your school need for improvement? (Select the top three choices.)	Share any additional comments.
Smackover High School	3	0	0	?	Yes	0	No	Teaching and Learning - Selecting and Implementing HQIM, Teaching and Learning - Instructional Practices, Assessment - Interventions (Grade-Level Content)	
Junction City Elementary School	9	0 (Counselor serves as math instructional coach and we have lead teachers)	1	5-6	Yes	0	No	Assessment - Interventions (Grade-Level Content), Formative Assessment - Analyzing Student Work/Common Formative Assessment/Assessment Data	
Magnolia High School	8	1	0	1	No	2	Yes	Teaching and Learning - Instructional Practices, Formative Assessment - Analyzing Student Work/Common Formative Assessment/Assessment Data	
East Side	33	1	3	I don't know.	No	5	Yes	Academic Content - 2023 AR Math Standards, Assessment - Interventions (Grade-Level Content), Formative Assessment - Analyzing Student Work/Common Formative Assessment/Assessment Data	
Central Elementary	16	1	1	1	No	Unsure	Yes	Assessment - Interventions (Grade-Level Content), Building Capacity - Coaching Model for Instructional Facilitators, Formative Assessment - Analyzing Student Work/Common Formative Assessment/Assessment Data	

Math coaching cycles focused on grades 3-8, Algebra I, and Geometry with schools ratings of D or F.

Heather Rain 2023-2024 School Support Data

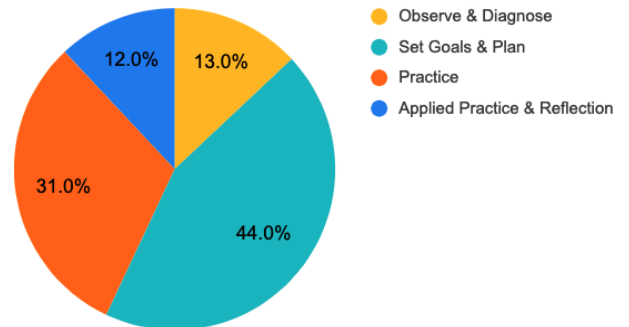
Focus School Job-Embedded Support (Part 1) - Year



Focus School Job-embedded Support -Part 1

Observation Hours	30
Collaborative Team Meeting Hours	41
Direct Teacher Support Hours	66.5
Collaboration with Leadership Hours	48
Focus Walk / Instructional Round Hours	11
Analyzing Assessment Hours	12.5
Other Hours	102
Focus School Job-embedded Support Total Hours	311

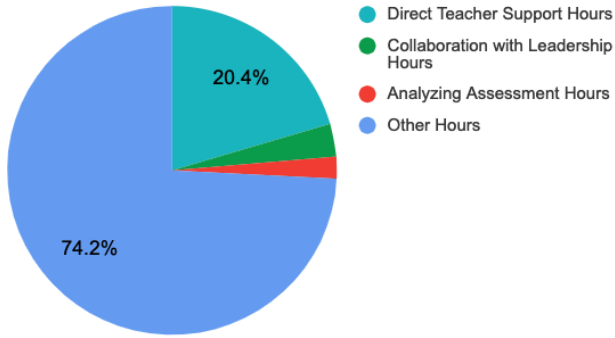
Focus School Coaching Cycle Support - Year



Focus School Coaching Cycle Support

In-take & Needs Assessment	0
Observe & Diagnose	13
Set Goals & Plan	44
Practice	31
Applied Practice & Reflection	12
Focus School Coaching Cycle Support Total Hours	100

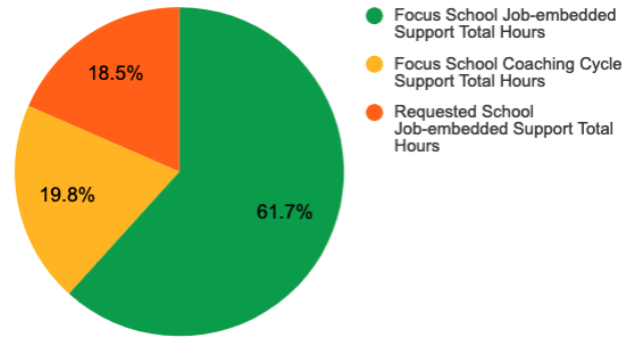
Requested School Job-Embedded Support - Year



Requested School Job-embedded Support

Observation Hours	0
Collaborative Team Meeting Hours	0
Direct Teacher Support Hours	19
Collaboration with Leadership Hours	3
Focus Walk / Instructional Round Hours	0
Analyzing Assessment Hours	2
Other Hours	69
Requested School Job-embedded Support Total Hours	93

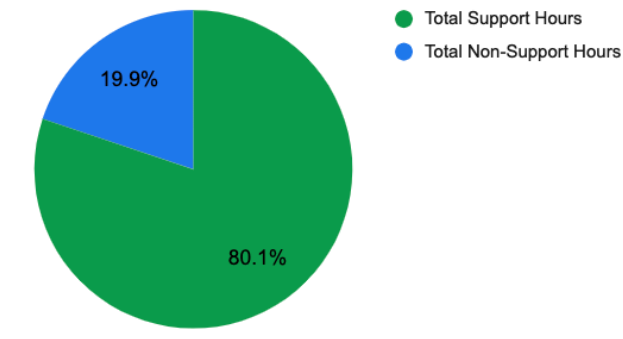
Percent of Support Time by Type - Year



Monthly Hours

Focus School Job-embedded Support Total Hours	311
Focus School Coaching Cycle Support Total Hours	100
Math QuEST Support Total Hours	0
Requested School Job-embedded Support Total Hours	93
Total Support Hours	504

Percent of Time Supporting Schools - Year

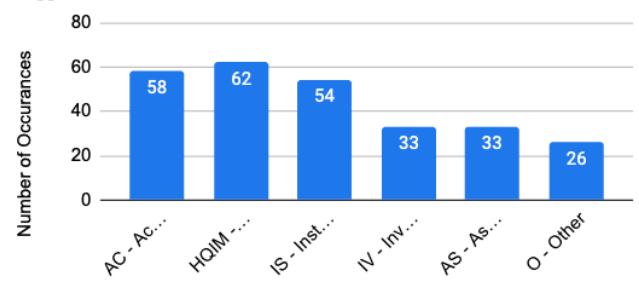


Monthly Hours

Total Support Hours	504
Total Non-Support Hours	125
Total School Hours Available	629

Focus School Job-Embedded Support (Part 2) - Year

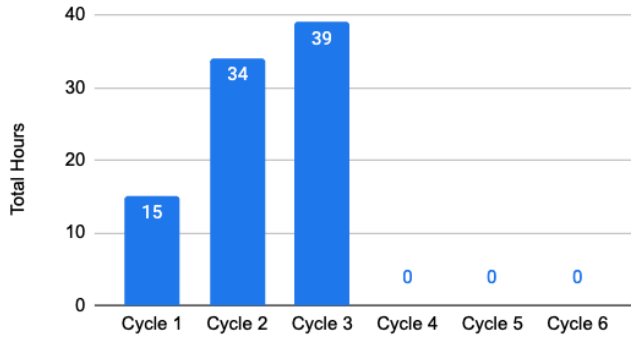
Support Areas



Focus School Job-embedded Support - Part 2

AC - Academic Content	58
HQIM - High Quality Instructional Materials	62
IS - Instructional Strategies	54
IV - Interventions	33
AS - Assessment	33
O - Other	26

Coaching Cycle Hours - Year

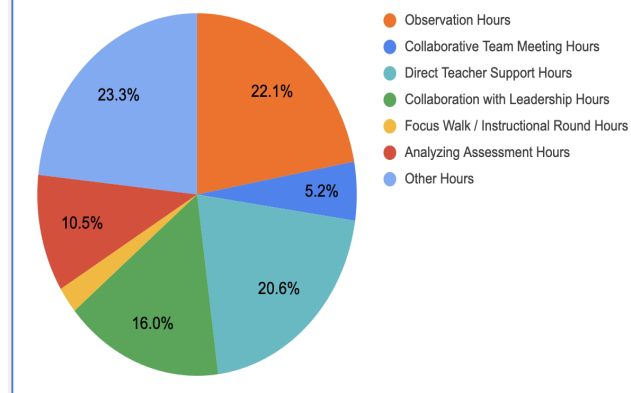


Coaching Cycle Number of Hours

Cycle 1	15
Cycle 2	34
Cycle 3	39
Cycle 4	0
Cycle 5	0
Cycle 6	0

Tiffany Graven 2023-2024 School Support Data

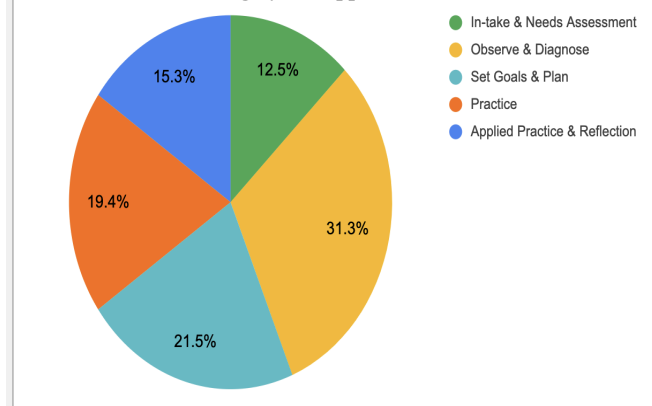
Focus School Job-Embedded Support (Part 1) - Year



Focus School Job-embedded Support -Part 1

Observation Hours	65.5
Collaborative Team Meeting Hours	15.5
Direct Teacher Support Hours	61
Collaboration with Leadership Hours	47.5
Focus Walk / Instructional Round Hours	7
Analyzing Assessment Hours	31
Other Hours	69
Focus School Job-embedded Support Total Hours	296.5

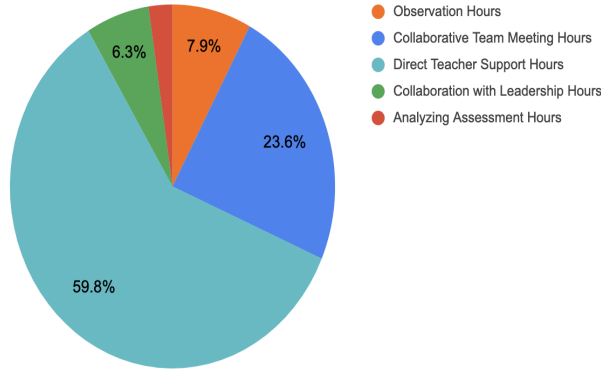
Focus School Coaching Cycle Support - Year



Focus School Coaching Cycle Support

In-take & Needs Assessment	9
Observe & Diagnose	22.5
Set Goals & Plan	15.5
Practice	14
Applied Practice & Reflection	11
Focus School Coaching Cycle Support Total Hours	72

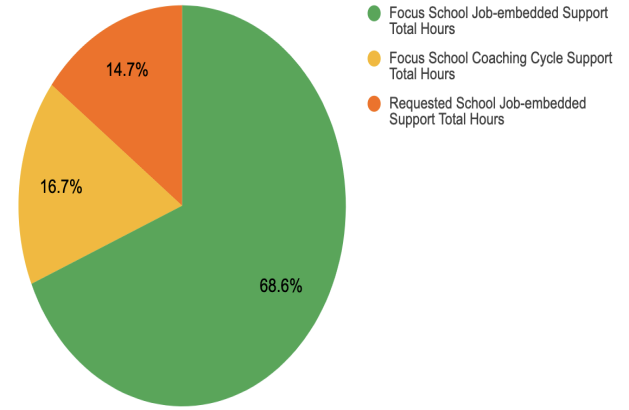
Requested School Job-Embedded Support - Year



Requested School Job-embedded Support

Observation Hours	5
Collaborative Team Meeting Hours	15
Direct Teacher Support Hours	38
Collaboration with Leadership Hours	4
Focus Walk / Instructional Round Hours	0
Analyzing Assessment Hours	1.5
Other Hours	0
Requested School Job-embedded Support Total Hours	63.5

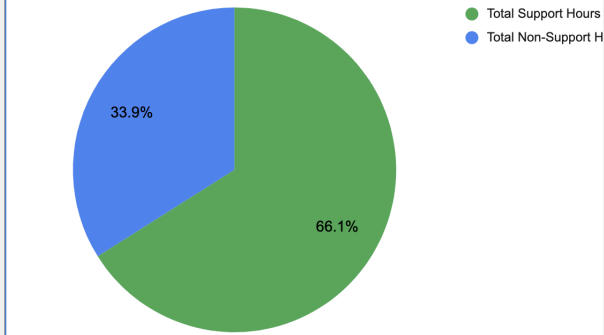
Percent of Support Time by Type - Year



Monthly Hours

Focus School Job-embedded Support Total Hours	296.5
Focus School Coaching Cycle Support Total Hours	72
Math QuEST Support Total Hours	0
Requested School Job-embedded Support Total Hours	63.5
Total Support Hours	432

Percent of Time Supporting Schools - Year

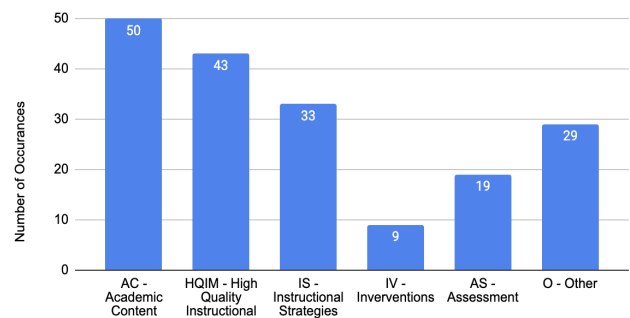


Monthly Hours

Total Support Hours	432
Total Non-Support Hours	222
Total School Hours Available	654

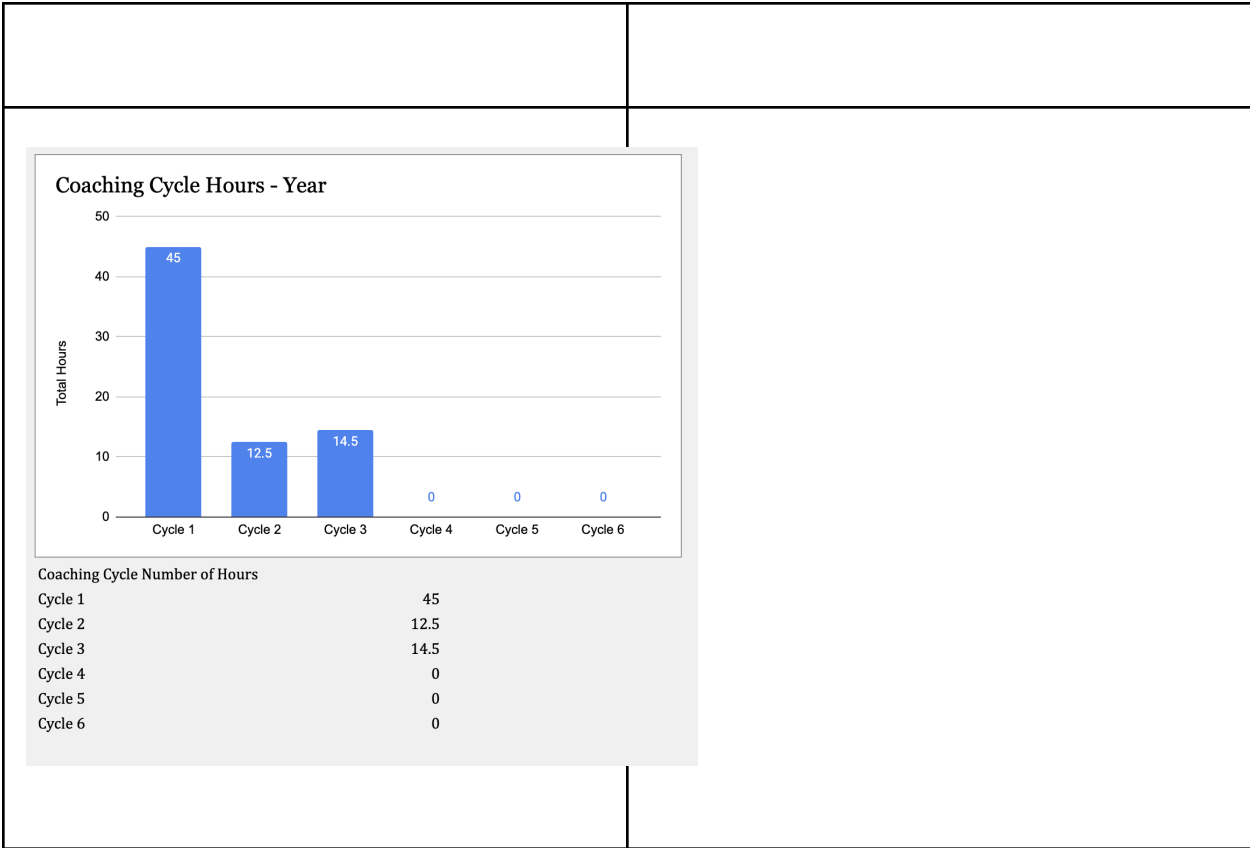
Focus School Job-Embedded Support (Part 2) - Year

Support Areas



Focus School Job-embedded Support - Part 2

AC - Academic Content	50
HQIM - High Quality Instructional Materials	43
IS - Instructional Strategies	33
IV - Interventions	9
AS - Assessment	19
O - Other	29



ESC Math Specialists used the following criteria to guide school support:

- Conducted a math teacher needs survey provided by DESE to determine the percentage of teachers trained in evidence-based instructional strategies in their region.
- Attended monthly unit meetings with DESE to plan math coaching supports (including PL) for schools based on quantitative and qualitative data.
- Provided through-year job-embedded support aligned with evidence based math instructional strategies based on the school district needs assessment, school improvement plan, and leader and teacher feedback.
- Used a comprehensive coaching system to improve teacher efficacy and build instructional capacity to increase student learning outcomes based on the identified needs of the school from data collected.
- Conducted an instructional analysis of area schools.
- Conducted data audits on area schools.

Teacher Needs Assessment Results

What math content do you feel most prepared to teach? (standards, strands, and/or grade level learning expectations)	What math content do you feel least prepared to teach? (standards, strands, and/or grade level learning expectations)	Select your Educational Service Cooperative	School Name	Grade Level	My school has adopted high-quality instructional materials (HQIM) for Tier 1 instruction.	Which HQIM do you use to deliver Tier 1 instruction?	I have received training on how to implement Tier 1 HQIM.	I believe that the adopted math curriculum is appropriate for my students.	What HQIM do you use to deliver Tier 2 or Tier 3 instruction?	Curriculum Integrity: [Students use the instructional materials every day.]	Curriculum Integrity: [Students receive appropriate and timely supports that allow them to spend the majority of their time engaging in grade-level work.]	Curriculum Integrity: [Students spend the bulk of their time doing math and talking about math.]	Curriculum Integrity: [Students are able to engage in grade-level appropriate tasks.]	Based on the four (4) impact areas, which area(s) do you need the least targeted support? (Select all that apply.)	Based on the four (4) impact areas, which area(s) do you need the most targeted support? (Select all that apply.)
grade level learning	standards	SOUTH CENTRAL SERVICE CO-OP	Strong High	8	Yes	Eureka Math Squared	Yes	Unsure	iLearn or Star Academy Math (ipls or math modules)	Agree	Agree	Disagree	Agree	Culture of Learning	High-Quality Mathematical Content, High-Quality Instructional Practices
Algebra I	Algebra II	SOUTH CENTRAL SERVICE CO-OP	Strong High School	9	Yes	Eureka Math, Eureka Math Squared	Yes	Unsure	Eureka Math and Eureka Math squared	Agree	Agree	Agree	Agree	Student Ownership	High-Quality Instructional Practices
standards, grade level expectations,	1. Some of the strategies in the curriculum. 2. How to teach a struggling reader find the important data from a scenario to have a chance at working the problem.	SOUTH CENTRAL SERVICE CO-OP	Gardner Strong Elementary	3	Yes	Eureka Math Squared	Yes	Unsure	Computer based or Direct instruction	Agree	Agree	Agree	Agree	High-Quality Instructional Practices	Student Ownership
Honestly not sure. This is my first year with this grade level and using this curriculum, so I'm feeling unsure about all of the standards as far as presentation and following the curriculum guide.	Anything dealing with geometry and measurements as well. I'm not confident in how to approach either of those strands. Would love to make them engaging.	SOUTH CENTRAL SERVICE CO-OP	Gardner Strong Elementary	5	Yes	Eureka Math Squared	No	Unsure	I don't currently use any HQIM for tier 2 or 3 but usually create my own for instruction.	Agree	Agree	Agree	Agree	Culture of Learning	High-Quality Mathematical Content, High-Quality Instructional Practices

Unit Meeting Focus

August	<ul style="list-style-type: none"> ● New 2022-2023 Arkansas Student Math Practices ● ACT Aspire Data ● TNTP Coaching Cycle ● Arkansas Mathematics Fluency/Support Document ● Dyscalculia ● Math Quest ● High Quality Professional Learning ● Road Map ● Arkansas Professional Learning Partner (Rivet) ● Job-Embedded Support Resources
September	<ul style="list-style-type: none"> ● TNTP Coaching Cycle Training
October	<ul style="list-style-type: none"> ● Dyscalculia ● Math 5 R's for Active Student Engagement ● TNTP Coaching Cycle Training ● Book Study on <i>Everything You Need for Mathematics coaching</i> ● Standards Work
November	<ul style="list-style-type: none"> ● TNTP Coaching Cycle Training
December	<ul style="list-style-type: none"> ● Create Smart Goals for Coachee ● Book Study <i>The New ART and Science of Teaching</i> ● Standard Work ● Book Study on <i>Everything You Need for Mathematics coaching</i> ● TNTP Coaching Cycle Training
January	<ul style="list-style-type: none"> ● Cycle 2 Coaching
February	<ul style="list-style-type: none"> ● Texthelp ● Summer PD ● TNTP Action Plan

	<ul style="list-style-type: none"> ● TNTP Coaching Cycle Support
March	<ul style="list-style-type: none"> ● DESE Assessment ● Arkansas Fluency Document ● Summer PD
April	<ul style="list-style-type: none"> ● Math Fluency ● Cognitive Coaching Days 1 & 2
May	<ul style="list-style-type: none"> ● Cognitive Coaching Days 3 & 4 ● TNTP Coaching Final Summation

Instructional Analysis

Instructional Analysis Tool

Strong School District ACT Aspire Mathematics		3	4	5	6	7	8	9	10
Instruction	STUDENTS MEETING STANDARDS 85%-100% Reteach or Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction	70%-84% Spend more quality time on instructional strategies to yield greater results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction	50-69% Analyze instructional strategies to determine most effective teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum	35-49% Coordinate curriculum objectives across grade levels, making sure all objectives are taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum	Below 35% The curriculum has not been taught.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Data Audit: Recommended Next Steps

This was done after meeting with district administrators and building supervisors during the data audit.

Timeline:

What	Who is Responsible	When Accomplished
PLC audits need to be conducted.	Teachers, Principals, and Asst Principals	Oct. 31 report back.
Time Audits-instructional time and DOK level Set a goal to train staff and then come back in 2 weeks.	Principals, Asst. Holly and IFs	Ongoing until the percentage of instructional time wasted is 0 and percentage of DOK 2 and 3 has increased 50%.
COP training on Math and ELA	Principal and Asst. Principals	Fall semester
Essential Standards need to be revisited during meetings with staff. What does this standard teach? Unpack the standard- What does proficiency look like?	staff	Each Wednesday
Pace and Align materials with essential standards	staff	Each Wednesday
Start developing units in each grade	staff	Each Wednesday
Develop a common assessment	staff	Each Wednesday

ESC Math Specialists supported the Arkansas Initiative for Instructional Materials (AIIM) to increase high-quality curriculum-based professional learning for classroom educators. Specialists also assisted administrators in developing High Quality Professional Learning (HQPL) designed to address adoption of HQIM for math, launching curriculum, and providing ongoing support for teachers and leaders.

ESC Math Specialists used the following criteria to guide school support:

- Conducted a landscape analysis (needs assessment) for curriculum-based on HQIM and HQPL
- Provided through year support for district/school leaders to develop a HQPL plan of action for skillful use of HQIM in core instructions needed.
- Attended any HQPL curriculum-based training with partner vendors to better understand curriculum resources used in t



Math specialists supported district/school leaders to develop a HQPL plan of action for use of HQIM by joining the district guiding coalition. The team met every other Friday throughout the school year.

A	B	C	D
Collaborative DLT Agenda			
Strong-Huttig School District			
10/06/2023, 10/20/2023			
Team Members Present:	Heather Rain	Tiffany Graven	
Barbary Goldsby- Dr. Appt.	Amy Sanchez	Becky Bolding	
Shirley Kyle	Rhonda Perry		
Norms: https://dochub.com/m/shared-document/amy-sanchez-2m8pkb/r4D6EkZVZJDJod5VpQXW7O/img-2443-jpg?dt=kHZNXhY8zM1RPZNIJfy			
	Goals	Action Items	Person or Team Responsible
Our Current Reality	Assessment (Responses) PT parent survey responses Fall 2023 Family and Community Engagement Plan 2023 Accountability Results https://docs.google.com/presentation/d/1zG_nmX1_hS8s7QtU_WXb7K9NwQ81XfApF65JF1y8sAs/edit?usp=sharing	Review Parent Surveys from P/T Conferences and prioritize needs. Revise FACE plan to reflect actions of all stakeholders. Share how scores are received each year with stakeholders.	Amy Sanchez
Actions Needed:	Create process for determining essentials	Refer to Blue Print First, look at percentages, especially bolded words, be sure that if there is a high percentage with no bolded words- determine how essence of standard can be incorporated into the bolded. Make sure that partner teacher (math with science; literacy with social studies)	Rhonda, Shirley, Becky, Heather (Geometry) Algebra II continue and find videos for now.
Getting on One Page	Establish Focused Actions that align with best practice	Start working on partner planning times for 24-25 school year	
Ideas	Student by Standard charts in math, reading, writing, and science	Common planning time for like curriculum. SK Keeping in the same groups at this time to help with creating understanding with our new teachers. RP	

The math specialists joined district/school leaders monthly to attend “Leading PLCs Districtwide from the BoardRoom to the Classroom with Dr. Janel Keating.”

Dates of Leading PLCs District wide from the Board Room to the Classroom:

- 10/20/2023
- 11/16/2023
- 12/14/2023
- 1/24/2024
- 2/27/2024

The math specialists attended “What is it? Read & Write, Equatio, & UPAR training.”

Date of What is it? Read & Write, Equatio, & UPAR training:

- 10/19/2024

The math specialists attended “The 15 Day Challenge Putting All the Pieces of Daily Life in a PLC at Work Together.”

Date of The 15 Day Challenge training:

- 3/27/24 - 3/28/24

The math specialists worked with administrators from three school districts on using Arkansas Ed Reports and selecting Mathematics HQIM adoption and implementation for the 2024-2025 academic year.

Curriculum Alignment

The focus of this opportunity is to align the local curriculum with the newly adopted state mathematics standards by creating detailed curriculum maps, pacing guides, lesson and unit plans, and common formative assessments that are aligned with the state framework. The intent is to align instruction with the Department of Elementary and Secondary Education's vision to transform area schools, "to lead the nation in student-focused education."

To that end, SCSC strives to instill preparedness while using formative assessment techniques. The goal is to continually assess the needs of students and alter future instruction based on formative assessment. The math specialists worked with teachers on creating and presenting lessons in K-12 classrooms that addressed the existing curriculum. Flexibility, in an effort to diagnose and address student misconceptions and gaps in learning, is an imperative part of this process.

Curriculum development, alignment, and articulation have been a focus of small groups of educators from various districts with an emphasis on mathematics. The curriculum was anchored in the previous Arkansas State Mathematics Standards and the correlating frameworks. As we move forward, we will use the newly adopted State Math Standards. The goal is to provide all students with a coherent and rigorous curriculum; as well as, to support teachers' implementation of the curriculum.

Coaching Cycles

This practice is reflective in nature, which requires meeting for planning purposes in advance of the lesson, as well as, meeting after the lesson to discuss and reflect for the purpose of growth and positive change in instruction for the benefit of students.

DESE Math Unit advocates the coaching approach of McGatha, Bay-Williams, Kobett, and Wray (2018) with instructional facilitators. - teachers' implementation of the Eight Effective Teaching Practices which enable students to engage in the Standards for Math Practice. This coaching approach keeps students thinking about the forefront of minute-to-minute and day-to-day instructional decisions made by a teacher.

As a math unit, we began to implement tools from The New Teaching Project (TNTP) as part of our coaching cycles with teachers who needed support. The TNTP Content Coaching Model is a responsive approach to coaching involving a content expert coach collaborating with coachees through cycles of planning, instruction, leading and reflection for the purpose of increasing the coachees pedagogical and content knowledge to improve instructional practices and meet their goals.

Data-Disaggregation and Analysis

This opportunity promotes and helps with the development of a comprehensive understanding of testing data. Teachers look at the school-level data as well as their classroom and observational data. We focus on modeling and supporting data-based decision making at every level. Analyzing and planning the next steps including interventions for students and continual modification of lessons are addressed.

SCSC ESC has implemented an instructional analysis tool to further analyze test data for districts to determine whether low-test scores indicate a gap in the curriculum or an issue

regarding instructional strategies. Our goal has been to find the gaps in instruction or curriculum and support the districts in bridging those gaps.

We continually support schools' efforts to implement their High Quality Instructional Materials (HQIM), Response to Intervention (RtI) Plan, and School Improvement Plans (SIP) based on this data gathering and analysis. In addition, SCSC ESC MS supported those schools that chose to implement the use of NWEA Interim assessments thrice a year, including assisting with the analysis of their data (ex. Strong-Huttig School district). We assisted teachers in analyzing their classroom data and the next instructional moves based on that data.

Professional Development Opportunities Offered:

Raising Awareness of the Challenges of Teaching Math to Students with Dyscalculia and/or Dyslexia SCSC MS partnered with SCSC Literacy/Dyslexia Specialist in providing a dyscalculia (specific math disability) awareness session with SCSC area district-based dyslexia interventionists during summer of 2023. The literature indicates that the occurrence of dyscalculia is similar to dyslexia (5%-7% of the student population) and both LDs occur together 40%-60% of the time.

Addressing the Challenges of Teaching Math to Students with Dyscalculia and/or Dyslexia Prepare to be engaged in session activities designed to raise your awareness of Dyscalculia (specific learning disability in math) and Dyslexia (specific learning disability in reading) while providing ideas/strategies to teach math to students with one or both of these specific learning disabilities. Research shows that Dyscalculia and Dyslexia occur together 40% to 60% of the time. Discussion of possible screeners for dyscalculia will be included.

Effective KH- IM Planning Two of our largest districts have adopted one of the forms of Illustrative Mathematics curricula as their primary teaching resource or as a supplemental resource. This training was designed to help teachers efficiently plan for the coming year with the Kendall-Hunt Illustrative Mathematics curriculum.

Effective Math Teaching Practices NCTM has set forth a set of strongly recommended, research-informed actions for all teachers, coaches, and specialists in mathematics; all school and district administrators; and all educational leaders and policymakers. This training presents, describes, and illustrates a set of eight research-informed teaching practices that support the mathematics learning of all students.

Eureka Math (Grades K-6) - Let's Get to Work Implementing Eureka Math or Eureka Math Squared is not easy. Let's tackle some of the common teacher difficulties together. We'll share ideas about planning, pacing, interventions, and assessment using Eureka Math.

Digging Into the Learns Bill and What is EXPECTED In this session, we will DEEP DIVE IN THE LEARNS BILL. We will divide and conquer by jigsawing the LEARNS Bill in the categories of Literacy, Empowerment, Accountability, Networking and Safety. Each group

will deep dive into their category to share out to the whole group. Leave day one with the expectations of the Learns Bill. Day 2 will center around the rules. Once the Rules are out for comment we will come back and finalize what is expected for our schools and draft comments for each section.

Illustrative Math (Grades K-6) - Let's Get to Work We have five districts who have chosen Illustrative Mathematics as their primary or supplementary curriculum. Implementing Illustrative Mathematics is not an easy task. We will use this training to tackle some of the common teacher difficulties. We will go through unit planning and lesson planning processes. We will also share ideas about planning, pacing, interventions, and assessment using Illustrative Math.

Math Standards Analysis and Articulation New AR Math Standards have been adopted by the AR Board of Education. What are the changes? How does this impact my instruction? What essential learning do my students need to have when they come to my class? What essential learning do my students need to have when they leave my class?

Figuring Out Fluency in Mathematics K-8 What is fluency? Is it passing a timed test of facts? How do you measure fluency? Teaching fluency can be fun for you and your students. This training offers teachers strategies to teach fluency and promote student metacognition.

Early Elementary Number Sense Interventions Do you need evidence based math interventions for your early elementary students? These interventions are fun, simple, and highly effective ways to boost key math skills. The 24 lessons with extension activities are perfect for helping small groups of struggling students in just 30 minutes each. These interventions are proven in studies to improve young children's number sense and resolve early math struggles---starting students on the path to success in early elementary school and beyond.

Georgia Numeracy Project: Math Interventions for k-12 The Georgia Numeracy Project (GNP) is an open resource solution for Tier 2 and Tier 3 Numeracy Screening Intervention. GNP has different resources for elementary students and secondary students. For grades K-7, there is the Early Numeracy Project. For grades 8-12, there is the Secondary Numeracy Project. This training will provide an overview of the process of implementation for both grade bands.

Connecting 2023 AR Math Standards to Classroom Practice It's exciting to have new Math Standards in AR! However, a great deal of work will go into creating a list of essential standards, unit plans, daily lessons and standards-based assessments. We will begin this process with 7-12 math teachers in this training.

Funding Source: **SCSC/LEA/ECHSPED**

Competitive Grant: **No**

Restricted

Non-Restricted

Participating Districts

Bearden

Camden Fairview

El Dorado

Emerson-Taylor-Bradley

Hampton

Harmony Grove

Junction City

Magnolia

Parkers Chapel

Smackover-Norphlet

Strong-Huttig

Personnel

Name	Position	Degree
Lauren Elmore	Media Secretary	AA

Goal

Our goal at the SCSC Print Shop is to provide a service to our districts and teachers. This includes providing materials to purchase, designing elements for classrooms or personal use, and other avenues as needed.

Program Summary

The SCSC Print Shop offers a wide range of printing services to meet the needs of our area teachers. We specialize in printing high-quality posters, banners, mouse pads, mugs, t-shirts, notepads, labels, logo designs, sublimation, vinyl, brochures, letterheads, and canvas prints, among other things. We use state-of-the-art equipment and techniques to ensure that every print job meets our high standards of quality and accuracy. We help bring our area teachers' vision to life to add a personal touch to their classroom. Our teachers are able to email or call in their orders and have their projects delivered to their school districts. We also provide fingerprinting services to our area teachers and substitutes using LiveScan technology. This year we fingerprinted over 571 teachers, classified employees, substitutes and SCSC employees. Over 1,300 people visited the SCSC Print Shop this year.

Major Highlights of the Year

At the SCSC Print Shop, we work closely with our clients to understand their vision and bring it to life through our design expertise. We offer a variety of purchasing options, including square, to make the buying process easy and convenient for our customers. In addition, we offer gift certificates for those who want to give the gift of custom design. Our canvas printing services allow our clients to display their custom designs in a beautiful and professional manner.

STEM Consortium

Funding Source: **LEAs in the Consortium**
Competitive Grant: **No**

Restricted Non-Restricted
Participating Districts

Bearden	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	
Hampton	Parkers Chapel	

Personnel

Name	Position	Degree
Anna Warriner	Teacher Center Coordinator	M.Ed.+ 36
JoAnn Womack	Technology Coordinator	BSE

Goal

The goal of the SCSC STEM Consortium is to provide specific training in K-12 curriculum and instruction, to incorporate an integrated approach to STEM instruction and to address the individual needs of member districts.

Program Summary

In the South Central Service Cooperative area, the Math, Science, and Technology (MST) Consortium has been in existence for over twenty years. As educational practices have evolved, and the need for STEM in education and the workforce has increased, we have decided to rebrand as the SCSC STEM Consortium. This will allow us to better identify and connect with state standards and innovative practices. This consortium provides funding to support in-service training and retraining of teachers in grades K-12. The emphasis of that training is in the areas of STEM.

Major Highlights of the Year

With this consortium, the co-op has provided various types of training for teachers and administrators. Lesson modeling and feedback to teachers in PreK-12 classrooms, summer workshops, intensive, continuous progress training, such as the SCSC STEM training project are some of the ways that these funds have been utilized. The training is long-term and is designed toward continuous improvement.

The STEM Cadre includes 10 of our 11 districts and 29 dedicated teachers from these schools. This consortium serves as a beacon for STEM advocacy within our schools, fostering an environment conducive to innovative thinking and global perspectives. This

year's focus on Artificial Intelligence was bolstered by the acquisition of drones and a classroom set of micro:bits, complemented by comprehensive professional development and curriculum support. Teachers were empowered with three days of intensive training alongside their cutting-edge equipment, equipping them to seamlessly integrate STEM concepts into their lessons and nurture the growth of our students' STEM prowess and global awareness.

This year's training topics for ITIs included the following:

- \$500 to spend on materials for their PBL projects.
- 2 Days of Professional Development in AI (Artificial Intelligence)
- Equipment to facilitate the AI and Machine Learning Professional Development, including books & micro:bits.
- Professional Development for STEM Integrationists on Drone curriculum and operation
- Preparing our districts to be recognized as future outstanding STEM Schools in Arkansas by DESE.

SCSC DroneCon 2024: Soaring High with Student Innovation

This year, a capstone project took flight with "SCSC DroneCon 2024," a thrilling competition where student teams from across our schools battled it out. The challenges? Navigating intricate mazes and a high-stakes search and rescue mission – all to save their beloved mascot!

But the excitement didn't stop there. In collaboration with our dedicated Career and Technical Education (CTE) program, we welcomed esteemed community and industry partners who showcased the real-world applications of drones in today's workforce. This not only fueled the competition but also inspired our students with the possibilities of this ever-evolving technology.

Technology Equipment Checkout

The SCSC STEM Consortium allows for upkeep for technology currently housed at our cooperative and also allows for purchase of additional equipment to be checked out by schools.

School Health Systems

Funding Source: **Arkansas Injury Prevention**

Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Magnolia	Parkers Chapel
Camden Fairview	Hampton	Smackover-Norphlet
El Dorado	Harmony Grove	Strong-Huttig
Emerson-Taylor-Bradley	Junction City	

Personnel

Name	Position	Degree	Certification
Kaci Burton	Community Health Nurse Specialist (CHNS)	RN	Certifications and Instructor: AHA BLS CPR/AED First Aid, Stop the Bleed Instructor, Vision, Hearing, BMI, Scoliosis Instructor, CERT Instructor

Goal

The goal of the Community Health Nurse Specialist (CHNS) is to provide schools and communities with assistance and resources that will improve the health of students as well as the community as a whole in Arkansas. The CHNS' primary focus is on the school nurse. We strive to provide technical assistance to school staff as well to the community as a whole.

Program Summary

The Community Health Nurse Specialists (CHNS) are employees of the Arkansas Department of Health (ADH) and partner with the education cooperatives. The CHNS are under the direction of ADH and adhere to policies and procedures of ADH. The CHNS are under the supervision of the CHNS/CHPS Supervisor for the Central, SW, and SE Region with ADH. The Education Cooperatives, as partners with ADH, provide administrative support, office space, and other office supplies. ADH and SCSC have a contract and have been partners since 2003. There are 15 CHNS, 6 CHPS (Community Health Promotion Specialist), and 2 CHNS/CHPS supervisors in the state.

The CHNS work with schools, wellness committees, daycares, community coalitions, health care providers, and local health unit administrators in the counties the South Central Service Cooperative serves to improve the health of the community.

Activities of the CHNS related to the school setting include advocating for the implementation of tobacco-free policies, best practices for tobacco prevention education, and best practices for promoting and implementing policies and programs for nutrition, physical activity, and emerging public health issues in the school-age child. The CHNS provide education, technical assistance, and staff development for school staff and Nursing Continuing Professional Education for school nurses and wellness committees on the health issues such as the consequences of tobacco, injury prevention (intentional and unintentional), oral health, infant mortality, physical activity, and nutrition. Currently, the CHNS is a CPR instructor, and trains school staff, nurses, and community members in the American Heart Association's CPR/AED and First Aid training programs.

The CHNS assist schools in the implementation of laws that affect the health and wellness in the school setting, and offer assistance to schools on developing and maintaining wellness committees as required by Act 1220. The CHNS offer assistance with new tobacco laws, new or changing rules and regulations (kindergarten physical, immunizations, etc.), and train school nurses on all mandatory screenings (Hearing, Vision, BMI, & Scoliosis).

Under the ADH, CHNS are able to offer free NCPD (Nursing Continuing Professional Development) on certain workshops to school nurses to maintain their professional licenses. CHNSs survey school nurses and school staff to offer training and workshops that meet the needs of school health.

CHNS offer programs and presentations to the students on school campuses in an assembly or classroom setting and are available as presenters and can assist in finding presenters to meet the schools' needs. The SCSC CHNS has planned and will facilitate, and /or will present at several workshops this summer for school staff, wellness committees, and nurses both at SCSC and at other co-ops in the SW Region.

Southwest CHNS (Dawson, DeQueen/Mena, South Central, and Southwest Co-op CHNS) work closely together to meet the needs of Southwest Arkansas. CHNSs and CHPSs provide regional training to provide a level of consistency throughout the SW Region and cross borders to assist in other school districts to meet the needs of the school.

Activities of the CHNS related to the community setting include health fairs to promote health and wellness to the communities. Health fairs may also be on the school campus, in the community, or at a local job site. Health presentations are offered to community clubs (Lions Club, Rotary Club, minority clubs, etc.), worksites, and anyone else who requests these presentations. Here is a list of a few examples of presentations the SCSC CHNS and CHPS can present in the community: CPR, First Aid, Stroke, Cardiovascular Health, Flu, Sun Safety, Child Maltreatment, STD, Suicide, Wellness 101, Stop the Bleed, etc. CHNS attend several statewide meetings and trainings to stay abreast of school health topics and issues and collaborate at the state, regional, and local levels to provide continuity between the Arkansas Department of Education and the Arkansas Department of Health for the health of our students. CHNSs also work closely with Arkansas Children's Hospital, local hospitals, Arkansas Center for Health Improvement (ACHI), State Injury Prevention, Arkansas Cancer Association, Arkansas Prevention Resource, and State and local police. The SCSC CHNS is a member of five county health coalitions. She attended the State Injury Prevention meetings, state CHNS/CHPS meetings, and other regional and local meetings. By partnering with local health unit administrators, she strives to meet the health needs of the community.

Major Highlights of the Year

A major highlight continues to be the Weebly website created and maintained by the SCSC CHNS. This website was created to be a resource for school nurses across Arkansas. This website has been a resource for school staff and community members as well. The website can be found on the South Central Service Co-op website, DESE website, and Arkansas Children's Hospital website as well. www.chs-support.weebly.com

Teacher Center Professional Development, Curriculum Support, Resources

Funding Source: **Base Funding**
 Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Hampton	Magnolia
Camden Fairview	Harmony Grove	Parkers Chapel
El Dorado	Junction City	Smackover-Norphlet
Emerson-Taylor-Bradley		Strong-Huttig

Personnel

Name	Position	Degree
Anna Warriner	Teacher Center Coordinator	M. Ed. +36
Karen Lutman	Secretary	High School
Lauren Elmore	Secretary, Print Shop	AA
Maddi Wylie	Intern	High School, College Student

Goal

The Teacher Center Coordinator’s (TCC) office has the responsibility of looking at the “Big Picture” of K-12 professional development that supports and enhances school improvement for all 11 school districts within our cooperative region. The 2024-25 school year began with our focus on working with schools that were deemed in need of support. The instructional specialists working with the teacher center coordinator to compile ACT Aspire data and to disaggregate the data of the 11 school districts and all the schools within the districts. A spreadsheet was created to easily disaggregate the data and to focus on those schools with D’s or F’s. We have continued our work using My School Info and LEA Insights to collect additional data. With our SCSC Literacy, Math, and Science Specialists new grant goals, we were able to look at specific data associated with specific districts and buildings that they were assigned to.

In addition, we have continued to track our virtual and face-to-face support at our districts to ensure that we are supporting our schools with the greatest needs according to state data. Our co-op tracks the support of all co-op staff members that directly impact our schools and offer support. This includes content specialists, our CTE Coordinator,

Technology Coordinator, Mentoring Support Specialist, Teacher Center Coordinator, and Director. This allows us to collect quantitative and qualitative data for us to use in our Performance Reports, Grants, and other special projects. By using this data, our co-op team has a better picture to support our schools. SCSC staff compiled lists of each school and the number of support sessions provided. Specialists that supported specific buildings tracked their data for DESE. In addition, the staff spent 2024-25 continuing to learn more about ESSA, HQIM, PLC, COP, and LEARNS. A list of workshops provided by SCSC during the year is included in this annual report.

Program Summary

Professional development opportunities target the focus areas as outlined by DESE and PD sessions are offered to meet the requirements of law regarding the rotational professional development, data collected from the needs assessment, educator's Professional Growth Plans, informal surveys from SCSC Content Specialists, and on advisement from the SCSC Board of Directors, Teacher Center Committee, and the Professional Development Committee. A Google Site was constructed to help all participants find professional development that meets their personal needs by topic. Professional development is designed to meet the needs of schools based upon needs assessment survey results and insights and reports data from the 11 districts served. The TCC has the primary responsibility for reviewing, along with the SCSC Teacher Center Committee, SCSC Professional Development Committee, Special Education cabinet, Instructional Facilitator cabinet, superintendent groups, and principal groups, the data sets from the districts in planning PD to meet the major needs of the districts.

Major Highlights of the Year

Again, we tried to focus on visiting our districts on site to share information about professional development, new standards, LEARNS, and the new ATLAS assessment. The SCSC RoadShow occurred in the Spring of 2024. Schools were contacted via email using Google Docs to set up an appointment. Although we were only formally able to reach three districts this year, information was informally shared as the TCC was assisting with job embedded professional development throughout the year. During our visits, we had staff take our SCSC User Satisfaction Survey, showed them updates to our SCSC Website, explained how to find professional development by topic when using our Google Site, clarified and explained ESC Works FAQs, showcased trainings and workshops, and also took suggestions from the schools about future professional development we could offer. Making that extra connection with our schools proved to be beneficial for all organizations. Currently, our User Satisfaction Survey numbers are at 503. We can take this information from our educators and use it to better serve our districts and meet their needs. Although we will continue to make this an annual tradition, we will revisit our format this year of how we bring this information to schools to yield the best results in reaching our educators.

Our main focus area for 2024-25 was supporting schools in interpreting and implementing the LEARNS act. Furthermore, there was a specific intention to assist our schools in using data to drive instruction, understanding their Arkansas State Standards, and how our High Quality Instructional Materials (HQIM) are used to support those standards with fidelity. . Also, since our content specialists had specific duties assigned to them by the Department

of Education, we supported them in those practices. The SCSC Teacher Center and Director also supported our schools, teachers, and administrators by providing job-imbedded curriculum, classroom management, instructional time management audits, and High Quality Instructional Materials (HQIM) implementation.

Moreover , we are encouraging our educators to attend trainings in Inclusive Practices, Curriculum Bootcamp (using standards to connect with HQIM and develop units), School Safety Trainings by the iloveyouguysfoundation. In addition, we also created and presented trainings based on the requests and suggestions of our local districts to support implementation with on-site support and job-embedded training. Our specialists were tasked with logging any local support with our districts by using a Google Form. We would then use this data to target support and reflect on our practices. We also were tasked with looking at the big picture at the end of collecting this data: Were we targeting the schools that were deemed in need of support based upon the ESSA School Index and Act Aspire Results.

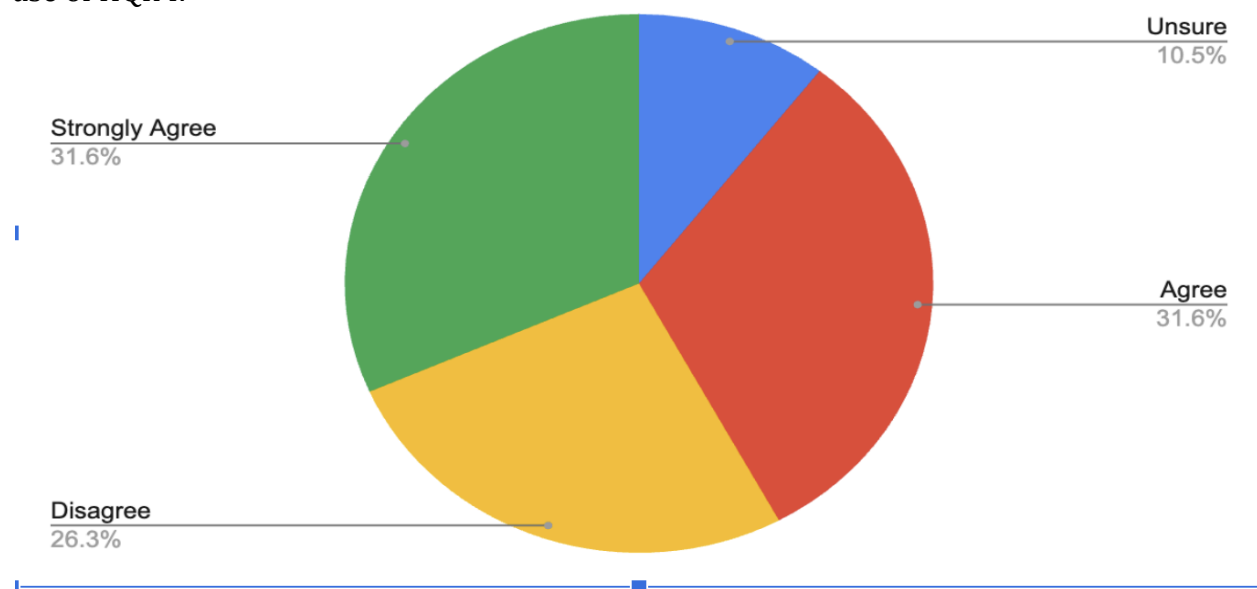
From August 2023-May 2024, our instructional team logged an average of 1,834 hours in our 11 districts (see Table A and Table B below).

Each year our SCSC Administrator's Conference is held at DeGray Lodge in Bismarck. Superintendents, principals, and assistant principals are invited to submit ideas for the agenda. Topics for our conference this past year included: Leadership Coaching presented by Dr. Lloyd Sain, pathways for new teaching licensure, artificial intelligence supports for administrators, DESE updates presented by SCSC Specialists, and a Dyslexia Simulation presented by our SCSC Literacy Specialists.

The staff members of the professional development team at SCSC will continue to support school improvement efforts throughout the year with training in the standards for math, literacy, science, and computer science. In addition, trainings such as data interpretation and disaggregation, grade-level Arkansas standards and alignments, classroom management, high yield instruction strategies, STEM/STEAM, action based learning, mental health, anti-bullying, teen suicide, school safety, instructional technology, TESS/LEADS support, Monthly Leadership Meetings, Federal Programs Meetings, Dyslexia contacts, and ESOL Meetings are provided at South Central. We also share and extend learning opportunities by sharing what is offered by our partner organizations, such as SAU ERZ.

The Communities of Practice Grant (CoP) allowed SCSC to focus on supporting our district administrators and supporting their efforts in understanding and implementing HQIM. SCSC partnered with The New Teacher Project to provide professional development four times throughout the FY 24-25 school year and three rounds of job-embedded learning walks. During these learning walks, TNTTP consultants worked with building principals to identify and determine if their teachers were using Arkansas State Standards and HQIM in their instruction. From these walks, it was determined what each administrator needed to do to gain knowledge and support their staff with High Quality Professional Learning. We were able to survey our K-12 building principals to determine their needs for support in terms of HQIM and adopting curriculum. From our initial survey, we were able to determine the following about our schools and levels of implementation:

My district and/or school has established strong systems, structures, and conditions for the use of HQIM:



At the conclusion of this process in June 2024, we will conduct another survey to compare growth and determine next steps. From this process, it is already determined that our administrators need continued support in HQIM and additional areas. SCSC is currently planning to schedule ongoing supports for our districts.

The SCSC Teacher Center Coordinator applied and received The Stronger Connections Grant from DESE for supporting school safety. There was interest from seven of our districts to join together as a consortium to receive these funds (if awarded). SCSC was awarded \$270,925 to use with these districts. The focus is on providing equipment and materials to help secure buildings. There is also a specific component to provide to school safety training district-wide for school safety teams and teachers. We are providing five trainings this summer through the iloveyouguys foundation. More specifics for this grant are listed in the Anecdotal Reports Section of the SCSC Annual Report.

For the second year, our cooperative participated in supporting District-Wide PLC supports by attending trainings in Little Rock with Janel Keating from Solution Tree. As part of this process, our cooperative team has established goals to support each level of leadership at our districts. These were shared with DESE and our plans were presented at the meetings in Little Rock. From these meetings, the SCSC staff members collectively established meeting times to support districts. Our Guiding Coalition meetings allowed us to decide how we as a cooperative can model effective instructional practices and goal setting. A set of building “Working Agreements” were established that all presenters and staff will use. In an effort to promote transparency from the co-op and with our districts, we established a Collaborative Learning Community section on our website. This resource contains data, resources, and other collective information as an ongoing support for our districts. It can be reached at this site: <https://sites.google.com/scscoop.org/scsc-clc?usp=sharing>

In order to help support our novice and veteran teachers throughout the year, we established a plan to provide classroom management and behavior throughout the year at our cooperative. Our Behavior Support Specialist, Sonia Hartsfield, provided trainings on

Extensive Classroom Behavior Concepts, Antecedent Based Interventions, School Wide Positive Behavior Supports, and Classroom Management Tools in repeated sessions. In addition Anna Warriner and Karen Kay McMahan offered 2-day training sessions on Behavior Tools (Intensive Classroom Management). The trainings had representatives from all of our districts. Veteran teachers, novice teachers, and paraprofessionals all attended. We plan to continue this type of support in the summer and during the school year as requested by our districts.

SCSC continued to host ACT Prep courses for high school students throughout the year with the assistance of funding through the Department of Education. We hosted a total of three sessions with CW Prep and hosted over 102 students from our co-op area schools, private schools, and homeschool. We also brought the On to College organization to Magnolia High School to present a three hour test prep session to over 175 high school juniors. We had 12 teachers attend CW Prep ELA and Math professional development over the summer. These sessions provided insight into the ACT Test and offered instructional and classroom tips to assist students.

In order to support the state's mental health initiative, we continue to offer Youth Mental Health First Aid (trained by our Teacher Center Coordinator and CHN) throughout the school year. This training is offered to our educators and to community organizations throughout our cooperative area. We also share resources regarding Arkansas A.W.A.R.E and Arkansas TRIS to assist teachers and students.

TABLE A

School District	Minutes of Support	Hours of Support
Bearden *Assigned a DESE Literacy Coach	3,500	58
Camden Fairview *Direct support from SCSC Literacy Specialist	15,515	259
El Dorado *Direct support from SCSC Literacy Specialist	4,160	69
Emerson Taylor Bradley **Assigned a DESE Literacy Coach (Vendor)	8,205	137
Hampton **Assigned a DESE State Literacy Coach	5,540	92
Harmony Grove	3,195	53
Junction City **Assigned a DESE State Literacy Coach	1,170	20
Magnolia *Direct support from SCSC Literacy Specialist	4,135	69
Parkers Chapel	5,800	97
Smackover Norphlet **Assigned a DESE State Literacy Coach (Vendor)	17,750	296
Strong-Huttig **Assigned a DESE State Literacy Coach	41,169	686

*Total minutes of support were not included in these calculations

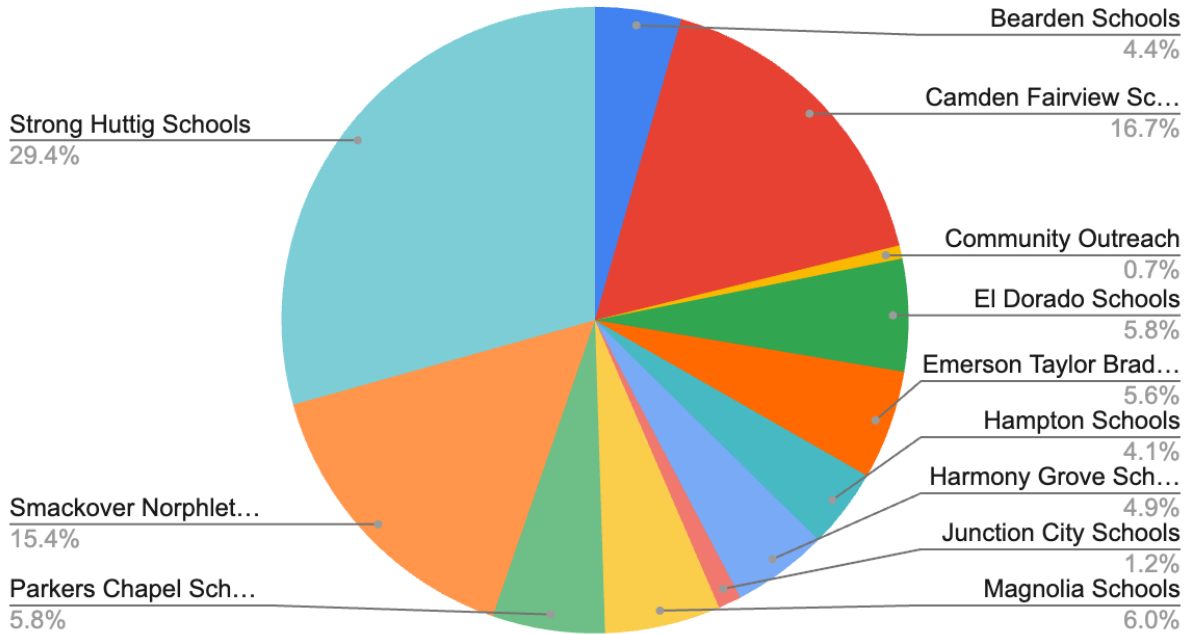
**Total minutes of support were not included in these calculations

TABLE B

Percentage of Support to SCSC Districts

***Support does not include support logged by SCSC Literacy Specialists assigned to specific buildings. That data is housed by DESE Learning Services Division.**

Count of School District



K-12 Science Specialist

Funding Source: **Department of Elementary and Secondary Education**

Competitive Grant: **No**

Restricted Non-Restricted

Participating Districts

Bearden	Hampton	Parkers Chapel
Camden Fairview	Harmony Grove	Smackover-Norphlet
El Dorado	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	

Personnel

Name	Position	Degree
Renee' Bearden	K-12 Science Specialist	Masters

Goal

The goal of the South Central Service Cooperative (SCSC) Science Instructional Specialist Program is to assist all participating education institutions in meeting the goals and state

standards established by the Department of Elementary and Secondary Education (DESE) a division of the Arkansas Department of Education (ADE) by promoting and supporting effective, research-based science and engineering practices for all students by providing opportunities and technical assistance to teachers, instructional facilitators, curriculum specialists, administration, instructional interventionists, and parents in the areas of curriculum, instruction, and assessment. The goal of this program is to improve the quality of student education by supporting individual educators in their efforts to continually grow and to learn. The final outcome should be to improve student achievement that supports college and career readiness goals and success in their community.

As the teachers implement the Arkansas K-12 Science Standards and encounter the Teacher Excellence Support System (TESS), they have been required to make monumental changes in pedagogy. The SCSC science program seeks to support growth and positive change in teachers as well as their students; also to inspire teachers to engage students in science and engineering practices (SEP) as they use their developing understanding of the science disciplinary core ideas (DCI) through the focus of the crosscutting concepts (CCC) to make sense of real-world phenomena and to become problem solvers now and of the future. The specialist, in collaboration with the other Science Instructional Specialists across the state, acts as a liaison between the state and the school districts in the implementation of the Arkansas K-12 Science Standards.

Program Summary

The ADE Science Program for grades K-12 was established by Act 1392 of 1999 for the improvement of science instruction throughout Arkansas. Assistance is provided to schools through professional learning opportunities, modeling of lessons, lesson study, unit development, teacher observation, novice teachers content support, and technical assistance to improve the teaching and learning of science and engineering practices through increased content understanding and improved instructional practices across the curriculum to move towards a more student-centered classroom.

General Support:

Curriculum Alignment

The focus of this opportunity was to align the local curriculum with the state curriculum documents by creating detailed curriculum maps, pacing guides, and lesson plans that include classroom assessments that are aligned with the state framework. The science specialist worked with teachers on creating and presenting lessons in K-12 classrooms that addressed the need to align with the Arkansas K-12 Science Standards. Flexibility in an effort to diagnose and address student misconceptions and gaps in learning was an imperative part of this process. Curriculum development, alignment, and articulation have been a focus of small groups of educators from various districts with an emphasis on science as well as within districts.

Data-Disaggregation & Analysis

This opportunity promoted and helped develop a comprehensive understanding of testing data. Teachers looked at the school level data as well as their classroom and student data. The focus was on modeling and supporting data-based decision making at every level.

Analyzed and planned the next steps, including interventions for students and continual modification of lessons were addressed. SCSC has implemented an instructional analysis tool to further analyze test data for districts to determine whether low-test scores indicate a gap in the curriculum or an issue regarding instructional strategies. The program science specialist, in conjunction with the TCC, has given assistance to school districts regarding their formative, interim, and summative assessment data. Our goal was to find the gaps in instruction and/or curriculum and support districts in bridging those gaps. The ADE website, [myschool info](#), was one of the tools used to analyze school data.

Professional Development Options for 2023-2024 Included:

Developing Fundamental Understanding in Physical Science and Chemistry

What does it mean for physical science and chemistry in Arkansas to be “integrated”? Why are some of the same standards addressed in both courses? What does it mean in the standards when we read the phrase “partially addressed”? These questions were answered by allowing the teachers to experience a Physical Science/Chemistry investigation lesson that supports Arkansas science standards that incorporates relevant, engaging, student-focused learning. Teachers had time to reflect on how to apply instruction within their course and explore possible pacing guides for Chemistry and Physical Science that may be adapted for their students.

TESS: 1C, 1E, 4A

Grasping Phenomenal Science: STEM Integration in K-4 Literacy

Science teachers are struggling to find time in the school day to teach science. This professional development was strategically incorporated to combine literacy with science, technology, engineering, and math (STEM). Science naturally enhances literacy and is a natural combination that advances reading comprehension, constructing explanations, and making claims supported by evidence. Teachers engaged in STEM Lessons designed to be taught during the literacy block. They also experienced how science can provide the “need to read” for their students. TESS: 1E, 2B, and 4E

What do students really need to know? Elevating fundamental content in science.

This workshop was a session designed for any K-12 teacher or instructional leader who wants to become familiar with science instruction and assessment aligned to the Arkansas K-12 Science Standards. Participants learned about fundamental content and the progressions at each grade level, and explored best practices in science instruction.

TESS: 1E, 2B, and 4E

How can you know what students really know in science? Using assessment purposefully in a science classroom.

This workshop engaged teachers in rethinking assessments as a system designed to support student learning. From the classroom level formative assessment to the statewide summative assessment, and rethink how teachers should utilize data? Teachers learned to elevate current assessments and examine examples of strong assessment items.

STEM for 5-8 To STEMfinity and Beyond!

This PD was for teachers to learn to incorporate STEM (science, technology, engineering, and math) into their teaching and apply literacy to stimulate imagination. This workshop focused on STEM in the 5-8 classrooms. Teachers engaged with circuits and engineering design. They left this PD with examples and lots of resources.

What's in the water? Exploring Environmental Science using a water quality investigation.

“Water critters” was a one day field trip designed to measure stream and water quality through the collection and identification of indicator macroinvertebrates. Participants investigated the quality of the stream environment through the use of the biotic index comparing them to a real world experience at Logoly State Park in Magnolia, AR. The biotic index is a scale which indicates the type and abundance of organisms in a representative sample of the environment to assess the quality of freshwater ecosystems. This live, one day session was designed for high school teachers and is aligned with the Arkansas K-12 Science Standards in Environmental Science.

Three-Dimensional Mastery: Science Instruction For Impactful Learning

K-12 teachers and instructional leaders joined together for a workshop that was anything but ordinary. The participants engaged into the wonders of science instruction and assessment, aligned to the Arkansas K-12 Science Standards. They discover the magic behind each of the three components of the standards, unlocking the secrets to making science an absolute blast for their students. Learning how to turn learning into a scientific adventure! TESS: 4A, 4E

Phenomenal Teaching: Unleashing Wonder in the Science Classroom

This electrifying workshop catapults K-12 teachers into the world of scientific wonders. Say goodbye to disengaged students and hello to the power of phenomena. They unraveled the secrets of sparking student curiosity and unleashing a tornado of student-driven questions! In this workshop, we did not just talk about science – we dove headfirst into the Science and Engineering Practices and Cross-Cutting Concepts. It's time to turn learning into a wild adventure, connecting the dots between fundamental content and student engagement. TESS: 4A, 4E

Science Curriculum Bootcamp

This was not your average planning session – it was a journey into the realm of phenomena-based learning that was buzzing with excitement.

During this hands-on workshop, the teachers were the architect of their own science universe. They dived headfirst into the development of grade/course-specific science units of study that are so engaging, they'll have their students on the edge of their seats. They crafted a year's scope and sequence, bundled performance expectations into mind-blowing units of study, hand-picked essential learning targets, and concocting assessment plans that are as genius as your favorite science experiment. But here's the best part – they didn't do this solo! They teamed up with other teachers in their grade level and/or course for a collaborative brainstorming extravaganza. It's a planning party where individual teachers and grade-level teams unite to create the blueprint for the most epic school year ever. TESS: 4A, 4E

Assessment Alchemy: Using Assessment to Drive Science Instruction

Participants embarked into an assessment adventure like never before. The mundane was turned into the extraordinary by exploring assessments as the drivers of student learning. From the dynamic world of classroom-level formative assessments to the epic ATLAS summative assessment, they unraveled the secrets of utilizing data like never before. Participants had time to elevate assessments, discover the power of data, and delve into examples of 3D assessment items.

Integrating Science into the K-2 Literacy Block

This sensational workshop was tailor-made for K-2 teachers. Participants joined together for a journey that was not just about teaching; it was about turning their classroom into a hive of excitement around science. In this workshop, they dove headfirst into an exemplar grade-specific science unit. Brace yourself for phenomenon-based science instruction that not only supports nonfiction vocabulary but also transforms your literacy block into a haven of discovery. Examples of how K-2 literacy strategies can be seamlessly woven into the fabric of science. This was a literary fusion like no other, featuring science informational texts. TESS: 2B,4A, 4E

Integrating Science into the 3-5 Literacy Block

This sensational workshop was tailor-made for 3-5 grade teachers. In this workshop, the participants dove headfirst into a grade-specific exemplar science unit. They learned that phenomenon-based science instruction not only supports nonfiction vocabulary but also can transform their literacy block into a haven of discovery. 3-5 literacy strategies can be seamlessly woven into the fabric of science. It's a literary fusion like no other, featuring morphology, science informational texts. They were equipped with the knowledge to spot opportunities for integrating science and literacy like a pro.

TESS components addressed include: 4A, 4E

Engaging Students in Science Investigations in Grades 6-8

This PD was a high-octane journey into the heart of phenomena-driven investigations. Turning 6-8 classrooms into the coolest science spectacle in town! Based on a storyline learning model that will have your students on the edge of their seats, eagerly awaiting the

next twist in the scientific saga. Participants dove into the world of assessment tasks of development and adaptation, where every test is a quest for knowledge.

TESS: 4A, 4E

General School-Site Support:

The goal of this program is to support classroom teachers in their efforts to meet the changing requirements of the classroom with model lessons through direct modeling, observations of lessons, and/or co-teaching lessons. This practice is reflective in nature, which requires meeting for planning purposes in advance of the lesson, as well as, meeting after the lesson to discuss and reflect for the purposes of growth and positive change in instruction for the benefit of students. The format of Gradual Release of Responsibility: “I teach, WE teach, You teach” was used to empower the educator, using gradual release that was followed up by a reflection period with feedback from teacher and specialist. .

Of the eleven districts that SCSC serves, all of the districts have utilized this feature of our program. It is not irregular for the school-site lessons to be multiple lessons during the course of the day. These lessons may be in cooperation with a single teacher and/or multiple teachers. Lessons have been delivered in both elementary and secondary classrooms. During this school year, the science specialist participated in approximately 120+ hours of classroom lessons/support. The science specialist collaborated with approximately 65 different science teachers, science instructional facilitators, and/or principals/assistant principals during this school year. This was done in the remaining 20-25% of the specialist time. See below for the other allocation of 70-75% of our time.

Part of our service is to provide on-site training for school districts. This training could take the form of conducting/participating in meetings of various types such as PLC, STEM/STEAM Family Nights, School Staff Conferences, Campus Staff Simulations such as dyslexia and providing professional development. During this school term, the science specialist participated in approximately 1 conference, 5 school wide STEM/STEAM related events and approximately 5 simulations throughout the year. Many of these events require the science specialist to work after hours.

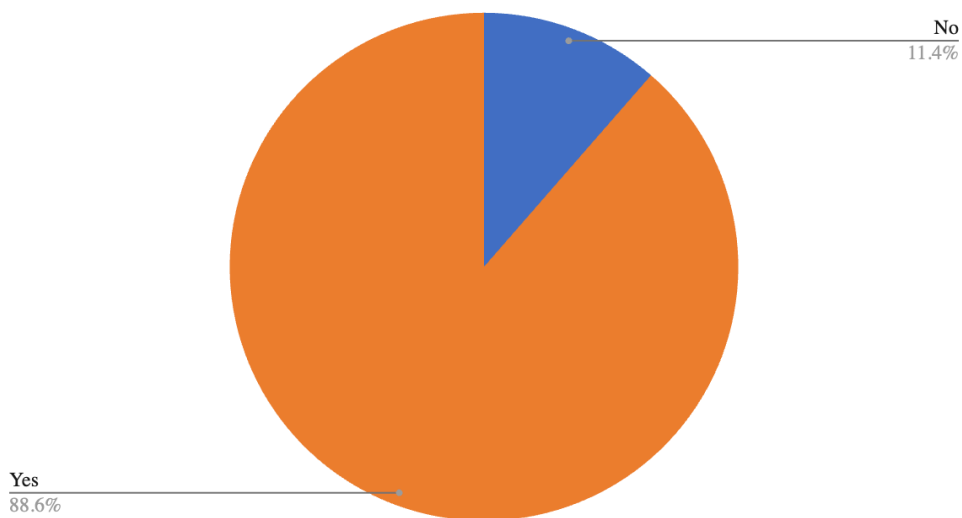
Focus on D/F Schools On-Site Science Coaching Cycles :

This year the AR Science Specialists across the state were tasked though their grant goals set by DESE to focus 70-75% of their time on schools in their area that held a D or F for their school letter grade according to myschoolinfo.com. SCSC Science Specialist focused 70-75 % of her time to coaching science teachers in D and F rated schools in the SCSC area to satisfy her grant goals. The districts that were targeted for science coaching in the SCSC area were Camden Fairview High School (9th-10th Grade), Ivory Intermediate (5th Grade), Bearden High (10th Grade), Magnolia Central (5th Grade), Smackover Elementary (3rd-4th Grades) and Norphlet Middle School (5th-8th Grades). The science specialist has been in these schools over 700 hours this school year. She has worked closely with 34 plus teachers, 1 superintendent, 8 principles, and 5 Instructional Facilitators within these focus schools. Data of my effectiveness in Science Coaching Cycles.

[Renee Bearden Teacher Coaching Perception Survey](#)

Percentage of Science School Support to D-F Schools in the SCSC Cooperative Region

Count of Is this a focus (D-F) school?



Major Highlights of the Year:

The SCSC Science Specialist and the Magnolia School District's Science/Math Coordinator, Sonya Russell, partnered together to bring [Paul Anderson](#), the [Wonder of Science](#), to the SCSC area to present to K-12 science teachers. His presentation supported increasing engagement in the K-12 science classroom by using authentic phenomena to focus on the best practices of science instruction including; modeling instruction, argument-driven inquiry, phenomenon-based instruction, and the science and engineering practices contained in the Arkansas K-12 Science Standards. Special consideration was given to the cross-cutting concepts as both a thematic and a practical lens to drive scientific inquiry. Participants engaged in scientific inquiry that was guided by authentic assessments and best practices.

The SCSC Science Specialist was involved in professional learning that was provided by DESE during monthly unit meetings with science specialists across the state via face to face

and/or zoom meetings throughout the year. During the monthly unit meetings, some of the time was devoted to the Professional Learning Community (PLC) professional development; this training was throughout the year. Some trainings were face to face while some were via webinars. These trainings were made possible by DESE and provided by Solution Tree. [The New Art and Science of Teaching](#) (NASOT) by Robert J. Marzano was the book of reference, presented by Dr. Shelly Gies.

Furthermore, the science specialist has been involved in professional development, role play and practice for implementing content coaching cycles to her repertoire. The ADE and TNTP (The New Teacher Project) has initiated content coaching support for the specialists in Arkansas. Doc Miller and Sarabecca Mgallo, from TNTP have been leaders in supporting the science specialists in developing a science instructional walkthrough tool/coaching tool to help them to implement this new initiative. This coaching tool will accurately collect data on classroom culture, science content, instructional practices, and students ownership, use evidence to identify key strengths and opportunities for growth for teachers that could impact student experience, craft coaching conversations that support teachers in setting goals and identify concrete next steps to improve their instructional practices. This TNTP is adaptable to use with novice teachers as well as seasoned teachers as a result students across the SCSC area schools will be positively impacted.

Additionally, the science specialist has been involved in professional development hosted by DESE on Cognitive Coaching based on the work of Arthur L. Costa and Robert Garmston. [Cognitive Coaching](#) SM is a researched based model of coaching that focuses on self-directedness and the development of cognitive complexity. This model enhances four support functions which include Cognitive Coaching SM, collaborating, consulting, and evaluating, with a focus on the five states of mind: consciousness, craftsmanship, efficacy, flexibility and interdependence. This face to face training was led by Crystal Beshears Ducan, Office of Innovation, UA Fayetteville Agency Trainer-Thinking Collaborative. The SCSC Science Specialist has received a certification for completing this training.

The SCSC Science Specialist was one of the committee members to develop and implement the DESE Physical Science/Chemistry Integrated Professional Development (PD); along with the implementation of the DESE Science Summer PD. Additionally, the science specialist has had several 3D, 5E, GRC lessons published on Brett Moulding's (Author/National Presenter) website [#going3Dw/GRC](#). This site is a place that science teachers can visit to find phenomenon based lessons aligned to AR Science Standards. This site is free for teachers. At a crucial time for shifts in science instruction and implementation of 3D teaching and learning, which the science standards require; the science specialist played a pivotal role.

The SCSC Science Specialist collaborated with other Arkansas Science Specialists to develop/implement DESE summer Science PD for K-4, 5-8, and 9-12 which included an introduction to Fundamental Science, 3D Assessments/ATLAS, Unit Development, Physical Science/Chemistry, Biology, and Environmental Science. The science specialist presented these DESE Science Summer PDs here at SCSC.

The SCSC Science Specialist was available to support the year 1,2, and 3 novice teachers in content and/or classroom management through the mentoring grant. Full participation from ten of our eleven districts in the SCSC consortium were enrolled in the New Teacher Institute (NTI).

The SCSC specialist had the opportunity to participate in TESS, which is an opportunity for teams to build capacity as a collaborative workgroup by developing professional learning plans, and by aligning personalized resources and supports to ensure professional growth. Schools and districts participate in EdReflect/BloomBoard as well. Having the specialists participate allows them to be a support to the schools to meet their TESS domain requirements.

The SCSC Science Specialist has developed and administered a Facebook page for the science teachers in our cooperative area. "[SCSC Science Teachers](#)" Facebook page has 125 science teachers as members with membership increasing daily. This is a venue for science teachers to get information/resources quickly that are relevant to their profession in addition to networking and sharing ideas with fellow science teachers.

A child learns to read in the early years so that he or she can read to learn throughout life. To help strengthen reading education in the state, Arkansas is focused on changing instructional practices in the classroom and incorporating the knowledge and practices of the Science of Reading. The SCSC Science Specialist has been a participant in the Science of Reading (SoR) awareness PD lead by SCSC Literacy Specialist, Autumn Dunn through the ArkansasIdeas video training. This PD has helped provide the Science Specialist with the opportunity to develop an awareness of the cursory knowledge and practices of scientific reading instruction.

Community Support

The SCSC Science Specialist had the opportunity to participate in several community support opportunities.

- Summer Reading Program at Strong Library at Strong AR. where she and the Tech coordinator provided a STEM lesson for the students and parents.
- The SCSC Science Specialist and the Tech coordinator also lead STEM/STEAM lessons at family nights at Parkers Chapel School District, Magnolia School District,, Bearden School District, and Northwest 3rd Grade STEM Nights.
- The SCSC Science Specialist planned and presented STEM professional development for the SCSC ABC and ECSped teachers and para-pros.
- The SCSC Science Specialist has been a science fair judge for Junction City School District, Magnolia Middle and Elementary Schools.
- Also, the SCSC Science Specialist devoted a week of her time at Marvell-Elaine High School to support a school in need of teachers. Content was taught to 7th grade, 8th grade, 9th grade Physical Science, and 10th grade Biology students. The specialist prepared the lessons/labs/materials and implemented these for that week.

Technology Training Center

Funding Source: **Department of Elementary and Secondary Education**
Competitive Grant: **No**

Restricted

Non-Restricted

Participating Districts

Bearden
Camden Fairview
El Dorado
Emerson-Taylor-Bradley

Hampton
Harmony Grove
Junction City
Magnolia

Parkers Chapel
Smackover-Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
JoAnn Womack	Technology Coordinator	BSE

Goal

The role of the SCSC Technology Coordinator is multifaceted and essential in today's educational landscape. By bridging the gap between educational institutions and the Department of Education, they play a pivotal role in ensuring that technology is seamlessly integrated into teaching and learning processes. Their responsibilities extend beyond mere integration; they also focus on aligning technology initiatives with Arkansas K-12 Standards and DESE (Department of Education) objectives.

One of the critical functions of the Technology Coordinator is to enhance cybersecurity preparedness within educational institutions. This involves not only implementing security measures but also conducting training and planning sessions to educate stakeholders on topics such as cyber hygiene, social media safety, data privacy, and response strategies for various cyber incidents. Given the increasing prevalence of cyber threats targeting educational institutions, this aspect of their role is paramount in safeguarding student information and maintaining a secure learning environment.

Furthermore, the Technology Coordinator serves as a catalyst for professional development, empowering educators and technologists to stay updated on the latest trends and best practices in cybersecurity. By fostering a culture of continuous learning and improvement, they ensure that schools have the necessary expertise to mitigate cyber risks effectively.

Overall, the SCSC Technology Coordinator plays a vital role in promoting the effective and secure use of technology in education, thereby facilitating enhanced teaching and learning experiences while also safeguarding sensitive information and digital assets.

Program Summary

The SCSC Technology Coordinator maintains the local area network (LAN), which provides reliable network connectivity to all SCSC staff, presenters, and participants. The technology coordinator assists employees with technology hardware and software purchases and

provides training as needed. The technology department maintains the cooperative website, the STEM lab, the mobile labs, and the presentation equipment in each conference room, as well as providing assistance to presenters, participants, and staff. The Technology Coordinator also trains teachers and staff the importance of cybersecurity and what to do in the event of a cyber attack.

The technology coordinator provides support to our member districts, which includes: modeling technology-integrated and STEM lessons to local teachers and students, providing technical assistance and consultation on hardware and software, providing professional development opportunities, and providing support for the Arkansas K-12 Standards and the State assessments.

The technology coordinator works closely with the Department of Elementary and Secondary Education (DESE), the Department of Information Services (DIS), the Arkansas Public School Computer Network (APSCN), and the other Arkansas education cooperatives regarding technology initiatives and cybersecurity awareness to help the SCSC staff and member districts remain informed and in compliance with technology requirements. The technology coordinator is also a member of the State Cyber Incident Response Team and has completed multiple cyber certificates this year.

Thwarted Cyberattack on SCSC School this Year

This school year, I played a key role in mitigating a cyberattack on one of our SCSC schools. Homeland Security alerted the Arkansas Department of Information Systems (DIS) and myself about the incident. We worked swiftly together to secure the school's network.

By deploying CrowdStrike on critical servers and computers, we effectively contained the attack and prevented further damage.

Major Highlights of the Year

The SCSC Technology Coordinator delivered 25 comprehensive technology-integrated professional development sessions spanning both summer and the academic year, with a strong emphasis on STEM and classroom technology fusion. Among the myriad of topics covered were Cyber Security Awareness, Google Applications, STEM principles, AI, and Online Learning Tools. Moreover, the technology coordinator showcased expertise at various prominent conferences, including the Hot Springs Technology Institute, DESE Summit, South Central Administrators Conference, and White River Services Security Summit. The Technology Coordinator also traveled to Savannah, Georgia to participate in the K-12 Six Cybersecurity Leadership Conference. She was their to represent Arkansas as our state is a national leader in cybersecurity assistance for school districts.

Tailored training sessions were crafted specifically for district technology coordinators and staff, delving deep into crucial areas such as CyberSecurity and Securing the local network and google administrator console.

Continuing the momentum, the SCSC Technology Coordinator nurtured the SCSC STEM Consortium, attracting participation from 11 of the 12 districts in the Cooperative area and

engaging 29 dedicated teachers. This consortium serves as a beacon for STEM advocacy within our schools, fostering an environment conducive to innovative thinking and global perspectives. This year's focus on Artificial Intelligence was bolstered by the acquisition of drones and a classroom set of micro:bits, complemented by comprehensive professional development and curriculum support. Teachers were empowered with three days of intensive training alongside their cutting-edge equipment, equipping them to seamlessly integrate STEM concepts into their lessons and nurture the growth of our students' STEM prowess and global awareness.

Arkansas Cyber Incident Response Team

The Technology Coordinator, an essential member of the State Cyber Incident Response Team, played a pivotal role in enhancing our state's readiness to counter cyber threats through rigorous training and strategic planning. Leveraging this expertise, the Technology Coordinator led professional development endeavors, delivering impactful sessions to certified and classified staff across diverse settings and audiences statewide, emphasizing cybersecurity best practices.

Notable engagements included presentations at the DESE Summit focusing on Data Responsibility, tailored sessions for GT Teachers, comprehensive workshops for staff in various school districts, and active participation in conferences such as ACOT, TSA, and WRS Security Summit. Furthermore, the Technology Coordinator presented a Tech Caregiver Presentation for community members and orchestrated a two-day Tech Caregiver Program specifically catering to the needs of teachers and tech staff.

Furthermore, the Technology Coordinator achieved significant national cyber certifications, underscoring their commitment to excellence in cybersecurity. These certifications include CyberPatriot Tech Caregiver, ISC2 Certified in CyberSecurity, and CCRE (Certified Cybersecurity Rubric Evaluator), all of which enhance their proficiency and credibility in the field.

STEM Community Outreach

The Technology Coordinator actively engaged in various STEM nights and competitions alongside the Math and Science Departments. These events, hosted by local schools and colleges, provided invaluable opportunities for hands-on learning and collaboration. Throughout the year, we participated in events held at Parkers Chapel Schools, Bearden Schools, Northwest in El Dorado, Magnolia School District, and SouthARK Community College.

One highlight of our participation was delivering a coding lesson tailored for PreK to 3rd-grade students. This interactive session featured Sphero indi cars, which respond to color-coded commands. Students were introduced to basic coding concepts as they created algorithm patterns using colored tiles, and then witnessed firsthand as the cars' sensors executed their code. This engaging lesson not only fostered computational thinking but also sparked excitement for STEM education in young learners.

ACT PREP

Funding Source: **Department of Elementary and Secondary Education**
Competitive Grant: **Yes**

Restricted Non-Restricted

Participating Districts

Bearden	Harmony Grove	Smackover Norphlet
Camden Fairview	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	
Hampton	Parkers Chapel	

Personnel

Name	Position	Degree
Anna Warriner	Teacher Center Coordinator	M. Ed.

Program Summary:

The ACT Prep Grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. Through this grant, all districts in Arkansas had the opportunity to opt-in for additional support for their students in taking the ACT. The grant included a subscription to On To College for high school students and prep sessions for any student taking the ACT.

261 school districts across the state opted-in to OnToCollege. This program can be used at the school level in multiple ways. Schools are able to use this resource as a class during the school day, an afterschool program or a summer bootcamp. Training was provided to each district.

Through this grant cooperatives hosted ACT Prep sessions for students to participate in prior to their ACT test. Chad Cargill provided 9 sessions for 688 students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies for taking the ACT as well as content review.

Cantrell and Waller Preparatory (CW Prep) provided 24 sessions across the state to almost 2,000 students. In these sessions, students spent six hours studying content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT.

South Central Service Cooperative Highlights:

During the 2023-2024 school year, we were able to provide three trainings for students at South Central. South Central provided lunch so that students would receive as much preparatory time as possible.

CW Prep: November 17, 2023-47 Students

CW Prep: March 14, 2023- 31 Students

Chad Cargill: March 4, 2024-37 Students

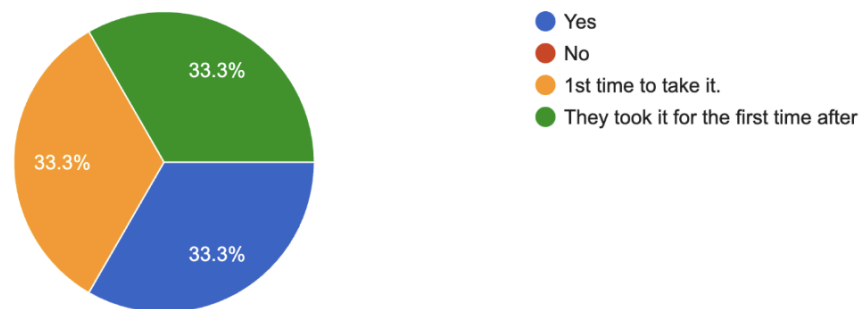
Total: 115 Students Served

South Central Service Cooperative also brought On-to-College to Magnolia High School. The entire junior class received approximately three hours of training to prepare for the Spring ACT test.

During Summer Professional Development 2023, we offered a training for high school teachers with Cantrell and Waller ACT Prep in the areas of English Language Arts and Mathematics. Our goal was to assist them in preparing students for the ACT through classroom instruction. We also wanted to expose teachers to the rigor of questions that are required for students to complete on the ACT. We had a total of 10 teachers attend this training.

We also surveyed students and parents regarding our ACT Prep at the co-op. See below for feedback:

Did your child's/student's score increase after attending one of our ACT PREP sessions:



One of the participants stated, "They gave great tips for how to take the test in the allotted time. How to make good choices on questions. Lots of tips."

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Funding Source: **LEA Shared Services**

Competitive Grant: **No**

Restricted Restricted

Participating Districts

Bearden	Harmony Grove	Smackover Norphlet
Camden Fairview	Junction City	Strong-Huttig
Emerson-Taylor-Bradley	Magnolia	
Hampton	Parkers Chapel	

Personnel

Name	Position	Degree
Abbey Ebarb	Regional EL Specialist, SE AR	M. Ed.
Maria Touchstone	ESOL Program Director	M. Ed.

Goal

The Division of Elementary and Secondary Education (DESE) English Learner (EL) support program is the result of collaboration between the Curriculum and Instruction sections and the Student Assessment Unit of the Division of Learning Services. This program provides many resources and services to assist schools in their efforts to support ELs in the development of the skills needed to communicate effectively in English both in and out of school.

Program Summary

- Provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
- Assist, upon request, with school improvement and ESOL program planning for ELs
- Coordinate ESOL professional development training
- Convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas Learning Standards and implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
- Provide on-site technical assistance addressing ESOL techniques and strategies

Major Highlights of the Year

- Conducted quarterly meetings designed for ESOL Coordinators to receive information and training to:
 - Understand districts' legal obligations to ELs and their parents/guardians
 - Identify and assess all potential ELs
 - Fully meet the demands of the Arkansas Academic Standards and the Next Generation Science Standards and ensure access to an equitable education for ELs
 - Provide support to ELs so that they learn how to effectively employ a second language in an academic setting while learning through that second language knowledge and skills in multiple disciplines
 - Plan for effective ESOL program design and delivery
 - Provide professional development of teachers and administrators in the implementation of effective ESOL program design and delivery
 - Meet the needs of and understand obligations to ELs who waive services
 - Monitor and exit ELs from districts' ESOL programs and services
 - Evaluate the effectiveness of districts' ESOL programs and services
 - Share questions and concerns
 - Network with neighboring districts.
- Conducted various individual virtual trainings for ESOL Coordinators
- Conducted various site visits to assist ESOL Coordinators in proper processes and procedures for their ESOL programs
- Conducted on-site classroom walk throughs and follow up conferences with teachers
- Developed a [ESOL video training hub](#)
- Offered [ESOL Power Hour: Teacher Edition](#) every Wednesday from 3-4 via zoom for teachers of English Learners to ask questions and receive guidance

Program Performance Data

- One-hundred percent of districts served by the Regional EL Specialist for Southeast Arkansas were informed of all professional learning opportunities, and 90% of districts served attended at least one meeting. The average attendance rate of the 13 ESOL Coordinator meetings held was 59%. The average attendance increased 13% from the previous year.
- Participants rated the PD provided by the Regional EL Specialist for Southeast Arkansas with an overall score of 4 on a scale of 1-4, with 4 being the highest score utilizing the Participant Feedback Survey for ESOL Coordinator Session and Participant Feedback Survey for ESOL PD Session.
- Eighty-four percent of participants who completed a survey reported increased knowledge and understanding of topics addressed and positively impacted EL student learning as measured by a Participant Feedback Survey for ESOL Coordinator Session and/or a quarterly Feedback/Evaluation of ESOL Programming Support & Technical Assistance.

- One-hundred percent of districts served by the Regional EL Specialist for Southeast Arkansas who requested technical assistance regarding the provision of ESOL services were provided technical assistance via email/telephone/virtual visits/in-person visits.
 - Ninety-six percent of participants in PD sessions reported an increase in their knowledge and understanding of the topics addressed.
 - The Regional EL Specialist for Southeast Arkansas compiled a spreadsheet of curriculum materials used for ELD instruction by grade span by district for 93% of high-risk districts in the region and 89% of remaining districts.
 - The DESE ESOL Unit collaboratively developed the [ELD Classroom Observation Tool Draft- Field Work](#) that was utilized by each specialist in at least one at-risk district based on the DESE Public School Accountability Unit, Office of Standards of Accreditation monitoring list.
-

SPECIAL PROJECTS & PROGRAMS 2024-25

SCSC Leadership Meetings/Zooms

Competitive Grant: Yes No

Goals & Description

South Central Service Cooperative provided monthly Leadership Zooms/Meetings to support principals, assistant principals, and any district stakeholders. The purpose of these meetings was to provide communication between the Arkansas Department of Education, South Central Service Cooperative, and our local districts.

Teacher Fingerprinting

Competitive Grant: Yes No

Goals & Description

In an effort to help districts with changes in the fingerprinting law, DESE provided each cooperative with a portable fingerprinting machine along with training to cooperative staff. Our school districts may check out the machines in order to expedite the fingerprinting process. South Central Service Cooperative began fingerprinting in the summer of 2014 and continues to provide fingerprinting to all districts, Southern Arkansas University pre-service teachers and Sub Teach. More than 571 fingerprints were done in FY24-25 as of May 29, 2024.

Girl Power to the Max

Competitive Grant: Yes No

Goals & Description

South Central partnered with local industry and organizations to offer the second annual, Girl Power to the Max Event. This event encouraged participation in non-traditional occupational areas for females. Any 9-12th grade female students attending a public school within the South Central Cooperative Region were invited to compete. Girls had the opportunity to participate in competitions focusing on CNC Cutting and CNC Lasering technology projects using advanced equipment in Welding and Power Structural Systems. The competition was designed to focus on exploring and perfecting skills in high-need, high-wage, high-demand nontraditional occupations as well as fostering innovation opportunities for students. Each cooperative hosted a local cooperative event, then top winners from each division (CNC Cutting and CNC Lasering) participated in the state competition hosted in Bryant, Arkansas. Projects were presented for judging and were scored on creativity, construction design, technical skill, and interview. Innovation Grant funds of \$145,000 were awarded by Arkansas Division of Career and Technical Education and \$8250 was donated from regional industry partners. Funds were used to purchase CNC Plasma Cutting systems, CNC laser engraver technology, tool chests, and equipment to enhance public school CTE Programs.

Coordinator major takeaways from these series of events is the ability to bridge the skills gap between schools and industry. Partnerships with our area businesses like Partnership with other co-ops across the state allowed for this competition to grow statewide. Multiple cooperatives hosted this event to allow for a state-wide competition. These local and state competitions were modeled after the work that was done by SCSC, DeQueen-Mena, and Southwest Cooperatives the previous year. .

Entry Level Driver Training

Competitive Grant: Yes No

Goals & Description

The new Entry-Level Driver Training (ELDT) regulations require that all entry-level drivers of commercial motor vehicles (CMVs) who are subject to ELDT regulations receive training from a provider listed on FMCSA's Training Provider Registry. To be eligible to take the Class A or Class B CDL skills test, the S or P skills test, or the H knowledge test, commercial driver's license (CDL) applicants must have completed applicable entry-level driver training from a registered training provider.

The Entry Level Driver Training regulations set the minimum Federal requirements for training that entry-level drivers must complete before being permitted to take certain commercial driver's license (CDL) skills or knowledge tests on or after February 7, 2022. This federal legislation created a severe barrier for our districts. First, a training program needed to be written, adopted or purchased for each district. Many education cooperatives after consulting with superintendents formed a consortium and trusted SCSC to seek out a quality training program. The cooperatives in the state formed a partnership with Vector Solutions to provide training for all new bus drivers in our schools. While every district and cooperative is different at South Central Service Cooperative all eleven districts have participated in the consortium. Local cooperative funds purchase the content and training portal and schools have the option to use the content free of charge but also manage their own driver training modules, and federal registry or they can pay the cooperative to set up each driver in the content portal, manage progress and manage their federal registry on their behalf. This year the program has trained and added 65 drivers in our districts.

PreK Day at the Co-op

Competitive Grant: Yes No

Goals & Description

In early May, we hosted our 11 ABC Preschools for a day of fun, parental involvement, and enrichment at our cooperative. We provided activities for both the students and the parents to participate in. Cooperative staff and specialists volunteered to help organize and provide the activities. Although, inclement weather forced the activities inside, we were still able to provide the following activities:

- Parachute Play
- Hoola Hoops and basketball
- Farm Animals brought by the Camden Fairview FFA
- Cake Walk
- Robotics and Coding for PreK
- Milking Cow Simulator provided by Farm Bureau
- Other games and activities such as a tattoo station, indoor bouncy house, Riga-Ma-Jig Machine Station were also included.

Lunch was also provided to all students and parents that attended.

SUMMARY ATTENDED REPORTS

(on the following pages)

Summary Attended

Printed Date: 6/2/2024 Last modified: 6/2/2024

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Search Parameter: **Start Date:** 2023-06-01-00-00-00
Start Date Less Than: 2024-06-01-00-00-00
Events Entered By LEA Number: 11
ESC Co-op Events Only: on

Session	#Sessions	Credits	Districts	#Attended
469349				
SCSC - AR Math QuEST: Ambitious Teaching Implementation Phase II 469349 - Jun 20, 2023 8:30 am - 3:30 pm		150	6	25
Instructional Strategies				
488145				
SCSC-AR Math QuEST: Ambitious Teaching Implementation Phase I (1 day) 488145 - Jun 12, 2023 8:30 am - 3:30 pm		36	2	6
Instructional Strategies				
491876				
SCSC-AR Math QuEST Year 2: Going Deeper with Ambitious Teaching (2 days) 491876 - Jul 25, 26, 2023 8:30 am - 3:30 pm		72	5	6
Cognitive Research, Instructional Strategies				
492226				
SCSC-Arkansas's New Assessment System 492226 - Jul 19, 2023 8:30 am - 3:30 pm		252	14	42
492295				
SCSC-STEM Integrationist (formerly ITI) 492295 - Jun 6, 7, 8, 2023 8:30 am - 3:30 pm		216	8	12
492524				
SCSC - APSCN - SMS YEAR END ROLLOVERS 492524 - Jun 8, 2023 8:30 am - 3:30 pm		0	2	3
Non-Curricular				
492525				
SCSC - APSCN - SMS YEAR END ROLLOVERS 492525 - Jun 9, 2023 8:30 am - 3:30 pm		0	1	1
Non-Curricular				
492533				

Summary Attended

Printed Date: 6/2/2024

Last modified: 6/2/2024

Session	#Sessions	Credits	Districts	#Attended
SCSC - APSCN - SMS YEAR END ROLLOVERS				
492533 - Jun 20, 2023 8:30 am - 3:30 pm		0	3	3
Non-Curricular				
492534				
SCSC - APSCN - SMS YEAR END ROLLOVERS				
492534 - Jun 21, 2023 8:30 am - 3:30 pm		0	2	2
Non-Curricular				
492739				
SCSC-3-6 RISE Cohort 6 OR 7- Days 4-6				
492739 - Jun 6, 7, 8, 2023 8:30 am - 3:30 pm		468	7	27
492745				
SCSC-3-6 RISE Cohort 6 OR 7- Days 4-6				
492745 - Jul 11, 12, 13, 2023 8:30 am - 3:30 pm		390	8	23
492748				
SCSC-3-6 RISE Cohort 8- Days 1-3				
492748 - Jul 25, 26, 27, 2023 8:30 am - 3:30 pm		372	7	25
492765				
SCSC-ALL In: Inclusive Education				
492765 - Aug 4, 2023 8:30 am - 3:30 pm		102	9	17
492769				
SCSC-Rollin' With My Chromies				
492769 - Jul 25, 2023 8:30 am - 3:30 pm		18	3	3
493123				
SCSC GT Coordinator Work Day				
493123 - Jul 13, 2023 8:30 am - 3:30 pm		48	8	8
Supervision				
493128				
SCSC-Secondary Trauma				
493128 - Jun 5, 2023 8:30 am - 3:30 pm		96	6	16
Building a Collaborative Learning Community, Instructional Leadership, Instructional Strategies				
493131				
SCSC-Differentiation and Twice Exceptional Students				
493131 - Jun 14, 2023 8:30 am - 3:30 pm		18	2	3

Summary Attended

Printed Date: 6/2/2024

Last modified: 6/2/2024

Session	#Sessions	Credits	Districts	#Attended
493133				
SCSC-Teaching the Gifted in the Secondary Content Classroom - All Subjects				
493133 - Jun 8, 2023 8:30 am - 3:30 pm		96	4	16
Instructional Strategies				
493141				
SCSC-Reeling in the Outcast Student				
493141 - Jun 21, 2023 8:30 am - 3:30 pm		84	7	14
Instructional Strategies				
493180				
SCSC-Full STEAM Ahead! K-4				
493180 - Jun 29, 2023 8:30 am - 3:30 pm		72	8	12
493182				
SCSC-To STEMfinity and Beyond! 5-8				
493182 - Jun 30, 2023 8:30 am - 3:30 pm		36	4	6
493200				
SCSC-Let's Go Google!				
493200 - Jun 22, 2023 8:30 am - 3:30 pm		150	9	25
493537				
SCSC-Google to the Max!				
493537 - Jun 23, 2023 8:30 am - 8:45 am		66	5	11
493539				
SCSC-Online Safety Begins with You				
493539 - Jun 27, 2023 8:30 am - 3:30 pm		30	4	5
493543				
SCSC-K-6 Eureka Math - Let's Get to Work				
493543 - Jun 15, 2023 8:30 am - 3:30 pm		90	6	15
Curriculum Alignment,Instructional Strategies				
493545				
SCSC-Illustrative Math - Let's Get to Work				
493545 - Jun 22, 2023 8:30 am - 3:30 pm		30	3	5
Curriculum Alignment,Instructional Strategies,Parental Involvement				
493547				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Illustrative Math (Grades 7-12) - Let's Get to Work 493547 - Jul 28, 2023 8:30 am - 3:30 pm		42	5	7
Curriculum Alignment,Instructional Strategies,Parental Involvement				
493559				
SCSC VIRTUAL-SoR: Science of Reading Overview 493559 - Jun 13, 14, 2023 8:30 am - 11:30 am		66	9	11
493561				
SCSC VIRTUAL-SoR: Decoding 493561 - Jun 28, 29, 2023 8:30 am - 11:30 am		72	9	12
493758				
SCSC-Computer of Science: Teaching K-4 493758 - Jun 26, 2023 8:30 am - 3:30 pm		15	3	3
493960				
SCSC-Developing Fundamental Understanding in Physical Science and Chemistry 493960 - Jun 19, 2023 8:30 am - 3:30 pm		24	4	4
Instructional Strategies				
493962				
SCSC-What do students really need to know? Elevating fundamental content in science. 493962 - Jun 21, 2023 8:30 am - 3:30 pm		21	4	4
Arkansas Content Standards Frameworks,Instructional Strategies				
493963				
SCSC-What do students really need to know? Elevating fundamental content in science. 493963 - Jul 14, 2023 8:30 am - 3:30 pm		36	6	6
Arkansas Content Standards Frameworks,Instructional Strategies				
493965				
SCSC-How can you know what students really know in science? Using assessment purposefully in a science classroom. 493965 - Jun 26, 27, 2023 8:30 am - 3:30 pm		48	4	5
Assessment,Instructional Strategies				
493967				
SCSC-What's in the water? Exploring Environmental Science using a water quality investigation 493967 - Jul 6, 2023 8:30 am - 3:30 pm		36	5	6
Instructional Strategies				
493971				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Ignite Student Interest in Biology 493971 - Jul 7, 2023 8:30 am - 3:30 pm		30	5	5
Instructional Strategies				
493975				
SCSC-How do you engage and excite students in science? Get students involved in asking questions and seeking answers to all of their curiosities! 493975 - Jul 27, 2023 8:30 am - 3:30 pm		36	4	6
Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Strategies				
494365				
SCSC-K-2 R.I.S.E. Academy - Cohort 7 494365 - Jul 26, 27, 2023 8:30 am - 3:30 pm		201	5	17
Building a Collaborative Learning Community, Cognitive Research, Instructional Strategies				
494727				
SCSC-VIRTUAL-SoR: Content-Based Morphology 494727 - Jun 12, 13, 2023 8:30 am - 11:30 am		57	9	10
Curriculum Alignment, Instructional Strategies				
494835				
SCSC VIRTUAL-SoR: Content Area Reading Strategies 494835 - Jun 14, 15, 2023 8:30 am - 11:30 am		54	6	9
Curriculum Alignment, Instructional Strategies				
494845				
SCSC-CRITICAL READING - ENGAGING THE READER: DAY 1 494845 - Jul 24, 2023 8:30 am - 3:30 pm		60	8	10
Building a Collaborative Learning Community, Cognitive Research, Instructional Strategies				
494853				
SCSC-CRITICAL READING - VOCABULARY AND WORD STUDY: DAY 2 494853 - Jul 25, 2023 8:30 am - 3:30 pm		48	7	8
Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies				
494860				
SCSC-CRITICAL READING - COMPREHENSION STRATEGIES: DAY 3 494860 - Jul 26, 2023 8:30 am - 3:30 pm		48	7	8
Curriculum Alignment, Instructional Strategies				
494862				
SCSC-CRITICAL READING - RESPONDING TO TEXT: DAY 4 494862 - Jul 27, 2023 8:30 am - 3:30 pm		42	6	7
Classroom Management, Cognitive Research, Instructional Strategies				
494877				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Science of Reading: Writing in Grades 3-8 ~ Part I 494877 - Jul 10, 2023 8:30 am - 3:30 pm		78	7	13
Curriculum Alignment,Instructional Leadership,Instructional Strategies				
494886				
SCSC-Science of Reading: Writing in Grades 3-8 ~ Part II 494886 - Jul 31, 2023 8:30 am - 3:30 pm		42	3	7
Assessment,Curriculum Alignment,Instructional Strategies				
494891				
SCSC-Guiding Students in Critical Thinking: Graphic Organizers and More 494891 - Jul 13, 2023 8:30 am - 3:30 pm		24	4	4
Cognitive Research,Curriculum Alignment,Instructional Strategies				
494901				
SCSC-LITERACY CURRICULUM COHORT CHATS 494901 - Jun 19, 2023 8:30 am - 3:30 pm		276	11	46
Building a Collaborative Learning Community,Curriculum Alignment,Instructional Leadership,Instructional Strategies				
494906				
SCSC-Visuals, Routines and Oral Language for Students with Complex Learning Needs 494906 - Jun 13, 2023 8:30 am - 3:30 pm		96	8	16
Curriculum Alignment,Instructional Strategies,Principles of Learning Developmental Stages				
494911				
SCSC-Inclusive Practices: The Evolving Role of Special Educators 494911 - Jul 20, 2023 8:30 am - 3:30 pm		246	11	41
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages				
494914				
SCSC-Music in the Classroom: If All the World Were a Concert 494914 - Jun 20, 2023 8:30 am - 3:30 pm		66	5	11
Instructional Strategies				
495066				
SCSC-Itty Bitty Economics 495066 - Jun 15, 2023 8:30 am - 3:30 pm		24	2	4
495082				
SCSC-Financial Fitness for Life 495082 - Jul 18, 2023 8:30 am - 3:30 pm		36	2	6
Arkansas Content Standards Frameworks,Instructional Strategies				
495110				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Updated ELA K-5 Standards Exploration 495110 - Jun 26, 2023 8:30 am - 3:30 pm		228	12	38
Arkansas Content Standards Frameworks, Curriculum Alignment				
495112				
SCSC-Updated ELA 6-12 Standards Exploration 495112 - Jun 27, 2023 8:30 am - 3:30 pm		198	10	33
Arkansas Content Standards Frameworks, Curriculum Alignment				
495126				
SCSC-So Many Picture Books, So Little Time 495126 - Jul 28, 2023 8:30 am - 3:30 pm		96	8	16
495128				
SCSC-Teaching Information Literacy Using Digital Resources 495128 - Jun 20, 2023 8:30 am - 3:30 pm		54	8	9
Arkansas Content Standards Frameworks, Educational Technology, Instructional Strategies				
495146				
SCSC-All in for Inclusion in Transition! (1/2-day session) 495146 - Jul 18, 2023 12:30 pm - 3:30 pm		9	3	3
Assessment, Non-Curricular				
495154				
SCSC-Indicator 13 Cross Reference Tool: How to Use It to Review a Transition Plan for Compliance (1/2-day session) 495154 - Jul 18, 2023 8:30 am - 11:30 am		6	2	2
Assessment, Non-Curricular				
495161				
SCSC-Math Standards - Analysis and Articulation 495161 - Jun 30, 2023 8:30 am - 3:30 pm		120	10	20
Instructional Leadership				
495164				
SCSC-Literacy Make-and-Take for the 3-6 Classroom 495164 - Aug 2, 2023 8:30 am - 11:30 am		12	3	4
495169				
SCSC-Literacy Make-an-Take for the 3-6 Classroom (repeated session) 495169 - Aug 2, 2023 12:30 pm - 3:30 pm		21	2	7
495173				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Early Elementary Number Sense Interventions 495173 - Jul 13, 2023 8:30 am - 3:30 pm		138	8	23
Instructional Strategies				
495175				
SCSC-Figuring Out Fluency In Mathematics 495175 - Jul 7, 2023 8:30 am - 3:30 pm		102	8	17
Instructional Strategies				
495185				
SCSC-Kindergarten-Early First Grade: SPELLING "MADDERS": What are the Rules? 495185 - Aug 3, 2023 8:30 am - 3:30 pm		30	3	5
Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies				
495187				
SCSC-Late First-Second Grade: SPELLING "MADDERS": What are the Rules? 495187 - Aug 4, 2023 8:30 am - 3:30 pm		48	4	8
Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies, Parental Involvement				
495193				
SCSC-VIRTUAL: SoR: ENCODING 495193 - Jun 8, 9, 2023 8:30 am - 11:30 am		36	6	6
Cognitive Research, Instructional Strategies				
495198				
SCSC-K-2: Shifting Small Group Instruction to Match the Science of Reading (2 Day Training) 495198 - Jun 21, 22, 2023 8:30 am - 3:30 pm		144	3	12
Cognitive Research, Data Disaggregation, Instructional Strategies				
495200				
SCSC-Writing in the K-2 Classroom that Matches the Science of Reading 495200 - Jul 28, 2023 8:30 am - 3:30 pm		72	4	12
Building a Collaborative Learning Community, Cognitive Research, Instructional Strategies				
495203				
SCSC-Make-and-Take: Morphology and Explicit Vocabulary Application in the K-2 Classroom 495203 - Jul 24, 2023 8:30 am - 3:30 pm		42	5	7
Building a Collaborative Learning Community, Cognitive Research, Instructional Strategies				
495206				
SCSC-VIRTUAL: SoR: PHONOLOGICAL AWARENESS 495206 - Jun 6, 7, 2023 8:30 am - 11:30 am		45	8	8
Cognitive Research, Instructional Strategies				
495217				
SCSC-Effective Mathematics Teaching Practices 495217 - Jun 9, 2023 8:30 am - 3:30 pm		66	7	11
Instructional Strategies, Parental Involvement				

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Session	#Sessions	Credits	Districts	#Attended
495219				
SCSC-Math Standards - Analysis and Articulation				
495219 - Jul 14, 2023 8:30 am - 3:30 pm		48	6	8
Arkansas Content Standards Frameworks,Instructional Leadership				
495257				
SCSC-Addressing the Challenges of Teaching Math to Students with Characteristics of Dyscalculia and/or Dyslexia				
495257 - Jun 16, 2023 8:30 am - 3:30 pm		90	9	15
Cognitive Research,Instructional Strategies				
495262				
SCSC-Concrete Creations				
495262 - Jul 21, 2023 8:30 am - 3:30 pm		36	4	6
495322				
SCSC-Take Flight Year 1 Cohort 5				
495322 - Jun 12, 13, 14, 15, 16, Sep 18, 19, Nov 6, 7, 2023 Jan 25, 26, Mar 8, May 6, 2024 8:30 am - 3:30 pm		1679	7	25
495438				
SCSC-ACT Prep for Math/Science Teachers				
495438 - Jun 14, 2023 8:30 am - 3:30 pm		42	4	7
495440				
SCSC-ACT Prep for ELA Teachers				
495440 - Jun 14, 2023 8:30 am - 3:30 pm		18	2	3
495485				
SCSC-Intensive Classroom Management				
495485 - Jul 27, 28, 2023 8:30 am - 3:30 pm		192	4	16
495487				
SCSC-Intensive Classroom Management				
495487 - Aug 1, 2, 2023 8:30 am - 3:30 pm		167	1	14
495533				
SCSC-Level II Screeners: Accurate Administration & Scoring of Formal and Informal Assessments				
495533 - Jun 21, 22, 2023 8:30 am - 3:30 pm		300	13	25
Assessment,Curriculum Alignment,Data Disaggregation,Instructional Leadership				
495538				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Level II Screeners: NEXT STEPS -Accurate Administration & Scoring of Formal and Informal Assessments				
495538 - Jun 23, 2023 8:30 am - 3:30 pm		72	8	12
Assessment, Curriculum Alignment, Data Disaggregation, Instructional Leadership				
495540				
SCSC-TECH - Tool Time				
495540 - Jul 27, 2023 8:30 am - 3:30 pm		102	8	17
495543				
SCSC - Year ONE Ready Novice Teacher Boot Camp - Round 1				
495543 - Jul 31, Aug 1, 2023 8:30 am - 3:30 pm		498	8	42
Mentoring Coaching				
495545				
SCSC-Year ONE Ready Novice Teacher Boot Camp- Round 2				
495545 - Aug 7, 8, 2023 8:30 am - 3:30 pm		48	2	4
Mentoring Coaching				
495637				
SCSC-Teaching the Gifted in the secondary Content Classroom				
495637 - Jul 25, 2023 8:30 am - 3:30 pm		66	5	11
Instructional Strategies				
495692				
SCSC-Hunters Ed / Boater Ed Instructor Training				
495692 - Jun 13, 2023 8:30 am - 11:30 am		15	5	5
Instructional Strategies				
495716				
SCSC - 3 HOUR HEARTSAVER CPR AND AED CERTIFICATION				
495716 - Jun 12, 2023 8:30 am - 11:30 am		18	4	6
CPR				
495721				
SCSC - AMERICAN HEART ASSOCIATION FIRST AID CERTIFICATION				
495721 - Jun 12, 2023 12:30 pm - 3:30 pm		24	4	8
CPR				
495724				
SCSC-Career Endorsement Mentorship for 410, 412, and 418				
495724 - Jul 24, 2023 8:30 am - 3:30 pm		30	3	5
Instructional Strategies				
496008				

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Session	#Sessions	Credits	Districts	#Attended
SCSC - Youth Mental Health 496008 - Jun 26, 2023 8:30 am - 3:30 pm		184	8	23
Health Physical Activity				
496012				
SCSC-Youth Mental Health 496012 - Jul 13, 2023 8:30 am - 3:30 pm		144	5	18
Health Physical Activity				
496016				
SCSC-Youth Mental Health 496016 - Aug 3, 2023 8:30 am - 3:30 pm		64	3	8
Bullying,Health Physical Activity				
496210				
SCSC-Virtual Book Study-Screen Schooled 496210 - Jun 9, 2023 8:30 am - 10:00 am		126	7	12
496514				
SCSC-Textile Art in the Art Classroom 496514 - Jun 13, 2023 8:30 am - 3:30 pm		36	4	6
496518				
SCSC-Air Dry Clay in the Art Room 496518 - Jun 15, 2023 8:30 am - 3:30 pm		36	4	6
496691				
SCSC-Unpacking the New Arkansas Social Studies Standards 496691 - Jun 21, 2023 8:30 am - 3:30 pm		162	9	27
496795				
SCSC-Break Away from Behavior (Brag Tags) 496795 - Jun 14, 2023 8:30 am - 3:30 pm		72	4	12
Classroom Management				
496797				
SCSC-Essential Classroom Behavior Management Strategies 496797 - Jun 28, 2023 8:30 am - 3:30 pm		74	6	13
Classroom Management				
496799				
SCSC-Antecedent and Targeted Behavior Strategies 496799 - Jun 29, 2023 8:30 am - 3:30 pm		36	4	6
Classroom Management				

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Session	#Sessions	Credits	Districts	#Attended
496801				
SCSC-Essential Classroom Behavior Management Strategies				
496801 - Aug 11, 2023 8:30 am - 3:30 pm		24	2	4
Classroom Management				
496828				
SCSC-There's a Lizard in My Chocolate				
496828 - Jun 23, 2023 8:30 am - 3:30 pm		114	7	19
496830				
SCSC-You want me to teach who...what???				
496830 - Jun 26, 2023 8:30 am - 3:30 pm		36	3	6
496834				
SCSC-Student Engagement and Emotional Poverty				
496834 - Jul 31, 2023 8:30 am - 3:30 pm		42	5	7
496836				
SCSC-Due Process Mess!				
496836 - Jul 18, 2023 8:30 am - 3:30 pm		42	4	7
497373				
SCSC-VIRTUAL-Tier 1 Training and Legislative Updates				
497373 - Jun 12, 2023 8:30 am - 11:30 am		231	38	77
497383				
SCSC-Administrator's Retreat 2023 Day 1				
497383 - Jul 17, 2023 10:00 am - 6:00 pm		900	9	50
497385				
SCSC-Administrator's Retreat 2023 Day 2				
497385 - Jul 18, 2023 8:00 am - 3:00 pm		902	11	51
497487				
SCSC-Effective Mathematics Teaching Practices				
497487 - Jun 23, 2023 8:30 am - 3:30 pm		30	3	5
Instructional Strategies,Parental Involvement				
497573				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Administrator's Retreat 2023-DAY 3 497573 - Jul 19, 2023 8:30 am - 11:30 am		165	10	47

497586

SCSC VIRTUAL/HYBRID BOOK STUDY: The First Days of School-How to Be An Effective Teacher
497586 - Jun 9, 2023 1:00 pm - 3:00 pm

204 8 13

497635

SCSC-Take Flight Year 2 Cohort 4
497635 - Jun 12, 13, 14, 15, 16, Sep 20, 21, Nov 8, 9, 2023 Jan 25, 26, Mar 8, May 7, 2024 8:30 am - 3:30 pm
Cognitive Research,Data Disaggregation,Instructional Strategies,Principles of Learning Developmental Stages,Systemic Change Process

880 7 12

497737

SCSC-VIRTUAL-DAY 1:Child Maltreatment and Suicide Prevention
497737 - Jun 6, 2023 8:30 am - 11:30 am

105 10 35

497741

SCSC-VIRTUAL: Day 2:Trauma Sensitive Environments in Your School/Bullying: Stop the Cycle
497741 - Jun 13, 2023 8:30 am - 11:30 am

117 10 39

Bullying,Student Health and Wellness

497773

SCSC- Sunday System 1: Installation Training
497773 - Aug 23, 2023 8:30 am - 3:30 pm

174 7 29

497783

SCSC-Sunday System-Arkansas Specific Training Program (3 Days)
497783 - Aug 29, 30, 31, 2023 8:30 am - 3:30 pm

552 7 31

498304

SCSC-5 Essential Components of SWPBS
498304 - Aug 3, 2023 8:30 am - 3:30 pm

24 2 2

Classroom Management

498341

SCSC - PCM-Professional Crisis Management
498341 - Aug 3, 4, 7, 8, 2023 8:30 am - 3:30 pm

242 3 11

Classroom Management,Parental Involvement

498342

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Professional Crisis Management Recertification				
498342 - Jun 16, 2023 8:30 am - 3:30 pm		28	4	4
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499019				
SCSC-Learn Robotics with VEX IQ				
499019 - Jun 20, 2023 8:30 am - 3:30 pm		12	2	2
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499472				
SCSC-Math Standards Revision Study				
499472 - Jul 31, 2023 8:30 am - 3:30 pm		162	4	27
Instructional Leadership				
<hr/>				
500732				
SCSC-Magnolia Science Assessment PD				
500732 - Jul 25, 26, 2023 8:30 am - 3:30 pm		108	2	11
Assessment, Instructional Strategies				
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500812				
SCSC-Pre-K Math and Science				
500812 - Jul 10, 11, 12, 13, 14, 2023 8:30 am - 3:30 pm		234	1	8
Instructional Strategies				
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501025				
SCSC-Secondary Trauma				
501025 - Aug 10, 2023 8:30 am - 3:30 pm		162	4	27
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501460				
SCSC-Safe Talk/Child Maltreatment Part 1				
501460 - Jun 16, 2023 8:30 am - 11:30 am		60	8	20
Health Physical Activity				
<hr/>				
501461				
SCSC-Safe Talk/Child Maltreatment Part 1				
501461 - Jul 31, 2023 8:30 am - 11:30 am		69	9	23
Health Physical Activity				
<hr/>				
501464				
SCSC-No Bullying Allowed/Child Maltreatment Part 2				
501464 - Jun 16, 2023 12:30 pm - 3:30 pm		63	8	21
Bullying				
<hr/>				
502069				
SCSC-Full STEAM Ahead! Pre-School				
502069 - Aug 8, 2023 8:30 am - 3:30 pm		132	4	22
Instructional Strategies				

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Session	#Sessions	Credits	Districts	#Attended
502516				
SCSC-No Bullying Allowed/Child Maltreatment Part 2				
502516 - Jul 31, 2023 12:30 pm - 3:30 pm		69	9	23
Bullying				
503026				
SCSC-How do 504, RTI, and Special Education Work together?				
503026 - Jun 9, 2023 8:30 am - 3:30 pm		66	7	11
Instructional Strategies				
503029				
SCSC-Special Education Law: Due Process and Other Big Deals				
503029 - Jun 8, 2023 8:30 am - 3:30 pm		78	7	13
503344				
SCSC-Georgia Numeracy Project: Math Interventions for K-12				
503344 - Jul 24, 2023 8:30 am - 3:30 pm		54	5	9
Assessment				
503398				
SCSC-Book Study: Artfully Teaching the Science of Reading				
503398 - Jul 5, 12, 20, 26, 2023 10:00 am - 11:00 am		162	4	10
Instructional Strategies				
503445				
SCSC-Empowered Education				
503445 - Jun 6, 2023 8:30 am - 3:30 pm		36	5	6
Instructional Leadership,Instructional Strategies				
503463				
SCSC-Connecting 2023 AR Math Standards to Classroom Practice				
503463 - Aug 3, 2023 8:00 am - 3:00 pm		18	1	3
Assessment,Curriculum Alignment,Instructional Leadership,Principles of Learning Developmental Stages				
503522				
SCSC-GlowForge				
503522 - Jul 25, 2023 8:30 am - 11:30 am		24	6	8
Instructional Strategies				
503525				
SCSC- Grow Tower and ICEV updates				
503525 - Jul 25, 2023 12:30 pm - 3:30 pm		21	4	7
Instructional Strategies				
504305				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Grossology and Weird Science Presented by the Arkansas Museum of Discovery 504305 - Jul 18, 2023 8:30 am - 3:30 pm		24	4	4
504463				
SCSC/ADE - Daunting but Doable: The Role of the Principal in a Professional Learning Community at Work 504463 - Dec 11, 12, 2023 8:30 am - 3:30 pm		165	11	15
504534				
SCSC-Identifying Essential Standards for CTE Teachers 504534 - Jul 6, 2023 8:30 am - 3:30 pm		60	7	10
504553				
SCSC-VIRTUAL- Spanish Teachers Across the State: Let's Collaborate! 504553 - Jul 20, 2023 8:30 am - 3:30 pm		78	13	13
506246				
SCSC-Bearden Elementary Book Study 506246 - Jul 6, 13, 20, 27, Aug 10, 17, 2023 3:00 pm - 4:00 pm		337	1	25
506394				
SCSC - APSCN - SMS YEAR END ROLLOVERS 506394 - Jun 12, 2023 8:30 am - 3:30 pm		0	1	1
Non-Curricular				
506396				
SCSC - APSCN - SMS YEAR END ROLLOVERS 506396 - Jun 13, 2023 8:30 am - 3:30 pm		0	1	1
Non-Curricular				
506398				
SCSC - APSCN - SMS YEAR END ROLLOVERS 506398 - Jun 19, 2023 8:30 am - 3:30 pm		0	2	2
Non-Curricular				
506400				
SCSC- Community Emergency Response Team (CERT) Online Course Facilitator Train the Trainer 506400 - Aug 4, 2023 8:30 am - 12:30 pm		4	1	1
507315				

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Session	#Sessions	Credits	Districts	#Attended
SCSC-myPerspectives Cohort 5 Leaders and Instructional Facilitators Training 507315 - Jun 21, 2023 8:30 am - 3:30 pm		18	2	3
507317				
SCSC-myPerspectives Cohort Region 5 507317 - Jul 24, 25, 2023 8:30 am - 3:30 pm		60	2	5
507350				
SCSC-Cohorts 5 and 6 Assessment Academies: 507350 - Nov 13, 14, 2023 Jan 29, 30, Apr 1, 2, 2024 9:00 am - 3:00 pm		819	3	30
507370				
SCSC-Communication and Behavior Basics-Easter Seals 507370 - Aug 11, 2023 8:30 am - 4:00 pm		210	4	35
Classroom Management,Instructional Strategies,Principles of Learning Developmental Stages				
507839				
SCSC-Home School Laws and Online Data Entry Program 507839 - Jun 22, 2023 9:00 am - 12:00 pm		2	2	2
507900				
SCSC-PRIVATE El Dorado CTE PLC 507900 - Jul 31, 2023 9:00 am - 12:00 pm		42	3	14
Instructional Leadership,Instructional Strategies				
508733				
SCSC-Math in Early Childhood 508733 - Aug 9, 2023 9:00 am - 12:00 pm		96	4	32
Instructional Strategies				
509108				
SCSC-Budget Prep 509108 - Jul 20, 2023 1:00 pm - 3:30 pm		33	9	11
510842				
SCSC-Operations HERO Training 510842 - Aug 10, 2023 9:00 am - 12:00 pm		9	2	3
510862				
SCSC-Child Maltreatment and Human Trafficking 510862 - Aug 9, 2023 1:00 pm - 4:00 pm		87	4	29
Non-Curricular				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
511257				
SCSC-FY 23-24 Professional Development Committee				
511257 - Sep 6, Nov 15, 2023 Apr 3, 2024 9:00 am - 3:00 pm		80	10	10
511265				
SCSC-FY 23-24 Teacher Center Committee				
511265 - Sep 27, 2023 Feb 7, Apr 17, 2024 9:00 am - 12:00 pm		96	11	15
511267				
SCSC-Intensive Classroom Management				
511267 - Nov 1, 2, 2023 8:30 am - 3:30 pm		252	8	21
511290				
SCSC-Narcan Training				
511290 - Jul 27, 2023 1:00 pm - 2:00 pm		4	2	4
Health Physical Activity				
511599				
SCSC-Professional Crisis Management Recertification				
511599 - Aug 2, 2023 8:30 am - 3:30 pm		70	1	10
511751				
SCSC-HAMPTON SCHOOL ONLY-Data Responsibility				
511751 - Aug 9, 2023 8:00 am - 10:00 am		50	3	25
511752				
SCSC-HAMPTON SCHOOL ONLY-Data Responsibility				
511752 - Aug 9, 2023 12:00 pm - 2:00 pm		56	3	28
511985				
SCSC- Camden Fairview Heartsaver K12 CPR and First Aid				
511985 - Aug 9, 2023 8:30 am - 3:30 pm		60	1	10
CPR				
512003				
SCSC-PARKERS CHAPEL SCHOOL ONLY-Data Responsibility				
512003 - Aug 10, 2023 9:00 am - 11:00 am		112	3	56
512300				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
SCSC-Year ONE Ready Novice Teacher Boot Camp- Round 3 512300 - Sep 11, 12, 2023 8:30 am - 3:30 pm		306	8	26
Mentoring Coaching				
512381				
SCSC-EI Dorado- Dyslexia Awareness and Simulation 512381 - Aug 1, 2023 8:00 am - 11:00 am		90	4	45
Cognitive Research,Instructional Strategies				
512535				
SCSC-VIRTUAL-SoR: Content-Based Morphology 512535 - Oct 17, 2023 8:15 am - 3:15 pm		267	28	46
Instructional Strategies				
512540				
SCSC VIRTUAL-SoR: Content Area Reading Strategies 512540 - Oct 18, 2023 8:15 am - 3:15 pm		287	25	48
Instructional Strategies				
512687				
SCSC-Virtual SoR Overview 512687 - Oct 24, 2023 8:30 am - 3:30 pm		276	21	46
Instructional Strategies				
512694				
SCSC-GT Coordinators DESE Zoom and Planning 512694 - Aug 25, 2023 8:30 am - 3:30 pm		60	10	10
Data Disaggregation,Instructional Leadership				
512697				
SCSC-School Mandated Screenings Workshop 512697 - Sep 20, 2023 8:30 am - 3:30 pm		72	10	12
Health Physical Activity				
512872				
SCSC-Differentiation for Strong-Huttig Public Schools Staff ONLY 512872 - Aug 8, 2023 8:00 am - 10:00 am		64	1	32
Instructional Strategies				
513040				
SCSC-ETBSD CTE PLC 513040 - Aug 7, 2023 8:30 am - 11:30 am		27	2	9
Instructional Strategies				
513088				
SCSC-Camden Fairview CPR/AED/FirstAid 513088 - Aug 16, 2023 8:30 am - 12:30 pm		12	1	4
CPR				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
513294				
SCSC-WORD ATTACK for Decoding/ Pronunciation and Meaning				
513294 - Aug 8, 2023 9:00 am - 11:00 am		28	1	14
513346				
SCSC-Istation and the Science of Reading				
513346 - Oct 18, 2023 9:00 am - 2:30 pm		5	1	1
513401				
SCSC Area Technology Coordinators Meeting & Inservice				
513401 - Sep 28, 2023 9:00 am - 3:00 pm		42	6	7
Educational Technology				
513428				
SCSC Hybrid - DISH on Literacy: 1st Quarterly Meeting 23-24				
513428 - Oct 19, 2023 9:00 am - 12:00 pm		87	10	29
Assessment, Curriculum Alignment, Instructional Strategies				
513432				
SCSC Hybrid - DISH on Literacy: 2nd Quarterly Meeting 23-24				
513432 - Dec 7, 2023 9:00 am - 12:00 pm		117	15	39
Assessment, Curriculum Alignment, Instructional Strategies				
513440				
SCSC- DISH on Literacy: 3rd Quarterly Meeting 23-24				
513440 - Feb 22, 2024 9:00 am - 12:00 pm		141	16	47
Assessment, Curriculum Alignment, Instructional Strategies				
513448				
SCSC Hybrid - DISH on Literacy: 4th Quarterly Meeting 23-24				
513448 - Apr 11, 2024 9:00 am - 12:00 pm		69	8	23
Assessment, Curriculum Alignment, Instructional Strategies				
513591				
SCSC-ALL In: Inclusive Education				
513591 - Oct 30, 2023 8:30 am - 3:30 pm		132	4	22
513607				
SCSC Leadership Meetings				
513607 - Aug 23, Sep 20, Oct 18, Nov 29, 2023 Jan 24, Feb 27, Apr 3, 24, May 14, 2024 9:00 am - 11:00 am		52	11	26
513737				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
SCSC-District ESOL Coordinators' Meeting 513737 - Sep 20, Nov 8, 2023 Feb 21, Apr 29, 2024 8:30 am - 11:30 am		120	9	10

513839

SCSC: VIRTUAL: SoR: Encoding 513839 - Nov 9, 2023 8:30 am - 3:30 pm		258	31	43
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Instructional Strategies

513841

SCSC: VIRTUAL: SoR: Phonological Awareness 513841 - Oct 26, 2023 8:15 am - 3:15 pm		168	22	29
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Instructional Strategies

513915

SCSC-Tier II Training 513915 - Aug 23, 2023 2:00 pm - 4:00 pm		38	3	19
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Fiscal Management

514081

SCSC K-2 R.I.S.E. Academy Cohort 7 Days 3-6 514081 - Sep 22, Nov 7, Dec 19, 2023 Jan 26, 2024 8:30 am - 3:30 pm		444	6	19
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Instructional Strategies

514083

SCSC Classroom Management 101 514083 - Oct 3, 2023 8:30 am - 3:30 pm		96	4	16
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Classroom Management

514091

SCSC Functional Behavioral Assessment 514091 - Oct 11, 2023 8:30 am - 4:30 pm		66	4	11
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Assessment

514093

SCSC 5 Essential Components of School Wide Positive Behavior Supports 514093 - Nov 2, Dec 8, 2023 8:30 am - 3:30 pm		114	1	12
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Private Events

514097

SCSC Essential Behavior Concepts 514097 - Feb 28, 2024 8:30 am - 3:30 pm		18	3	3
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514511

SCSC- Federal Coordinators Region 7 Meeting 514511 - Sep 28, 2023 Feb 1, 2024 9:00 am - 12:00 pm		33	11	11
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Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
514552				
SCSC-LEADS for District Level Leaders: Rubric Updates and Professional Growth Goals				
514552 - Sep 12, 2023 12:30 pm - 3:30 pm		48	11	16
514652				
SCSC- Virtual Stronger Connections Grant Meeting				
514652 - Aug 30, 2023 1:00 pm - 1:45 pm		16	7	8
514953				
SCSC GT Coordinator Program Application Work Day				
514953 - Sep 29, 2023 8:30 am - 3:30 pm		6	2	2
514971				
SCSC - School Board Member Training				
514971 - Nov 2, 2023 5:30 pm - 8:30 pm		69	8	23
515192				
SCSC- Community Emergency Response Team (CERT) Online Course Facilitator Train the Trainer				
515192 - Nov 7, 2023 9:00 am - 11:00 am		16	2	4
515244				
SCSC-Professional Crisis Management Recertification				
515244 - Jan 30, 2024 8:30 am - 3:30 pm		63	2	9
515273				
SCSC STEM Integrationist Training				
515273 - Oct 4, 2023 8:30 am - 3:30 pm		138	13	23
Educational Technology, Instructional Strategies				
515355				
SCSC-Texthelp: What is it? Read&Write, Equatio, & UPAR				
515355 - Oct 19, 2023 8:30 am - 11:30 am		72	9	24
515424				
SCSC-Launching a Community of Practice				
515424 - Oct 20, 2023 9:00 am - 2:30 pm		130	9	26
515438				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
515438 - Nov 30, 2023 9:00 am - 10:30 am				
SCSC-VIRTUAL-Developing a High-Quality Professional Learning (HQPL) Plan		0	10	21
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515769				
SCSC- Elementary Literacy Data Day				
515769 - Oct 12, 2023 8:30 am - 11:30 am		96	12	32
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515770				
SCSC-High School Literacy Data Day				
515770 - Oct 12, 2023 12:00 pm - 3:00 pm		39	6	13
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516072				
SCSC-AASBO Mentoring and Regional Bookkeeper Meeting				
516072 - Oct 12, 2023 9:00 am - 2:00 pm		30	5	6
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516253				
SCSC- ARPEP Cohort 1				
516253 - Oct 7, 2023 9:00 am - 2:00 pm		20	3	4
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516333				
SCSC-Common Formative Assessments				
516333 - Oct 26, 2023 8:30 am - 3:00 pm		126	10	21
Curriculum Alignment,Data Disaggregation				
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516521				
SCSC-Solar Eclipse PD				
516521 - Feb 2, 2024 8:30 am - 3:30 pm		54	7	9
Instructional Strategies				
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516759				
SCSC STEM Integrationist Training				
516759 - Dec 6, 2023 8:30 am - 3:30 pm		144	11	24
Educational Technology,Instructional Strategies				
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516784				
SCSC Area Technology Coordinators Meeting & Inservice				
516784 - Dec 14, 2023 9:00 am - 3:00 pm		48	7	8
Educational Technology				
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516846				
SCSC STEM Integrationist Training				
516846 - Jan 24, 2024 8:30 am - 3:30 pm		147	11	25
Educational Technology,Instructional Strategies				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
516911				
SCSC-Arkansas Standards Day-Hampton School District				
516911 - Nov 3, 2023 8:00 am - 3:00 pm		450	6	75
517013				
SCSC-AASBO Mentoring and Regional Bookkeeper Meeting				
517013 - Nov 16, 2023 9:00 am - 2:00 pm		20	4	4
517067				
SCSC-Texthelp: What is it? Read&Write, Equatio, & UPAR				
517067 - Nov 29, 2023 8:30 am - 11:30 am		30	4	6
517295				
SCSC 5 Essential Components of School Wide Positive Behavior Supports DAY 1				
517295 - Jan 12, 2024 8:30 am - 3:30 pm		30	1	5
Private Events				
517298				
SCSC 5 Essential Components of School Wide Positive Behavior Supports DAY 2				
517298 - Feb 16, 2024 8:30 am - 3:30 pm		12	1	2
Private Events				
517669				
SCSC-Community of Practice Day 2, Supporting Teachers with Unit Planning and Lesson Plans				
517669 - Dec 7, 2023 9:00 am - 2:30 pm		135	8	27
517988				
SCSC-Strong Public Schools- Teaching the Gifted in the Secondary Content Classroom				
517988 - Jan 8, 2024 8:00 am - 11:00 am		15	1	5
Instructional Strategies				
518077				
SCSC-A 2-hour overview of the Functional Behavioral Assessment and Behavior Intervention Plans				
518077 - Dec 5, 2023 12:30 pm - 2:30 pm		30	5	15
518432				
SCSC Area Technology Coordinators Meeting & Inservice				
518432 - Jan 25, 2024 9:00 am - 3:00 pm		66	10	11
Educational Technology				
518444				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
SCSC- All about 504: Understanding the Evaluation Process and Q and A 518444 - Feb 22, 2024 1:00 pm - 3:00 pm		74	15	37
518975				
SCSC-Computer Science Impact Meeting 518975 - Feb 28, 2024 8:30 am - 3:30 pm		6	1	1
519062				
SCSC Science ATLAS PD 519062 - Mar 4, 2024 8:30 am - 3:30 pm		84	7	15
Assessment, Instructional Strategies				
519494				
SCSC-VIRTUAL Next Year Database Setup Training 519494 - Feb 1, 2024 9:00 am - 12:15 pm		27	8	9
520165				
SCSC-School Site Safety Assessment and Audit Training 520165 - May 6, 2024 8:30 am - 12:30 pm		104	9	26
521525				
SCSC -Budget Prep Professional Development 521525 - Apr 4, 2024 9:00 am - 11:00 am		18	8	9
521812				
SCSC -Personal Care Training for the Paraprofessional and the School Nurse 521812 - Mar 28, 2024 9:00 am - 3:00 pm		55	4	11
522309				
SCSC - VIRTUAL-Elementary Next Year Scheduling Training 522309 - Mar 12, 2024 9:00 am - 4:00 pm		48	6	8
522314				
SCSC - VIRTUAL-Secondary Next Year Scheduling Training 522314 - Mar 13, 2024 9:00 am - 4:00 pm		42	5	7
522890				
SCSC Area Technology Coordinators Meeting & Inservice 522890 - May 9, 2024 9:00 am - 2:00 pm		78	10	13
Educational Technology				

Summary Attended

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Session	#Sessions	Credits	Districts	#Attended
525286				
ACTC Monthly Meeting/Training				
525286 - Mar 13, 2024 1:00 pm - 4:00 pm		24	8	8
525509				
SCSC- eSchool Year End Rollover Preparation Training				
525509 - May 7, 2024 9:30 am - 4:00 pm		54	9	9
526430				
SCSC -AHA BLS Instructor Course				
526430 - Apr 10, 2024 8:30 am - 3:30 pm		18	3	3
CPR				
527386				
Junction City Parent/Family/Community Engagement				
527386 - Mar 5, 2024 5:30 pm - 7:30 pm		46	2	23
Parental Involvement				
527399				
Junction City Math Curriculum				
527399 - Aug 7, 2023 9:00 am - 3:00 pm		60	2	10
528212				
SCSC -Heartsaver First Aid CPR AED				
528212 - May 29, 2024 8:30 am - 3:30 pm		42	3	7
CPR				
530283				
SCSC Area Technology Coordinators Meeting & Inservice				
530283 - May 22, 2024 9:00 am - 2:00 pm		20	5	5
Educational Technology				
GRAND TOTAL:		239	36607	136
				3641

SOUTH CENTRAL SERVICE ESC IMPACT ON STUDENT PERFORMANCE

2023-2024

Program	Impact			
ABC PreK (Launchpad Data)	Component	Beginning of Year	Middle of Year	End of Year
	Instructional Vocabulary	8.13	10.07	11.09
	Phonemic/Phonological Awareness	6.72	9.48	14.85
	Concepts of Print	3.13	4.13	4.55
	Uppercase Letter ID	8.26	13.28	17.95
	Lowercase Letter ID	7.17	11.34	15.88
	Letter Sound Identification	3.80	8.36	15.76
CTE	<p>Consortium participation has stayed steady at 87.56% for the last four years. The 4-year graduation rate of 98.19% exceeds the state rate of 92.23%. SCSC Consortium continues to exceed the state percentages with SCSC Concentrators at 34.49% and Consortium Completers at 13.82% compared to the state at 26.78% and 10.04%.</p> <p>The percentage of graduating concentrators earning a recognized postsecondary credential increased significantly from 2021 of 10.39% to 2023 of 47.49%.</p>			
Virtual Arkansas	<p>Virtual Arkansas Students had an 89% Pass Rate. 30,334 credits were earned. 8,132 college concurrent credit hours were earned. 2,353 students were</p>			

	enrolled in computer science courses. 2,006 students were enrolled in advanced placement courses.
Early Childhood/Special Education	South Central Early Childhood Special Education Program has made progress in each of the three early childhood outcome areas, including social-emotional, knowledge and skills, and appropriate behaviors, as indicated on the annual performance report. Each state target for the outcome area was exceeded, with the exception of Skills & Knowledge Summary 2, Parental Involvement. Growth (4.22%) in 6A LRE-IEP STUDENTS AGE 3-5 RECEIVE THE MAJORITY OF SPECIAL EDUCATION AND RELATED SERVICES IN THE REGULAR EARLY CHILDHOOD PROGRAM
Literacy, Math, & Science	<p>In the 2022-2023 school year, there were 7 districts from the SCSC region in coordinated or directed level of support from DESE. In 2023-24, that number was reduced to 6 districts.</p> <p>Our specialists logged a total of 1,549 support schools that were rated as a D or an F. Overall, our specialists logged a total of 1,836 hours supporting all SCSC districts. These numbers do not include logged hours from State Literacy Coaches or SCSC Literacy Coaches assigned to specific districts.</p>
Mentoring/Novice	SCSC shows an increase in the retention of novice teachers from 2020-2021 data (85.6%) to 2023-2024 data (93.4%) SCSC had 192 novices in the 2023-2024 school year. 35% are traditional candidates while 65% are non-traditional. In August, only 47% of the non-traditional candidates were fully certified; in April, the percentage increased to 62%.
Dyslexia	<p>Total Number of Students Receiving Dyslexia Intervention Services in grades K-12 during the 2022-23 school year: 802</p> <p>Dyslexia Contact Support Meetings Held FY24-25: 4</p> <p>SCSC FY 24-25 Take Flight Cohort Participants: 37</p> <p>SCSC FY24-25 Participants outside of our cooperative area: 13</p>

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South Central Service Cooperative does not discriminate on the basis of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, age, disability, or genetic information in admission or access to or treatment of employment in its programs and activities. Any person having inquiries concerning compliance with the regulation of 1972, Section 504 of the Rehabilitation ACT of 1973 or other State or Federal law is directed to contact:

South Central Service Cooperative
Karen Kay McMahan, Director
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Camden, AR 71701
870-836-1600

