NOVEMBER 12, 2026 | STATE BOARD OF EDUCATION

Blevins School District

2026 F-Rated District Review

LEA 2901000 | Hempstead County | **Southwest Arkansas Education Cooperative**

Letter Grade History

2025 Official	2026 Official
C	F

2026 INDEX SCORE

340.95

Total points, 2026 A-F model

−60.08 points vs. 2025 (401.03)

Percentile rank: 3 | 7.95 points to reach D (cut 348.90)

District Profile

CALENDAR TYPE & ATTENDANCE DAYS

4 Day Week | **143 days**

District 2026-27 school calendar

LEVEL OF SUPPORT

Level 4

Directed

TEACHER LICENSURE

85% licensed **15%** on exceptions

1003 SCHOOL IMPROVEMENT ALLOCATION

$80,000.00 FY 2026-27 · 2 schools

1003 Allocations: Federal Title I funds provided to districts to support schools identified for comprehensive or targeted support and improvement.

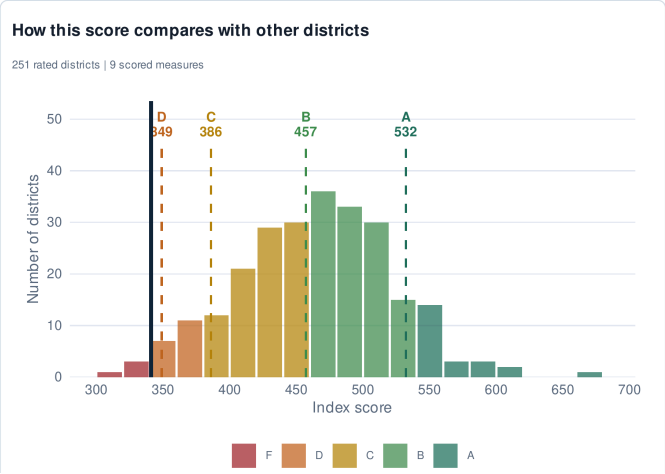
SCHOOLS D- OR F-RATED (2026)

2

Randy Hughes Elementary School - F

Blevins High School - D

How the 2026 Index Score Compares and Is Built



How the index score is built

All Students indicator points: district vs. state average

INDICATOR	DISTRICT	STATE	DIFFERENCE
Achievement of 300 pts	**47.98**	127.87	−79.89
Growth - All Students of 300 pts	**105.89**	153.03	−47.14
Growth - Lowest Quartile of 100 pts	**43.33**	53.06	−9.73
Success-Ready Graduate of 200 pts	**143.75**	138.50	+5.25

Stephanie Dixon	Laura Clark	Phoebe Bailey
District Superintendent	**District Board President**	**Cooperative Director**

School Accountability Data

Randy Hughes Elementary School

F — 2026 GRADE

2026 INDEX SCORE: **220.62** of 900 possible

PERCENTILE RANK: **0** above 0% of elementary schools

107.16 points to reach D (cut 327.78)

Achievement

Are students achieving level 3 and 4 on state assessments?

52.79 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	18.06%	6
Mathematics	18.06%	5
Science	16.67%	4

Growth — All Students

Are students achieving their individualized growth targets?

61.62 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	29.87%	1
Mathematics	13.89%	0
Science	17.86%	0

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

106.21 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	35.29%	12
Mathematics	27.78%	3
Science 3-year	43.14%	19

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

Not applicable (elementary school)

Blevins High School

D — 2026 GRADE

2026 INDEX SCORE: **384.14** of 900 possible

PERCENTILE RANK: **17** above 17% of high schools

1.82 points to reach C (cut 385.96)

Achievement

Are students achieving level 3 and 4 on state assessments?

45.01 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	11.76%	3
Mathematics	12.00%	18
Science	21.25%	12

Growth — All Students

Are students achieving their individualized growth targets?

138.19 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	35.78%	12
Mathematics	53.06%	59
Science	49.35%	55

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

57.19 OF 100 PTS

This indicator contributes the average of the three subject measures, so it is worth up to 100 points, not 300.

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	47.83%	42
Mathematics	68.18%	82
Science	55.56%	57

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

143.75 OF 200 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
Four-Year Cohort Graduation Rate	81.25%	11
Graduates with Merit or Distinction	62.50%	70

District Support Plan

Action Items

Blevins School District

LEA 2901000 · Southwest Arkansas Education Cooperative · School year 2026-27
Level of support: Level 4 - Directed

Improving Academic Outcomes

12 requirements with an action item

Instructional Alignment

*High-quality instructional materials

Required. The district, with the cooperative, determines that high-quality instructional materials are used with fidelity across its schools.

How we will accomplish this: The district has set the expectation that HQIM will be used throughout the district with fidelity. The following listed materials are those chosen for the students of Blevins district.

K-6	Wit and Wisdom
7-12	My Perspectives
K-12	Illustrative Math

The district along with the cooperative will frequently monitor the use of HQIM. The district, cooperative, and division POC will begin visiting with educators regarding what supplies or supports are needed to do their job effectively (Do they have texts, working equipment, appropriate materials, appropriate training, etc.). **Implementation timeline:** Initial checks were completed October 30. Subsequent checks will occur in January. **How we will progress monitor and evaluate effectiveness:** Documentation through the EES system using Key Lever Tools. CFA and interim assessment data will be our measure of effectiveness.

*Key Levers Coaching Tool

Required. The Key Levers coaching tool is used for English language arts, mathematics, and science at all schools.

How we will accomplish this: The district will ensure that the Key Levers observational tool is used for English language arts, mathematics, and science at all schools. The following are of note at this time: Both the building administrators and the district superintendent have been trained to use the Key Lever Tools. **Implementation timeline:** Observations using the Key Lever Tools are set to begin in the Blevins district on 11/5/26. Baseline data will be established and reviewed beginning that week. Additional observations using the Key Levers Tool will occur during the third and fourth 9-weeks. **How we will progress monitor and evaluate effectiveness:** We will monitor and evaluate effectiveness using the EES system during classroom walkthroughs and observations. Our CFA and interim assessment data also will be a measure of our effectiveness.

Instructional Alignment

Required. District administration, with the cooperative, ensures instructional alignment across standards, materials, and support for all schools.

> **How we will accomplish this:** District administration, with the cooperative, ensures instructional alignment across standards, materials, and support for all schools. Methods to accomplish this include, but are not limited to, model teaching from the co-op specialists and the state appointed literacy coach, vertical planning, and data review to ensure what is tested is being taught to the rigor necessary for students to achieve. **Implementation timeline:** Second nine-weeks. **How we will progress monitor and evaluate effectiveness:** Review data from Key Levers observation and make adjustments. Review interim, CFA, and summative assessment data to inform decision making.

Academic Expectations

*Literacy block, K-5

Required. A 90-minute literacy block (450 min. a week)

> **How we will accomplish this:** The district has verified through the elementary master schedule that a literacy block is in place for all K-5 students that totals at least 450 minutes per week. The POC has also verified this and has also visited classrooms during an instructional minutes review to verify both schools are following their schedules. **Implementation timeline:** 2026 - 2027 school year. **How we will progress monitor and evaluate effectiveness:** School administration is ensuring that this requirement is being met on a daily basis through walkthroughs and observations. An instructional minutes review will be conducted by the Point of Contact at least one time per year.

*Literacy block, grades 6-10

Required. A minimum of 300 minutes of literacy instruction weekly for students not performing on grade level. Supplemental literacy intervention scheduled during the school day may count toward the time.

> Initially, the minutes did not meet the threshold, but adding minutes to the day and reworking the schedules have made it possible to meet the requirements.. The district has verified through the Sr. High master schedule that a literacy block is in place and that all students scoring Level 1 are receiving the required 300 minutes per week. The POC has also verified this and has also visited classrooms during an instructional minutes review to verify the high school is following the master schedule. **Implementation timeline:** 2026-2027 school year. **How we will progress monitor and evaluate effectiveness:** School administration will ensure that this requirement is being met daily.

*Mathematics block

Required. A minimum of 300 minutes of mathematics instruction weekly for students not performing on grade level. Supplemental mathematics intervention scheduled during the school day may count toward the time.

> **How we will accomplish this:** A new schedule was created in October to ensure that Level One students had at least 300 minutes of math instruction per week based on their math class minutes and their RTI math minutes when combined. **Implementation timeline:** 2026-2027 school year. **How we will progress monitor and evaluate effectiveness:** School administration will ensure that this requirement is being met daily. An instructional minutes review will be conducted by the Point of Contact at least one time per year.

*Intervention

Required. Literacy and mathematics intervention is scheduled during the school day through the multi-tiered system of supports.

How we will accomplish this: The district schools have RTI time built into their schedules for both math and literacy. Students who need one or both based on assessment scores have access during this block of time.The district applied for and received an HIT grant for additional tutoring opportunities. **Implementation timeline:** 2026 - 2027 school year. **How we will progress monitor and evaluate effectiveness:** The schools will ensure students are being served daily based on their qualifying needs. Student progress and appropriate scores will be monitored to track progress.

*Instructional minutes review

Required. The district, the cooperative, and the Division conduct an instructional minutes review at all campuses. Required by law or rule. Each school provides at least 178 days of student-teacher interaction time, or the equivalent allowed under Ark. Code Ann. § 6-10-106 or § 6-10-117, and a planned instructional day averaging at least six hours or 30 hours per week of instructional time. The Division does not count non-academic assemblies, transitions, or lunch toward instructional minutes.

How we will accomplish this: An instructional minutes review has already occurred at Blevins. **Implementation timeline:** The district, the cooperative, and the division will conduct an instructional minutes review at the school yearly. **How we will progress monitor and evaluate effectiveness:** We will review instructional minutes to verify that the master schedule is being followed consistently and that all students are receiving the required weekly instructional time, including targeted mathematics and literacy support for students who are not yet performing at grade level. Finalized master schedules are approved to start the year, and an onsite review will occur in the first semester of each school year.

Monitoring Student Learning

Checking for understanding

Required. The cooperative and the district monitor each school's process for checking for understanding within a unit, including common formative assessment and progress monitoring.

How We Will Accomplish This:

The district, in partnership with the cooperative, will monitor and support each school's implementation of a systematic process for checking student understanding throughout instructional units. This process will include the use of common formative assessments, ongoing progress-monitoring measures, and instructional adjustments to ensure students are mastering grade-level standards. **Implementation Timeline:** Beginning the 2nd 9-weeks. **Progress Monitoring and Evaluation of Effectiveness:** Implementation fidelity and effectiveness will be evaluated through Key Lever Tools, instructional walkthrough data, Professional Learning Community (PLC) discussions and documentation, and analysis of formative and summative assessment data. These measures will be used to monitor instructional practices, assess student learning outcomes, and inform continuous improvement efforts.

*Multi-tiered system of supports

Required. The cooperative works with the district to monitor implementation, and the Division and the cooperative monitor the district's system as a whole.

How we will accomplish this: The district will implement MTSS, and the cooperative will work with the district to monitor implementation. The Division and the cooperative will monitor the district's system as a whole. Focus for the second nine-weeks will be implementation of Tier One - Grade Level instruction - throughout the buildings. District teachers will be expected to use HQIM with fidelity. District and cooperative verify that dyslexia services and reading interventions are being provided based on screening data. RTI is in the master schedule. Every classroom will also be expected to do the following: use grade-level standards aligned to Achievement Level Descriptors of 3 and 4, use instruction aligned to grade level rigor and Achievement Level Descriptors of 3 and 4 expectations, use higher level questioning, discussion, and techniques,. and engage all students in learning (active thinking, problem-solving, making connections and processing information. **Implementation timeline:** Beginning of the 2026-2027 school year. **How we will progress monitor and evaluate effectiveness:** Weekly walkthroughs (with feedback) using the Key Levers Coaching Tool, focused on Domains 1, 2, and 3. Review of lesson plans weekly for knowledge and use of high-quality instructional materials, alignment to the achievement level descriptors of 3 and 4 and the ATLAS testing blueprints, and design and use of common formative assessments (teacher created, intentional measurements used for the purpose of monitoring student attainment of the essential standards and/or learning targets).

Balanced Assessment System

*Screeners and summative assessment

Required. ATLAS screeners and summative assessments are administered, and the district provides IRPs and MIP based on data.

How We Will Accomplish This:
The district will ensure the administration of all required ATLAS interim screeners and summative assessments in accordance with the Arkansas assessment calendar. Assessment data will be used to identify student needs and inform instructional and intervention decisions. All qualifying students have been provided with the appropriate Individual Reading Plan (IRP) and/or Math Intervention Plan (MIP) based on assessment results and established eligibility criteria. **Implementation Timeline:** Beginning with the start of the 2026-2027 school year and continuing throughout the academic year. **Progress Monitoring and Evaluation of Effectiveness:** The district will regularly monitor the implementation and effectiveness of IRPs and MIPs to ensure students receive targeted instructional supports and interventions aligned to their identified needs. Student progress will be reviewed through ongoing formative and summative assessment data, intervention monitoring, and periodic evaluation of student growth outcomes to determine the effectiveness of supports and inform any necessary adjustments.

*Interim assessment

Required. The district participates in all ATLAS interim assessments.

How we will accomplish this: The district has participated in the most recent ATLAS interim assessments. **Implementation timeline:** Per state testing calendar. **How we will progress monitor and evaluate effectiveness:** Analyze and disaggregate student performance data to identify patterns of mastery, pinpoint learning gaps, and determine which students need additional instruction and support.

Quality Educational Workforce

11 requirements with an action item

Action-Oriented Educational Leaders

*Leadership collaboration with the cooperative

Required. The superintendent and district leadership collaborate with cooperative leadership on District Support Plan monthly.

How we will accomplish this: The superintendent and school leadership will collaborate with cooperative leadership and the Division concerning the District Support Plan monthly. Running agendas have been established and shared with all team members. **Implementation timeline:** The monthly cadence began last month with the November meeting being scheduled for the 9th. **How we will progress monitor and evaluate effectiveness:** We will monitor the effectiveness of this by assessing student performance and student growth.

*Principal Leadership

Required. The district and the cooperative evaluate school needs and provide leadership supports for each building principal's professional growth plan.

*1003 funding

How we will accomplish this: The district and the cooperative will evaluate school needs and provide leadership support accordingly. To date no principal support has been identified though the use of 1003 funds is being considered for this purpose. **Implementation timeline:** 2026. **How we will progress monitor and evaluate effectiveness:** Setting appropriate goals for growth through EES (Professional Growth Plan) and monitoring throughout the school year (Co-op and District).

*Administrator evaluation re-calibration

Required. TESS or LEADS calibration for district administration and building administrators.

How we will accomplish this: The building administrator has been through the TESS calibration training, and the district administrator has been through the LEADS calibration training. **Implementation timeline:** Fall 2026. **How we will progress monitor and evaluate effectiveness:** Individual principal's work in EES will be monitored.

*Observation training

Required. The cooperative provides training on EES, the observation system, and feedback. The superintendent and district administration establish a process to review.

How we will accomplish this: The district has implemented a systematic process of weekly classroom visits, using the EES system to monitor instructional practices, document observations, and support teacher professional growth through feedback and reflection. **Implementation timeline:** 2026-2027. **How we will progress monitor and evaluate effectiveness:** EES data.

Formal observations

Required. Building administrator(s) complete all steps of a formal observation, including a full POP cycle, in the state-approved observation platform for all teachers.

How we will accomplish this: Building administrator(s) complete all steps of a formal observation, including a full POP cycle, in the state-approved observation platform for all teachers. **Implementation timeline:** 2026-2027. **How we will progress monitor and evaluate effectiveness:** EES data.

Securing an Educator Workforce

*Strategic staffing audit

Required. The district conducts a strategic staffing audit in collaboration with cooperative and division to address shortages and to assign staff based on student learning needs or teacher licensure.

How we will accomplish this: The district and cooperative will conduct a first semester staffing audit to ensure personnel are strategically aligned to student needs for the second semester. Staff assignments will be made based on student needs, teacher effectiveness, and teacher licensure. Adjustments may be made as needed to ensure resources are deployed effectively and equitably to maximize student outcomes. **Implementation timeline:** November 30. **How we will progress monitor and evaluate effectiveness:** Continued efforts to place teaching staff appropriately will be made at both semester and at the end of the year. Student data will be a factor when looking at the effectiveness of teacher placement.

Assignment decisions from growth data

Required. The district evaluates teacher growth data, student growth data, performance and licensure informed by the strategic staffing audits.

How we will accomplish this: Using student achievement and growth data, teacher VAM scores, licensure credentials, and staff assignment information, the district will strategically assign teachers to best match student needs whenever possible. Staffing decisions will prioritize placing the most effective and appropriately credentialed educators in areas of greatest student need. The district may make staffing adjustments at the semester break, as needed, to ensure resources are deployed effectively and equitably to maximize student outcomes. The district and the co-op will again evaluate the effectiveness of these decisions in the spring for teacher assignments next fall. **Implementation timeline:** 2026-27. **How we will progress monitor and evaluate effectiveness:** Data dissemination will determine the rationale for teacher placement.

*Teacher licensure plans

Required. The district and the cooperative support and monitor implementation of teacher licensure plans.

How we will accomplish this: The district will support teacher licensure by monitoring licensure status, developing individual licensure plans, providing mentoring and professional learning opportunities, assisting with licensure requirements, and partnering with the co-op to ensure all teachers are appropriately licensed and assigned to meet student needs. **Implementation timeline:** 2026-27. **How we will progress monitor and evaluate effectiveness:** Evaluating individual progress.

Growing Educational Talent

Professional learning

Required. The district evaluates the need for high-quality professional learning aligned to high-quality instructional materials, needs assessment, and teacher performance data.

> **How we will accomplish this:** The district will evaluate the need for high-quality professional learning aligned to high-quality instructional materials, needs assessment, and teacher performance data. **Implementation timeline:** 2026-2027. **How we will progress monitor and evaluate effectiveness:** Student assessment data.

Science of learning strategies

Recommended. The district supports instructional strategies grounded in the science of learning, including retrieval practice, spaced repetition, interleaving, and dual coding.

> **How we will accomplish this:** The district supports instructional strategies grounded in the science of learning, including retrieval practice, spaced repetition, interleaving, and dual coding. **Implementation timeline:** 2026-2027. **How we will progress monitor and evaluate effectiveness:** TBD.

Annual ratings

Required for all educators, by April 1, annual ratings of indicators within domains 1-3 are assigned based on a minimum of two observations as required under Ark. Code Ann. § 6-17-2805(e) and (f).

> **How we will accomplish this:** The district will ensure that by April 1, all educators will have assigned annual ratings of indicators within domains 1-3 and that those ratings are assigned based on a minimum of two observations as required by law. **Implementation timeline:** 2027-04-01 00:00. **How we will progress monitor and evaluate effectiveness:** Periodic checks on principal progress in EES.

BLEVINS SCHOOL DISTRICT

2026-2027 AR App Strategic Plan

Board Presentation Copy

LEA Number	2901000
Primary Contact	Stephanie Dixon
Plan Focus	Academic outcomes, safe and healthy schools, and quality educational workforce

Prepared from the district's approved AR App plan for board review.

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District

General District Information

District Name	BLEVINS SCHOOL DISTRICT		
LEA Number	2901000		
Primary Contact	Stephanie Dixon	stephanie.dixon@blevinshornets.org	(870) 874-2801
Secondary Contact	Stephanie Clark	stephanie.clark@blevinshornets.org	(870) 874-2281
Additional Contact	Autumn Reeder	autumn.reeder@blevinshornets.org	(870) 874-2801

LEA Comprehensive Needs Assessment (CNA)

The LEA verifies that it has conducted a Comprehensive Needs Assessment (CNA) to identify needs and opportunities that will be addressed with these funds. ESEA § 1114(b)(6); 1115(e)(2); and 4106(d). The LEA's CNA must be available to the SEA for monitoring if required.	Yes
Date of last CNA (MM/DD/YY)	05/29/25
Data source	Solution Tree

Goals

Goal 1

Improving Academic Achievement: Literacy Goal-Elementary

1. K-6 Students will reduce the percentage of Level 1 (below Benchmark) students by 10%, as measured by K-6 summative assessments.

Goal 2

Improving Academic Growth-Literacy-Elementary

70% of K–2 students with Individual Reading Plans (IRPs) will demonstrate measurable literacy growth.

Goal 3

Improving Academic Achievement: Literacy Goal-High School

1. 7-10 students will reduce the percentage of Level 1 (Below Benchmark) students by 10%, as measured by 7-10 summative assessments.

Goal 4

Improving Academic Growth-Literacy-High School

To increase the percent of students meeting their targeted growth by 5% in ELA, math, and science.

Improving Academic Outcomes

There are four sub-sections in Improving Academic Outcomes:

- Access to Core (Priority 1.1 to 1.5)
- Supplemental Supports (Priority 1.6 to 1.11)
- Transitions or Extended Opportunities (Priority 1.12 to 1.16)
- Family and Community Engagement (Priority 1.17 to 1.19)

Access to Core

Priority 1.1

Identify High Quality Instructional Materials (HQIM) for core instruction in literacy and math in Step 1 and Step 2.

Priority 1.2

Identify Professional Learning in Step 3 and Step 4 [ESEA § 2001 to 2104 Title II for supplemental professional learning only]

K-6 Core Programs

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
ELA: Word Recognition Programs (Bottom of the Rope)	Wilson Fundations l 2012	K-3	—Not on the List—	K-3 teachers are provided with professional development opportunities at the Education Cooperative. District Administration provides professional development to assist with instructional strategies that are systematic and explicit for ELA, RTI and remediation.
	—Not on the List—	4-6	—Not on the List—	4-6 teachers are provided with professional development opportunities at the Education Cooperative. District Administration provides professional development to assist with instructional strategies that are systematic and explicit for ELA, RTI and remediation.

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

Vocabulary Surge: Unleashing the Power of Words (95% Group) 2013 Grades 4-6, Southwest Educational Cooperative for support and District Administration

Priorities 1.1 and 1.2 (continued)

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
ELA: Language Comprehension Programs (Top of the Rope)	Wit & Wisdom	2016	K-6	Great Minds	K-6 teachers are provided with professional development opportunities at the Education Cooperative. District Administration provides professional development to assist with instructional strategies that are systematic and explicit for ELA, RTI and remediation.
	—Not on the List—		4-6	—Not on the List—	K-6 teachers are provided with professional development opportunities at the Education Cooperative. District Administration provides professional development to assist with instructional strategies that are systematic and explicit for ELA, RTI and remediation.

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

95 Percent Group, Vocabulary Surge: Unleashing the Power of Word Parts, 2014, Grades 4-6

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
Math Core Programs	Kendall Hunt's Illustrative Mathematics	2021	K-5	Kendall Hunt	K-5 teachers are provided with professional development opportunities at the Education Cooperative. District Administration provides professional development to assist with instructional strategies that are systematic and explicit for Math instruction,RTI and remediation. There is support from the Math Specialist from the Educational Cooperative.
	Kendall Hunt's Illustrative Mathematics 6-8 Math	2019	6-8	Kendall Hunt	6-8 teachers are provided with professional development opportunities at the Education Cooperative. District Administration provides professional development to assist with instructional strategies that are systematic and explicit for Math instruction,RTI and remediation. There is support from the Math Specialist from the Educational Cooperative.

Priorities 1.1 and 1.2 (continued)

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

No response entered.

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

The administration will ensure consistent, high fidelity implementation of the HQIM that has been chosen by the district. The materials have been chosen to align with R.I.S.E. and the Science of Reading through a system of clear expectations, continuous monitoring, and differentiated supports. Targeted supports will include increase monitoring, embedded coaching, structured planning, and weekly professional learning community meetings, where data is discussed and implementation of remediation and intervention is planned for individual students.

7-12 Core Programs

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
ELA Core Program	MyPerspectives I 2022	7-8	Savvas Learning Company LLC	7-12 teachers are provided with professional development opportunities at the Education Cooperative. District Administration provides professional development to assist with instructional strategies that are systematic and explicit for ELA, RTI and remediation.
	MyPerspectives I 2022	9	—	—
	MyPerspectives I 2022	10	—	—
	MyPerspectives I 2022	11	—	—
	MyPerspectives I 2022	12	—	—

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

No response entered.

Priorities 1.1 and 1.2 (continued)

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
Math Core Programs	Kendall Hunt's Illustrative Mathematics 6-8 Math I 2019	7-8	Kendall Hunt	7-12 Math teachers are provided with professional development opportunities at the Education Cooperative. District Administration provides professional development to assist with instructional strategies that are systematic and explicit for Math instruction,RTI and remediation. There is support from the Math Specialist from the Educational Cooperative.
	—Not on the List—	8-9	—Not on the List—	—
	—Not on the List—	9-10	—Not on the List—	—

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

Kendall Hunt, High School Math, Algebra I for 8th-9th Grade, 2019, Kendall Hunt, High School Math, Geometry, Grades 9-10, 2019

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

The administration will ensure consistent, high fidelity implementation of the HQIM that has been chosen by the district. Targeted supports will include increase monitoring, embedded coaching, structured planning, and weekly professional learning community meetings, where data is discussed and implementation of remediation and intervention is planned for individual students.

Priority 1.3

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

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Literacy Intervention Programs K-6	—Not on the List—	K-2	—Not on the List—	District administration offers ongoing professional development throughout the school year, as well as additional sessions prior to the start of school and during the summer. Weekly professional learning community (PLC) meetings are used to identify and discuss teacher needs, and when appropriate, support is provided through the educational cooperative.
	—Not on the List—	K-6	—Not on the List—	District administration offers ongoing professional development throughout the school year, as well as additional sessions prior to the start of school and during the summer. Weekly professional learning community (PLC) meetings are used to identify and discuss teacher needs, and when appropriate, support is provided through the educational cooperative.

If using a literacy intervention program not currently listed above, please provide the following information: intervention publisher, intervention name, grades served. Example: Amira Learning, Amira, Grades 4-5.

UFLI, Ventris Learning, Grades K-2, Copyright 2022,
95 Percent Group Chip Kits, K-6, Publisher, 95% Group, Published 2012

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Literacy Intervention Programs 7-12	—Not on the List—	Grades 7-10	—Not on the List—	District administration offers ongoing professional development throughout the school year, as well as additional sessions prior to the start of school and during the summer. Weekly professional learning community (PLC) meetings are used to identify and discuss teacher needs, and when appropriate, support is provided through the educational cooperative.

Priority 1.3 (continued)

If using a literacy intervention program not currently listed above, please provide the following information: intervention publisher, intervention name, grades served. Example: Amira Learning, Amira, Grades 4-5.

Grades 7-10 Do not have an actual literacy program. Teachers use adopted Curriculum (My Perspectives, 2022), Savvas Learning Company. Teachers also utilize ATLAS Classroom Tools.

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Dyslexia Programs K-6	The Sonday System	K-6	—Not on the List—	District administration offers ongoing professional development throughout the school year, as well as additional sessions prior to the start of school and during the summer. Weekly professional learning community (PLC) meetings are used to identify and discuss teacher needs, and when appropriate, support is provided through the educational cooperative.

If using a dyslexia program not currently listed above, please provide the following information: program publisher, program name, grades served. Example: Scottish Rite for Children, Bridges, K-2.

Sonday System, Imagine Learning, Grades K-6

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Dyslexia 7-12 (Academic Reading)	The Sonday System	7-8	—Not on the List—	District administration offers ongoing professional development throughout the school year, as well as additional sessions prior to the start of school and during the summer. Weekly professional learning community (PLC) meetings are used to identify and discuss teacher needs, and when appropriate, support is provided through the educational cooperative.
	The Sonday System	9-12	—	District administration offers ongoing professional development throughout the school year, as well as additional sessions prior to the start of school and during the summer. Weekly professional learning community (PLC) meetings are used to identify and discuss teacher needs, and when appropriate, support is provided through the educational cooperative.

Priority 1.3 (continued)

If using a dyslexia program not currently listed above, please provide the following information: program publisher, program name, grades served. Example: Scottish Rite for Children, Bridges, K-2.

Resources utilized for academic reading are provided by the K-12 Literacy Specialist/Dyslexia Therapist from Southwest Cooperative. Focus is on Morphology and Reading Comprehension.

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Mathematics Intervention Programs K-6	—Not on the List—	K-5	HMH(Houghton Mifflin Harcourt)	District administration offers ongoing professional development throughout the school year, as well as additional sessions prior to the start of school and during the summer. Weekly professional learning community (PLC) meetings are used to identify and discuss teacher needs, and when appropriate, support is provided through the educational cooperative.

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Mathematics Intervention Programs 7-12	—Not on the List—	7-12	—Not on the List—	District administration offers ongoing professional development throughout the school year, as well as additional sessions prior to the start of school and during the summer. Weekly professional learning community (PLC) meetings are used to identify and discuss teacher needs, and when appropriate, support is provided through the educational cooperative.

Priority 1.3 (continued)

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
ESOL Programs (English Language Development ELD) (if applicable)	EL's received their ELD instruction during a mainstream content class by. teachers embedding instruction in English Language Development.	K-12	Core Curriculum, Embedded Instruction.	—
	The SONDAY System	K-8	Southwest Educational Cooperative	District administration offers ongoing professional development throughout the school year, as well as additional sessions prior to the start of school and during the summer. Weekly professional learning community (PLC) meetings are used to identify and discuss teacher needs, and when appropriate, support is provided through the educational cooperative.

Priority 1.3 (continued)

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Special Education Programs	Autistic Helper	K-12 (Self Contained Classroom)	Southwest Educational Cooperative	District administration offers ongoing professional development throughout the school year, as well as additional sessions prior to the start of school and during the summer. Weekly professional learning community (PLC) meetings are used to identify and discuss teacher needs, and when appropriate, support is provided through the educational cooperative.
	Wilson Fundations	K-3 (SPED Resource)	Southwest Educational Cooperative	District administration offers ongoing professional development throughout the school year, as well as additional sessions prior to the start of school and during the summer. Weekly professional learning community (PLC) meetings are used to identify and discuss teacher needs, and when appropriate, support is provided through the educational cooperative.
	The SONDAY System	K-6 (SPED Resource)	Southwest Educational Cooperative	District administration offers ongoing professional development throughout the school year, as well as additional sessions prior to the start of school and during the summer. Weekly professional learning community (PLC) meetings are used to identify and discuss teacher needs, and when appropriate, support is provided through the educational cooperative.

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

Targeted supports include increase monitoring, embedded coaching, structured planning, and weekly professional learning community meetings, where data is discussed and implementation of remediation and intervention is planned for individual students.

Priority 1.4

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

Option	If you will provide, select Yes
Utilizing the Key Levers Form in EES to conduct science of reading walks to provide feedback	Yes
Using data around instructional levers to design professional learning	Yes
Participating in Administrators Professional Learning Course for SoR	Yes
Additional targeted professional learning provided annually to all staff in SoR	Yes
Analyzing district and school-level data for a cycle of continuous improvement monthly	Yes
Partnering with state-assigned Literacy coaches or a Professional Learning Partner to support Professional learning and cycles of coaching for grade levels and individual teachers	Yes
Other	No

Priority 1.5

What supports will the district provide general education teachers to ensure students with disabilities and English Learners are able to access core instruction?

Option	If you will provide, select Yes
Access to HQPL that will bolster educator's content knowledge and pedagogy skills in ELA and Math	Yes
Universal Design for Learning (UDL) professional development	Yes
Professional development on meaningful access and participation for students with disabilities	Yes
District coaching support on accessibility and appropriate accommodations	Yes
Training with related services staff on broader implementation of assistive technology provided in the general education environment (e.g., alternate seating, writing devices, communication and hearing supports, etc.)	Yes
Push-in related services model	Yes
Training for general education teachers on the use of Read & Write	Yes
Training for general education teachers on the use of Equatio	Yes
Training for general education teachers on the use of classroom management and behavior support (e.g., THRIVE, BX3, or Micro credentials)	Yes
Sheltered Instruction Observation Protocol (SIOP) training	No
Co-teaching for ELD	No
Other	No

Supplemental Supports

Priority 1.6

Explain the process the district uses to identify students as at-risk for academic failure or in need of additional services. [ESEA § 1112(b)(1)(B)]

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

Pre-K

For Pre-K, students are evaluated by trained professionals from Southwest Educational Cooperative to identify if additional services are needed. The classroom teacher progess monitors students throughout the year and identify gaps that PREk students present. The teacher uses SoR HQIM to introduce skills to students. There is a data collection system in place. If the student is 3 yrs old, there will be another year in PreK. If the student will be 5, there is a meeting with the parent and the K teacher to identify needs for the beginning of the school year. Students in PreK will also use Wilson Fundations as a supplement.

K through 2nd

K–2 students are progress monitored using High-Quality Instructional Materials (HQIM) and ATLAS testlets. Additional assessments, including DIBELS and DSA, are also utilized to evaluate student performance. A data monitoring system is in place to track students who do not meet benchmark expectations. Progress monitoring data is used to determine appropriate placement in intervention or remediation small groups. Interim ATLAS assessments for K-2 are reviewed and groups and instruction is intentional based on scores. ATLAS Summative assessments for grades one and two are also reviewed. Ongoing data collected from these groups informs instructional decisions and helps determine whether students may require additional services, such as dyslexia support, or if further consultation is needed with the LEA supervisor. Communication with parents is conducted as appropriate based on student needs and progress.

3rd through 5th

3-5 students are progress monitored using High-Quality Instructional Materials (HQIM) and ATLAS testlets for 3rd grade students. Additional assessments, including DIBELS and DSA, are also utilized to evaluate student performance. Third-fifth grade students are also evaluated on writing samples to identify either orthographic or phonological deficits. A data monitoring system is in place to track students who do not meet benchmark expectations. Progress monitoring data is used to determine appropriate placement in intervention or remediation small groups. Interim and Summative ATLAS assessment is also reviewed and groups formed are based on assessment outcomes. ATLAS Classroom Tools are used for instruction and intervention. Ongoing data collected from these groups informs instructional decisions and helps determine whether students may require additional services, such as dyslexia support, or if further consultation is needed with the LEA supervisor. Communication with parents is conducted as appropriate based on student needs and progress.

6th through 8th

Sixth grade students are progress monitored using High-Quality Instructional Materials (HQIM) and ATLAS. Additional assessments, including DIBELS and DSA, are also utilized to evaluate student performance. Sixth grade students are also evaluated on writing samples to identify either orthographic or phonological deficits. A data monitoring system is in place to track students who do not meet benchmark expectations. Seventh and eighth grade students use HQIM, and grades 6-8 Summative data and interim data is used for small group instruction. That data is also used for grades 7-8 for RTI groups. There is a data monitoring system in place to identify students from RTI that need additional systematic and explicit instruction. Sixth through eighth grade test with DSA and ORF at the beginning, middle and end of the school year. Math uses MIPs that are determined through ATLAS pretesting and interim testing. The results determine the MIP which is used until the summative test. Students are periodically reevaluated and adjusted.

9th through 12th

Ninth and tenth grade students use HQIM, and grades 9-10 Summative data and interim data is used for small group instruction, and placement in the RTI rotation. There is a data monitoring system in place to identify students from RTI that need additional systematic and explicit instruction. Students in grades 11-12 classroom assessments, exit tickets, writing samples and observations are used to determine the RTI group they need to be assigned to receive systematic and explicit instruction. Ninth through twelfth grade test with DSA and ORF at the beginning, middle and end of the school year. Math uses MIPs that are determined through ATLAS pretesting and interim testing. The results determine the MIP which is used until the summative test. Students are periodically reevaluated and adjusted.

Priority 1.7

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

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

Pre-K

PreK Students are tested by the Educational Cooperative, and services will be rendered by them. For academic support, the classroom teacher will continue to instruct based on assessment data. Teachers will continuously assess and then instruction will be adjusted based on assessment outcome to meet individual needs. The instruction will be targeted based on the SoR and using the district's adopted HQIM. PREk students will small group instruction based on individual needs. Content teams meet weekly to discuss combined data from small groups, DSA, MIP, ATLAS classroom tools, etc to monitor progress towards mastery level of standards, reevaluate the small groups, and improvement plans.

K through 2nd

Screeners are administered and based on the screener outcome, determines what type of assistance the student will receive. SPED teachers push in and based on some data, a student may be pulled out for services (SPED, Speech, OT/PT). Teachers will continuously assess and then instruction will be adjusted based on assessment outcome to meet individual needs. The instruction will be targeted based on the SoR and using the district's adopted HQIM. Data will be used to plan for RTI and Small Group Instruction.

3rd through 5th

Screeners are administered and based on the screener outcome, determines what type of assistance the student will receive. 3-5-SPED teachers push in and based on some data, a student may be pulled out for services (SPED, Speech, OT/PT).Teachers will continuously assess and then instruction will be adjusted based on assessment outcome to meet individual needs. The instruction will be targeted based on the SoR and using the district's adopted HQIM. Formative assessment, Interim Assessment, classroom assessment data will be used to plan for RTI and Small Group Instruction.

6th through 8th

For 6th grade students, screeners are administered and based on the screener outcome, determines what type of assistance the student will receive. 6-8-SPED teachers push in and based on some data, a student may be pulled out for services (SPED, Speech, OT/PT).Teachers will continuously assess and then instruction will be adjusted based on assessment outcome to meet individual needs. The instruction will be targeted based on the SoR and using the district's adopted HQIM. The classroom teacher will use interim and summative testing data, classwork, writing samples, exit tickets, and progress monitoring data to create RTI classes.

9th through 12th

9th-10th Grade students, SPED teachers push in and based on some data, a student may be pulled out for services (SPED, Speech, OT/PT).Teachers will continuously assess and then instruction will be adjusted based on assessment outcome to meet individual needs. The instruction will be targeted based on the SoR and using the district's adopted HQIM. The classroom teacher will use interim and summative testing data, classwork, writing samples, exit tickets, and progress monitoring data to create RTI classes.

Teachers in 11th Grade will have an ACT boot camp to help prepare them for testing. 11th and 12th grade students: SPED teachers push in, and based on some data, a student may be pulled out for services (SPED, Speech, OT/PT).Teachers will continuously assess and then instruction will be adjusted based on assessment outcome to meet individual needs. The instruction will be targeted based on the SoR and using the district's adopted HQIM. The classroom teacher will use classwork, writing samples, exit tickets, and progress monitoring data to create RTI classes.

Priority 1.8

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

Elementary Grades (Grades included: K-6)

Option	If you will provide, select Yes
Grade acceleration (grade skipping)	No
International Baccalaureate Programme	No
N/A	No
Other	No

Middle Grades (Grades included: N/A)

Option	If you will provide, select Yes
Grade acceleration (grade skipping)	No
Advanced Placement (AP)	No
International Baccalaureate Diploma Programme	No
Advanced International Certificate of Education	No
Cambridge Advanced	No
Concurrent credit (Enrollment of a high school student in a college course for high school credit and college-level credit.)	No
Dual enrollment (Enrollment of a high school student in postsecondary education exclusively for college credit. High school students enrolled in a dual enrollment course may petition the district or high school to consider allowing the college-level dual enrollment credit to be considered for high school credit.)	No
Credit by Demonstrated Mastery	No
CTE Pathway Level 1 course	No
Established partnership(s) with digital learning providers or other entities to expand access to accelerated courses	No
N/A	No
Other	No

Priority 1.8 (continued)

High School (Grades included: 7-12)

Option	If you will provide, select Yes
Grade acceleration (grade skipping)	No
Advanced Placement (AP)	Yes
International Baccalaureate Diploma Programme	No
Advanced International Certificate of Education	No
Cambridge Advanced	No
Concurrent credit (Enrollment of a high school student in a college course for high school credit and college-level credit.)	Yes
Dual enrollment (Enrollment of a high school student in postsecondary education exclusively for college credit. High school students enrolled in a dual enrollment course may petition the district or high school to consider allowing the college-level dual enrollment credit to be considered for high school credit.)	Yes
Credit by Demonstrated Mastery	No
Completion of CTE Pathways and earning the Readiness Factor.	Yes
"Arkansas" Seal of Biliteracy	Yes
Established partnership(s) with digital learning providers or other entities to expand access to accelerated courses	Yes
Offering post-secondary technical certificate/ Offering post-secondary certificate of proficiency/ Offering post-secondary associates degree	Yes
N/A	No
Other	No

Priority 1.9

What supplemental supports are available to increase access to and success in accelerated learning opportunities? [ESEA § 1112(b)(13)]

Option	If you will provide, select Yes
College and career readiness test prep	Yes
Accelerated potential identified (AP potential, honors courses, etc.)	Yes
Use of funds to cover the cost of concurrent credit for low income students	Yes
Summer enrichment/ advanced coursework program	Yes
Before or after-school enrichment/ advanced coursework program	Yes
Mentoring program specific to accelerated learning	No
Coordination with institutions of higher education	Yes
Career counseling/coaching to identify student interests and skills for Career Pathways	Yes
Other	No

Priority 1.10

Describe supplemental academic services for the following: [ESEA § 1112(b)(1)(c); §1301]

Limit for each: 500 characters, approximately 100 words

ALE

Core classroom teachers attend ALE and teach the Core Content using HQIM. ALE students have an individualized academic and behavior plan and the ALE classroom provides a smaller learning environment for student success. Students are referred to school based counseling services, and resources are provided to parents. Students progress is monitored and adjustments are made as necessary. Students receive ACT Prep, RTI, tutoring through the 21st Century Program, credit recovery, and counseling.

Special Education

Students are provided the following if needed; assistive technology, one to one paraprofessionals, OT/PT, and speech therapy. If the student needs extended school year it is offered and provided, and also push in services.

EL (LIEP), if applicable

Supplemental services for EL students include small-group ESL instruction, push-in classroom support, targeted academic vocabulary development, and reading/writing interventions. Students receive modified assignments, visual supports, and bilingual assistance, including paraprofessional support, to improve access to grade-level content and language acquisition. Students receive tutoring through the 21st Century Progam, have access to translators and counseling services.

Migrant, if applicable

Our migrant students are serviced through the Southwest Education Cooperative.

Title I, if applicable

K-6, Purchase of HQIM, provide instructional aides for smaller ratios, provide parent resources for students. Students receive ACT prep, RTI, tutoring through the 21st Century Program, credit recovery, and counseling services.

Priority 1.11

Describe additional wrap-around supports for the following: [ESEA § 1112(b)(6); 1113(c)(3)(i); 1111(g)(1)(E)]

Limit for each: 500 characters, approximately 100 words

ALE

The district's Alternative Learning Environment (ALE) program provides comprehensive wraparound supports designed to remove barriers to student success and address academic, behavioral, and social-emotional needs. In alignment with Arkansas ALE requirements, intervention services extend beyond the classroom to support the whole child. Examples include: Individualized learning plans, credit recovery, Behavior intervention plans, and progress monitoring, regular parent communication.

Special Education

The district provides comprehensive wraparound supports for students receiving special education services to ensure access to a free appropriate public education and to address academic, behavioral, and social-emotional needs. Supports are individualized through the IEP process and coordinated across school, family, and community systems to remove barriers to student success. Students receive RTI, counseling, tutoring through 21st Century Program, PT/OT & Speech therapy, inclusion (classroom).

EL (LIEP), if applicable

Wrap-around supports for EL students include social-emotional counseling, interpreter services for meetings and calls, and assistance accessing healthcare and mental health services. Schools may also implement peer-buddy systems to promote connection, build confidence, and support successful adjustment to the school environment. Students receive tutoring through the 21st Century Progam, have access to translators and counseling services.

Migrant, if applicable

Our migrant students are serviced through the Southwest Education Cooperative.

Priority 1.11 (continued)

Title I, if applicable

Additional wrap-around supports include extended-day tutoring, summer enrichment programs, family engagement activities, mental health counseling, access to school-based social workers, nutrition assistance, and partnerships with community organizations to provide clothing, school supplies, and healthcare resources. These supports aim to address academic and non-academic barriers to student success. Students receive ACT prep, RTI, tutoring through the 21st Century Program, credit recovery, and c

Transitions or Extended Opportunities

Priority 1.12

Describe your transition strategies for students. [ESEA § 1112(b)(10) & (13)]

Pre-K to Kindergarten

Option	If you will provide, select Yes
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc.	No
Pre-registration activities	Yes
Transition conferences	Yes
Open House specific to early childhood	Yes
Partnering with local childcare programs throughout the year	No
Kindergarten Readiness Assessment (informal) Administer beginning of the year screener and analyze data within 30 days	Yes
Provide kindergarten readiness materials and resources for parents	Yes
Other	No

Transition between elementary to middle school/junior high

Option	If you will provide, select Yes
End of the year tour of middle school/junior high	No
Meet and greet with new middle school principal and staff	No
Orientation/Registration activities for transition students	No
Transition conferences	No
Jump Start summer program	No
Providing clubs or activities to engage students	No
Materials and training to help families improve their children’s achievement	No
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc.	No
Open House	No
Other	No

Priority 1.12 (continued)

Transitioning to high school

Option	If you will provide, select Yes
End of the year tour of high school	Yes
Meet and greet with high school principal and staff	Yes
Orientation/Registration activities	Yes
Transition conferences	Yes
Open house	Yes
Jump Start summer program	No
Student Success Planning	Yes
Providing clubs or activities to engage students	Yes
Partnership for concurrent credits	Yes
Career Coach; Internship and real-world project opportunities to students	Yes
Other	No

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

Option	If you will provide, select Yes
Developing partnerships with local industry leaders	Yes
Developing partnerships with specific colleges and universities for college tours	Yes
Resources and assistance completing the FAFSA info, scholarships, etc.	Yes
Connecting students with scholarships	Yes
Developing partnerships with local career centers, business, and industry organizations	Yes
Hosting or participating in job and career fairs	Yes
Providing students with access to information/resources regarding military service and military recruiters	Yes
Providing students with access to information/resources regarding career training and certifications	Yes
Career Coaches and Internship opportunities	Yes
Offering ROTC or Arkansas Military Service and Security Pathway	No
Offering the ASVAB	Yes
Partnering with state technical assistance for students with disabilities (e.g., Arkansas Transition Services, Community Independent Services, Arkansas Rehab Services, Project Arkansas Work Incentives Network (AWIN), Division of Developmental Disabilities of Arkansas, Office of Disability Support Services at Post-secondary Education Institutes, Division of the Blind Services, etc.)	Yes
Other	No

Priority 1.13

How will the district implement Student Success Plans for students in grades 8-12? [ESSA § 1111(g)(1)(B) ESSA § 1112(b)(1)(A)]

Limit: 1,250 characters, approximately 250 words

Teachers will meet with students and assist them in preparing their Student Success plans. Each student will be assigned a teacher who will help the student to understand the plan and to assist them in staying on track. The teacher will ensure the student has completed correct coursework for graduation. Plans will be reviewed at the beginning of the year, fall and spring parent teacher conference. Each student has a folder that keeps track of the credits that they have received and still need as well as using the Launch system to complete all courses and activities throughout their school experience. At the beginning of each year we create schedules based off of requests from students and plan two days per two grades for parents and students to come and review/discuss past and future courses. The folder keeps track of the required 38, educational goals, test scores, personal accomplishments, community service, and important access codes. The success plans are looked at again at parent teacher conferences to make sure the student is still on track and still want the same pathway. Parents are asked to sign the folders twice a year; at open house and at the last parent teacher conference.

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

Limit: 1,250 characters, approximately 250 words

During the fall and spring parent teacher conferences, teachers will review the Student Success Plans with parents and let parents see the progression the student is on for graduation. If changes need to be made the student and the parent will be contacted. At the beginning of each year students receive their schedule on scheduled days with parents present to make any changes and decide on pathways for the future. Any changes that need to be made will be taken care of during these scheduled time. If parents and students can not meet at these times they are allowed to make changed on Open House.

Priority 1.14

What early childhood access and opportunities does your district provide for your community to ensure kindergarten readiness? [ESEA § 1113(c)(5)]

Option	If you will provide, select Yes
School-operated Title I Preschool	No
District-operated Title I Preschool	Yes
Coordinating w/other Preschool Programs	No
Organize joint transition with related training between childcare providers and kindergarten teachers	No
Communication with families about the transition plan and the expected experience for children and their families	Yes
Family engagement activities to provide opportunities to involve families as volunteers, advocates, and decision-makers in school-related and district-related activities and throughout the transition process	Yes
Transition services from early childhood programs to kindergarten programs	Yes
Other	No

Please enter your local lead(s)

Katlin Niemeyer, Southwest Arkansas Education Cooperative, Stephanie Dixon, Autumn Reeder, Kris Woodruff, Stephanie Clark

Priority 1.14 (continued)

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

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

Priority 1.15

What additional services does the district provide to early childhood at-risk subgroups? [ESEA § 1113(c)(5) & ESEA § 1304(c)(4)]

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

Priority 1.16

Districts are required to offer at least one success-ready pathway aligned to the high-wage and high-growth requirement. Which success-ready pathway(s) will your district offer that aligns to these requirements? [ESEA § 1112(b)(12)]

Option	If you will provide, select Yes
Accounting	No
Agriculture Power and Technical Systems	Yes
Animal Systems	Yes
Automotive Service Technology	No
Banking and Finance	No
Behavioral and Mental Health	No
Construction	No
Criminal Justice	No
Data Analytics and Machine Learning	No
Diesel Technology	No
Early Childhood Education	No
Electronics	No
Engineering	No
Health Care Services	No
Industrial Technology	No
Information Technology and Security	No
Machine Tool	No
Management	No
Manufacturing	No
Marketing	Yes
Mechanical, Electrical, Plumbing Systems (MEPS)	No
Military Security and Service	No
Nursing Services	No
Plant Systems	Yes
Pre-Educator	Yes
ROTC (All branches)	No
Software Development	No
Supply Chain and Logistics	No
Welding	Yes

Priority 1.16 (continued)

Please identify how students in the pathways offered earn the readiness factor as outlined in the Success Ready Pathways Guide

Limit: 1,250 characters, approximately 250 words

Students earn the readiness factor in CTE pathways through a combination of coursework, skill development, and real-world application. They complete sequenced courses that integrate technical knowledge with durable skills such as communication, teamwork, and problem-solving. Readiness is further demonstrated through hands-on learning, including project-based activities, labs, and work-based learning experiences like internships or job shadowing. Students also meet program benchmarks by completing capstone projects, passing end-of-course or industry-aligned assessments, and, when available, earning industry-recognized credentials.Together, these experiences ensure students are prepared for postsecondary education, training, and the workforce.

Family and Community Engagement

Priority 1.17

What actions and activities does the district provide to promote Family and Community Engagement? [ESEA § 1116(a)(3)(D) & §1304(c)(3)]

Option	If you will provide, select Yes
Instruct educators in the value and utility of contributions of families and to work with families as equal partners	Yes
Coordinate and integrate family involvement programs and activities with other Federal, State, and local program	Yes
Provide information related to school and family programs, meetings, and other activities to the parents in a language the parents can understand (e.g. bilingual books, flyers, materials)	Yes
An advisory committee for education includes parents, educators, and other community members and meets at least annually	Yes
Home visits (e.g. Home-based learning/instructional parent activities)	Yes
Health screening and service referrals and other health-related resources (e.g. immunization information, Medicaid eligibility, nutrition and physical activity information)	Yes
Family resource centers	No
Other	No

Priority 1.18

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

Option	If you will provide, select Yes
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc. For example: conferences in schools during which the school-parent compact is discussed, or family literacy nights.	Yes
Materials and training to help families work with their children to improve their children's achievement	Yes
Parent nights (e.g. math/literacy/college financial aid nights)	Yes
Provide information related to school and family programs, meetings, and other activities to the parents in a language the parents can understand	Yes
Provide conferences at times convenient for parents	Yes
Involve parent & community members (outside of those working in the district) to serve on academic planning teams	Yes
Families and community members are provided with information regarding gifted programs and services	Yes
Parent training on high school graduation requirements, credit recovery, & post-secondary opportunities	Yes
The LEA provides Child Find notification and information to the local community in accordance with the Individuals with Disabilities Education Act.	Yes
The LEA has a communication plan in place to inform families about student performance and the expectations related to 3rd-grade promotion.	Yes
Other	No

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

Limit: 1,250 characters, approximately 250 words

The district goal is to increase student engagement by 2%. The district will increase communication with parents by ParentSquare, newsletters, website, and phone calls, to promote attendance and give updates on student progress. There will also be opportunities for parents to attend events at the school that promote literacy and also provide ways that parents can support the students
at home. The district will engage stakeholders through surveys, events, and programs. Progress monitoring will be completed through attendance and academic data. The district will invite parents and community members to be a part of academic planning teams that meet at least twice a year. Teams will include students, parents, guardians, counselors, teachers, administrators, and community representatives.

Parents of third grade students are given information at open house about the 3rd grade promotion law as well as at each interim testing, and parent/teacher conference. If a student is in jeopardy or retainment they are meet with by the teacher and the principal. Letters are sent home to all parents multiple times throughout the year as well.

Teachers, parents, and staff may refer students for testing for special needs at any time.

Priority 1.19

Which of these collaborative partnerships with outside organizations does the district engage in to provide academic enrichment activities, tutoring, behavior support, health/social services, family engagement, and career/postsecondary opportunities for students and their families outside of school?

Option	If you will provide, select Yes
College & Universities	Yes
Non-profit organizations	Yes
Art or Science Museums	No
City Chamber of Commerce	No
Local Business	Yes
Governmental Agencies	Yes
Boys and Girls Club	No
Activity and Wellness Center	No
Community Schools	No
Churches & Religious organizations	No
Career Centers	Yes
Joint Use Agreements	No
Other	No

Safe and Healthy Schools

Priority 2.1 - Promote and Improve School Climate

How does the district promote and improve school climate? [ESSA § 1111(g)(1)(C) & GFSA]

Limit: 1,250 characters, approximately 250 words

Teachers build strong relationships with students in order to understand and support the whole child. Through these connections, teachers also develop relationships with parents and guardians, allowing for open communication and collaboration. This partnership enables school personnel to provide assistance that supports students academically, socially, and emotionally.

The school prioritizes creating a safe and secure environment for all students, both physically and emotionally. Established procedures are in place for emergencies, and students and families have access to the school counselor as well as school-based counseling services.

Additionally, the school promotes academic success through an academic reward system that encourages students to perform their best on statewide assessments. Teachers also implement individual classroom reward systems to guide and reinforce positive student behavior.

Administration fosters a supportive environment by building strong relationships with faculty and staff. This support allows educators to effectively meet the diverse needs of their students and provide high-quality services.

Priority 2.2

What is the district's plan to provide access to mental health services?

Option	If you will provide, select Yes
Partner with a school-based mental health agency	Yes
School employed licensed mental health professional	Yes
Additional school counselor	Yes
Additional personnel in the areas of psychology, behavior support, or social work	Yes
Evidence-based professional development that is specific to mental health or behavior	Yes
Other	No

Priority 2.3

What process and data does the district use, by grade band, to identify students as at-risk or in need of additional services beyond academic services (mental health, attendance, behavior, etc.)?

Limit for each: 500 characters, approximately 100 words

Pre-K

At the Pre-K level, the district uses attendance data, hearing and vision screenings through the educational cooperative, and behavioral screenings to identify students at risk or needing additional support. Teachers monitor these data points to identify concerns early. Staff then connect families with appropriate interventions and services to support the whole child academically, socially, and emotionally.

K through 2nd

For grades K–2, the district uses attendance records and behavior data to identify at-risk students. Counseling services are available to all students, including age-appropriate and preventative programs. Parent concerns are addressed collaboratively, and when needed, referrals are made, including initiating a Family in Need of Services (FINS) process.

Priority 2.3 (continued)

3rd through 5th

For grades 3-5, the district uses attendance records and behavior data to identify at-risk students. Counseling services are available to all students, including age-appropriate and preventative programs. Parent concerns are addressed collaboratively, and when needed, referrals are made, including initiating a Family in Need of Services (FINS) process.

6th through 8th

For grades 6-8, the district uses attendance records and behavior data to identify at-risk students. Counseling services are available to all students, including age-appropriate and preventative programs. Parent concerns are addressed collaboratively, and when needed, referrals are made, including initiating a Family in Need of Services (FINS) process. Beginning in 7th grade, students who need a more structured learning environment may be placed in Alternative Learning Environment (ALE) classes.

9th through 12th

For grades 9-12, the district uses attendance records and behavior data to identify at-risk students. Counseling services are available to all students, including age-appropriate and preventative programs. Parent concerns are addressed collaboratively, and when needed, referrals are made, including initiating a Family in Need of Services (FINS) process. Beginning in 7th grade, students who need a more structured learning environment may be placed in Alternative Learning Environment (ALE) classes

Priority 2.4

How does the district progress monitor and support the students identified by the processes in the previous question?

Option	Select if Yes
The district has implemented a schoolwide behavior intervention program.	Yes
The district ensures Youth Mental Health awareness training annually.	Yes
The district monitors behavior referrals through an online system utilized by district staff to report information to school leadership.	Yes
School leadership determines the follow up necessary for students (i.e. counselor, ISS, OSS, general discipline, parent notification) for referrals made to the school counselor, the counselor may determine a referral for mental health counseling is necessary.	Yes
Other	No

Priority 2.5

What efforts does the district take to reduce the overuse of discipline practices that remove students from the classroom? [ESEA § 1112(b)(11)]

Option	If you will provide, select Yes
In-school suspension classes with assignments and computer-based instruction	Yes
Implementing Character Education Learning programs	Yes
Organized systematic mentoring program for specific students	No
Implementing school wide positive behavior support system including process for student identification and referral	Yes
Behavioral contracts and interventions	Yes
Additional counseling services	Yes
Coordinated services with other county services	Yes
Staff development in for behavioral support strategies for the classroom	Yes
Other	No

Quality Educational Workforce

Priority 3.1

Upon analysis of your district's educator workforce and student outcomes, what staffing changes do you anticipate are needed to ensure that your most at-risk students are placed with your most effective teachers?

Limit: 1,250 characters, approximately 250 words

Students in Grade 3, based on LEARNS requirements, will be placed with LEAD or Highly Qualified teachers to ensure access to effective instruction. ATLAS Summative data will be used to identify student achievement levels and guide placement decisions so that at-risk students are matched with teachers best positioned to meet their instructional needs and maximize learning outcomes.

The district provides incentives for teachers in high-need areas, including math, science, and special education, as well as attendance incentives to support retention and instructional consistency.

To support sustainability, the district offers targeted professional development in High-Quality Instructional Materials (HQIM), classroom management, and instructional strategies aligned with R.I.S.E. training and the Science of Reading. Instructional coaching will be provided by district administration, and a structured mentoring program will support novice teachers. The district will also partner with the local educational cooperative to expand coaching and professional learning support.

Priority 3.2

Upon analysis of your district's educator workforce and student outcomes, what subgroups has your district identified as a priority for needing the most effective teachers? Select the two groups that are your district's top priorities. [ESEA § 1112(b)(2)]

Option	If a priority, select Yes
Economically disadvantaged	Yes
IDEA (Special Education)	No
Minorities	No
English Learners	No
Students scoring in the lowest quartile in Math, Science, or Literacy	No
Persistently low-performing in literacy	Yes
Accelerated Learners	No
Highly Mobile	No
Other	No

Priority 3.3

How does the district identify and address any disparities that result in the above groups being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? [ESEA § 1112(b)(2)]

Option	If a strategy, select Yes
Annual review of teacher qualifications and assignments to identify disparities	Yes
Annual review of student subgroups and assignments to identify disparities	Yes
Make strategic staffing decisions as necessary to alleviate disparities (hiring personnel, additional teachers, stipends, etc.)	Yes
Provide for additional professional development	Yes
Coaching to support teaching and learning	Yes
Teacher mentor programs, high-need stipends, etc.	Yes
Other	No

Priority 3.4

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

Option	If offered, select Yes
Teacher support personnel (e.g.Instructional Facilitator, Mentor Coordinator, PD Coordinator)	No
Structured teacher mentor program and coaching	Yes
Teacher retention bonuses (as defined by district policy)	Yes
Teacher stipends (mentoring, journeyworker, high-need areas, etc.)	No
Coordinated recognition programs	No
Tuition reimbursement	No
Master schedule for collaborative planning	Yes
Lead/Master Teacher (Career continuum opportunites)	Yes
Childcare assistance	No
Other	No

Priority 3.5

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

Option	If offered, select Yes
Faculty housing	No
Relocation assistance	No
Teacher incentive recruitment bonuses	No
Teacher stipends per district policy (mentoring, journeyworker, high-need areas, merit, etc.)n	Yes
Job fairs or career fairs	No
Tuition reimbursement	No
Grow Your Own: Pre-Educator program	Yes
Grow Your Own: Registered apprenticeship	No
Lead/Master Teacher	Yes
Matching funding for apprenticeship program for journeyman/mentoring	No
Childcare assistance	No
Other	No

Priority 3.6

Enter the number of educators meeting each description below:

Total number of educators on an Additional Licensure Plan (ALP).	5
Total number of educators on a Teacher Licensure Plan (TLP).	1
Total number of educators as a Long Term Substitute.	0
Total number of educators on a Provisional License.	1

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

Option	If offered, select Yes
Teacher Licensure Plan monitoring and Support	Yes
Professional learning tied to professional growth plan	Yes
Structured mentorship program (meets at least bi-weekly)	No
Content coaching	Yes
Licensure assessment preparation	Yes
Opportunities for peer observation	Yes
Financial aid assistance/guidance	Yes
Other	No

Priority 3.7

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

Option	If offered, select Yes
Incentive pay for highly qualified teachers to tranfer to economically disadvantaged schools with high percentages of students who do not meet the State Academic Standards	No
Teacher stipends (mentoring, journeyworker, high-need areas, etc.)	Yes
Financial assistance for current teachers and other school staff towards earning initial or additional certification in shortage areas	No
Teacher leader and teacher advancement opportunities, including serving as instructional coaches and teacher leadership	No
Create incentives for effective educators to teach in high-need schools and ongoing incentives for such educators to remain and grow in such schools	Yes
Differential pay and incentive pay for a subset of educators in high-need schools or high-need academic subject areas and specialty areas, e.g. serving English learners and children with disabilities, which may include performance-based compensation systems	Yes
District will NOT provide additional compensation for mentor teachers, lead/master designation, identified shortage areas, or greatest areas of need identified locally	No

Priority 3.8

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

Option	If you will offer, select Yes
Secondary Science	Yes
Foreign Language	No
Secondary mathematics	Yes
Middle School Science	No
Middle School English Language Arts	No
Secondary English Language Arts	No
Middle School Social Studies	No
Middle School Mathematics	No
Fine Arts	No
Special Education	Yes
Career & Technical	No
Secondary Social Studies	No
Physical Education and Health	No
Elementary	No
Library Media Specialist	No
Counselor	No

Priority 3.9

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

Option	Select one
Our District has enrolled administrators in the 2025-26 pilot year for calibration on TESS and/or LEADS for principals, superintendents, or both.	Yes - Principal
Our district does not have administrators enrolled in the pilot year, but plans to participate during the 2026-27 school year for principals, superintendents, or both.	No
Our district plans to wait and participate when administrator calibration and credentialing is required statewide in the 2027-28 school year.	No
Our District is still determining timing for participation.	Yes