NOVEMBER 12, 2026 | STATE BOARD OF EDUCATION

Blytheville School District

2026 F-Rated District Review

LEA 4702000 | Mississippi County | **Crowley's Ridge Educational Service Cooperative**

Letter Grade History

2025 Official	2026 Official
F	F

2026 INDEX SCORE

324.51

Total points, 2026 A-F model

−4.38 points vs. 2025 (328.89)

Percentile rank: 2 | 24.39 points to reach D (cut 348.90)

District Profile

CALENDAR TYPE & ATTENDANCE DAYS

Alternate | **176 days**

District 2026-27 school calendar

LEVEL OF SUPPORT

Level 5

Intensive

TEACHER LICENSURE

53.9% licensed

6.7% on exceptions

39.3% unlicensed

1003 SCHOOL IMPROVEMENT ALLOCATION

$246,723.32 FY 2026-27 · 3 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)

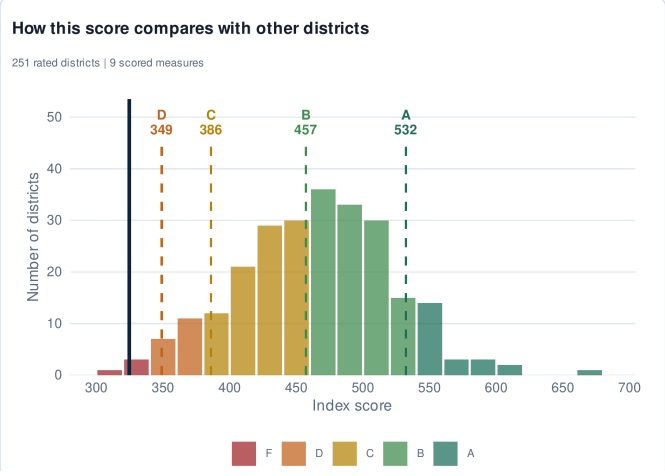
3

Blytheville Middle School - F

Blytheville Elementary School - F

Blytheville High School - F

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	**37.80**	127.87	−90.07
Growth - All Students of 300 pts	**135.01**	153.03	−18.02
Growth - Lowest Quartile of 100 pts	**51.70**	53.06	−1.36
Success-Ready Graduate of 200 pts	**100.00**	138.50	−38.50

Charles Heaton	NA	Pamela Castor
District Superintendent	**District Board President**	**Cooperative Director**

School Accountability Data

Blytheville Elementary School

F — 2026 GRADE

2026 INDEX SCORE: **312.50** of 900 possible

PERCENTILE RANK: **4** above 4% of elementary schools

15.28 points to reach D (cut 327.78)

Achievement

Are students achieving level 3 and 4 on state assessments?

41.81 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	15.82%	3
Mathematics	14.69%	2
Science	11.30%	1

Growth — All Students

Are students achieving their individualized growth targets?

116.62 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	38.20%	8
Mathematics	39.18%	17
Science	39.24%	17

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

154.07 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	57.50%	74
Mathematics	44.19%	24
Science	52.38%	46

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

Not applicable (elementary school)

Blytheville Middle School

F — 2026 GRADE

2026 INDEX SCORE: **342.78** of 900 possible

PERCENTILE RANK: **10** above 10% of middle schools

2.92 points to reach D (cut 345.70)

Achievement

Are students achieving level 3 and 4 on state assessments?

37.06 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	12.94%	2
Mathematics	11.18%	3
Science	12.94%	1

Growth — All Students

Are students achieving their individualized growth targets?

146.91 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	47.37%	27
Mathematics	51.65%	54
Science	47.89%	35

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

158.81 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	41.46%	13
Mathematics	57.83%	56
Science	59.52%	67

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

Not applicable (middle school)

Blytheville High School

F — 2026 GRADE

2026 INDEX SCORE: **313.12** of 900 possible

PERCENTILE RANK: **5** above 5% of high schools

35.78 points to reach D (cut 348.90)

Achievement

Are students achieving level 3 and 4 on state assessments?

38.54 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	13.21%	5
Mathematics	5.06%	5
Science	20.27%	10

Growth — All Students

Are students achieving their individualized growth targets?

126.59 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	36.42%	13
Mathematics	41.56%	30
Science	48.61%	53

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

47.99 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	41.03%	18
Mathematics	50.00%	31
Science	52.94%	48

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

100.00 OF 200 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
Four-Year Cohort Graduation Rate	69.37%	4
Graduates with Merit or Distinction	30.63%	11

District Support Plan

Action Items

Blytheville School District

LEA 4702000 · Crowley's Ridge Educational Service Cooperative · School year 2026-27

Level of support: Level 5 - Intensive

Improving Academic Outcomes

11 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 and cooperative have determined that high-quality instructional materials are used with integrity across its schools and that teachers have what they need to educate children every day. HQIM is in place for both literacy and mathematics throughout the district. For mathematics, the district utilizes iReady for grades K-8 and Reveal Math for Algebra I and Geometry. HQIM is in place for literacy via uFLI (top of the rope for K-2) as well as Benchmark (K-2) and Wonders (3-5) (bottom of the rope). In grades 6-12 the district utilizes StudySync. Therefore, HQIM is already in place across the entire district which ensures all students and teachers have the HQIM at their disposal for optimal learning to take place when coupled with high quality Tier I instructional practices.

Support via HQPL partners is also in place and/or in the process of becoming more systemic districtwide. Given the district has entered into a transformation contract with the AMS Impact Group, the entity is providing direct support to the district. Dr. Teresa Hernandez, Chief Academic Officer for AMS, has been onsite and working to design a strategic plan centered on the betterment of core instructional practices. Moreover, the district has a state assigned literacy coach as well as direct support from UFLI as they implement this high quality program K-2. Finally, the district is being strategic in their utilization of 1003A grant funds to focus solely on the development of human capital. Since HQIM is firmly in place, the district's focus will be to utilize partnerships to ensure a great degree of integrity when providing direct instruction. This will be completed by ensuring direct support is provided via HQPL that will work strategically with the Blytheville School District to align the district vision with better instructional practices.

Implementation timeline: CRESC leadership and district leadership will yield updates and information on the status of HQIM implementation across all areas. **How we will progress monitor and evaluate effectiveness:** Follow-up observations will take place with Key Levers which will verify implementation with integrity.

***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 and building leadership have been trained by DESE personnel on the utilization of the key levers observation tool for literacy (October 2026). Mathematics and science key levers training are scheduled as well. The state literacy coach and elementary principal are utilizing the key levers instructional tools in tandem and reviewing data. Crowleys' Ridge Educational Service Cooperative (CRESC) has conducted reviews to support the district to utilize the tool and that data has been logged for analysis. **Implementation timeline:** October 2026 **How we will progress monitor and evaluate effectiveness:** CRESC, the Division Lead, and the District plan to partner the utilization of the key levers instructional tool with ATLAS interim data. This will allow all parties to know if what we are seeing in the classroom is producing quantitative growth. So, by taking the key levers data from classroom walk throughs and coupling with the ATLAS Interim data, we will have a complete picture of instructional practices and HQIM implementation to better drive real time decision making.

Instructional Alignment

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

How we will accomplish this: The Blytheville School District already has HQIM in place. The district will continue to focus on HQIM use with integrity to ensure instructional alignment. As Tier I instruction improves, alignment improves because the strong cross grade level HQIM implementation and execution naturally lends itself to strong alignment of instruction. **How we will progress monitor and evaluate effectiveness:** This will be monitored utilizing EES data from the state platform and through regularly scheduled classroom observations.

Academic Expectations

***Literacy block, K-5**

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

How we will accomplish this: The district has implemented a 90-minute literacy block. Each math and literacy block has been reviewed districtwide. Since the district is already receiving Level 5 support and under a transformation contract, the AMS will closely monitor instructional timing to ensure the structures for optimal learning are in place. Currently, AMS and CRESC are working to ensure building leaders are not only able to have ample time for classroom observations, but understand what to be looking for and how to coach what they are observing. 1003A plans are being written with a direct focus on building the capacity of building leadership and any other instructional support entity to coach and develop better Tier I instructional practices districtwide. **Implementation timeline:** This will be completed by October 16th. **How we will progress monitor and evaluate effectiveness:** DESE POC will review master schedules to ensure a 90 minute literacy block.

***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.

How we will accomplish this: The district will implement a minimum of 60 minutes of literacy instruction daily for students not reading on grade level. **Implementation timeline:** Reviewed by October 16th. **How we will progress monitor and evaluate effectiveness:** Master schedules will be reviewed prior to plan submission and then by February 1st as the district begins planning for following academic year.

***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: The district has implemented a minimum of 60 minutes of mathematics instruction daily for students not performing on grade level. Each math and literacy block has been reviewed districtwide. AMS will monitor instructional timing to ensure the structures for optimal learning are in place. **Implementation timeline:** Reviewed and verified by October 16. **How we will progress monitor and evaluate effectiveness:** Master schedules were reviewed prior to plan submission and then by February 1st as the district begins planning for following academic 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 will ensure that literacy and mathematics intervention is scheduled during the school day through the multi-tiered system of supports. Each of the three buildings in the Blytheville School District have dedicated time specifically set aside for Tier 2 and Tier 3 interventions. The middle school and high school have a flex time of approximately thirty minutes built in between given periods for targeted interventions. At the elementary level, small group interventions are strategically built into the school day to complement Tier I instruction and also fill identified gaps in learning. The district is utilizing HQIM for mathematics intervention via iReady and the iExcel is utilized to provide intervention at the high school. For literacy intervention, results from screeners, ATLAS interim assessments, and common assessment guide the design of interventions. AMS will continue to support improving the quality of interventions during the intervention block. Therefore, while teachers are also tasked with implementing quality interventions, this is an area that requires instructional support and coaching. AMS applied for a High Impact Tutoring grant, which they did receive. Kids First will be executing the HIT grant in the district. Kids First has already met with all district and building leadership on October 29th to lay out their comprehensive plan to provide tutoring and intervention on a continual basis throughout the district. This grant coupled with the strategic instructional support for teachers should lead to definitive improvement. **Implementation timeline:** Verified by October 16th. **How we will progress monitor and evaluate effectiveness:** CRESC, DESE POC, and district leadership will verify and observe intervention time via master schedules and site visits.

***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:** Blytheville School District has conducted an instructional minutes review as they planned for FY27. The district is on a five day, regular school day with seven periods at the secondary level. Intervention time is built into the day across all buildings with direct support from Kids First (HIT grant) and other HQPL entities garnered by AMS Impact Group and others via 1003A grant funds. **Implementation timeline:** Verified by 10/31/27. **How we will progress monitor and evaluate effectiveness:** Verification will be completed by 10/31 with another review second semester, no later than January 31st, to ensure continued fidelity second semester.

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 and cooperative will conduct regular campus walks, including classroom visits that monitor checks for understanding within a unit. HQIM is fully in place for mathematics and literacy, across the district, common assessments prescribed by said HQIM are also in place. Common planning time has been built into the master schedules in each of the three buildings, so that any assessment data can be reviewed and guide academic decision making. Pacing guides have been provided, however, the district acknowledges that the alignment of pacing guides to the actual district calendar does need a better focus moving forward. Direct DESE support has already been provided on the usage of the ATLAS classroom tool to drive instructional and intervention (10/22/26). This was coordinated by CRESC and the Division Lead quickly to ensure teachers had that resource in place. **Implementation timeline:** These walks will begin no later than November 2026 and will be conducted monthly (at minimum). **How we will progress monitor and evaluate effectiveness:** Data will be collected using a focus walk tool and evaluated monthly for fidelity. Any adjustments will be made to improve assessment processes.

***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, with the support of the cooperative, MTSS systems in each building that provide avenues of support for students. Specific focus on dyslexia services and/or reading interventions are being planned and effectively implemented. The Blytheville School District is actively strengthening its multi-tiered framework to deliver coordinated support and targeted interventions across all learning environments. The district's English Learner (EL) program serves 42 students across three campuses (22 at Blytheville Elementary, 8 at Blytheville Middle, and 12 at Blytheville High). Based on recommendations from the Language Proficiency Assessment Committee (LPAC), a part-time bilingual tutor delivers targeted push-in and pull-out instruction using ELPA21 enrichment activities and individualized learning plans, carefully scheduling pull-out sessions during intervention blocks so students never lose access to core grade-level content. The district utilizes the Chickasaw Academy Alternative Learning Environment (ALE) for additional student programming. The District is also developing a structured flowchart to guide teachers through multi-tiered support systems. To reinforce academic strategies with a positive learning culture, the Capturing Kids' Hearts program is being integrated across Grades K–5. To meet additional specialized needs, educators collaborate with DESE Educational Support and Related Services Specialists (ESRSS) to tailor instruction and partner monthly with DESE Arkansas Transition Services (ATS) on secondary transition plans for students with IEPs. **Implementation timeline:** The CRESC staff will review and determine what exact support is needed to ensure the integrity of MTSS systems within the district. **How we will progress monitor and evaluate effectiveness:** Quantitative data from both formative, summative and interim assessments will guide fidelity checks and any needed adjustments.

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 that all ATLAS screeners and summative assessments are administered. K-2 ATLAS screeners were provided well within the state prescribed window. Data is currently being analyzed to adjust any instructional decisions, particularly interventions that might need further support. CRESC dyslexia specialist has been onsite with the goal of ensuring IRPs are in place. Six documented, direct touchpoints with the district have been documented with many more indirect touchpoints (e.g, phone calls, e-mails) also provided. CRESC specialists for both dyslexia and mathematics will work with buildings to address IRPs and MIPs as the year progresses. AIG leadership is working with instructional leaders within the district to begin thorough data analysis. **Implementation timeline:** Per state schedule with fidelity checks. **How we will progress monitor and evaluate effectiveness:** Administration records will be reviewed to evaluate integrity. Interim data from ATLAS and formative assessments will be utilized to monitor the effectiveness of the actual interventions.

***Interim assessment**

Required. The district participates in all ATLAS interim assessments.

How we will accomplish this: The district will participate in all ATLAS interim assessments. ATLAS Fall Interim assessments were provided well within the state prescribed window. Data is currently being analyzed to adjust any instructional decisions and interventions that might need further support. CRESC specialists for both dyslexia and mathematics will work with buildings to address IRPs and MIPs as the year progresses. **Implementation timeline:** Interims delivered within state window(s). **How we will progress monitor and evaluate effectiveness:** The ATLAS portal will act as the means by which we track actual implementation and data gleaned from giving the actual assessments.

Quality Educational Workforce

12 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 Blytheville School District and CRESC have established a cadence of monthly touchpoints to highlight district needs and how CRESC and the Division point of contact can support needs as they arise. The district support plan has been developed with all necessary stakeholder groups and will be reviewed in conjunction with the ArApp and district improvement plans. **Implementation timeline:** Initial: October. 2026 Monthly touchpoint regarding plan implementation. **How we will progress monitor and evaluate effectiveness:** Calendar of monthly meetings with agenda/minutes will be logged and verified.

***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 has worked in collaboration with their Division Lead and CRESC leadership to ensure they are utilizing the state issued 1003A grant funds with a primary focus being on instructional leadership and growing the capacity of leaders. Educational Directions (ED) will be a direct partner with the district to build capacity throughout the academic year. ED will be providing multiple onsite touchpoints a month with final touchpoint total to be determined as 1003A grant applications are not due until November 16th. AIG is also providing direct support to academic leaders.CRESC and district leadership will utilize interim assessment data, classroom observations and EES platform data to determine needed support for building leadership. **Implementation timeline:** Following Interim Assessments and completion of 1003 plan submission with approval. **How we will progress monitor and evaluate effectiveness:** Via interim assessment data and EES platform utilization.

***Administrator evaluation re-calibration**

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

> **How we will accomplish this:** DESE provided TESS re-calibration for district administration and principals during the 25-26 school year. All principals have been in their current roles for a minimum of two years. The Division Lead will provide follow-up calibration training that will be held at the November Lead and Learn that is facilitated within the district each month. **Implementation timeline:** Training will take place during the first semester at a district leadership meeting with individualized support as needed for building leaders. **How we will progress monitor and evaluate effectiveness:** Following the training, CRESC staff and DESE POC will follow-up in actual buildings to work with building leadership on feedback and instructional leadership.

***Observation training**

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

> **How we will accomplish this:** The CRESC is working in conjunction with the District and the Division Lead to coordinate ongoing support around the observation tools. Job embedded, shoulder to shoulder support will be provided to all building leaders whereby the EES system can be utilized in tandem with real time classroom observations to increase integrity of real time usage resulting in immediate feedback and improved practice for educators . **Implementation timeline:** Fall leadership meeting will include the training on EES with follow-up for specific leaders as needed . **How we will progress monitor and evaluate effectiveness:** DESE POC will monitor EES platform monthly for fidelity of usage and quality of feedback. CRESC staff will work with designated leaders who need more support.

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:** District will ensure building leaders complete a direct observation with a full POP cycle for all teachers. CRESC, Division Lead and the District have discussed expectations around scheduling the observations with a full POP cycle. The intent is to ensure this is fully planned out prior to the holiday break, so it can easily be completed by the end of the school year. **Implementation timeline:** CRESC and district leadership will work with building leaders to establish a schedule/calendar to conduct formal observations for each certified staff member. **How we will progress monitor and evaluate effectiveness:** EES platform will be utilized to track progress in each building across the district.

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:** As a level 5 district this was done in the spring semester of 2026. The district with CRESC support will do a thorough review again in January 2027. Components the district will review shall include but not be limited to VAM scores, certification, shortage areas, and students needs. **Implementation timeline:** This will be conducted no later than March of 2027 to allow for staffing decisions to be made in a timely manner. **How we will progress monitor and evaluate effectiveness:** The completed audit itself will be used to monitor.

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:** The district will use VAM scores, ATLAS data, student growth/performance data and licensure information provided by the strategic staffing audit to make assignment decisions. Blytheville School District will work with CRESC and the Division POC to ensure they have access to make decisions based on all data available. **Implementation timeline:** Spring semester of academic year. **How we will progress monitor and evaluate effectiveness:** The district along with CRESC will review achievement and growth data to determine the effectiveness of staffing assignments.

***Teacher licensure plans**

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

> **How we will accomplish this:** TLP are monitored by the District, CRESC, and the Division POC. The district accesses the CRESC Mentoring Program Specialist and a team of mentors to support novice and non-certified teachers in the Blytheville School District. The District also has a dedicated staff member whose focus is on the needs of those staff members on a TLP. Novice teachers are also provided an in district mentor for job embedded support. **Implementation timeline:** CRESC staff will begin to evaluate TLPs during Fall semester with progress checks as needed. **How we will progress monitor and evaluate effectiveness:** TLP progress will be checked by DESE POC and CRESC staff, during the winter of 2027, to assess 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:** Direct leadership and core academic support are provided by the AMS/AIG Impact Group, while Educational Directions works in strategic partnership utilizing 1003A grant funds to build building-level leadership capacity through multiple monthly onsite touchpoints. Foundational literacy implementation across K–2 is supported directly through UFLI, complemented by a state-assigned literacy coach who collaborates with building principals on key levers observations and data review. Additionally, Crowley's Ridge Educational Service Cooperative (CRESC) maintains an active onsite presence to assist with classroom walk-through tools, pacing, assessment analysis, and targeted mentoring for novice or non-certified staff. To ensure continuous intervention and targeted tutoring, Kids First executes the district's High Impact Tutoring (HIT) grant, establishing a coordinated, multi-layered support network designed to drive meaningful academic growth. **Implementation timeline:** Start Date: January/February 2027 Final PL Plan: April 2027. **How we will progress monitor and evaluate effectiveness:** Building leadership and CRESC will assist in reviewing PGPs in relation to academic performance (student data) and any interim/formative/summative assessments to design continued HQPL.

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, CRESC, and the Division Lead plan to work collectively to encourage all HQPL partners to actively integrate Science of Learning strategies into their coaching and support frameworks whenever the opportunity presents itself. **Implementation timeline:** PD plan will be reviewed by CRESC during the spring semester. During monthly leadership meetings, CRESC and district leadership will embed SoL strategies and concepts, where appropriate to begin modeling the approach to learning. **How we will progress monitor and evaluate effectiveness:** PD with embedded SoL strategies will be monitored and evaluated as provided.

***Observation protocols and feedback**

Required. The district and cooperative set classroom observation protocols for building administration and participate in quarterly calibration observations with building administrators (district will provide feedback to building administrators).

How we will accomplish this: The District has determined that building leaders will complete a minimum of 8-10 observations a week. The goal will be to establish and share expectations/protocols with building leadership as soon as feasible. CRESC and district leadership will then visit buildings to ensure and monitor implementation. **How we will progress monitor and evaluate effectiveness:** CRESC and DESE POC will monitor EES monthly and provide feedback to district leadership that will then be shared with building leadership for continued growth and development.

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: CRESC and district leadership will monitor and support the requirement that all certified staff have an annual rating per Ark. Code Ann. § 6-17-2805(e) and (f). The district intends to base final annual ratings on previous observations and feedback including both formal and informal observations. The Division Lead will work with the District at the appropriate time to ensure these ratings are completed within the required time frame. **Implementation timeline:** During the second semester of FY27 CRESC and district leadership will ensure a timeline for the annual ratings is in place with a clear deadline for completion. **How we will progress monitor and evaluate effectiveness:** DESE POC will track annual ratings in the EES and with DESE.

BLYTHEVILLE SCHOOL DISTRICT

2026-2027 AR App Strategic Plan

Board Presentation Copy

LEA Number	4702000
Primary Contact	Vanessa Hopkins
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	BLYTHEVILLE SCHOOL DISTRICT		
LEA Number	4702000		
Primary Contact	Vanessa Hopkins	vhopkins@blythevilleschools.net	(870) 762-2053
Secondary Contact	Jennifer Blankenship	jblankenship@blythevilleschools.net	(870) 762-2053
Additional Contact	Lauren Starks	lstarks@blythevilleschools.net	(870) 762-2053

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)	06/09/26
Data source	Blytheville School District Detailed Survey Copy of Comprehensive Needs Assessment 26 Summary

Goals

Goal 1

Improving Academic Outcomes: Literacy Goal

By May 2027, Blytheville School District will increase the percentage of students performing at Level 2 ("Basic Understanding of Grade-Level Content") by at least 15% and decrease the percentage of students performing at Level 1 ("Limited Understanding of Grade-Level Knowledge and Skills") by at least 20% as measured by the summative ATLAS. This improvement will be achieved through a district-wide focus on strengthening Tier 1 instruction, implementing targeted interventions based on student data, and providing job-embedded professional learning in evidence-based literacy practices.

Goal 2

Professional Learning

By May 2027, the district will increase student achievement measured by a 10% increase in the number of students performing at or above proficiency on district benchmark assessments compared to baseline data from Fall 2024.
The district will provide targeted, job-embedded professional development to 100% of instructional staff at least once per quarter and facilitating monthly real-time data discussions in 100% of schools.

Goal 3

Family and Community Engagement

By May 2027, each school in the district will host at least four academic-focused school-community engagement events with a minimum of 25% parent/guardian participation at each event. The goal will be measured by sign-in sheets and follow-up surveys, in order to strengthen family-school partnerships and improve student academic support at home.

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)	UFLI Foundations	2024	K-3	—Not on the List—	The University of Florida Literacy Institute will provide the training through the federal grant study. Co-op or DESE based PD
	StudySync ELA	2021	6th Grade	—	—

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.

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)	Benchmark Workshop	2021	K-2	Benchmark Education Company LLC	Co-op or DESE-based PD
	Wonders	2020	3-5	McGraw Hill	Co-op or DESE based PD
	StudySync ELA	2021	7-12	McGraw Hill	Co-op or DESE based PD

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	i - Ready Classroom Mathematics I 2024	K-8	Curriculum Associates	Co-op or DESE-based PD

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 district will ensure consistent, high-fidelity implementation of HQIM through ongoing professional learning, coaching, collaborative planning, and monitoring. All teachers, instructional coaches, and administrators will receive initial and ongoing HQIM training. Weekly PLCs will focus on lesson internalization, standards alignment, student work analysis, and instructional planning. Instructional coaches will provide job-embedded support through modeling, co-planning, observations, and feedback.

Implementation will be monitored through monthly classroom walkthroughs using district HQIM look-fors, lesson plan reviews, student work reviews, and curriculum pacing checks. District and school leaders will conduct quarterly data reviews using screening, interim, and summative assessment data to evaluate implementation effectiveness and identify needed adjustments.

We will include weekly coaching cycles, more frequent district monitoring visits, targeted professional learning, enhanced data meetings, and intensive support for lesson internalization, intervention planning, and instructional practices. These efforts will ensure instructional consistency, accountability, and equitable access to high-quality, grade-level instruction.

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	StudySync ELA I 2021	6-12	McGraw Hill	Co-op or DESE based PD

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.

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	Reveal Math I 2020	Algebra I and Geometry	McGraw Hill	Co-op or DESE-based PD

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)

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.)

We will use the same leverage points and action steps mentioned above for K-6 core programs, as well as use DESE's key levers for the instructional leaders' walkthrough tool and crosswalk it with the program's fidelity checklist. School leaders will participate in ongoing professional learning and apply the knowledge gained to strengthen instructional practices, support teachers in implementing evidence-based strategies, and ensure high-fidelity use of the adopted curriculum and instructional resources.

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	Core5 Reading	K-5	—Not on the List—	Lexia staff will lead professional learning

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.

No response entered.

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	Power Up Literacy	6-12	—Not on the List—	Lexia staff will lead professional learning

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.

Lexia staff will lead professional learning for grades 6-12.

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	S.P.I.R.E. with Sounds Sensible	K-6	—Not on the List—	S.P.I.R.E. associates will lead any professional learning

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.

S.P.I.R.E. associates will lead any professional learning

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.
Dyslexia 7-12 (Academic Reading)	S.P.I.R.E. with Sounds Sensible	7-12	—Not on the List—	S.P.I.R.E. associates will lead any professional learning

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.

S.P.I.R.E. associates will lead any professional learning

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	i - Ready Classroom Mathematics I 2024	K-6	Curriculum Associates	Co-op or DESE-led PL

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	i - Ready Classroom Mathematics I 2024	7-8	Curriculum Associates	co-op or DESE-led
	—Not on the List—	9-12	McGraw Hill	co-op or DESE-led; ALEKS is the intervention program

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)	Rosetta Stone	K-12	Not on the list.	None

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	Lexia Core 5	K-5	Lexia	N/A
	Lexia Power Up	6-12	Lexia	N/A
	The STAR Program	K-4	STAR Autism Support	N/A

Priority 1.3 (continued)

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.)

We will require dedicated intervention time within each school's master schedule and establish clear expectations for program use. Leaders will monitor implementation through regular observations using program-specific fidelity checklists.

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 response*

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	Yes
Co-teaching for ELD	No
Other	*No response*

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

Not Applicable

K through 2nd

All students are screened at BPS within the first 30 days of school. Students are screened using DIBELS as well as the ATLAS screener for literacy and math. Students are also screened through our HQIM: RGR Decoding survey to determine any deficits that a student may have. In Math, students are screened using the iReady diagnostic to determine any deficits as well. Once students are identified in each subject area as in need of support, they are automatically put on the site intervention list. All students K-2 are screened by their classroom teachers. If additional screening is needed, the dyslexia coordinator is contacted for further evaluation.

3rd through 5th

All students are screened at BPS within the first 30 days of school. Students are screened using DIBELS as well as the ATLAS screener for literacy and math. Students are also screened through our HQIM: RGR Decoding survey to determine any deficits that a student may have. In Math, students are screened using the iReady diagnostic to determine any deficits as well. Once students are identified in each subject area as in need of support, they are automatically put on the site intervention list. During their time in site intervention, the team meets with the teacher every 3-4 weeks to determine appropriate interventions to provide, and how the students are progressing/responding to the interventions (progress monitoring). If there is no evident improvement of the student's tiered support, the students are referred for further testing to the dyslexia intervention or Sped for additional evaluation/testing. Teachers are responsible for providing the screener.

6th through 8th

At BMS, all students are screened within the first few weeks of school using multiple data points through Lexia and IXL. Academic performance is reviewed through the ATLAS summative assessment, i-Ready diagnostics, and regular classroom assessments to identify any learning gaps in reading and math. Once students are identified as needing extra help, they are grouped by skill level or tier and provided with targeted interventions during our designated intervention period. There is a strong focus on students within the bottom 25% of students, providing focused interventions since they are our highest-need learners. The administrators and instructional facilitators meet with teachers weekly to review student progress, adjust interventions as needed, and monitor growth using classroom assessments or exit tickets, i-Ready results, and ongoing progress monitoring. If a student does not show adequate progress with tiered support, they may be referred for additional services, such as special education evaluation or more intensive intervention.

9th through 12th

The following data are used to identify students at risk for academic failure: Lexia, IXL, and the ATLAS Classroom tool, which is used to create CFAs and ATLAS interims; the data from those assessments are discussed during collaborative team planning. Teachers discuss opportunities for re-teaching with different strategies and other methods of intervention. If there are students still struggling in areas of literacy, students may be referred to evaluations for special education services or tendencies of Dyslexia. The evaluations and screenings are done through Student Support Services. Students who need both critical and academic reading are placed in those courses where they can receive more direct support around literacy strategies. When students are identified, the school extends opportunities for additional support through the after-school homework helpline (face-to-face). The school counselor meets with students to discuss academic challenges and develop plans to support students by means of additional tutoring and/or credit recovery.

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

Not applicable

K through 2nd

Students identified through DIBELS, ATLAS Screener, Really Great Reading (RGR) Decoding Survey, and i-Ready Diagnostics are placed into targeted intervention groups during a protected intervention block built into the master schedule. Supplemental programs for foundational literacy skills and district-approved intervention resources aligned to core instruction. Classroom teachers, interventionists, and instructional leaders review student progress every 3–4 weeks during MTSS meetings. Progress is monitored using DIBELS measures, ORF data, RGR assessments, i-Ready growth data, classroom assessments, and intervention fidelity checklists. Students demonstrating adequate growth continue with current supports, while students showing limited progress receive intensified interventions, additional diagnostic assessments, or referral for dyslexia and/or special education evaluation.

3rd through 5th

Students performing below benchmark on DIBELS and mathematics fluency assessments receive supplemental intervention during a dedicated intervention block. Literacy interventions focus on decoding, fluency, and comprehension, while math interventions target foundational number sense and computational fluency. Teachers and interventionists monitor student progress biweekly using DIBELS progress monitoring, intervention program assessments, classroom performance, and benchmark assessments. Grade-level teams review student data every 4–6 weeks to determine if interventions should be continued, intensified, modified, or if students should be referred for additional evaluation and support services.

6th through 8th

Students identified through Lexia, IXL, i-Ready Diagnostics, ATLAS Summative, and classroom assessment data receive targeted support during the school's intervention period. Lexia and IXL are used to address identified skill deficits in reading and mathematics. Teachers, instructional facilitators, and administrators meet weekly to review student progress using program usage reports, mastery data, classroom assessments, and i-Ready growth measures. Students not meeting growth expectations after multiple intervention cycles receive more intensive supports and may be referred for additional evaluations through the MTSS process.

9th through 12th

Students identified through Lexia, IXL, ATLAS Classroom assessments, CFAs, interim assessments, and course performance data receive tiered support through intervention courses, Academic Reading, Critical Reading, tutoring, and credit recovery opportunities. Collaborative teacher teams review student performance data during regular PLC meetings and monitor progress every 4–6 weeks using assessment results, course grades, attendance, and program data. School counselors, teachers, and administrators work together to identify barriers to success and adjust interventions as needed. Students who do not demonstrate sufficient progress may be referred to Student Support Services for further evaluation, including dyslexia screening or special education consideration.

Priority 1.8

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

Elementary Grades (Grades included: K-5)

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

Priority 1.8 (continued)

Middle Grades (Grades included: 6-8)

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	Yes
Established partnership(s) with digital learning providers or other entities to expand access to accelerated courses	No
N/A	No
Other	No

High School (Grades included: 9-12)

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	No
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 response*

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

Students in grades 9–12 access APEX for credit recovery and first-time credit, and Lexia for targeted literacy intervention. Grades 7–8 use I-Ready, Inspire Science, IXL, and Lexia to support core content mastery. College and Career Pathways align instruction with workforce readiness goals. All programs are evidence-based, support individualized learning, and address academic deficits to ensure student growth and success in compliance with Arkansas standards and alternative education goals.

Special Education

Supplemental academic services for homebound students are provided by a special education teacher who adapts and modifies instruction to address each student's individual needs. Supports may include providing simplified and repeated directions aligned with academic standards, reducing the amount of assigned work, and, when appropriate, supplementing verbal instruction with visual supports to promote understanding and engagement.

EL (LIEP), if applicable

Students are provided with the following LIEP: ELD Push-In, ELD-Push-out, ELD Embedded for High-Intermediate/Advanced Learners, and ELD for students with significant cognitive disabilities. The LPAC will determine the best program for students based on their performance on the ELPA 21 screener or summative, as well as classroom assignments and assessments.

Migrant, if applicable

Does not apply.

Title I, if applicable

Title I funds can be used to pay for supplemental computer programs.

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

Chickasaw Academy-ALE meets student and family needs by providing accessible mental health services and mentoring. Mental health, behavior health, mentoring, and wrap-around support is available in Chickasaw Academy-ALE, and all students have access.

Priority 1.11 (continued)

Special Education

The Blytheville School District recognizes that each student and family may face different challenges and needs. We are committed to providing individualized support by ensuring access to school-based mental health services for all students. Through partnerships with local mental health agencies, mental health resources are available across all school campuses. In addition, students may receive personal care, behavioral and mental health support, and related services, including speech therapy.

EL (LIEP), if applicable

We offer bilingual parent meetings, interpreters, translated communications, family workshops, and parent liaisons to help navigate the school system. We also provide and take students to cultural celebrations and connect community mentors and cultural organizations for students to maintain their cultural identity.

Migrant, if applicable

No response entered.

Title I, if applicable

BSD offers mental and behavior health counseling, clothing and hygiene assistance, weekend food assistance, connection to community resources for housing, utility needs, and medical needs. We also support students in foster care with mental and behavior counseling and school stability. Families in transition are also given help with obtaining records for enrollment.
We also partner with a local group to provide mentoring services to all of our at risk youth.

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.	Yes
Pre-registration activities	Yes
Transition conferences	Yes
Open House specific to early childhood	Yes
Partnering with local childcare programs throughout the year	Yes
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 response*

Priority 1.12 (continued)

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	Yes
Meet and greet with new middle school principal and staff	Yes
Orientation/Registration activities for transition students	Yes
Transition conferences	Yes
Jump Start summer program	No
Providing clubs or activities to engage students	Yes
Materials and training to help families improve their children's achievement	Yes
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc.	Yes
Open House	Yes
Other	*No response*

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 response*

Priority 1.12 (continued)

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	Yes
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 response*

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

Beginning 26-27 SY, Blytheville School District will use the Launch for Students Platform to track SSPs. Each student will develop a personalized SSP in collaboration with the school counselor, parents/guardians, and the student by the end of 8th grade. The plan will be reviewed and updated annually through graduation and will include four required components: pathways to graduation, accelerated learning opportunities, academic deficits and interventions, and college and career planning.

During 8th grade, students will complete career interest and aptitude inventories, explore career-ready pathways, and develop a four-year course plan aligned to graduation requirements and postsecondary goals. This will take place in the career ed class. Counselors will facilitate annual conferences with students and families to review academic progress, attendance, assessment data, intervention needs, and course selections.

We will utilize multiple measures, including ATLAS results, grades, attendance, screening data, and student interests, to identify needs. Students with academic deficits will have interventions documented within the SSP and monitored through the MTSS. Staff will be assigned students.

Priority 1.13 (continued)

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

To ensure these plans are well-informed and supported, parents and guardians will be actively involved in the process. Through platforms such as PTO meetings, Open House, First Things First, and Parent/Teacher Conferences, families will be given the opportunity to understand the purpose of the Student Success Plan and participate in helping shape their child's goals. Their insight and involvement are critical in creating meaningful, realistic plans that reflect both the student's interests and the family's values and expectations. The district will ensure that parents have access to and sign the plan annually.

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	No
Coordinating w/other Preschool Programs	Yes
Organize joint transition with related training between childcare providers and kindergarten teachers	Yes
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)

The student support servies director meets with the agency or agencies as needed., Wendy Green is the Local Leads. She covers all of our Crowley's Ridge co-op region.

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

Priority 1.15

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

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

Priority 1.16

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

Option	If you will provide, select Yes
Accounting	No
Agriculture Power and Technical Systems	No
Animal Systems	No
Automotive Service Technology	No
Banking and Finance	No
Behavioral and Mental Health	No
Construction	No
Criminal Justice	No
Data Analytics and Machine Learning	No
Diesel Technology	No
Early Childhood Education	Yes
Electronics	No
Engineering	No
Health Care Services	No
Industrial Technology	No
Information Technology and Security	No
Machine Tool	No
Management	Yes
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	No

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

Industry-recognized credentials: Pre-Educator-Certified Teaching Assistant (CTA) & Platinum WorkKeys; Plant Systems-Platinum WorkKeys; Management-Platinum WorkKeys;

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)	No
Health screening and service referrals and other health-related resources (e.g. immunization information, Medicaid eligibility, nutrition and physical activity information)	Yes
Family resource centers	Yes
Other	No

Priority 1.18

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

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 and schools will host community events that focus on community, connection, collaboration, and capacity. Each event will share attendance and behavior are tied to academic achievement and the importance of parents making sure students arrive to school on time each day and two way communication between staff and parents concerning behavior and academics. Parents will be actively involved in academic planning through regular conferences, progress updates, and opportunities to review student goals and achievement data at family nights. The district will provide clear, accessible information to families about graduation requirements, course pathways, credits, assessments, and postsecondary opportunities through parent meetings, informational sessions, and ongoing communication. Parents will be encouraged to partner with educators in monitoring progress and making informed decisions about their student's academic pathway through their student success plans (LAUNCH).

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	Yes
Career Centers	Yes
Joint Use Agreements	Yes
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

Implementing Positive Behavioral Interventions and Supports (PBIS) and restorative practices.Providing social-emotional learning (SEL) programs. Maintaining safe and secure campuses through school safety plans, visitor management, security personnel, camera systems, and emergency preparedness drills. Offering counseling services, mental health support. Providing professional development for staff on classroom management, bullying, de-escalation, and student relationship building.Encouraging family and community involvement through parent meetings, surveys, communication platforms. Conducting climate surveys and reviewing discipline, attendance, and behavioral data to identify areas for improvement and develop targeted interventions.Collaborating with local law enforcement, mental health providers, and community organizations to support student safety and well-being.

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	*No response*
Additional school counselor	Yes
Additional personnel in the areas of psychology, behavior support, or social work	*No response*
Evidence-based professional development that is specific to mental health or behavior	Yes
Other	*No response*

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

We don't have a preK program.

K through 2nd

Review of discipline data in eSchool, with focus on OSS exceeding 10 days(CCEIS requirement)-Students with more than 10 days of OSS identified and referred for interventions-Teacher referrals based on observed behavior, emotional regulation, or social skills development- Behavior tracking through eSchool- Early intervention team meetings - Mental health referrals via counselor- Attendance monitoring. Attendance, behavior, and social-emotional factors are also monitored by teachers and counselors

3rd through 5th

Review of discipline data in eSchool, with focus on OSS exceeding 10 days(CCEIS requirement)-Students with more than 10 days of OSS identified and referred for interventions-Teacher referrals based on observed behavior, emotional regulation, or social skills development Behavior incident tracking through eSchool Early intervention team meetings-Mental health referrals via counselor-Attendance monitoring. Attendance, behavior, and social-emotional factors are also monitored by teachers/counselors

Priority 2.3 (continued)

6th through 8th

Regular review of discipline data in eSchool, with focus on OSS exceeding 10 days(CCEIS requirement)-Students with more than 10 days of OSS identified and referred for interventions-Attendance monitoring-Mental health concerns identified through referral, or behavior changes- Early Warning Indicators (grades, behavior, attendance) reviewed- Counselor/social worker involvement for wraparound supports. Attendance, behavior, and social-emotional factors are also monitored by teachers and counselor

9th through 12th

Review discipline data in eSchool,with focus on OSS exceeding 10 days(CCEIS requirement)Students with more than 10 days of OSS identified and referred for interventions Attendance monitoring for chronic absenteeism-Academic and behavioral Early Warning Systems (grades, missed credits, referrals)Teacher/staff referrals for mental health and behavioral support Counselor and Behavior team meet to align interventions.Attendance, behavior, social emotional factors are monitored by teachers Counselors

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 response*

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 response*
Implementing school wide positive behavior support system including process for student identification and referral	*No response*
Behavioral contracts and interventions	Yes
Additional counseling services	Yes
Coordinated services with other county services	*No response*
Staff development in for behavioral support strategies for the classroom	*No response*
Other	*No response*

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

Blytheville School District has made major changes in order to modernize and centralize hiring and onboarding. Capacity constraints and staff turnover make it urgent to implement clear, sustainable Human Resource systems, not just for hiring, but for onboarding and follow-through with new employees. (What staffing changes are we planning?) Third grade students who are not on grade-level in literacy after the state assessment will be placed with a master teacher with a highly effective or high-performing rating for a minimum of 90 minutes of daily, evidence-based literacy instruction.

For the 2026-2027 school year, an instructional facilitator will be placed at the elementary campus to work with all teachers to improve their instruction and increase student proficiency. Another change in staffing at the elementary campus is the addition of another special education inclusion teacher to help those students reach their potential.

The high school campus will be adding in a rootEd advisor who will work with juniors and seniors and their parents in their success plans to complete college applications, FAFSA forms, and make connections with employers in the community to insure each student has a plan after high school.

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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	No
IDEA (Special Education)	No
Minorities	No
English Learners	No
Students scoring in the lowest quartile in Math, Science, or Literacy	Yes
Persistently low-performing in literacy	No
Accelerated Learners	No
Highly Mobile	No
Other	Students who are behind grade level in 3rd grade in literacy will have a well-qualified certified teacher.

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	The district will provide targeted professional development for all teachers based on observations, evaluations, and test data. The district calendar reflects quality time built into the school year for this training.

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)	Yes
Structured teacher mentor program and coaching	Yes
Teacher retention bonuses (as defined by district policy)	No
Teacher stipends (mentoring, journeyworker, high-need areas, etc.)	No
Coordinated recognition programs	Yes
Tuition reimbursement	Yes
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	No
Job fairs or career fairs	Yes
Tuition reimbursement	No
Grow Your Own: Pre-Educator program	Yes
Grow Your Own: Registered apprenticeship	Yes
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).	1
Total number of educators on a Teacher Licensure Plan (TLP).	33
Total number of educators as a Long Term Substitute.	0
Total number of educators on a Provisional License.	8

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	No
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.)	No
Financial assistance for current teachers and other school staff towards earning initial or additional certification in shortage areas	Yes
Teacher leader and teacher advancement opportunities, including serving as instructional coaches and teacher leadership	Yes
Create incentives for effective educators to teach in high-need schools and ongoing incentives for such educators to remain and grow in such schools	No
Differential pay and incentive pay for a subset of educators in high-need schools or high-need academic subject areas and specialty areas, e.g. serving English learners and children with disabilities, which may include performance-based compensation systems	No
District will NOT provide additional compensation for mentor teachers, lead/master designation, identified shortage areas, or greatest areas of need identified locally	No

Priority 3.8

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	Yes
Fine Arts	No
Special Education	No
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.	No
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.	Yes - Both
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