NOVEMBER 12, 2026 | STATE BOARD OF EDUCATION

Lafayette County School District

2026 F-Rated District Review

LEA 3704000 | Lafayette County | **Southwest Arkansas Education Cooperative**

Letter Grade History

2025 Official	2026 Official
F	F

2026 INDEX SCORE

352.47

Total points, 2026 A-F model

+69.58 points vs. 2025 (282.89)

Percentile rank: 4 | Calculated grade D, capped at F

District Profile

CALENDAR TYPE & ATTENDANCE DAYS

Traditional | **178 days**

District 2026-27 school calendar

LEVEL OF SUPPORT

Level 4

Directed

TEACHER LICENSURE

91.1% licensed

8.9% on exceptions

1003 SCHOOL IMPROVEMENT ALLOCATION

$80,062.79 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.

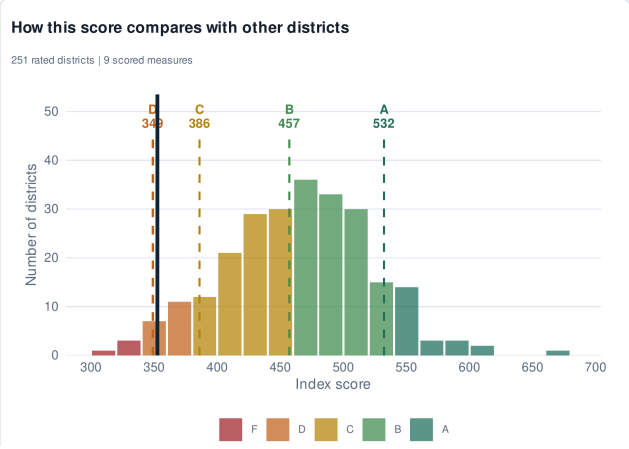
SCHOOLS D- or F- RATED (2026)

2

Lafayette County Elementary - F

Lafayette County 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	**32.33**	127.87	−95.54
Growth - All Students of 300 pts	**130.18**	153.03	−22.85
Growth - Lowest Quartile of 100 pts	**49.42**	53.06	−3.64
Success-Ready Graduate of 200 pts	**140.54**	138.50	+2.04

Richard Estes Jr.

District Superintendent

Johnny Brown

District Board President

Phoebe Bailey

Cooperative Director

School Accountability Data

Lafayette County Elementary School

F — 2026 GRADE

2026 INDEX SCORE: **305.43** of 900 possible

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

22.35 points to reach D (cut 327.78)

Achievement

Are students achieving level 3 and 4 on state assessments?

43.35 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	15.04%	3
Mathematics	16.81%	4
Science	11.50%	1

Growth — All Students

Are students achieving their individualized growth targets?

127.08 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	36.94%	6
Mathematics	59.46%	73
Science	30.68%	3

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

135.00 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	50.00%	49
Mathematics	50.00%	44
Science	35.00%	4

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

Not applicable (grades K-6)

Lafayette County High School

F — 2026 GRADE

2026 INDEX SCORE: **348.48** of 900 possible

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

0.42 points to reach D (cut 348.90)

Achievement

Are students achieving level 3 and 4 on state assessments?

≈20.88* OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	7.34%	2
Mathematics Restricted	<5%	4
Science	8.54%	3

Growth — All Students

Are students achieving their individualized growth targets?

133.70 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	48.11%	46
Mathematics	44.34%	37
Science	41.25%	25

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

53.77 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	38.46%	14
Mathematics	67.86%	82
Science	55.00%	55

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

140.54 OF 200 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
Four-Year Cohort Graduation Rate	94.59%	53
Graduates with Merit or Distinction	45.95%	34

District Support Plan

Action Items

Lafayette County School District

LEA 3704000 · Southwest Arkansas Education Cooperative · School year 2026-27

Level of support: Level 4 - Directed

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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 Lafayette School District.

K-2	UFLI
K-5	CKLA
6	Amplify (ELA)
K-4	Illustrative Math
5-6	Illustrative Math 360
7-12	HMH Into Literature
7-12	Illustrative Math
Algebra	Virtual
Geometry	Virtual

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: By the end of October, initial checks will be completed. 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. Neither of the building principals nor the superintendent have been through the Key Levers Tool training. **Implementation timeline:** Observations using the Key Lever Tools are set to begin in the Lafayette County district on 11/6/26. 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:** The elementary school has a state appointed literacy coach who assists with UFLI implementation, pacing, and appropriate use of instructional minutes. She works closely with the principal and the co-op director on this. Also, the school principal is ensuring that this requirement is being met on a daily basis through walkthroughs and observations.

*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 instructional minutes do not meet the 300 minute threshold for students scoring Level One. The high school has less than 60 minutes allotted to each period with no established RTI system in place. The plan is to change at semester to add an RTI course to the master schedule. **Implementation timeline:** January 2027. **How we will progress monitor and evaluate effectiveness:** A new schedule will be adopted in January, and school administration will ensure that this requirement is being met daily during the second semester.

*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 instructional minutes do not meet the 300 minute threshold for students scoring Level One. The high school has less than 60 minutes allotted to each period with no established RTI system in place. The plan is to change at semester to add an RTI course to the master schedule. **Implementation timeline:** January 2027. **How we will progress monitor and evaluate effectiveness:** A new schedule will be adopted in January, and school administration will ensure that this requirement is being met daily during the second semester.

*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 has made improving Tier 1 core instruction the priority for the first semester and the plan is to address RTI 2nd semester. **Implementation timeline:** January 2027. **How we will progress monitor and evaluate effectiveness:** A new schedule will be adopted in January, and school administration will ensure that this requirement is being met daily during the second semester.

The district applied for and received a HIT grant. The Kirkland Group will provide this service for grades 3-6.

*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 the school. **Implementation timeline:** The district, the cooperative, and the division will conduct an instructional minutes review 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 will be 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 continue implementing its Multi-Tiered System of Supports (MTSS), with the cooperative providing ongoing support and monitoring of implementation efforts. The Division and the cooperative will collaboratively monitor the effectiveness of the district's overall system. During the second nine weeks, the primary focus will be strengthening Tier I instruction by ensuring consistent, high-quality grade-level instruction across both buildings. Additionally, the district has reviewed its Special Education (SPED) and dyslexia services to ensure students are receiving appropriate supports aligned to their individual needs. The district will also continue monitoring its identification and referral processes for these services to ensure compliance with state and federal requirements and to promote equitable access to supports for all eligible students. DESE-OSE is presently supporting the district with improvement efforts in this area. **Implementation timeline:** Beginning of 2026-2027 school year 2nd 9 weeks - Tier One focus. **How we will progress monitor and evaluate effectiveness:** Dyslexia - Weekly Zoom meetings with Ombudsman at ADE. In addition, progress will be assessed through classroom walkthroughs and assessment data results. DESE-OSE team will continue to provide additional support.

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 the 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 13th. **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. There is a plan to provide additional support for both building principals using 1003 funding, but the provider has not been identified to date. **Implementation timeline:** Fall semester, 2026. **How we will progress monitor and evaluate effectiveness:** Setting appropriate growth goals 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 administrators have been through the TESS calibration training, and the district administrators have been through the LEADS calibration. **Implementation timeline:** 2026-2027. **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 will 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:** 2026-27. **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: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:** 2026-27. **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:** By April 1, 2027 **How we will progress monitor and evaluate effectiveness:** Periodic checks on principal progress in EES.

LAFAYETTE COUNTY SCHOOL DISTRICT

2026-2027 AR App Strategic Plan

Board Presentation Copy

LEA Number	3704000
Primary Contact	Richard Estes Jr
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	LAFAYETTE COUNTY SCHOOL DISTRICT		
LEA Number	3704000		
Primary Contact	Richard Estes Jr	restes@lcs.k12.ar.us	(870) 921-5500
Secondary Contact	Harvey Sellers	hsellers@lcs.k12.ar.us	(870) 921-5094
Additional Contact			

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)	03/23/26
Data source	Eschool, Cognos, ATLAS, LEA Insights, My School Info, IXL, Boost Reading, School Website, EES, AELS, PD Records, Efinance, & PLC Google Drive

Goals

Goal 1

Improving Academic Outcomes: Literacy Goal

By May 31, 2027, our ATLAS (K-10) Level 3 & 4 ELA percentage will be above 30%. Current Reality: 2026 ATLAS (K-10) Level 3 & 4 ELA percentage is 22% (66/302). Progress toward this goal will be measured by the spring ATLAS administration and monitored throughout the year using interim assessments and curriculum-based measures aligned to HQIM and grade-level standards. Prioritization of funding: ESA funding will be used to improve ELA/Reading achievement throughout the district.

Goal 2

Math and Science Goals

By May 31, 2027, our ATLAS (K-10) Level 3 & 4 Math percentage will be above 25%. Current Reality: 2026 ATLAS (K-10) Level 3 & 4 Math percentage is 17% (52/302). Progress toward this goal will be measured by the spring ATLAS administration and monitored throughout the year using interim assessments and curriculum-based measures aligned to HQIM and grade-level standards.
By May 31, 2027, our ATLAS (3-10) Level 3 & 4 Science percentage will be above 18%. Current Reality: 2026 ATLAS (3-10) Level 3 & 4 Science percentage is 10% (21/201). Progress toward this goal will be measured by the spring ATLAS administration and monitored throughout the year using interim assessments and curriculum-based measures aligned to HQIM and grade-level standards.

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-2	—Not on the List—	Co-op Specialists, State Literacy Coach
	Core Knowledge Language Arts (CKLA)	2023	3	—Not on the List—	Co-op Specialists, State Literacy Coach

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.

n/a

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)	Core Knowledge Language Arts (CKLA)	2023	K-6	—Not on the List—	Co-op Specialists & State Literacy Coach

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.

n/a

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 I 2021	K-5	—Not on the List—	Co-op Specialist
	Kendall Hunt's Illustrative Mathematics 6-8 Math I 2019	6	—Not on the List—	Co-op Specialist

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.

n/a

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 set clear expectations at the beginning of the year that ELA and Math HQIM will be the primary instructional resource used by our teachers. Teachers will be given time during summer professional development to create and/or refine their pacing guides, unit plans, and daily lesson plans using their HQIM materials. Lesson plans will be examined by building principals on a weekly basis. Weekly or biweekly PLC meetings will occur to collaboratively internalize lessons, analyze student data, and plan for remediation and enrichment practices. The K-12 Literacy coach, content specialists from the co-op, building principals, district curriculum leader, a K-3 state Literacy coach will all provide support by modeling lessons, co-teaching, and providing feedback toward the use of HQIM lessons. Building leaders will perform weekly informal walkthroughs to look for HQIM high-fidelity usage. District leaders will perform monthly informal walkthroughs to look for HQIM high-fidelity usage. All buildings are D or F schools, any additional supports are given to both schools.

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	Into Literature I 2020	7-12	—Not on the List—	Co-op Specialist, HMH ED online P.D. support.

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.

n/a

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	Bailey Education Group	Co-op Specialist
	Kendall Hunt's Illustrative Mathematics Traditional I 2019	9-12	Bailey Education Group	Co-op Specialist

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.

n/a

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 set clear expectations at the beginning of the year that ELA and Math HQIM will be the primary instructional resource used by our teachers. Teachers will be given time during summer professional development to create and/or refine their pacing guides, unit plans, and daily lesson plans using their HQIM materials. Lesson plans will be examined by building principals on a weekly basis. Weekly or biweekly PLC meetings will occur to collaboratively internalize lessons, analyze student data, and plan for remediation and enrichment practices. The K-12 Literacy coach, content specialists from the co-op, building principals, district curriculum leader, a K-3 state Literacy coach will all provide support by modeling lessons, co-teaching, and providing feedback toward the use of HQIM lessons. Building leaders will perform weekly informal walkthroughs to look for HQIM high-fidelity usage. District leaders will perform monthly informal walkthroughs to look for HQIM high-fidelity usage. All buildings are D or F schools, any additional supports are given to both schools.

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-6	—Not on the List—	Co-op Specialist, State Literacy Coach

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.

We utilize most of our Core K-6 Literacy HQIM resources also for our supplemental resources. We do use Boost Reading from Amplify as well in Grades K-6.

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.
Literacy Intervention Programs 7-12	—Not on the List—	7-12	—Not on the List—	Co-op Specialist; HMH ED online P.D.

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.

We utilize our 7-12 Core Literacy HQIM, Into Literature 2020/HMH, as the resource for interventions as well.

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	BUILD: A K-1 Early Reading Intervention	K-1	—Not on the List—	Co-op Specialist
	Phonics First	K-4	—Not on the List—	Co-op Specialist
	Structures, Take Flight: A Comprehensive Intervention for Students with Dyslexia	5-6= Structures 2-6= Take Flight	—Not on the List—	Co-op Specialist

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.

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.
Dyslexia 7-12 (Academic Reading)	Structures	7-12	—Not on the List—	Co-op Specialist
	Take Flight: A Comprehensive Intervention for Students with Dyslexia	7-12	—Not on the List—	Co-op Specialist

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.

No response entered.

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.
Mathematics Intervention Programs K-6	Kendall Hunt's Illustrative Mathematics 6-8 Math I 2019	6	—Not on the List—	Co-op Specialist
	Kendall Hunt's Illustrative Mathematics I 2021	K-5	—Not on the List—	Co-op Specialist

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	Kendall Hunt's Illustrative Mathematics 6-8 Math I 2019	7-8	—Not on the List—	Co-op Specialist
	Kendall Hunt's Illustrative Mathematics Traditional I 2019	9-12	—Not on the List—	Co-op Specialist

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)	Lexia English	1st	None at this time	If needed: DESE monthly zooms for EL students

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	Pacemaker (Pearson) Read Naturally	7-12 Math 7-12 ELA	None at this time	Co-op LEA support

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.)

Our curriculum director will meet with our dyslexia teacher/coordinator quarterly to monitor our use of supplemental materials and programs. Our LEA will monitor SPED programs weekly. Principals will monitor their RTI programs weekly as well.

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	No
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	No
Training for general education teachers on the use of Equatio	No
Training for general education teachers on the use of classroom management and behavior support (e.g., THRIVE, BX3, or Micro credentials)	No
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

Pre-K students are under the direction of the Southwest Educational Cooperative. Our District has leased classroom space to the Co-op, so they can operate a Pre-K program within our district boundaries. Our Special Education director does hold transitional conferences toward the end of the year for incoming Kindergarten students that need additional services. Additional data considered is Special Education transition conferences as students transition to kindergarten, kindergarten readiness checklists, and ABC Launchpad data.

K through 2nd

The district uses data from multiple sources to identify students as at-risk or in need of academic support. Here are some of those data sources: K-2 ATLAS Literacy Screener, K-2 ATLAS Interim & Summative results, teacher observations, grades, & mClass screeners. Teachers meet weekly in PLC's to collaborate and analyze student data and to discover problematic areas of the curriculum. The data helps teachers to focus a little more on the students who are not achieving at grade level. RTI groups are planned (30 minutes of daily time) during PLC time. Students not proficient on particular standards will be in an academic RTI group, while proficient students will be placed in extension/enrichment groups. If needed, teachers may refer students to the SPED department for further evaluations. Students, starting in Kindergarten, complete a DESE-required Home Language Usage Survey in a language they understand as the initial step in identifying potential ELs.

3rd through 5th

The district uses data from multiple sources to identify students as at-risk or in need of academic support. Here are some of those data sources: K-3 ATLAS Literacy Screener, 3-5 ATLAS Interim & Summative results, teacher observations, grades, & mClass screeners. Teachers meet weekly in PLC's to collaborate and analyze student data and to discover problematic areas of the curriculum. The data helps teachers to focus a little more on the students who are not achieving at grade level. RTI groups are planned (30 minutes of daily time) during PLC time. Students not proficient on particular standards will be in an academic RTI group, while proficient students will be placed in extension/enrichment groups. If needed, teachers may refer students to the SPED department for further evaluations. We will examine ATLAS & LEA Insights to identify our students scoring in the bottom 25% in each grade level and then pass the lists on to the appropriate teachers for differentiation.

6th through 8th

The district uses data from multiple sources to identify students as at-risk or in need of academic support. Here are some of those data sources: CFA results, ATLAS interim/classroom/summative results, teacher observations, grades, mclass screeners (6th), IXL Math diagnostic assessments, and HMH ELA diagnostic assessments. 6th grade teachers meet weekly in PLC's to collaborate and analyze student data and to discover problematic areas of the curriculum. We are anticipating a master schedule change to a 7-period day along with a 30-minute RTI period for our 7-12th graders. This will allow 7th & 8th Grade teachers to collaborate and analyze student data. Building/District administration will participate at least monthly during these PLC collaboration events. The data helps teachers to focus a little more on the students who are not achieving at grade level. RTI groups are planned during their 30-minute RTI time. If needed, teachers may refer students to the SPED department for further evaluations. We will examine ATLAS & LEA Insights to identify our students scoring in the bottom 25% in each grade level and then pass the lists on to the appropriate teachers for differentiation.

Priority 1.6 (continued)

9th through 12th

The district uses data from multiple sources to identify students as at-risk or in need of academic support. Here are some of those data sources: CFA results, ATLAS interim/classroom/summative results, teacher observations, grades, ACT results, & IXL Math/HMH ELA diagnostic assessments. We are anticipating a master schedule change to a 7-period day along with a 30-minute RTI period for our 7-12th graders. This will allow teachers to collaborate and analyze student data. Building/District administration will participate at least monthly during these PLC collaboration events. The data helps teachers to focus a little more on the students who are not achieving at grade level. There will be ACT prep opportunities for our students during the school year. The IXL Math/HMH ELA diagnostic assessments and software will allow all Math and Literacy teachers to utilize some Tier 2 and extension lessons in their classrooms. If needed, teachers may refer students to the SPED department for further evaluations. We will examine ATLAS & LEA Insights to identify our students scoring in the bottom 25% in each grade level and then pass the lists on to the appropriate teachers for differentiation.

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

Pre-K students are under the direction of the Southwest Educational Cooperative. Our District has leased classroom space to the Co-op, so they can operate a Pre-K program within our district boundaries. At the beginning of the year, SWAEC ECH staff assess students on ability. Those students that qualify are worked with weekly. Pre-K teachers do beginning, middle, and end of the year assessments. Based on individual needs, small groups are created using teachers and paraprofessionals to reteach needed skills.

K through 2nd

Our teacher PLC teams collaborate and discuss the progress of students and to discover problematic areas of the curriculum. The teams will review student data (HQIM, ATLAS, & Teacher Created Assessments) throughout the school year. We employ a (0.5) Literacy coach to assist ELA teachers in curriculum and learning. Paraprofessionals are utilized to provide small group instructional assistance under the supervision and guidance of the classroom teacher. A progress monitoring assessment will also be given toward the end of a RTI placement to gauge the effectiveness of the RTI instruction. We do not want our RTI groups to go more than 3 weeks without a data examination and then a re-grouping of our RTI groups. You will see teachers with clipboards in our lower grades making progress monitoring notes when they roam the room to check student progress. The Special education teachers monitor and support their students inside the inclusion classrooms. At times, teachers will call a special education and/or a 504 meeting to make changes to a students modifications. We will also complete IRP's where appropriate to assist teachers with progress monitoring.

3rd through 5th

Our teacher PLC teams collaborate and discuss the progress of students and to discover problematic areas of the curriculum. The teams will review student data (HQIM, ATLAS, & Teacher Created Assessments) throughout the school year. We employ a (0.5) Literacy coach to assist ELA teachers in curriculum and learning. Paraprofessionals are utilized to provide small group instructional assistance under the supervision and guidance of the classroom teacher. A progress monitoring assessment will also be given toward the end of a RTI placement to gauge the effectiveness of the RTI instruction. We do not want our RTI groups to go more than 3 weeks without a data examination and then a re-grouping of our RTI groups. You will see teachers with clipboards in our lower grades making progress monitoring notes when they roam the room to check student progress. The Special education teachers monitor and support their students inside the inclusion classrooms. At times, teachers will call a special education and/or a 504 meeting to make changes to a students modifications. We will also complete IRP's & MIP's where appropriate to assist teachers with progress monitoring.

Priority 1.7 (continued)

6th through 8th

Our teacher PLC teams collaborate and discuss the progress of students and to discover problematic areas of the curriculum. The teams will review student data (HQIM, ATLAS, & Teacher Created Assessments) throughout the school year. We employ a (0.5) Literacy coach to assist ELA teachers in curriculum and learning. Paraprofessionals are utilized to provide small group instructional assistance under the supervision and guidance of the classroom teacher. A progress monitoring assessment will also be given toward the end of a RTI placement to gauge the effectiveness of the RTI instruction. We do not want our RTI groups to go more than 3 weeks without a data examination and then a re-grouping of our RTI groups. The Special education teachers monitor and support their students inside the inclusion classrooms. At times, teachers will call a special education and/or a 504 meeting to make changes to a students modifications. We will also complete IRP's & MIP's where appropriate to assist teachers with progress monitoring.

9th through 12th

Our teacher PLC teams collaborate and discuss the progress of students and to discover problematic areas of the curriculum. The teams will review student data (HQIM, ATLAS, & Teacher Created Assessments) throughout the school year. We employ a (0.5) Literacy coach to assist ELA teachers in curriculum and learning. Paraprofessionals are utilized to provide small group instructional assistance under the supervision and guidance of the classroom teacher. A progress monitoring assessment will also be given toward the end of a RTI placement to gauge the effectiveness of the RTI instruction. We do not want our RTI groups to go more than 3 weeks without a data examination and then a re-grouping of our RTI groups. The Special education teachers monitor and support their students inside the inclusion classrooms. At times, teachers will call a special education and/or a 504 meeting to make changes to a students modifications. We will also complete MIP's where appropriate to assist teachers with progress monitoring. High school personnel examines report cards and transcripts to ensure students are taking the required courses in order to graduate.

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)	Yes
International Baccalaureate Programme	No
N/A	No
Other	No

Priority 1.8 (continued)

Middle Grades (Grades included: 7-8)

Option	If you will provide, select Yes
Grade acceleration (grade skipping)	Yes
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)	Yes
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	No
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	No
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

N/A

Special Education

Our high school uses Pace Make (Pearson) in supplemental Math lessons and Read Naturally in supplemental English Language Arts' lessons. Our elementary students have access to Boost Reading, a supplemental reading program. Homer Learning for Kids is also used. PECS is used to teach individuals with autism and special needs to initiate functional communication primarily through picture symbols. Some IEP's will have a student receiving indirect services, self-contained services, or speech.

EL (LIEP), if applicable

We have purchased some Spanish-to-English flashcards for our 1st grade EL student to work with his teacher and/or the Kindergarten paraprofessional. We have also purchased a Time kettle translator set of earbuds for communication purposes. We intend to research EL programs this summer, like Rosetta Stone, to purchase for our EL student to work on 2-3 times a week. Once the ELPA21 results come in, our team will get more specific on the additional supports for our EL student.

Migrant, if applicable

N/A

Title I, if applicable

Both grade bands (K-6/7-12) are schoolwide Title I schools. We set aside money from our Title I budget for the hiring of paraprofessionals, professional development, conducting family and community engagement events, homeless services, and summer school classes.

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

N/A

Priority 1.11 (continued)

Special Education

Some of our Special Education students receive Speech, OT, and PT services on our campuses. We have some paraprofessionals that need to perform one-on-one services for certain students as well. We utilize Easter Seals for some services as well (assistive technology devices). Our Districts employs a LEA director to assist teachers and students and help with paperwork, online data entry, following and completing tasks associated with state and federal laws, and communication with stakeholders.

EL (LIEP), if applicable

Our school website and a translate button to change the language to Spanish. This will be communicated to the parents of our 1 EL student at the beginning of the school year. Trans Act and other translation software will be used when sending letters home with our EL student.

Migrant, if applicable

N/A

Title I, if applicable

Each campus conducts a Needs Assessment to highlight resources needed for the next school year. We want to use Title funding to pay for requested items/services that were stated in the completed Needs Assessment. The Needs Assessment examines several data sources. Title I funding is provided to hire paraprofessionals to assist in Tier 2 academic services under the guidance of a classroom teacher.

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

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	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	Our Grade Bands are K-6 for Elementary & 7-12 for High School. There is no traditional middle school for our district.

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

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	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.)	No
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

The District curriculum director, K-12 counselor, and the Career Development teacher will all attend P.D. trainings over the new LAUNCH program this summer. The Career Development teacher will share the student success plans/LAUNCH with the 8th graders through this class. During the semester, the Career Development teacher will introduce the student success plan to the students and they will start inputting data into the plan. Career interest surveys and the Early career exploration data will be entered into the individual student success plans. They will be introduced to the world of gaining credits to graduate from high school. Our student handbook has sections dealing with accelerated learning policies. Summer ATLAS scores will be reviewed for accelerated learning options. The students will see the breakdown of the required courses that must be passed in order to graduate. They will also be told about the community service hours needed for graduation. The K-12 counselor will utilize LAUNCH for the annual contact with the student and parent to sign-off on their student success plan.

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

The Career Development teacher will advise and introduce parents to the student success plans during parent-teacher conferences. This teacher provides instructions and assistance for families to review and contribute to their child's plan. During the 2nd semester of the students' 8th grade year, the high school counselor takes over the responsibilities of reviewing the student success plans annually with students and parents. The high school counselor will advise students and their parents through phone calls, emails, and by having face-to-face meetings throughout the year regarding the students' college, career, or enlistment aspirations & to sign-off on the SSP. Our Career coach that would primarily work with 11th and 12th grade students and their families in achieving a high school diploma with possible concurrent credit hours and planning for life after high school. We are looking to add certain documents to our website and to update parents periodically with posts on our social media page to keep all stakeholders informed on items found in our SSP. We recently uploaded to our website our community service form that students complete after completing the service. Will be modify this plan once we find out more about LAUNCH.

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)

Southwest Arkansas Education Cooperative

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	Yes
Analyzed data on kindergarten readiness	Yes
Partnered for professional development offerings	No
Participated in the local leads' information campaign	Yes
Attended local lead-sponsored provider meetings	Yes
Coordinated outreach to families of young children	Yes
Aligned enrollment processes with early childhood providers	Yes
Shared facilities or resources with early childhood providers	Yes
Partnered on community events or activities	Yes
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	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	Yes	Yes	No	No
Enrollment verification and placement profiles	Yes	Yes	Yes	Yes
Referrals to early childhood programs, home visiting programs, wrap-around services (ie. Head Start, Arkansas Better Chance including home visiting, and community based preschool)	Yes	Yes	Yes	Yes
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	Yes
Agriculture Power and Technical Systems	Yes
Animal Systems	Yes
Automotive Service Technology	No
Banking and Finance	Yes
Behavioral and Mental Health	No
Construction	Yes
Criminal Justice	No
Data Analytics and Machine Learning	No
Diesel Technology	No
Early Childhood Education	No
Electronics	No
Engineering	No
Health Care Services	Yes
Industrial Technology	No
Information Technology and Security	Yes
Machine Tool	No
Management	Yes
Manufacturing	No
Marketing	No
Mechanical, Electrical, Plumbing Systems (MEPS)	No
Military Security and Service	No
Nursing Services	Yes
Plant Systems	No
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

Clarification for above: We offer Construction Technology, Electromechanical Technology, HVAC, Informational Technology, Welding, & Medical Professions, but we bus those students to the career center at UAHT-Hope.

We offer the ACT Work Keys exam for a chance to earn the readiness factor.

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

We use multiple channels- phone calls, emails, apps, text alerts, social media, school website, local newspaper, surveys, advisory groups, letters, and in-person events- to reach multiple community stakeholders. Shared decision-making structures (such as parents/students serving on committees and faculty and staff serving on school leadership teams) should directly inform strategies related to attendance, behavior, and academics, ensuring engagement is not just informational but participatory. Our school leadership teams examined attendance, behavior, and academic data during the Needs Assessment and School Improvement Plan process. Goals were set for these data points. These data points were examined by our school board before they decided to keep a 4-day school calendar or go back to a 5-day school calendar. Our student handbook outlines rules and expectations for these indicators. Excessive absences and/or behavioral referrals may lead to contacting outside counselors, juvenile probation officers, or the court system through a FINS petition. We pass our DESE's refrigerator curriculum/learning targets' handouts during open house to inform parents of the types of academic standards their children will examine during the year.

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	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

The District involves several stakeholders in developing the student handbook. The School-Parent-School Compact clarifies the roles and serves as a guide in maintaining a partnership for supporting our student's education. Principals go over student handbooks with stakeholders at meetings. Each campus has a minimum of 2 FACE events each school year. Many community businesses donate door prizes and/or refreshments for these FACE events. Participating in the Secondary Career Center in Hope has opened up post-secondary opportunities for our 11th and 12th grade students. Concurrent credit opportunities have allowed a few high school seniors to graduate with an Associate's Degree along with their high school diploma. Our high school will be offering some new CTE pathways in the coming years like Banking and Finance. We have 4 different banks in our attendance zone. School faculty and staff have participated in P.D. sessions involving classroom management. We utilize our school safety grant funds each school year to meet the Tier 1-3 protocols. We utilize our website and social media accounts to post District happenings and to promote positive student experiences. We have field trips and assemblies during the school year.

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
Additional school counselor	No
Additional personnel in the areas of psychology, behavior support, or social work	No
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

Our district leases out a classroom to the Southwest Co-op to offer Pre-K services. The Co-op handles these students until an incoming Kindergarten student has a transitional conference with any incoming Pre-K students with an IEP. They screen incoming Pre-K students for services such as speech, occupational, physical, developmental, behavioral, and social/emotional therapies. If the screening warrants it, further testing is done and then a recommendation from the therapists is made.

K through 2nd

The District Guiding Coalition examines attendance, test score, grades, and discipline data on a quarterly basis. Discussions can lead to recommended changes to improve certain areas spotlighted in the data analysis. Counseling referrals can be made to our school counselor, counseling services through our educational partnerships, like TFS. There are forms in each school for referrals. Principals may file FINS petitions with the local Juvenile Probation Officer to make campus visits.

Priority 2.3 (continued)

3rd through 5th

The District Guiding Coalition examines attendance, test score, grades, and discipline data on a quarterly basis. Discussions can lead to recommended changes to improve certain areas spotlighted in the data analysis. Counseling referrals can be made to our school counselor, counseling services through our educational partnerships, like TFS. There are forms in each school for referrals. Principals may file FINS petitions with the local Juvenile Probation Officer to make campus visits.

6th through 8th

The District Guiding Coalition examines attendance, test score, grades, and discipline data on a quarterly basis. Discussions can lead to recommended changes to improve certain areas spotlighted in the data analysis. Counseling referrals can be made to our school counselor, counseling services through our educational partnerships, like TFS. There are forms in each school for referrals. Principals may file FINS petitions with the local Juvenile Probation Officer to make campus visits.

9th through 12th

The District Guiding Coalition examines attendance, test score, grades, and discipline data on a quarterly basis. Discussions can lead to recommended changes to improve certain areas spotlighted in the data analysis. Counseling referrals can be made to our school counselor, counseling services through our educational partnerships, like TFS. There are forms in each school for referrals. Principals may file FINS petitions with the local Juvenile Probation Officer to make campus visits.

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.	No
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	No
Behavioral contracts and interventions	No
Additional counseling services	Yes
Coordinated services with other county services	Yes
Staff development in for behavioral support strategies for the classroom	No
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

We analyzed our Workforce Stability Index data, recent vacancies, teacher VAM scores, and DESE teacher shortage data. Our overall 2024 Workforce Stability Index percentile rank was 6% for our elementary school and 16% for our high school. At our elementary school: 5-6 Math, Science, & Literacy teachers have been the hardest to fill with highly effective teachers. At our high school, our ALP and provisional license holders teach in Social Studies and in Science. Our high school students perform the lowest in Math, ELA, & then in Science. Our school district is listed as a high need level for 2025-2026 Geographic Teacher Shortage Areas. Teacher Attrition rates for our district: (2022= 47.8%; 2023= 29.8%; 2024= 23.5%; 2025= 14.3%). Our trend is declining, so more of our teachers are returning each year. (Co-op- 2025= 18.0%; AR- 2025= 13.4%). We will hold 3rd Grade summer school for our identified Level 1 students. We will look for a K-6 teacher with a higher VAM score and/or higher test scores to teach summer school. K-2 allows counselors/principals to place some at-risk students with the most effective teacher. We are working through our Co-op to get more Lead and Master teachers identified for our district.

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.	No
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)	Yes
Structured teacher mentor program and coaching	No
Teacher retention bonuses (as defined by district policy)	No
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	After 10 years of service to the District, a retiree will be paid $40 dollars for each remaining sick day. (Max: 120 days).

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	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).	4
Total number of educators on a Teacher Licensure Plan (TLP).	0
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	No
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	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	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	Yes

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	No
Middle School Science	No
Middle School English Language Arts	No
Secondary English Language Arts	Yes
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.	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.	No