NOVEMBER 12, 2026 | STATE BOARD OF EDUCATION

# Pine Bluff School District

2026 F-Rated District Review

**LEA 3505000** | Jefferson County | **Arkansas River Education Service Cooperative**

## Letter Grade History

| 2025 | 2026 |
|---|---|
| Official | Official |
| F | F |

**2026 INDEX SCORE**

**341.55**

Total points, 2026 A-F model

**+15.49** points vs. 2025 (326.06)

Percentile rank: 3 | 7.35 points to reach D (cut 348.90)

## District Profile

**CALENDAR TYPE & ATTENDANCE DAYS**

**Alternate** | **178** days

District 2026-27 school calendar

**LEVEL OF SUPPORT**

**Level 4**

Directed

**TEACHER LICENSURE**

**77.4%** licensed

**19%** on exceptions

**3.6%** unlicensed

**1003 SCHOOL IMPROVEMENT ALLOCATION**

**$470,836.94** FY 2026-27 · 6 schools

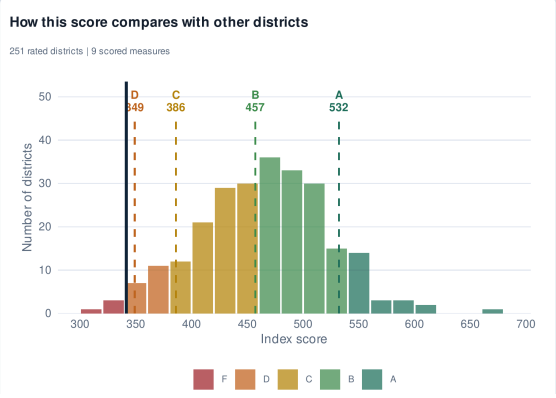
1003 Allocations: Federal Title I funds provided to districts to support schools identified for comprehensive or targeted support and improvement.

**SCHOOLS D- OR F-RATED (2026)**

**6**

Forrest Park Greenville Kinder Center - D
Matthews Elementary School - D
Southwood Elementary School - D
Thirty-Fourth Street Elementary School - F
Pine Bluff High School - F
Pine Bluff Junior High School - F
Broadmoor Elementary School - C

## 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 | **44.02** | 127.87 | −83.85 |
| **Growth - All Students** of 300 pts | **132.46** | 153.03 | −20.57 |
| **Growth - Lowest Quartile** of 100 pts | **51.84** | 53.06 | −1.22 |
| **Success-Ready Graduate** of 200 pts | **113.23** | 138.50 | −25.27 |

| Phillip Carlock | Arnold Robertson Jr. | Cathi Swan |
|---|---|---|
| **District Superintendent** | **District Board President** | **Cooperative Director** |

# School Accountability Data

## Broadmoor Elementary School

**C** — 2026 GRADE

2026 INDEX SCORE: **415.08** of 900 possible

PERCENTILE RANK: **42** above 42% of elementary schools

26.04 points to reach B (cut 441.12)

### Achievement

Are students achieving level 3 and 4 on state assessments?

**42.21** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts | 17.53% | 5 |
| Mathematics | 12.99% | 1 |
| Science | 11.69% | 1 |

### Growth — All Students

Are students achieving their individualized growth targets?

**165.05** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts & ELP | 56.00% | 64 |
| Mathematics | 64.00% | 83 |
| Science | 45.05% | 32 |

### Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

**207.82** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts | 74.29% | 98 |
| Mathematics | 65.79% | 85 |
| Science | 67.74% | 93 |

### Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

*Not applicable (elementary school)*

## Matthews Elementary School

**D** — 2026 GRADE

2026 INDEX SCORE: **350.02** of 900 possible

PERCENTILE RANK: **13** above 13% of elementary schools

17.51 points to reach C (cut 367.53)

### Achievement

Are students achieving level 3 and 4 on state assessments?

**51.67** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts | 20.42% | 8 |
| Mathematics | 16.15% | 4 |
| Science | 15.10% | 3 |

### Growth — All Students

Are students achieving their individualized growth targets?

**138.97** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts & ELP | 41.58% | 15 |
| Mathematics | 52.13% | 51 |
| Science | 45.26% | 33 |

### Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

**159.38** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts | 52.17% | 57 |
| Mathematics | 47.83% | 37 |
| Science | 59.38% | 72 |

### Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

*Not applicable (elementary school)*

## Southwood Elementary School

**D** — 2026 GRADE

2026 INDEX SCORE: **343.45** of 900 possible

PERCENTILE RANK: **11** above 12% of elementary schools

24.08 points to reach C (cut 367.53)

### Achievement

Are students achieving level 3 and 4 on state assessments?

**59.72** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts | 19.44% | 7 |
| Mathematics | 22.22% | 8 |
| Science | 18.06% | 5 |

### Growth — All Students

Are students achieving their individualized growth targets?

**134.28** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts & ELP | 46.53% | 28 |
| Mathematics | 49.65% | 44 |
| Science | 38.10% | 15 |

### Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

**149.45** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts | 53.13% | 59 |
| Mathematics | 60.61% | 72 |
| Science | 35.71% | 5 |

### Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

*Not applicable (elementary school)*

## Thirty-Fourth Street Elementary School

**F** — 2026 GRADE

2026 INDEX SCORE: **293.43** of 900 possible

PERCENTILE RANK: **3** above 3% of elementary schools

34.35 points to reach D (cut 327.78)

### Achievement

Are students achieving level 3 and 4 on state assessments?

**47.65** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts | 20.59% | 8 |
| Mathematics | 14.71% | 2 |
| Science | 12.35% | 2 |

### Growth — All Students

Are students achieving their individualized growth targets?

**120.82** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts & ELP | 43.68% | 20 |
| Mathematics | 49.40% | 43 |
| Science | 27.74% | 1 |

### Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

**124.96** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts | 36.59% | 15 |
| Mathematics | 47.83% | 37 |
| Science | 40.54% | 14 |

### Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

*Not applicable (elementary school)*

## Pine Bluff Junior High School

**F** — 2026 GRADE

2026 INDEX SCORE: **309.68** of 900 possible

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

36.02 points to reach D (cut 345.70)

### Achievement

Are students achieving level 3 and 4 on state assessments?

**41.55** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts | 14.52% | 3 |
| Mathematics | 16.45% | 6 |
| Science | 10.58% | 0 |

### Growth — All Students

Are students achieving their individualized growth targets?

**121.76** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts & ELP | 44.71% | 19 |
| Mathematics | 42.78% | 21 |
| Science | 34.27% | 3 |

### Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

**146.37** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts | 51.49% | 50 |
| Mathematics | 46.46% | 17 |
| Science | 48.42% | 22 |

### Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

*Not applicable (junior high school)*

## Pine Bluff High School

**F** — 2026 GRADE

2026 INDEX SCORE: **330.10** of 900 possible

PERCENTILE RANK: **7** above 7% of high schools

18.80 points to reach D (cut 348.90)

### Achievement

Are students achieving level 3 and 4 on state assessments?

**≈29.88*** OF 300 PTS

* Approximation based only on public boundary values (for example, 95 is used for >95%). The restricted exact contribution is not shown and may differ.

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts | 12.38% | 4 |
| Mathematics Restricted | <5% | 3 |
| Science | 12.50% | 5 |

### Growth — All Students

Are students achieving their individualized growth targets?

**132.01** OF 300 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| English Language Arts & ELP | 40.09% | 21 |
| Mathematics | 37.56% | 21 |
| Science | 54.36% | 73 |

### Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

**56.50** 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 | 41.51% | 19 |
| Mathematics | 62.00% | 64 |
| Science | 66.00% | 86 |

### Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

**113.23** OF 200 PTS

| MEASURE | POINTS / RATE | PERCENTILE RANK |
|---|---|---|
| Four-Year Cohort Graduation Rate | 77.04% | 7 |
| Graduates with Merit or Distinction | 36.19% | 18 |

# District Support Plan

Action Items

## Pine Bluff School District

LEA 3505000 · Arkansas River Education Service Cooperative · School year 2026-27

Level of support: Level 4 - Directed

# Improving Academic Outcomes

12 requirements with an action item

### Instructional Alignment

#### *High-quality instructional materials

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

**How we will accomplish this:** The district and the cooperative will determine that high-quality instructional materials are used with fidelity across its schools.

Action: Principals/Instructional Facilitators/Lead Teachers will determine needs for HQIM and other resources.
Action: District will work with Principals/Instructional Facilitators/Lead Teachers to verify needs for HQIM and other instructional materials.

Action: Learning Walks and process checks by Principals, Assistant Principals, and Instructional Facilitators

Action: Learning Walks and process checks by District/Coop Admin

Action: POC/Cooperative will begin visiting with educators regarding what supplies or supports are needed to do their job effectively (informal conversations and classroom visits.

The following HQIM are currently being utilized within the district:  K-5 ELA Foundational skills: 95 Percent Core Program (2020), listed 6-12; UFLI Foundations (2024), K-2. Comprehension: Benchmark Workshop (2021), K-5; MyPerspectives (2022) 6th-12th, Gr K-9 (Algebra I) Math i-Ready Classroom Mathematics (2024), Gr 10-12 (2024); enVision Mathematics (2024), Gr (ELA and Math only) Intervention Literacy: i-Ready K-12,  IXL K-12. Dyslexia: Take Flight (K-6), BUILD (K-1). Math: i-Ready (K-9), enVision (10-12), IXL (K-9). EL: Lexia English K-12. Special Ed: MobyMax, 95 Percent/BUILD, i-Ready (K-12)

Partners supporting the use of HQIM:  Kids First Education, NIET, Curriculum Associates, Savvas, ARESC, TNTP, Thinkverse

**Implementation timeline:**  District will begin July with professional learning for Instructional Facilitators and Building Administration. 10/8 Initial walkthrough with POC -HQIM implementation will be a focus of a district-cooperative monthly meeting each semester.

Process Timeline:  July - June.

1. Collaborative Team Meetings (CTMs)

Teachers participate in scheduled Collaborative Team Meetings to review upcoming lessons, unpack grade-level standards, examine instructional tasks, identify appropriate instructional strategies, and ensure alignment between the adopted curriculum, student practice, and formative assessments.

2. Lesson Internalization and Instructional Planning

School administrators, instructional facilitators, and designated instructional leaders collaboratively review instructional plans to ensure that teachers are utilizing the adopted HQIM, maintaining grade-level expectations, and identifying appropriate scaffolds and supplemental resources based on student needs.

3. Classroom Walkthroughs and Fidelity Monitoring

The district utilizes a common HQIM classroom walkthrough tool to monitor the use of adopted instructional materials, alignment to grade-level standards, implementation of instructional strategies, and evidence of foundational literacy practices where applicable. Walkthrough evidence is used to identify implementation strengths, areas requiring additional support, and trends across classrooms and schools.

4. Assessment and Student Work Analysis

Teachers and instructional leaders analyze common formative assessments, district assessments, i-Ready diagnostic results, and ATLAS assessment data to determine students' progress toward grade-level expectations. Student work is examined to evaluate the effectiveness of instruction and identify necessary instructional adjustments.

5. Targeted Professional Learning and Coaching

Instructional facilitators and district leaders provide ongoing professional learning, instructional modeling, collaborative planning support, and coaching based on walkthrough findings, assessment results, and identified teacher needs.

6. Continuous Monitoring and Improvement

Building and district leadership teams reviewed instructional implementation evidence and student performance data to determine the effectiveness of HQIM implementation from August 2026 - May 2027. Findings inform professional development priorities, coaching cycles, instructional adjustments, and follow-up monitoring.

**How we will progress monitor and evaluate effectiveness:** Walkthrough tool (Key Levers*)*, CTM Agendas, Observation Data, CFA's (data tracker), Student Work (ALD), Interim (ATLAS), and Summative (ATLAS).

### *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

Action - District/Coop will provide ongoing professional development on using the Key Levers tool effectively (calibration/recalibration) with District Leaders, Principals, Assistant Principals, and Instructional Facilitators.

Action - Administrators (Principals, Assistant Principals, Instructional Facilitators, Literacy Coaches) will have ongoing data review from Key Levers observations tool to provide support for teachers, and make adjustments as needed to implementation.

Action - District and School Administrators will review data from Key Levers observations to recalibrate as needed and make adjustments as needed to support building needs. Principals meetings, instructional facilitators meetings, CTM meetings will be used to calibrate around instructional alignment efforts for immediate needs for teachers in each building as well as districtwide.

Action - District/Coop/POC will discuss and review data from Key Levers districtwide to measure the effectiveness of the implementation of ensuring that the Key Levers observational tool is being used for ELA, Mathematics, and science at all schools effectively based on data collected.

**Implementation timeline: July 2026 - May 2027**

The ongoing professional development for the effective usage of the the Key Levers tool will continue in July 2026

Key Levers Professional Development with Instructional Facilitators - July 15-16, 2026

Building level CTMs Aug. 2026

Bi-weekly leadership meetings (administrators and instructional facilitators) Aug. 2026

Key Levers Professional Development with Instructional Facilitators with Coop - Oct 2026

District Learning walks with Coop/POC (District) begin 10/8/26

The district will continue to use the tool bi-weekly until May for District Learning Walks. Principals will use tool daily to guide their observations starting in Oct, which should be 8-10 observations weekly.

Baseline Data: The data shows that within the Key Levers Tool the focus for October - December 1 will be strengthening Align Content, which specifically will be to ensure the alignment of instructional content and learning tasks to grade-level standards. Emphasis will be placed on ensuring that instructional modifications, scaffolds, and supplemental resources preserve the intent, complexity, and rigor of the standards.

Through collaborative planning/meeting, feedback, lesson internalization, targeted coaching, and follow-up classroom observations, district and school leaders will support teachers in delivering standards-aligned instruction while maintaining the expectations of the adopted HQIM.

**How we will progress monitor and evaluate effectiveness:** Key Levers data tracker will be used to monitor progress in identified focus areas, Meeting Agendas (CTM, Principal Meetings, Instructional Facilitators Meetings), other observational data, and Professional Development sign- in sheets, student data from ie, CFA's, Diagnostic, ATLAS Interim, and Summative.

## Instructional Alignment (priority)

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

**How we will accomplish this:**

District administration, in collaboration with the education cooperative, will review Key Levers observation data to identify instructional alignment gaps and determine targeted supports across all schools. The district in collaboration with the educational cooperative will make adjustments with district created pacing, materials and support as needed. The district will monitor alignment through reviews of internalization/instructional planning documentation, student work, common formative assessment and classroom observations to ensure consistency between grade-level standards, adopted instructional materials, and instructional delivery. Findings will guide targeted support for Instructional Facilitators/Leaders and teachers, with ongoing monitoring to ensure instructional modifications and tiered supports maintain the intent and rigor of grade-level standards.

Action: District/Coop will review pacing with support from Arkansas Standards Resource Document, ATLAS blueprint, Achievement Level Descriptors (ALD), data from current Key Levers observations, lesson internalization planning, CTM Agendas, and ATLAS Interim, Common Formative Assessment.

Action: Building walks (Administrators/Instructional Facilitators/Lead Teachers)

Action: Weekly CTM (Administrators/Instructional Facilitators/Lead Teachers and Teachers)

Action:  The district will extend support to Instructional Facilitators and teachers to build capacity on alignment across standards, materials, and tiered supports in collaboration with the education cooperative as needed based on data and need.

**Implementation timeline:** Start date: July 2026 - End Date June 2027  Cadence: Bi-weekly Facilitator and Principal Meetings; Weekly Collaborative Team Meeting, Biweekly Meeting with District/Cooperative; 10/8 and District/Coop Walkthroughs; Principal Daily will continue thru June 2027

**How we will progress monitor and evaluate effectiveness:** School Level: use CTM meetings to focus on review teacher pacing, data from formative assessment, internalization/planning evidence, ATLAS interim& Summative /CFA/iReady data

District Level: Meeting agendas and observation data. Focus walk results and outcome goals, CFA's, ATLAS Interim and Summative

## Academic Expectations

### *Literacy block, K-5

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

**How we will accomplish this:** The district will implement a 90-minute literacy block which is evident through building master schedules.

The district protocol is Phonics, Reading Comprehension/Oral Language Comprehension, Language/Writing, and Small Group within the 90 -minute block. There is a common time for literacy instruction district- wide.  State Literacy Coaches for K-3 and Instructional Facilitators/Lead Teachers for K-5 are available. The district ensures that the 90-minute block is used for quality literacy instruction by providing support during Collaborative Team Meetings prior to instruction, observation of instruction, planning, modeling, co-teaching, and professional development.

Action: Principals submit schedules.

Action: District office reviews all K-5 schedules. Schedules will be adjusted as needed.  Instructional minutes will be verified.

Action: Building CTM/Planning weekly

Action: District/Admin/Coop walkthroughs daily, weekly/biweekly.

**Implementation timeline:**  Review quarterly at the district level starting in July.

**How we will progress monitor and evaluate effectiveness:** Review Master Schedules by building.  Review the daily schedule by grade level.  Monitor CTM agenda, district/building/coop  walkthroughs, CFA /Interim Data, and Progress Monitoring

***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 which is "What I Need" (WIN Time), assess students for dyslexia services and provide daily as needed.

Action:  District office reviews all 6-10 schedules to verify minutes with data. Adjustments of schedules will be done based on data and verification of instructional minutes for each student by building weekly.

**Implementation timeline:** Start date: July 2026; End Date June 2027 Cadence: quarterly at district level; Weekly at school level

**How we will progress monitor and evaluate effectiveness:** Master Schedules for each building. Daily schedules by grade level; WIN time schedules; Dyslexia schedule. District progress monitoring tracker (track students performing at level 1), CFA's, ATLAS Interim and Summative assessments.

### *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 will implement a minimum of 60 minutes of mathematics instruction daily for students not performing on grade level, which is "What I Need"(WIN Time).

Action: District office reviews all schedules to verify instructional time and adjust schedules as needed based on data and other factors. Adjustments of schedules will be done based on data and verification of instructional minutes for each student by building weekly.

**Implementation timeline:** Start date: July 2026; End Date June 2027 Cadence: Quarterly at district level; Weekly at school level.

**How we will progress monitor and evaluate effectiveness:** Building master schedules; WIN time schedules; District progress monitoring tracker (track students performing at level 1), CFA's, ATLAS Interim and Summative.

### *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 (Small Groups within the Literacy and Math block, WIN Time, SPED Resource, Inclusion support, Dyslexia support pull-out).

Action: Buildings create schedules with the Admin Team to include intervention time for literacy and mathematics.

Action: District office reviews schedules and verifies intervention is scheduled. District provide supports as needed based on data and other factors

**Implementation timeline:** Start date: July 2026; End Date June 2027 Cadence: Quarterly at district level; Weekly at school level

**How we will progress monitor and evaluate effectiveness:** Master schedule, WIN Time schedule, and Small Group Schedules and Intervention Rosters, CFA's, Diagnostic, ATLAS Interim and Summative.

### *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:** The district, cooperative, and the Division will conduct an instructional minutes review of all campuses.

Action: District will establish a Start and End Time and provide guidance for school schedules as needed.

Action: Building Administrators will create schedules.

Action: District will review schedules

Action: District support meeting with Division and Coop

Division POC has conducted a minutes review to ensure instructional minutes are being met at all campuses.

**Implementation timeline:**

Begin June 2026 -Dec 2026: Cadence: Beginning of Year and Semesterly.

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

Action: Develop monitoring protocol- Create a district-wide rubric or checklist for reviewing evidence of checks for understanding, CFAs, and progress monitoring.

Action: District and cooperative will create a schedule to monitor each school's process and adjust pacing guides as needed
Action: Regular data review: Hold monthly or quarterly data meetings with school leadership teams to analyze student progress and instructional responses.

**Implementation timeline:** Start date: 10/6/26 Cadence: Develop monitoring protocol- District and cooperative schedule to monitor process- Regular data review- monthly data meetings.

**How we will progress monitor and evaluate effectiveness:** Data for summative, formative, interim and iReady.

### *Multi-tiered system of supports (Priority)

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 by working with the cooperative to monitor implementation. The Division and the cooperative monitor the district's system as a whole. Action: District and Cooperative verify that Dyslexia services or reading interventions are being provided based on the screening data. Action: District and Cooperative will verify that IEP minutes are being provided.

**Implementation timeline:** 11/26- district support meeting.

**How we will progress monitor and evaluate effectiveness:** Data from formative, ATLAS interim, i-Ready diagnostic, IRPs, MIPs, IEPs, District Data Workbook, Data Dashboard, and ATLAS Summative.

## 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 ATLAS screeners and summative assessments are administered.

Action: District establishes an Assessment schedule that includes screeners and summative assessment windows given by DESE.

Action: District collaborates with buildings about implementation of screeners and summative assessments.

Action: Cooperative and district works with schools to review student screening and assessment data to ensure IRP and MIP are in place and followed.
Action: review screener and interim data
Action: review student success plans
Action: review IRPs and MIPs
Action: review any students promoted to 4th grade with good cause exemption and ensure students on level one in 3rd grade are assigned to a master designated teacher.
Action: review progress monitoring data sheets.
**Implementation timeline:** Start date: 10/6/26 Cadence: Review of student screening and assessment data date- Ensure IRP and MIP are in place and followed- Division verifies students retrained or promoted with good cause exemption have required supports- 11/26. **How we will progress monitor and evaluate effectiveness:** Review Data and Interim Test Schedule. Student schedules.

### *Interim assessment

Required. The district participates in all ATLAS interim assessments.

**How we will accomplish this:** The district will participate in ATLAS interim assessments.

Action: District establishes an Assessment schedule that includes interim windows given by DESE.

Action: District collaborates with buildings about implementation of Interim Assessments.

Action: The district and the cooperative review ATLAS interim data and adjust instruction, intervention, etc.

**Implementation timeline:** Start date: July 2026 Cadence: Review building level data alongside pacing guide after each interim within days. **How we will progress monitor and evaluate effectiveness:** Interim results.

# 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 superintendent and district leadership collaborate with cooperative leadership on identified needs and services.

**Implementation timeline:** Start date: 10/6/26 Cadence: Monthly.

**How we will progress monitor and evaluate effectiveness:** Meeting records and goals.

### *Principal Leadership (Priority)

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 supports for each building principal's professional growth plan. Action: District leadership will use LEADS rubric to assess and evaluate principal effectiveness Action: Evaluate all administrators PGPs Action: Evaluate quality and frequency of feedback in EES system.

**Implementation timeline:** Start date: by Oct 15 Cadence: bi-weekly.

**How we will progress monitor and evaluate effectiveness:** State approved observation reporting system and PGPs.

### *Administrator evaluation re-calibration

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

**How we will accomplish this:** The district and cooperative will conduct annual TESS re-calibration for district administration and principals through an ADE approved provider.

**Implementation timeline:** Start: Oct 27 (pending) Cadence: -Great Rivers mid November for 3 day training.

**How we will progress monitor and evaluate effectiveness:** Professional learning record Administrator feedback in EES.

### *Observation training

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

**How we will accomplish this:** The cooperative provides training on EES, the observation system, and feedback. Superintendent and district administration establish a process to review. Action: All administrators will be trained on Key Levers tool Action: Administrators will meet the district protocol for weekly observations.

**Implementation timeline:** Start date: October 12 (Key Levers training) Cadence: Weekly.

**How we will progress monitor and evaluate effectiveness:** State approved observation system (EES), reports, and feedback/next steps log.

### 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 administrators complete all steps of a formal observation, including a full POP cycle, in the state-approved observation platform for all teachers Action: Oct 15 superintendent will communicate expectations of POP cycle

Action: Partners will collaboratively walk alongside principals through POP cycles.

The majority of administrators were properly trained to complete a POP cycle by DESE on Oct 27th.

**Implementation timeline:** State date: October Cadence: Monthly at principals meeting.

**How we will progress monitor and evaluate effectiveness:** State approved record system. Superintendent will provide an observations transcript to principals biweekly. Superintendent will review principal feedback and provide constructive guidance.

## Securing an Educator Workforce

### *Strategic staffing audit

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

**How we will accomplish this:** The district will conduct 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. Action: Division POC will organize an audit by the end of November.

**Implementation timeline:** Start date: November support planning meeting Cadence:

**How we will progress monitor and evaluate effectiveness:** Completed audit.

### 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 evaluates teacher growth data, student growth data, performance and licensure informed by the strategic staffing audit. Action: Cooperative and division review district rationale.

**Implementation timeline:** Start date: Cadence:

**How we will progress monitor and evaluate effectiveness:** Assignment rationale record.

### *Teacher licensure plans

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

> **How we will accomplish this:** The district and the cooperative will support and monitor implementation of teacher licensure plans. Action: reviewed with division.
>
> **Implementation timeline:** Start date: Cadence: Milestone: November.
>
> **How we will progress monitor and evaluate effectiveness:** Licensure plan tracker.

## 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 instruction materials, needs, assessment, and teacher-performance data. Action: Review EES feedback and data to make a data informed decision on HQIM PD needs.
>
> **Implementation timeline:** Start Date: October Cadence: Monthly Milestone:
>
> **How we will progress monitor and evaluate effectiveness:** Comprehensive needs analysis.

### 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:** Recommended.  The district supports instructional strategies grounded in the science of learning, including retrieval practice, spaced repetition, interleaving, and dual coding.
>
> **Implementation timeline:** Start date: Cadence:
>
> **How we will progress monitor and evaluate effectiveness:** Professional learning agendas.

### *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 and cooperative sets classroom observation protocols for building level administration and participates in quarterly calibration observations with building administrators.  District will provide feedback to building level administrators. Division will collaborate with district and cooperative. Action: District sets building level expectations for number of classroom observations with feedback per week. Action:  District sets protocol on monitoring and giving feedback to building principals regarding observations and feedback.
>
> **Implementation timeline:** Start date: October 15 Cadence: Weekly.
>
> **How we will progress monitor and evaluate effectiveness:** State approved observation system reports and feedback/next steps logs.

### 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:** 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 by law or rule.

**Implementation timeline:** Start date: October Cadence: quarterly.

**How we will progress monitor and evaluate effectiveness:** State approved annual platform (EES).

# PINE BLUFF SCHOOL DISTRICT

2026-2027 AR App Strategic Plan

**Board Presentation Copy**

| | |
|---|---|
| LEA Number | 3505000 |
| Primary Contact | Phillip Carlock |
| 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 | PINE BLUFF SCHOOL DISTRICT | | |
| LEA Number | 3505000 | | |
| Primary Contact | Phillip Carlock | phillip.carlock@pinebluffschools.org | (870) 543-4200 |
| Secondary Contact | Rose Smith | rose.smith@pinebluffschools.org | (870) 218-1897 |
| Additional Contact | Kelvin Gragg | kelvin.gragg@pinebluffschools.org | (870) 543-4200 |

### 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) | 04/10/26 |
| Data source | Google Form |

# Goals

## Goal 1

**Improving Academic Outcomes: Literacy Goal**

Kindergarten–Grade 2 By May 2027, K–2 students will demonstrate improved academic performance on the End-of-Year (EOY) ATLAS Assessment by achieving a minimum 10 percentage-point reduction from the BOY Potential Risk baseline and a minimum 5 percentage-point increase in the percentage of students performing at Levels 3 and 4 (from 36% to 41%) compared to the 2026 EOY ATLAS Assessment. Progress toward these annual targets will be measured through the January 2027 Mid-Year (MOY) ATLAS Interim Assessment, with a benchmark of a 5 percentage-point reduction from the BOY Potential Risk baseline and a 2 percentage-point increase in students performing at Levels 3 and 4 (from 36% to 38%). Additionally, at least 50% of students with Individual Reading Plans (IRPs) will demonstrate measurable growth (two or more scale score points) by the January 2027 MOY ATLAS Interim Assessment, increasing to at least 80% by the May 2027 EOY ATLAS Assessment through progress monitoring conducted every three weeks of phonemic awareness (K-1), decoding, fluency, and language comprehension. District leadership will monitor literacy progress monthly and conduct formal district reviews quarterly to evaluate progress, identify trends, and implement additional supports as needed. Grades 3–6 By May 2027, the Pine Bluff School District will reduce the percentage of students in grades 3–6 performing at Level 1 in English Language Arts by a minimum 10 percentage points (from 40% to 30%) and increase the percentage of students performing at Levels 3 and 4 by a minimum 5 percentage points (from 18% to 23%) compared to the 2026 ATLAS Summative Assessment. Using the 2026 ATLAS Summative Assessment as the district baseline, students will demonstrate measurable progress by the January 2027 ATLAS Interim Assessment, including a minimum 5 percentage-point reduction in students performing at Level 1 (from 40% to 35%) and a minimum 2 percentage-point increase in students performing at Levels 3 and 4 (from 18% to 20%). Additionally, at least 50% of identified students receiving literacy intervention will demonstrate measurable growth (two or more scale score points) in vocabulary, reading comprehension, and writing by the January 2027 ATLAS Interim Assessment, increasing to at least 80% by the May 2027 ATLAS Summative Assessment through ongoing progress monitoring conducted every three weeks phonics (as needed), fluency, reading comprehension, writing (convention and purpose). District leadership will monitor literacy progress monthly and conduct formal district reviews quarterly to evaluate progress, identify trends, and implement additional supports as needed. Grades 7–10 By

## Goal 1 (continued)

May 2027, the Pine Bluff School District will reduce the percentage of students in grades 7–10 performing at Level 1 in English Language Arts by a minimum 10 percentage points (from 51% to 41%) and increase the percentage of students performing at Levels 3 and 4 by a minimum 5 percentage points (from 14% to 19%) compared to the 2026 ATLAS ELA Summative Assessment. Using the 2026 ATLAS ELA Summative Assessment as the district baseline, students will demonstrate measurable progress by the January 2027 ATLAS Interim Assessment, including a minimum 5 percentage-point reduction in students performing at Level 1 (from 51% to 46%) and a minimum 2 percentage-point increase in students performing at Levels 3 and 4 (from 14% to 16%). Additionally, at least 50% of identified students receiving literacy intervention will demonstrate measurable growth (two or more scale score points) in reading comprehension, vocabulary, and writing by the January 2027 ATLAS Interim Assessment, increasing to at least 80% by the May 2027 ATLAS ELA Summative Assessment through ongoing progress monitoring conducted every three weeks reading comprehension, fluency, writing (elaboration and purpose) District leadership will monitor literacy progress monthly and conduct formal district reviews quarterly to evaluate progress, identify trends, and implement additional supports as needed.

## Goal 2

**Mathematics and Science Achievement**

By May 2027, the Pine Bluff School District will reduce the percentage of students performing at Level 1 in Mathematics by a minimum 10 percentage points (from 52% to 42%) and increase the percentage of students performing at Levels 3 and 4 by a minimum 5 percentage points (from 20% to 25%). In Science, the district will reduce the percentage of students performing at Level 1 by a minimum 10 percentage points (from [Science Level 1 Baseline]% to [Science Target]%) and increase the percentage of students performing at Levels 3 and 4 by a minimum 5 percentage points (from 12% to 17%) compared to the 2026 ATLAS Summative Assessments. Using the 2026 ATLAS Summative Assessments as the district baseline, students will demonstrate measurable progress by the January 2027 ATLAS Interim Assessments, including a minimum 5 percentage-point reduction in students performing at Level 1 and a minimum 2 percentage-point increase in students performing at Levels 3 and 4. Mathematics will progress from 52% to 47% at Level 1 and 20% to 22% at Levels 3 and 4. Science will progress from [Science Level 1 Baseline]% to [Science January Benchmark]% at Level 1 and 12% to 14% at Levels 3 and 4. Additionally, at least 50% of identified students receiving mathematics or science intervention will demonstrate measurable growth (two or more scale score points) by the January 2027 ATLAS Interim Assessments, increasing to at least 80% by the May 2027 ATLAS Summative Assessments through ongoing progress monitoring conducted every three weeks, K-5; (Number Place Value and Computation and Algebraic Reasoning); 6-8;( Number Concepts and Computation, Algebra, and Functions); 9th; Algebra I - (functions, linear functions, equations, and inequalities) and 10th grade: Geometry - (right triangles, lines and angles, and geometric figures). District leadership will monitor mathematics and science progress monthly and conduct formal district reviews quarterly to evaluate progress, identify trends, and implement additional supports as needed.

## Goal 3

**High-Quality Instruction**

By May 2027, the Pine Bluff School District will sustain implementation of its district instructional expectations across 100% of campuses while ensuring implementation fidelity in 100% of core instructional classrooms through the consistent implementation of high-quality instructional materials (HQIM) aligned to grade-level standards and evidence-based instructional practices to strengthen Tier I instruction and improve student achievement (CFA, interim, diagnostic). Building upon the district's 2025–2026 implementation of instructional expectations across all campuses, by January 2027, district implementation reviews will demonstrate sustained implementation across 100% of campuses, with at least 70% of core instructional classrooms (72) demonstrating implementation fidelity. District instructional expectations include implementing HQIM aligned to grade-level standards through lesson internalization, engaging in weekly Collaborative Team Meetings (CTMs), utilizing ongoing formative assessment to monitor student learning, participating in instructional coaching cycles, conducting daily classroom walkthroughs, collaboratively analyzing Common Formative Assessment (CFA) data every three weeks, and developing intervention plans with instructional adjustments based on student data. District leadership will monitor implementation monthly through classroom walkthroughs, instructional coaching records, CTM documentation, implementation evidence, and conduct formal district implementation reviews quarterly to ensure instructional systems remain sustainable, effective, and focused on improving student achievement.

## Goal 4

**School Culture, Climate, Safety, and Student Engagement**

By May 2027, the Pine Bluff School District will continue to improve school climate, culture, safety, and student engagement by increasing positive stakeholder perceptions among students, staff, and families as measured through annual Climate and Culture Surveys, attendance data, discipline data, and stakeholder feedback. The district will achieve a final target of a 5 percentage-point increase in favorable survey responses, a 10% reduction in Office Discipline Referrals (ODRs), and a 10% increase in both student and teacher attendance rates compared to the 2025–2026 district baseline. By January 2027, the district will achieve a 3 percentage-point increase in favorable survey responses, a 5% reduction in ODRs, and a 5% increase in both student and teacher attendance rates. To support these outcomes, the district will continue implementing Capturing Kids' Hearts (CKH), Positive Behavioral Interventions and Supports (PBIS), restorative practices, School Intervention Team (SIT) processes, and social-emotional learning (SEL) aligned to the Arkansas GUIDE for Life competencies. All schools will participate in a minimum of two professional learning opportunities annually focused on equity, cultural responsiveness, trauma-informed practices, relationship-building, or student engagement strategies. District leadership will monitor attendance, discipline, climate, and safety data monthly and conduct formal district reviews quarterly to evaluate progress, identify trends, implement additional supports, and ensure safe, supportive, and engaging learning environments across all campuses.

# 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<br>Which HQIM core program are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning in literacy or math. |
|---|---|---|---|---|
| **ELA: Word Recognition Programs (Bottom of the Rope)** | 95 Core Program TM I 2020 | K-12 | Kids First Education, LLC, National Institute for Excellence in Teaching | 95 Percent<br>ARESC<br><br>ARESC |
| | UFLI Foundations I 2024 | K-2 | Kids First Education, LLC | ARESC<br>UFLI |
| | 95 Core Program TM I 2020 | not applicable | Kids First Education, LLC | not applicable |

**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.**

not applicable

## Priorities 1.1 and 1.2 (continued)

| Program area | Step 1<br>Which HQIM core program are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning in literacy or math. |
|---|---|---|---|---|
| **ELA: Language Comprehension Programs (Top of the Rope)** | MyPerspectives I 2022 | 6th Grade | Kids First Education, LLC, Savvas Learning Company LLC, National Institute for Excellence in Teaching | ARESC |
| | Benchmark Workshop I 2021 | Kindergarten - 5th Grade | Kids First Education, LLC, National Institute for Excellence in Teaching | ARESC |
| | Benchmark Workshop I 2021 | not applicable | Benchmark Education Company LLC | not applicable |

**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.**

not applicable

| Program area | Step 1<br>Which HQIM core program are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning in literacy or math. |
|---|---|---|---|---|
| **Math Core Programs** | i - Ready Classroom Mathematics I 2024 | Kindergarten - 6th Grade | Kids First Education, LLC, Curriculum Associates, National Institute for Excellence in Teaching | ARESC |
| | i - Ready Classroom Mathematics I 2024 | not applicable | Curriculum Associates | not applicable |
| | i - Ready Classroom Mathematics I 2024 | not applicable | Curriculum Associates | not applicable |

**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.**

not applicable

## 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.)**

The district provides ongoing professional learning and instructional support to ensure consistent, high-fidelity implementation of literacy HQIM. Teachers participate in summer and beginning-of-year training focused on HQIM structure, lesson design, and instructional routines. Additional professional learning occurs during district professional development days in January, April, and June. Professional learning is also provided throughout the year at individual schools through coaching visits, modeling lessons, and targeted support sessions with partners such as Kids First, Curriculum Associates, and i-Ready.

Teachers participate in weekly Collaborative Team Meetings (CTMs) to internalize upcoming lessons, analyze literacy standards, and plan instruction aligned with HQIM. CTMs are supported by instructional facilitators, State Literacy Coaches, and partners such as TNTP, Kids First, ARESC, and i-Ready.
Implementation is monitored through weekly classroom walkthroughs by principals and instructional facilitators and monthly district walkthroughs using an HQIM look-for tool. Student literacy data is reviewed monthly at the school level and quarterly at the district level to guide instructional support.

# 7-12 Core Programs

| Program area | Step 1<br>Which HQIM core program are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning in literacy or math. |
|---|---|---|---|---|
| **ELA Core Program** | MyPerspectives I 2022 | 7th - 12th Grade | Kids First Education, LLC, Savvas Learning Company LLC, National Institute for Excellence in Teaching | 95 Percent |
| | MyPerspectives I 2022 | not applicable | Savvas Learning Company LLC | not applicable |
| | MyPerspectives I 2022 | not applicable | Savvas Learning Company LLC | not applicable |
| | MyPerspectives I 2022 | not applicable | Savvas Learning Company LLC | not applicable |
| | MyPerspectives I 2022 | not applicable | Savvas Learning Company LLC | not applicable |

**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.**

not applicable

## Priorities 1.1 and 1.2 (continued)

| Program area | Step 1<br>Which HQIM core program are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning in literacy or math. |
|---|---|---|---|---|
| **Math Core Programs** | i - Ready Classroom Mathematics I 2024 | 7th - 9th Grade | Kids First Education, LLC, Curriculum Associates, National Institute for Excellence in Teaching | ARESC |
| | enVision Mathematics I 2024 | 10th - 12th Grade | Kids First Education, LLC, Savvas Learning Company LLC | ARESC<br>Thinkverse |
| | enVision Mathematics I 2024 | not applicable | Savvas Learning Company LLC | not applicable |

**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.**

not applicable

**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 provides ongoing professional learning and instructional support to ensure consistent, high-fidelity implementation of math HQIM. Teachers participate in summer and beginning-of-year training focused on HQIM structure, lesson design, and instructional routines that support mathematical reasoning and problem solving. Additional professional learning occurs during district professional development days in January, April, and June. Professional learning is also provided throughout the year at individual schools through coaching visits, modeling lessons, and targeted support sessions with partners such as Kids First, Curriculum Associates, and i-Ready. Teachers participate in weekly Collaborative Team Meetings (CTMs) to internalize upcoming math lessons, analyze standards, and plan instruction aligned with HQIM. Instructional facilitators support CTMs to address misconceptions and promote mathematical discourse. Implementation is monitored through weekly classroom walkthroughs by principals and instructional facilitators and monthly district walkthroughs using an HQIM look-for tool. Student math data is reviewed weekly at the school level and monthly at the district level to guide instructional supports and pd.

## 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<br>Which programs are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning for each program. |
|---|---|---|---|---|
| **Literacy Intervention Programs K-6** | i-Ready | Kindergarten - 5th | Curriculum Associates | ARESC |
| | i-Ready | 6th Grade | Curriculum Associates | ARESC |
| | i-Ready | not applicable | Curriculum Associates | not applicable |

**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.**

ixl learning, ixl, K-12

## Priority 1.3 (continued)

| Program area | Step 1<br>Which programs are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning for each program. |
|---|---|---|---|---|
| **Literacy Intervention Programs 7-12** | i-Ready | 7th -12th Grade | Curriculum Associates, Kids First Education, LLC | ARESC |
| | i-Ready | not applicable | Curriculum Associates, Kids First Education, LLC | not applicable |
| | i-Ready | not applicable | Curriculum Associates | not applicable |

**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.**

ixl learning, ixl, K-12

| Program area | Step 1<br>Which programs are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning for each program. |
|---|---|---|---|---|
| **Dyslexia Programs K-6** | Take Flight: A Comprehensive Intervention for Students with Dyslexia | Kindergarten - 6TH | Kids First Education, LLC | ARESC |
| | BUILD: A K-1 Early Reading Intervention | K-1 | Kids First Education, LLC | ARESC |
| | BUILD: A K-1 Early Reading Intervention | not applicable | Kids First Education, LLC | not applicable |

**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.**

not applicable

| Program area | Step 1<br>Which programs are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning for each program. |
|---|---|---|---|---|
| **Dyslexia 7-12 (Academic Reading)** | Take Flight: A Comprehensive Intervention for Students with Dyslexia | 2-6 | Kids First Education, LLC | ARESC |
| | Take Flight: A Comprehensive Intervention for Students with Dyslexia | not applicable | Kids First Education, LLC | not applicable |
| | Take Flight: A Comprehensive Intervention for Students with Dyslexia | not applicable | Kids First Education, LLC | not applicable |

**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.**

not applicable

## Priority 1.3 (continued)

| Program area | Step 1<br>Which programs are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning for each program. |
|---|---|---|---|---|
| **Mathematics Intervention Programs K-6** | i - Ready Classroom Mathematics I 2024 | K-6 | Curriculum Associates, Kids First Education, LLC | ARESC |
| | i - Ready Classroom Mathematics I 2024 | not applicable | Curriculum Associates | not applicable |
| | i - Ready Classroom Mathematics I 2024 | not applicable | Curriculum Associates | not applicable |
| | i - Ready Classroom Mathematics I 2021 | not applicable | Curriculum Associates | not applicable |
| | i - Ready Classroom Mathematics I 2024 | not applicable | APSRC, Curriculum Associates, Kids First Education, LLC | not applicable |
| | —Not on the List— | K-6 | Kids First Education, LLC | IXL |

| Program area | Step 1<br>Which programs are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning for each program. |
|---|---|---|---|---|
| **Mathematics Intervention Programs 7-12** | i - Ready Classroom Mathematics I 2024 | 7-9 | Curriculum Associates, Kids First Education, LLC | ARESC<br>Thinkverse |
| | enVision Mathematics I 2024 | 10-12 | Savvas Learning Company LLC, Kids First Education, LLC | ARESC<br>Thinkverse |
| | —Not on the List— | 7-9 | Kids First Education, LLC | IXL |
| | i - Ready Classroom Mathematics I 2024 | not applicable | Kids First Education, LLC | not applicable |
| | i - Ready Classroom Mathematics I 2024 | not applicable | Kids First Education, LLC | not applicable |
| | i - Ready Classroom Mathematics I 2024 | not applicable | Kids First Education, LLC | not applicable |

| Program area | Step 1<br>Which programs are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning for each program. |
|---|---|---|---|---|
| **ESOL Programs (English Language Development ELD) (if applicable)** | Lexia English | K-12 | Kids First Education | LEXIA |
| | not applicable | not applicable | not applicable | not applicable |
| | not applicable | not applicable | not applicable | not applicable |

## Priority 1.3 (continued)

| Program area | Step 1<br>Which programs are you using? | Step 2<br>For which grade levels? | Step 3<br>Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support? | Step 4<br>Please list additional professional learning for each program. |
|---|---|---|---|---|
| **Special Education Programs** | MobyMax | K-12 | Kids First education | CAST (UDL)<br>ARESC |
| | 95 Pecent<br>Build | K-12 | Kids First Education | ARESC<br>95 Percent<br>CAST (UDL) |
| | i-Ready | K-12 | Curriculum Associate | ARESC<br>CAST (UDL) |

**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.)**

Schools provide daily interventions and small-group instruction to address learning gaps. Progress is monitored through CTMs, monthly district leadership reviews, and ongoing data analysis, with targeted professional development provided based on ide

## Priority 1.4

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

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

## Priority 1.5

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

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

# Supplemental Supports

## Priority 1.6

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

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

**Pre-K**

The district identifies PreK students who may need additional support through multiple sources of information, including developmental screeners, observational assessments, classroom performance, and teacher observations. Teachers and instructional teams review student progress during Collaborative Team Meetings (CTMs) to identify children who may need additional academic or developmental support. Additional indicators such as attendance, behavior, language development, and social-emotional growth are also considered.

Students needing further support may be referred to the School Intervention Team (SIT), where teachers and support staff review student data and observations to determine appropriate interventions or services. Identified students receive targeted support through small-group instruction and developmentally appropriate intervention activities aligned to early learning standards. Progress is monitored regularly through ongoing observation, formative assessments, and progress monitoring tools. School and district leadership review student progress regularly to ensure supports are effective and adjusted as needed.

## Priority 1.6 (continued)

### K through 2nd

The district identifies K–2 students who may be at risk for academic difficulty using multiple data sources, including universal screening assessments, diagnostic assessments, classroom performance, and teacher observations. Teachers and instructional teams review student data during Collaborative Team Meetings (CTMs) to identify students who are performing below grade level or demonstrating gaps in foundational reading and math skills. Additional indicators such as attendance, behavior, and classroom engagement are also considered.

Students needing additional support may be referred to the School Intervention Team (SIT), where educators and support staff review student data and determine appropriate interventions or services. Identified students receive targeted support through small-group instruction and research-based intervention programs aligned with grade-level standards. Progress is monitored regularly through formative assessments and program progress monitoring tools. School and district leadership review student data regularly to evaluate the effectiveness of interventions and make adjustments to support student success.

### 3rd through 5th

The district identifies students in grades 3–5 who may be at risk for academic failure using multiple data sources, including universal screening assessments, diagnostic assessments, classroom performance, and state and interim assessment results. Teachers and instructional teams review student data during Collaborative Team Meetings (CTMs) to identify students performing below grade level or demonstrating gaps in reading and mathematics. Additional indicators such as attendance, behavior, and course performance are also considered.

Students needing additional support may be referred to the School Intervention Team (SIT), where teachers, administrators, and support staff review student data and determine appropriate interventions or services. Students identified as needing support are placed in targeted small-group instruction or intervention programs aligned with grade-level standards. Progress is monitored regularly through formative assessments and program progress monitoring tools. School and district leadership review student data regularly to evaluate the effectiveness of interventions and make adjustments to ensure students receive the support needed to meet grade-level expectations.

### 6th through 8th

The district identifies students in grades 6–8 who may be at risk for academic failure using multiple data sources, including universal screeners, diagnostic assessments, classroom performance, attendance, behavior, and state and interim assessment results. Student data is reviewed through Collaborative Team Meetings (CTMs) to identify learning gaps and determine needed supports.

Students requiring additional assistance may be referred to the School Intervention Team (SIT), where educators and support staff analyze data and develop intervention plans. Supports may include targeted intervention classes, small-group instruction, tutoring, and supplemental programs aligned to grade-level standards. Student progress is monitored regularly through assessments, intervention data, and classroom performance. School and district leaders review outcomes to evaluate the effectiveness of interventions and ensure students receive the support necessary to achieve academic success and meet grade-level expectations.

### 9th through 12th

The district identifies students in grades 9–12 who may be at risk for academic failure using multiple data sources, including course grades, classroom performance, attendance, behavior, credit attainment, and state and interim assessment results. Student data is reviewed during Collaborative Team Meetings (CTMs) to identify learning gaps and determine needed supports.

Students requiring additional assistance may be referred to the School Intervention Team (SIT), where educators, counselors, and administrators review data and develop intervention plans. Supports may include targeted intervention courses, credit recovery, tutoring, and supplemental academic services aligned to graduation requirements. Student progress is monitored regularly through course performance, assessments, and intervention data, with school and district leaders reviewing outcomes to ensure students remain on track for graduation and postsecondary success.

## 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

The district progress monitors PreK students identified for additional support through ongoing observation, developmental assessments, and teacher documentation of student growth. Teachers monitor student progress during daily instruction and small-group activities aligned with early learning standards. Student progress is reviewed during Collaborative Team Meetings (CTMs) to adjust instructional strategies and supports. Students receiving additional interventions are monitored using formative assessments and observation tools to ensure progress in language, early literacy, numeracy, and social-emotional development. The School Intervention Team (SIT) reviews student progress as needed to determine if adjustments to instruction or additional services are necessary. School and district leadership review student data regularly to ensure supports are effective.

### K through 2nd

The district progress monitors K–2 students receiving additional support through formative assessments, universal screeners, and program-based progress monitoring tools. Teachers review student performance during Collaborative Team Meetings (CTMs) to adjust instruction and intervention strategies aligned with foundational literacy and numeracy skills. Students receiving targeted support participate in small-group instruction or intervention programs, and their progress is monitored regularly to ensure skill development. Students requiring additional support may be reviewed by the School Intervention Team (SIT) to determine further services or instructional adjustments. School and district leadership review student data regularly to evaluate intervention effectiveness and ensure students progress toward grade-level expectations.

### 3rd through 5th

The district progress monitors students in grades 3–5 through formative assessments, diagnostic tools, and intervention program progress monitoring. Teachers and instructional teams review student data during Collaborative Team Meetings (CTMs) to evaluate student growth and adjust instruction. Students receiving intervention participate in targeted small-group instruction aligned to grade-level standards and identified skill gaps. Progress monitoring data is used to determine whether students are responding to interventions. Students requiring additional support may be referred to the School Intervention Team (SIT) for further review and support planning. School and district leadership regularly review student performance data to ensure interventions are effective and make adjustments as needed.

### 6th through 8th

The district progress monitors students in grades 6–8 through formative assessments, diagnostic data, classroom performance, and intervention program monitoring tools. Teachers review student progress during Collaborative Team Meetings (CTMs) to determine whether instructional adjustments or additional interventions are needed. Students receiving support may participate in intervention classes, tutoring, or targeted small-group instruction aligned with core academic standards. Progress monitoring results are reviewed regularly to ensure students are improving and responding to support. Students with continued academic challenges may be referred to the School Intervention Team (SIT) for additional services. School and district leadership review student data regularly to ensure interventions support academic progress.

### 9th through 12th

The district progress monitors students in grades 9–12 using course performance, formative assessments, intervention program data, and credit attainment reviews. Teachers and instructional teams review student progress during Collaborative Team Meetings (CTMs) to identify students needing additional support and adjust instructional strategies. Students receiving support may participate in intervention courses, tutoring, or credit recovery programs aligned with graduation requirements. Progress monitoring data is used to determine the effectiveness of interventions and student readiness to meet course expectations. Students requiring additional assistance may be referred to the School Intervention Team (SIT) for further review. School and district leadership regularly review student data to ensure students remain on track for graduation and postsecondary readiness.

## Priority 1.8

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

**Elementary Grades** (Grades included: K-6)

| Option | If you will provide, select Yes |
|---|---|
| Grade acceleration (grade skipping) | No |
| International Baccalaureate Programme | No |
| N/A | No |
| Other | Gift and Talented Program |

**Middle Grades** (Grades included: 7-9)

| 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.) | 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.) | 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 | Yes |
| N/A | No |
| Other | No |

## Priority 1.8 (continued)

**High School** (Grades included: 10-12)

| 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.) | No |
| 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 | Yes |
| 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**

The ALE program enhances student learning with supplemental services and digital platforms, including iLearn, IXL (Mathematics and ELA), Language Live, History Alive, Edgenuity, Edulastic, and the Center for Interactive Learning and Collaboration. Virtual Arkansas also provides access to a variety of elective courses. These resources support individualized instruction, promote academic growth, and ensure a well-rounded educational experience.

**Special Education**

Students with special needs receive targeted resource services through a pull-out model, providing individualized instruction to support their academic growth. Additionally, they receive indirect services for 30 minutes each week, reinforcing essential skills and promoting continued progress in their areas of need. These services are designed to enhance learning, build confidence, and ensure students receive the necessary support to succeed.

**EL (LIEP), if applicable**

*Content Classes with integrated English Language supports (CCP-CC)
*English Language Development Embedded (ELD-EM)
*Lexia English
*Progress Monitoring

**Migrant, if applicable**

*Content Classes with integrated English Language supports (CCP-CC)
*English Language Development Embedded (ELD-EM)
*Lexia English
*Progress Monitoring

**Title I, if applicable**

Academic support is provided through partnerships with programs like the Boys & Girls Club of Jefferson County, offering tutoring services. Students receive electronic devices and Wi-Fi access for learning at school and home. Home visits deliver assignments and materials as needed. The School's Homeless Liaison and Social Worker provide additional support to ensure student success.

## Priority 1.11

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

*Limit for each: 500 characters, approximately 100 words*

**ALE**

The programs utilize district social workers, counselors, and behavioral specialists, along with local agencies such as The PAT Center, The Pointe, SE Arkansas Behavioral Health Center, and United Family Services. Additionally, the ARESC ALE Consortium employs an educational mental health specialist and behavioral specialists to provide targeted support.

**Special Education**

If a student requires third-party counseling, a referral is initiated to ensure they receive appropriate services. Additionally, students with behavioral challenges may be placed in day treatment centers that offer both academic instruction and comprehensive mental health support.

**EL (LIEP), if applicable**

*Language Proficiency Assessment Committee (LPAC)
*Parental Engagement with Academic Updates
*School Social Worker

**Migrant, if applicable**

*Language Proficiency Assessment Committee (LPAC)
*Parental Engagement with Academic Updates
*School Social Worker

## Priority 1.11 (continued)

**Title I, if applicable**

Mental health support is provided through school-based centers and local agencies, offering individual, family, group, behavioral, and school-based counseling. The school partners with Southeast AR Behavioral Health Care, The Pointe (Pinnacle), and People Advocating Transition Counseling Agencies. Additional resources help remove physical barriers, ensuring students receive the support needed for well-being and academic success.

# 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 |

### 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 |

## Priority 1.12 (continued)

### Transitioning to high school

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

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

| Option | If you will provide, select Yes |
|---|---|
| Developing partnerships with local industry leaders | Yes |
| Developing partnerships with specific colleges and universities for college tours | Yes |
| Resources and assistance completing the FAFSA info, scholarships, etc. | Yes |
| Connecting students with scholarships | Yes |
| Developing partnerships with local career centers, business, and industry organizations | Yes |
| Hosting or participating in job and career fairs | Yes |
| Providing students with access to information/resources regarding military service and military recruiters | Yes |
| Providing students with access to information/resources regarding career training and certifications | Yes |
| Career Coaches and Internship opportunities | Yes |
| Offering ROTC or Arkansas Military Service and Security Pathway | 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 |

## 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*

Pine Bluff School District will implement Launch for Students (LFS), Arkansas's digital platform for managing and monitoring Student Success Plans (SSPs) for students in grades 8–12. Beginning in 2026–2027, LFS will support statewide Arkansas LEARNS and ACCESS initiatives.

Each SSP will serve as a personalized roadmap documenting academic progress, career interests, accelerated learning opportunities—including AP, concurrent credit, CTE, and work-based learning—and interventions such as academic support and credit recovery. Counselors, teachers, administrators, and career coaches will collaborate to ensure students complete required Launch activities and regularly review their plans.

Parents/guardians will be encouraged to participate through quarterly reviews and ongoing communication. SSPs shall be reviewed annually and signed by the student, the student's parent/legal guardian or person standing in loco parentis, and the school counselor. The district will monitor SSP completion, Launch participation, accelerated coursework, graduation pathways, and college and career readiness indicators.

**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*

Parents and guardians will be encouraged to actively participate in the Student Success Plan (SSP) process through ongoing two-way communication about quarterly reviews of students' goals and acknowledgment of progress. The district will collect parents' and/or guardians' signatures as documentation of participation and acknowledgment of the SSP process.

## 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)**

Arkansas River 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 | Yes |
| 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 | Yes | Yes | Yes | Yes |
| Numeracy activities, materials, and resources | Yes | Yes | Yes | Yes |
| Summer instructional services and materials | Yes | Yes | Yes | Yes |
| Home visits/home instruction | No | No | No | Yes |
| 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 | No |
| Agriculture Power and Technical Systems | No |
| Animal Systems | No |
| Automotive Service Technology | Yes |
| Banking and Finance | Yes |
| Behavioral and Mental Health | Yes |
| Construction | No |
| Criminal Justice | No |
| Data Analytics and Machine Learning | No |
| Diesel Technology | No |
| Early Childhood Education | Yes |
| Electronics | No |
| Engineering | Yes |
| Health Care Services | Yes |
| 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 | Yes |
| Plant Systems | No |
| Pre-Educator | Yes |
| ROTC (All branches) | Yes |
| 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*

Students enrolled in Career and Technical Education (CTE) pathways earn the Readiness Indicator through multiple college, career, and military readiness opportunities. Students may attain approved industry-recognized credentials aligned to their pathway of study, including ACT WorkKeys National Career Readiness (Bronze, Silver, Gold, or Platinum), ServSafe certifications, and approved certifications earned through iCEV and other credentialing partners. (Banking and Finance, Pre-Educator, Engineering, Automotive Service, Management, Nursing Service- Platinum- Workeys ) (Behavioral Management, Pre-Educator - New Pathways), (Culinary Arts and Restaurant Management and Nutrition Science Dietietics- ICEV and ServSafe), students must complete all requirements for the outline courses for each pathway. Students also have the opportunity to complete ASVAB for military and Associate Degrees aligned to coursework as well as concurrent credit.

# 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*

During the 2026–2027 school year, the Pine Bluff School District will connect family and community engagement activities to district goals for attendance, behavior, and academic achievement. Through regular communication, parent-teacher conferences, family engagement events, surveys, and shared decision-making opportunities, families will receive information and resources to support student success.

Attendance goals will be supported through parent outreach and conferences focused on reducing chronic absenteeism. Behavior goals will be reinforced through PBIS, Capturing Kids' Hearts, restorative practices, and family engagement activities that promote positive school culture. Academic goals will be supported through curriculum nights, Student Success Plan meetings, and workshops that help families support learning at home.

Progress will be monitored using attendance data, discipline referrals, assessment results, event participation records, and stakeholder feedback. District and school leadership teams will review data quarterly to evaluate effectiveness and make adjustments as needed to ensure engagement efforts contribute to improved student outcomes.

## 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 | Yes |
| City Chamber of Commerce | Yes |
| Local Business | Yes |
| Governmental Agencies | Yes |
| Boys and Girls Club | Yes |
| Activity and Wellness Center | Yes |
| Community Schools | Yes |
| 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*

The Pine Bluff School District annually reviews school climate indicators, stakeholder survey results, safety data, attendance trends, and discipline outcomes to identify needs, guide improvement efforts, and ensure all students have access to a safe, supportive, and engaging learning environment.

Key strategies include:

• Supporting student health and wellness through school nursing services, health screenings, wellness initiatives, and access to school-based health resources, including vision screenings and optometry referrals.

• Monitoring attendance, discipline, school safety, and stakeholder feedback data to inform continuous improvement and data-driven decision-making.

• Promoting student leadership, extracurricular activities, mentoring programs, and service-learning opportunities that strengthen student engagement and school connectedness.

• Collaborating with families, community organizations, mental health providers, and law enforcement agencies to provide comprehensive academic, behavioral, social-emotional, and safety supports.

Through these efforts, the district works to foster positive school climates that support student well-being, academic success, and overall growth.

## 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 | Yes |
| Evidence-based professional development that is specific to mental health or behavior | Yes |
| Other | No |

## Priority 2.3

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

*Limit for each: 500 characters, approximately 100 words*

**Pre-K**

**Kindergarten–2nd Grade Data Sources:** Attendance, behavior referrals, teacher and parent referrals, social-emotional observations, health screenings, and academic progress data.

**Team Review:** School teams review data regularly to identify students needing additional support. Students with attendance, behavioral, health, or social-emotional concerns may be referred for targeted interventions, counseling, or support services.

**K through 2nd**

**Grades 3–5 Data Sources:** Attendance, behavior records, referrals, health screenings, social-emotional concerns, and academic data.

**Process:** Campus teams review data to identify students needing additional support. Students with attendance, behavioral, health, or social-emotional concerns may be referred for counseling, interventions, or other support services.

**3rd through 5th**

**Grades 3–5 Data Sources:** Attendance, behavior records, referrals, health screenings, social-emotional concerns, and academic data.

**Process:** Campus teams review data to identify students needing additional support. Students with attendance, behavioral, health, or social-emotional concerns may be referred for counseling, interventions, or other support services.

**6th through 8th**

**Grades 6–8 Data Sources:** Attendance, discipline, referrals, mental health concerns, health screenings, and intervention data.

**Process:** School teams review data to identify students needing additional support. Students with attendance, behavioral, health, or social-emotional concerns may be referred for counseling, interventions, or other support services.

**9th through 12th**

**Grades 9–12 Data Sources:** Attendance, behavior incidents, credit accrual, graduation progress, mental health concerns, health referrals, and stakeholder referrals.

**Process:** High school teams review data to identify students needing additional support. Students with attendance, behavioral, health, mental health, or graduation-risk concerns may be referred for counseling, interventions, credit recovery, or other support services.

## Priority 2.4

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

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

## Priority 2.5

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

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

# Quality Educational Workforce

## Priority 3.1

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

*Limit: 1,250 characters, approximately 250 words*

Over the past 4–6 years, more than one-third of Pine Bluff School District's teaching staff has been nonlicensed. Nonlicensed teachers have served at every grade level, creating the possibility that some students may progress through school without receiving instruction from a fully licensed educator. This staffing challenge has coincided with district assessment data showing that more than 75% of students perform below grade level in Reading, Mathematics, and Science.

To address this need, PBSD is prioritizing the recruitment and retention of licensed teachers, particularly in high-need areas such as Mathematics, Science, and English Language Arts. By increasing access to qualified educators, the district aims to strengthen instructional quality, improve student achievement, close learning gaps, and better prepare students for college and career success.

## 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 | Yes |
| Persistently low-performing in literacy | No |
| 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 | No |
| Make strategic staffing decisions as necessary to alleviate disparities (hiring personnel, additional teachers, stipends, etc.) | Yes |
| Provide for additional professional development | Yes |
| Coaching to support teaching and learning | Yes |
| Teacher mentor programs, high-need stipends, etc. | Yes |
| Other | No |

## Priority 3.4

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

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

## Priority 3.5

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

| Option | If offered, select Yes |
|---|---|
| Faculty housing | No |
| Relocation assistance | No |
| Teacher incentive recruitment bonuses | Yes |
| Teacher stipends per district policy (mentoring, journeyworker, high-need areas, merit, etc.)n | Yes |
| 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). | 2 |
| Total number of educators on a Teacher Licensure Plan (TLP). | 30 |
| Total number of educators as a Long Term Substitute. | 1 |
| Total number of educators on a Provisional License. | 5 |

**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) | Yes |
| Content coaching | Yes |
| Licensure assessment preparation | Yes |
| Opportunities for peer observation | Yes |
| Financial aid assistance/guidance | Yes |
| Other | No |

## Priority 3.7

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

| Option | If offered, select Yes |
|---|---|
| Incentive pay for highly qualified teachers to tranfer to economically disadvantaged schools with high percentages of students who do not meet the State Academic Standards | No |
| Teacher stipends (mentoring, journeyworker, high-need areas, etc.) | Yes |
| Financial assistance for current teachers and other school staff towards earning initial or additional certification in shortage areas | No |
| Teacher leader and teacher advancement opportunities, including serving as instructional coaches and teacher leadership | 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 | Yes |
| District will NOT provide additional compensation for mentor teachers, lead/master designation, identified shortage areas, or greatest areas of need identified locally | No |

## Priority 3.8

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

| Option | If you will offer, select Yes |
|---|---|
| Secondary Science | No |
| 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 | No |
| Fine Arts | No |
| Special Education | Yes |
| Career & Technical | No |
| Secondary Social Studies | Yes |
| 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 - Both |
| 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 |