NOVEMBER 12, 2026 | STATE BOARD OF EDUCATION

Strong-Huttig School District

2026 F-Rated District Review

LEA 7009000 | Union County | **South Central Service Cooperative**

Letter Grade History

2025	2026
Official	Official
C	F

2026 INDEX SCORE

325.38

Total points, 2026 A-F model

−77.14 points vs. 2025 (402.52)

Percentile rank: 2 | 23.52 points to reach D (cut 348.90)

District Profile

CALENDAR TYPE & ATTENDANCE DAYS

4 Day Week | **144 days**

Sum of grading periods; calendar prints no total

LEVEL OF SUPPORT

Level 4

Directed

TEACHER LICENSURE

66.7% licensed

27.8% on exceptions

5.6% unlicensed

1003 SCHOOL IMPROVEMENT ALLOCATION

$56,524.23 FY 2026-27 · 1 school

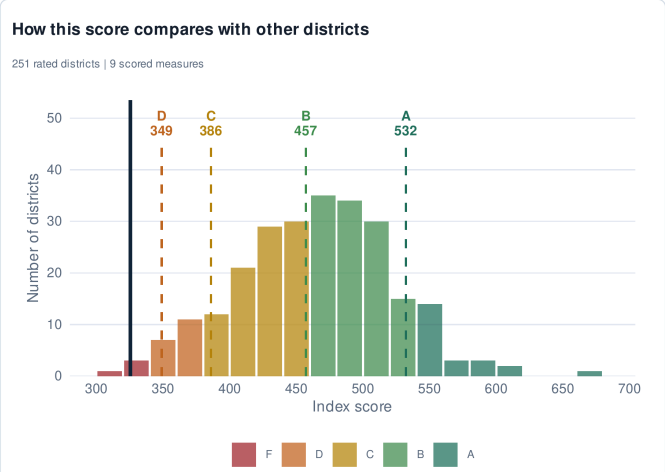
1003 Allocations: Federal Title I funds provided to districts to support schools identified for comprehensive or targeted support and improvement.

SCHOOLS D- OR F-RATED (2026)

1

Strong-Huttig Schools - F

How the 2026 Index Score Compares and Is Built



How the index score is built

All Students indicator points: district vs. state average

INDICATOR	DISTRICT	STATE	DIFFERENCE
Achievement of 300 pts	**38.18**	127.87	−89.69
Growth - All Students of 300 pts	**104.66**	153.03	−48.37
Growth - Lowest Quartile of 100 pts	**45.03**	53.06	−8.03
Success-Ready Graduate of 200 pts	**137.51**	138.50	−0.99

Dr. Veronica Perkins	Cindy Smith	Karen McMahen
District Superintendent	**District Board President**	**Cooperative Director**

School Accountability Data

Strong-Huttig Schools

F — 2026 GRADE

2026 INDEX SCORE
325.38
of 900 possible

PERCENTILE RANK
6 above 6% of high schools
23.52 points to reach D (cut 348.90)

Achievement

Are students achieving level 3 and 4 on state assessments?

38.18
OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	15.53%	7
Mathematics	10.49%	13
Science	12.16%	4

Growth — All Students

Are students achieving their individualized growth targets?

104.66
OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	34.57%	9
Mathematics	41.40%	29
Science	28.69%	4

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

45.03
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	43.59%	25
Mathematics	52.78%	40
Science	38.71%	9

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

137.51
OF 200 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
Four-Year Cohort Graduation Rate	78.13%	7
Graduates with Merit or Distinction	59.38%	62

District Support Plan

Action Items

Strong Huttig School District

LEA 7009000 · South Central 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: HQIM observed in walkthroughs and observations were Eureka^2 for all grades except Algebra I and Geometry. Algebra I and Geometry are being delivered through Imagine Learning (started on October 20). Facilitators received training on monitoring student progress and providing support. Benchmark Workshop, 95% Core, and My Perspectives are being used in ELA. Science has OpenSciEd wasn't witnessed, but teachers have access to OpenSciEd online materials. The superintendent met with the vendor to purchase kits for grades 3-8. Full implementation is expected in January. **Implementation timeline:** Supt. has set the expectation for Administrators are conducting 8 walkthroughs weekly, Coops/DESE/Supt. are conducting walkthroughs quarterly. **How we will progress monitor and evaluate effectiveness:** Dist./Coop are using Key Lever trends to identify areas of growth.

*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: Cooperative and District have completed initial observations. 2 of the 3 administrators have attended the Key Levers training. Cooperative staff have been trained. In Literacy, 11 walkthroughs have been completed,

A

nd the baseline data shows the area of growth is Student Practice. **Implementation timeline:** Mid-year is scheduled for January, and End of Year is scheduled for May. **How we will progress monitor and evaluate effectiveness:** Use Key Levers trends to identify areas of growth, professional development, and HQPL partnerships.

Instructional Alignment

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

How we will accomplish this: Review data from Key Levers observations and make adjustments to curriculum use and materials to ensure instructional alignment. The math department held a 2-day training on Eureka^2 in October. Established a districtwide focus on foundational reading, fluency, vocabulary, comprehension, and writing across the curriculum. District team of teachers engaged in The Writing Revolution 2.0 and continued work with the K-3 State Literacy Coach. Coaching of the Dyslexia Interventionist was conducted to align SoR practices in intervention.

Implementation timeline: Weekly from the district. **How we will progress monitor and evaluate effectiveness:** Collect evidence of grade-level curriculum and standards during monthly walkthroughs and interim testing.

Academic Expectations

*Literacy block, K-5

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

How we will accomplish this: Schedule verified that the K-5 Literacy Block has at least 140 minutes/day =560 min/per week. Common planning is provided in the schedule. **Implementation timeline:** Already in place. **How we will progress monitor and evaluate effectiveness:** The State Literacy Coach/Principals/ staff will monitor pacing to ensure quality literacy instruction. Check times during walkthroughs.

*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: 60-minute literacy block and 35 minutes for RTI block. This equals 380 min/week. For students needing intervention in both math and literacy, students received 310 minutes per week for each subject. **Implementation timeline:** Already in place. **How will we progress monitor and evaluate effectiveness:** Verify the master schedule meets requirements. Check times during walkthroughs.

*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 math block didn't meet the requirements. The High School added 10 minutes to each day to satisfy the requirement. Math blocks also meet for 60 minutes. **Implementation timeline:** Schedule changed at the October board meeting. **How will we progress monitor and evaluate effectiveness:** Verify the master schedule meets requirements. Check times during walkthroughs.

*Intervention

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

> **How we will accomplish this:** The district has literacy and mathematics intervention scheduled during the school day through the multi-tiered system of supports. The district received a HIT grant to strengthen the program for the lowest 25%. HQIM will be used in the HIT grant. **Implementation timeline:** intervention should be happening daily. **How we will progress monitor and evaluate effectiveness:** Verify the master schedule meets requirements. Check times during walkthroughs. Look at the system as a whole as well as individual students.

*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, the cooperative, and the Division conduct an instructional minutes review at all campuses. **Implementation timeline:** The initial check will be completed in October. Monitoring will continue during walkthroughs throughout the year. **How we will progress monitor and evaluate effectiveness:** We will review instructional minutes to verify that the master schedule is being followed consistently and that all students are receiving the required weekly instructional time, including targeted mathematics and literacy support.

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 does not have a pacing guide but is working with coaches from Great minds/Eureka Squared and Math Coach Heather Rains to pace out units and lessons of Instruction. Ms. Rains worked with teachers in previous years to create CFAs and a tracking document. Some teachers use the Classroom Tool to develop CFAs. Benchmark weekly assessments are used in ELA. **Implementation timeline: How we will progress monitor and evaluate effectiveness:** Assessment data from Classroom Tool CFAs and ATLAS interim data.

*Multi-tiered system of supports

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

> **How we will accomplish this:** Coop sent a CALT to Strong Huttig to review the interventionist in action and put a system in place for screenings. All screeners have been completed; K-2 interims are in process. Training has been provided for level 2 screeners. IRPs are done for K-2 and 5th grade. Some MIPs have been completed. ALE is used through Murmil in El Dorado. **Implementation timeline:** Immediately. **How we will progress monitor and evaluate effectiveness:** Monitor the completion of all IRPs and MIPs and the schedules of individual students to see that no core content is being missed. Building leaders have been directed not to pull students from core content classes for intervention.

Balanced Assessment System

*Screeners and summative assessment

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

> **How we will accomplish this:** All screeners have been completed; K-2 interims are in process. Training has been provided for level 2 screeners. IRPs are done for K-2 and 5th grade. Some MIPs have been completed. Coop and district work with schools to review data. **How we will progress monitor and evaluate effectiveness:** Pull all IRPs and MIPs to verify written correctly and updated throughout the year.

*Interim assessment

Required. The district participates in all ATLAS interim assessments.

> **How we will accomplish this:** 3-10 have completed interim assessments. K-2 is in progress. The data revealed too many students scoring at level 1 right now, with very few scoring a 3 or 4. Math had the lowest achievement on the interims. Teachers and administrators have started analyzing the data in team meetings and identifying standards and students that need support. The cooperative met with the Superintendent to discuss the data and recommendations for further data analysis and changes to current practices. **Implementation timeline:** fall and winter interims based on state testing schedule. **How we will progress monitor and evaluate effectiveness:** Winter interim results and CFAs. .

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 the District Support Plan monthly.

> **How we will accomplish this:** The cooperative lead meets with superintendent/district leadership weekly on Tuesday to collaborate on identified needs and services. **Implementation timeline:** Meetings started in September, and weekly meetings started on Oct. 20th. **How we will progress monitor and evaluate effectiveness:** Each agenda item will have a due date. Due dates will be checked off as verified and completed. Example: School day must be extended to meet requirements for math. October board meeting verified the due date.

*Principal Leadership

Required. The district and the cooperative evaluate school needs and provide leadership support for each building principal's professional growth plan. The District has contracted for Leadership coaching for leaders at both campuses.

*1003 funding

> **How we will accomplish this:** NIET will support the leadership team. The Kirkland Group will provide coaching for all administrators. **Implementation timeline:** 1 day each in the months of October, December, January, March, and April. **How we will progress monitor and evaluate effectiveness:** LEADS scores from last year compared to each observation this year. Interim and summative scores.

*Administrator evaluation recalibration

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

> **How we will accomplish this:** Superintendent and Elementary Principal have been recalibrated. High School Principal has registered for the waitlist in October and registered for the January session for recalibration. **Implementation timeline:** Oct. or Jan**. How we will progress monitor and evaluate effectiveness:** Teachers' summative scores. Lead scores of principals. Two administrators have attended recalibration sessions for LEADS and TESS.

*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:** To date, the observation training has not been scheduled. All admin have previously been trained; the co-op will provide a refresher. **Implementation timeline:** January. **How we will progress monitor and evaluate effectiveness:** The number of observations conducted, the quality of the feedback provided, and the action steps created from the observation tools.

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: One principal has completed TESS recalibration, which included POP cycles. The other is scheduled to be trained in January. The superintendent will be trained on how to review reports in the EES system. January is when the Supt. will be trained on reports. **Implementation timeline:** January-April. **How we will progress monitor and evaluate effectiveness:** Compare teacher VAM to annual and summative ratings of teachers. Compare student interim/summative ratings to the teacher ratings in EES.

Securing an Educator Workforce

*Strategic staffing audit

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

How we will accomplish this: District actively reviewed staffing last year and made administrative and teaching changes. New HS principal was named last spring. 1 teacher on ETP; 6 teachers on ALP. Praxis support is being offered for any teacher needing to pass the Praxis for licensure through the cooperative. The cooperative has helped to obtain licensure through ArPEP. **Implementation timeline:** Ongoing. **How we will progress monitor and evaluate effectiveness:** The # of course/classes that are taught by unlicensed staff. The # of staff that are licensed in supervisory roles. District is working closely with teachers on intensive support plans as needed.

Assignment decisions from growth data

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

How we will accomplish this: The district will evaluate teacher growth data in November and student growth data and use both in assignment decisions. The superintendent has reviewed schedules and made adjustments. In addition, enrolled Algebra 1 and Geometry students in a virtual platform to ensure students receive grade-level instruction.

Implementation timeline: Ongoing. **How we will progress monitor and evaluate effectiveness:** The # of course/classes that are taught by unlicensed staff. The # of staff who are licensed in supervisory roles. The courses that the teachers with the highest VAM scores are teaching and what they are teaching.

*Teacher licensure plans

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

How we will accomplish this: The district partners with the cooperative to provide support and monitor implementation of teacher licensure plans with the mentoring and ArPEP specialists. Praxis support and training sessions are provided as needed by the mentoring specialist. To date, three teachers at elementary identified for FoR support sessions. **Implementation timeline:** Ongoing. **How we will progress monitor and evaluate effectiveness:** # of teachers on ALP/TLP; # of teachers in MAT; # of teachers in ArPEP; of teachers unlicensed; of teachers teaching in an area not licensed to teach.

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: Learning Plan for the District- prioritized teacher capacity through instructional strategies with learning around Writing Revolution 2.0, Great Minds -focused on Eureka Math2. HQPL partners are Great Minds, Kirkland Group, and NIET. Professional learning plans will be developed this year using the data, school plans, and teacher strengths/weaknesses.

Implementation timeline: Ongoing. **How we will progress monitor and evaluate effectiveness:** Professional Learning Plans for each teacher will compare the # of sessions attended in 2025, 2026, and 2027, Interim/Summative scores.

Science of learning strategies

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

How we will accomplish this: The district will provide supports and instructional strategies grounded in the science of learning, including retrieval practice, spaced repetition, interleaving, and dual coding, this summer through training at the cooperative. **Implementation timeline:** June-July. **How we will progress monitor and evaluate effectiveness:** Interim/Summative scores.

*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 superintendent has set the cadence of observations conducted by principals at 4 per week and will provide feedback using refinement and reinforcement. **Implementation timeline:** October-April. **How we will progress monitor and evaluate effectiveness:** # of observations, quality of feedback.

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: 16/26 observations have been conducted. **Implementation timeline:** October- April. **How we will progress monitor and evaluate effectiveness:** 100% of teachers have an annual rating in the EES system by April 1.

STRONG HUTTIG SCHOOL DISTRICT

2026-2027 AR App Strategic Plan

Board Presentation Copy

LEA Number	7009000
Primary Contact	Veronica Perkins
Plan Focus	Academic outcomes, safe and healthy schools, and quality educational workforce

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

Table of Contents

District 4

General District Information . . . 4

Goals 4

Goal 1 . . . 4

Goal 2 . . . 4

Improving Academic Outcomes 6

Access to Core . . . 6

Priority 1.1 . . . 6

Priority 1.2 . . . 6

K-6 Core Programs . . . 6

7-12 Core Programs . . . 8

Priority 1.3 . . . 9

Priority 1.4 . . . 12

Priority 1.5 . . . 12

Supplemental Supports . . . 13

Priority 1.6 . . . 13

Priority 1.7 . . . 13

Priority 1.8 . . . 15

Priority 1.9 . . . 16

Priority 1.10 . . . 17

Priority 1.11 . . . 17

Transitions or Extended Opportunities . . . 18

Priority 1.12 . . . 18

Priority 1.13 . . . 20

Priority 1.14 . . . 20

Priority 1.15 . . . 21

Priority 1.16 . . . 22

Family and Community Engagement . . . 23

Priority 1.17 . . . 23

Priority 1.18 . . . 24

Priority 1.19 . . . 25

Safe and Healthy Schools **26**

Priority 2.1 - Promote and Improve School Climate . . . 26
Priority 2.2 . . . 26
Priority 2.3 . . . 27
Priority 2.4 . . . 27
Priority 2.5 . . . 28

Quality Educational Workforce **29**

Priority 3.1 . . . 29
Priority 3.2 . . . 29
Priority 3.3 . . . 30
Priority 3.4 . . . 30
Priority 3.5 . . . 31
Priority 3.6 . . . 31
Priority 3.7 . . . 32
Priority 3.8 . . . 32
Priority 3.9 . . . 33

District

General District Information

District Name	STRONG HUTTIG SCHOOL DISTRICT		
LEA Number	7009000		
Primary Contact	Veronica Perkins	veronica.perkins@strong.scsc.k12.ar.us	(870) 797-3040
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Additional Contact	Barbara Goldsby	goldsby@strong.scsc.k12.ar.us	(870) 797-7633

LEA Comprehensive Needs Assessment (CNA)

The LEA verifies that it has conducted a Comprehensive Needs Assessment (CNA) to identify needs and opportunities that will be addressed with these funds. ESEA § 1114(b)(6); 1115(e)(2); and 4106(d). The LEA's CNA must be available to the SEA for monitoring if required.	Yes
Date of last CNA (MM/DD/YY)	03/14/26
Data source	High Reliability Survey 1

Goals

Goal 1

Improving Academic Outcomes: Literacy Goal

Our overall goal is to Increase percent of students scoring ready or exceed in English Language Arts (ELA) by 10% as measured by State Atlas Summative data. By April 2027, the district will increase student literacy achievement by implementing consistent, high-quality literacy instruction using HQIM, targeted intervention, and high-impact tutoring. At least 80% of teachers will consistently implement the adopted HQIM with fidelity, while identified students will receive progress-monitored intervention and tutoring based on assessment data. Early intervention support will be given to student who demonstrate need. Social -emotional and mental health supports will help ensure that students are able to actively engage academically and socially. As a result, the percentage of students meeting or exceeding grade-level expectations in ELA will increase by at least 10 percentage points from the 2026 baseline, with at least 70% of identified students demonstrating measurable growth on district progress-monitoring assessments. Teachers will be supported in achieving this goal through the structured use of PLC's, job-embedded coaching and professional development including the Writing Revolution and My Perspectives.

Goal 2

Improving Academic Outcomes for Mathematics

Increase percent of students scoring at the ready or exceeding level across all mathematics areas by 10% overall on State Atlas Summative data .By April 2027, the district will increase student mathematics achievement through consistent implementation of high-quality instructional materials (HQIM), targeted intervention, and high-impact tutoring. At least 80% of teachers will implement the adopted math HQIM with fidelity, and 80% of identified students will receive data-driven intervention and/or tutoring with progress monitoring. Early intervention will occur for students who demonstrate need. As a result, the percentage of students meeting or exceeding grade-level expectations in mathematics will increase by at least 10 percentage points from the 2026 baseline, with at least 70% of students receiving additional support demonstrating measurable growth on district assessments. Teachers will be supported in reaching this goal though math content coaching from the local coop, job embedded coaching, and

Goal 2 (continued)

PLCs for lesson planning and development.

Improving Academic Outcomes

There are four sub-sections in Improving Academic Outcomes:

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

Access to Core

Priority 1.1

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

Priority 1.2

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

K-6 Core Programs

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
ELA: Word Recognition Programs (Bottom of the Rope)	95 Core Program TM I 2020	K-4	National Institute for Excellence in Teaching	Kristy Mann, State Literacy Coach, Coop Dyslexia Coach
	Benchmark Workshop I 2021	6	National Institute for Excellence in Teaching	NIET
	MyPerspectives I 2017	6th	Savvas Learning Company LLC	Morphology Training/Coop Specialists NIET

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.

Benchmark Education Reading

Priorities 1.1 and 1.2 (continued)

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
ELA: Language Comprehension Programs (Top of the Rope)	Benchmark Workshop I 2021	3-5	National Institute for Excellence in Teaching	K-2 Testlets/IRPs State Training
	MyPerspectives I 2017	6	Savvas Learning Company LLC	Analysis of 3-10 Atlas and Resources to Support Instruction; ALDs, Classroom Tools, DOK and Writing Rubrics; Coop trainings; Atlas Classroom Tool Cooperative trainings.
	Benchmark Workshop I 2021	K-2	National Institute for Excellence in Teaching	K-2 Testlets and IRP's State Training Support instruction: PLDs, classroom tools, DOK, and writing rubrics. Training from Coop and Atlas Tool 2.0 State Trainings

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

No response entered.

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
Math Core Programs	Eureka Math² I 2021	K-6	Great Minds	National Institute for Excellence in Teaching
	—	Algebra	—	National Institute for Excellence in Teaching
	—	Geometry	—	Eureka Squared Eureka

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

No response entered.

Priorities 1.1 and 1.2 (continued)

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

The district will ensure consistent, high-fidelity implementation of the HQIM mathematics curriculum through standardized instructional expectations, aligned pacing guides, ongoing professional development, and instructional coaching. Campus and district leaders will monitor implementation through classroom observations, PLCs, walkthroughs, and student performance data to ensure the curriculum is used consistently and effectively across all campuses.The district will ensure all schools consistently use the adopted HQIM by providing clear expectations, ongoing training, coaching, and regular monitoring. Teachers and administrators will receive curriculum training before the school year and continued support through monthly PLCs, quarterly professional development, coaching cycles, and data meetings. Instructional coaches and administrators will support teachers through classroom observations, co-planning, modeling lessons, and feedback sessions.
Implementation will be monitored through: weekly classroom walk troughs, ,bi-weekly lesson plan and PLC reviews Monthly curriculum and pacing checks, quarterly formal observations and district review meetings regular student data and assessment reviews. D/F will have increased monitoring.

7-12 Core Programs

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
ELA Core Program	MyPerspectives I 2022	Middle School ELA	Savvas Learning Company LLC	National Institute for Excellence in Education Saava Learning LLC
	MyPerspectives I 2022	9th	Savvas Learning Company LLC	Savaas Learning
	MyPerspectives I 2022	10th	Savvas Learning Company LLC	Savaas Learning
	MyPerspectives I 2022	11th	Savvas Learning Company LLC	Savaas Learning
	MyPerspectives I 2022	12th	Savvas Learning Company LLC	Saavas Learning

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

No response entered.

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
Math Core Programs	Eureka Math² I 2021	7-12	National Institute for Excellence in Teaching	NIET

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

No response entered.

Priorities 1.1 and 1.2 (continued)

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

The District will ensure consistent, high-fidelity implementation of High-Quality Instructional Materials (HQIM) through ongoing professional learning, instructional coaching, collaborative planning, and regular monitoring processes across all schools. Teachers and administrators will receive initial and ongoing training on effective HQIM use, instructional expectations, and alignment to Arkansas standards. School leaders and instructional coaches will conduct regular classroom walkthroughs, lesson plan reviews, and PLC observations to monitor implementation fidelity and provide timely feedback and support. Monitoring will occur weekly through instructional observations and collaborative planning meetings, with district-level reviews conducted each grading period to analyze student performance data, identify implementation strengths and gaps, and adjust support as needed to ensure consistent instructional practices across the district.

Priority 1.3

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

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Literacy Intervention Programs K-6	mCLASS Intervention	K-6	National Institute for Excellence in Teaching	Sonday(K-6)'; Take Flight; Atlas Training Tools and other from the South Central Service Coop. Math, Science, and ELA Support from State specialists--Mann, Raines,

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 Intervention Grades 3-6; Intervene K12 Individualized Tutoring (High Impact Tutoring Grant)

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Literacy Intervention Programs 7-12	Power Up Literacy	7-12	National Institute for Excellence in Teaching	Sonday 7-12; K12 Intervene

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 Intervention, Edmentum, The Sonday System: 8th Edition; K12 Intervene (High Impact Tutoring)

Priority 1.3 (continued)

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Dyslexia Programs K-6	Take Flight: A Comprehensive Intervention for Students with Dyslexia, The Sonday System	K-6	National Institute for Excellence in Teaching	Take Flight Year 1 Take Flight Year 2 Level II Dyslexia Screeners BUILD K-1 Reading Intervention Classroom Observations Teachers will continue to receive trainings as they are offered through our Regional Cooperative--South Central

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

No response entered.

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Dyslexia 7-12 (Academic Reading)	Take Flight: A Comprehensive Intervention for Students with Dyslexia, The Sonday System	7-12	National Institute for Excellence in Teaching	Teachers will continue to receive Dyslexia training and support from our Regional Coop-South Central.

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

No response entered.

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Mathematics Intervention Programs K-6	Eureka Math²	2021	K-6 - K Intervene For High Dose Tutoring	National Institute for Excellence in Teaching	—
	Eureka Math²	2021	K-Intervene 7-12 for High Dose Tutoring,	—Not on the List—, National Institute for Excellence in Teaching	Kick off with K-Intervene to ensure consistent use of high dose tutoring. K Intervene

Priority 1.3 (continued)

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Mathematics Intervention Programs 7-12	Eureka Math²	2021	7-12	National Institute for Excellence in Teaching	NIET
	—	7-12	National Institute for Excellence in Teaching	K-12 Intervene High Dose Tutoring

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
ESOL Programs (English Language Development ELD) (if applicable)	Lexia	K-12	National Institute on Teaching	ESOL Regional Specialists, State ESOL Specialist, Local Interventionist, Virtual Training for curriculum.

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Special Education Programs	IXL	7-12	National Institute on Teaching	Regional Cooperative PD Sessions
	Dyslexia Training Program, Scottish Rite Curriculum	K-6	—	Intervention in the HS Classroom Regional Cooperative

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

Leaders will use fidelity tools, pacing trackers, intervention logs, and student performance data to identify strengths, address gaps, and provide targeted support. D/F rated buildings will receive additional supports and professional development.

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	Using NIET to deliver training and support of teachers through the Instructional Leadership Team (ILT) and weekly collaboration sessions.

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.)	No
Push-in related services model	Yes
Training for general education teachers on the use of Read & Write	No
Training for general education teachers on the use of Equatio	No
Training for general education teachers on the use of classroom management and behavior support (e.g., THRIVE, BX3, or Micro credentials)	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 will continue to partner with F.A.C.T. Inc. to facilitate conferences used to identify students who are at risk for academic failure or who need additional services. This partner organization is located on our Gardner Elementary campus. Elementary leadership will collaborate with teachers of FACT Inc and identify students who need additional assistance.

K through 2nd

The District conducts Beginning of the Year (BOY) screeners as well as Mid year (MOY) and End of Year (EOY) testing (DSA, DIEBELS, ATLAS screeners). These assessments are used to identify students who may be at risk and will receive Level 1 screeners and identification of those who need Level 2 and need additional services. Students with some risk will receive strategic support. Students who are excessively absent- 3 or more absences a month will be required to have parent conferences and will be encouraged to attend after school tutoring. Behavior conferences will be held for students who have persistent discipline challenges. Admin, deans, and teachers will work collaboratively to build behavior plans and goals for those students. The School will continue to use Capturing Kids Hearts and/or Character Strong. Students will have access to personal hygiene closet, school supply closet, and clothes closet.

3rd through 5th

The District conducts Beginning of the Year (BOY) screeners as well as Mid year (MOY) and End of Year (EOY) testing (DSA, DIEBELS, ATLAS screeners). These assessments are used to identify students who may be at risk and will receive Level 1 screeners and identification of those who need Level 2 and need additional services. Students with some risk will receive strategic support. Students who are excessively absent- 3 or more absences a month will be required to have parent conferences and will be encouraged to attend after school tutoring. Behavior conferences will be held for students who have persistent discipline challenges. Admin, deans, and teachers will work collaboratively to build behavior plans and goals for those students. The School will continue to use Capturing Kids Hearts and/or Character Strong. Students will have access to personal hygiene closet, school supply closet, and clothes closet.

6th through 8th

The District uses DSA, Summative Scale scores, and diagnostic assessments in IXL and Edmentum to access student's current academic realities. Using these results, students will be place in RTI intervention groups structured with the school's master schedule. Academic progress is monitored and students are rotated based on academic need. Administration, dean, and teachers will monitor and identify students who are excessively absent. are required to have parent conferences and must create a plan to address missed classroom instruction. Students experiencing behavior challenges- two or more referrals- are required to have a behavior plan inclusive of actions to help them increase self regulation. Capturing Kids Hearts and social contracts created to address school wide focus on improving behavior. Students have access to personal hygiene items, instructional supply closets, and clothing closet.

9th through 12th

The district uses multiple data sources to identify students in grades 9–12 who are at risk for academic failure or need additional services, including grades, assessment results, attendance, behavior, credit accrual, graduation progress, and teacher recommendations. Campus teams review student data regularly to determine appropriate interventions and supports, such as tutoring, credit recovery, counseling, and supplemental instruction. Student progress is continuously monitored to ensure interventions are effective and adjusted as needed.

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

Partners with Fact Inc for Pre-School programming and instruction for pre-k students.

Priority 1.7 (continued)

K through 2nd

The district will use a comprehensive Multi-Tiered System of Supports (MTSS) to identify, monitor, and support K–2 students needing additional assistance. Universal screeners, classroom assessments, and teacher observations will be used throughout the year to identify students at risk academically or developmentally. Students receiving interventions will be progress monitored regularly through data-driven assessments to measure growth and guide instructional decisions. Targeted small-group and individualized interventions in foundational literacy and math skills will be provided based on student needs, with support increasing in intensity as needed. Teachers, interventionists, and administrators will collaborate once each marking period to review student data, adjust interventions, and ensure students are making adequate progress. Families will also receive ongoing communication and resources to support student learning at home.

3rd through 5th

The district will use a comprehensive Multi-Tiered System of Supports (MTSS) to identify, monitor, and support students in grades 3–5 who need additional assistance. Universal screeners, classroom assessments, state assessment data, and teacher observations will be used throughout the year to identify students experiencing academic gaps or learning challenges. Students receiving interventions will be progress monitored regularly through data-driven assessments to measure growth and guide instructional decisions. Targeted small-group and individualized interventions in reading comprehension, fluency, writing, and mathematics will be provided based on student needs, with interventions increasing in intensity as needed. Teachers, interventionists, and administrators will collaborate regularly to review student data, adjust supports, and ensure students are making adequate progress toward grade-level expectations. Families will receive ongoing communication regarding student progress and strategies to support learning at home.

6th through 8th

The district will use a comprehensive Multi-Tiered System of Supports (MTSS) to identify, monitor, and support students in grades 6-8 who need additional assistance. Universal screeners, classroom assessments, state assessment data, and teacher observations will be used throughout the year to identify students experiencing academic gaps or learning challenges. Students receiving interventions will be progress monitored regularly through data-driven assessments to measure growth and guide instructional decisions. Targeted small-group and individualized interventions in reading comprehension, fluency, writing, and mathematics will be provided based on student needs, with interventions increasing in intensity as needed. Teachers, interventionists, and administrators will collaborate regularly to review student data, adjust supports, and ensure students are making adequate progress toward grade-level expectations. Families will receive ongoing communication regarding student progress and strategies to support learning at home.

9th through 12th

The district will use a comprehensive Multi-Tiered System of Supports (MTSS) to identify, monitor, and support students in grades 9-12 who need additional assistance. Universal screeners, classroom assessments, state assessment data, and teacher observations will be used throughout the year to identify students experiencing academic gaps or learning challenges. Students receiving interventions will be progress monitored regularly through data-driven assessments to measure growth and guide instructional decisions. Targeted small-group and individualized interventions in reading comprehension, fluency, writing, and mathematics will be provided based on student needs, with interventions increasing in intensity as needed. Teachers, interventionists, and administrators will collaborate regularly to review student data, adjust supports, and ensure students are making adequate progress toward grade-level expectations. Families will receive ongoing communication regarding student progress and strategies to support learning at home. We will monitor attendance records and provide targeted interventions to address chronic absenteeism. Use Graduation Alliance to recover credits and help students remain on-time graduation credits.

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	Opportunities for students to engage in instruction of accelerated standards according to student need.

Middle Grades (Grades included: N/A)

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

Priority 1.8 (continued)

High School (Grades included: 7-12)

Option	If you will provide, select Yes
Grade acceleration (grade skipping)	No
Advanced Placement (AP)	Yes
International Baccalaureate Diploma Programme	No
Advanced International Certificate of Education	No
Cambridge Advanced	No
Concurrent credit (Enrollment of a high school student in a college course for high school credit and college-level credit.)	Yes
Dual enrollment (Enrollment of a high school student in postsecondary education exclusively for college credit. High school students enrolled in a dual enrollment course may petition the district or high school to consider allowing the college-level dual enrollment credit to be considered for high school credit.)	Yes
Credit by Demonstrated Mastery	No
Completion of CTE Pathways and earning the Readiness Factor.	Yes
"Arkansas" Seal of Biliteracy	Yes
Established partnership(s) with digital learning providers or other entities to expand access to accelerated courses	Yes
Offering post-secondary technical certificate/ Offering post-secondary certificate of proficiency/ Offering post-secondary associates degree	No
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.)	No
Use of funds to cover the cost of concurrent credit for low income students	Yes
Summer enrichment/ advanced coursework program	No
Before or after-school enrichment/ advanced coursework program	No
Mentoring program specific to accelerated learning	No
Coordination with institutions of higher education	Yes
Career counseling/coaching to identify student interests and skills for Career Pathways	Yes
Other	No

Priority 1.10

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

Limit for each: 500 characters, approximately 100 words

ALE

The facilitator will supervise while certified teachers (in person and virtually, I rotate through throughout the day to provide grade level instruction based on student need. the ALE program will receive supplemental academic services designed to address individual learning needs and support academic growth-- targeted small-group instruction, individualized intervention plans, credit recovery opportunities, tutoring, progress monitoring and behavioral supports.

Special Education

The district will provide support through occupational, speech, and physical therapists. Paraprofessionals will also provide assistance and decrease student ratios.
Students participate in TRIO services offered though SAU. Students can participate in enrichment programs offered by the local library. Students will participate in College and Career field trips-- the secondary. Students will engage Be Pro Be Proud and engage in simulations of various professions.

EL (LIEP), if applicable

The district will provide support through occupational, speech, and physical therapists. Paraprofessionals will also provide assistance and decrease student ratios.
Students participate in TRIO services offered though SAU. Students can participate in enrichment programs offered by the local library. Students will participate in College and Career field trips-- the secondary. Students will engage Be Pro Be Proud and engage in simulations of various professions. Students will engage Lexia.

Migrant, if applicable

The district will provide support through occupational, speech, and physical therapists. Paraprofessionals will also provide assistance and decrease student ratios.
Students participate in TRIO services offered though SAU. Students can participate in enrichment programs offered by the local library. Students will participate in College and Career field trips-- the secondary. Students will engage Be Pro Be Proud and engage in simulations of various professions. Students will engage Lexia.

Title I, if applicable

The district will provide support through occupational, speech, and physical therapists. Paraprofessionals will also provide assistance and decrease student ratios.
Students participate in TRIO services offered though SAU. Students can participate in enrichment programs offered by the local library. Students will participate in College and Career field trips-- the secondary. Students will engage Be Pro Be Proud and engage in simulations of various professions.

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

ALE staff, counselors, administrators, families, and community partners will work together to provide coordinated supports that promote student success, improved behavior, and overall well-being. Individualized weekly counseling sessions, academic interventions, and two-way parent communication. Administrators and staff will also work to create behavior support plans, mentoring, social-emotional learning, and attendance interventions,

Special Education

Weekend backpack program, Personal hygeine closet with access to personal essentials, clothes closet and use of Capturing Kids Hearts and Character Strong.

EL (LIEP), if applicable

Weekend backpack program, Personal hygeine closet with access to personal essentials, clothes closet and use of Capturing Kids Hearts and Character Strong.

Priority 1.11 (continued)

Migrant, if applicable

Weekend backpack program, Personal hygeine closet with access to personal essentials, clothes closet and use of Capturing Kids Hearts and Character Strong.

Title I, if applicable

Weekend backpack program, Personal hygeine closet with access to personal essentials, clothes closet and use of Capturing Kids Hearts and Character Strong.

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	No
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	No
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	No
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	No
Partnership for concurrent credits	Yes
Career Coach; Internship and real-world project opportunities to students	Yes
Other	No

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

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

Priority 1.13

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

Limit: 1,250 characters, approximately 250 words

The counselors along with teachers of record and CTE teachers will meet individually with students to evaluate their career interests and goals. Using the student's selected pathway as a guidepost, students will be placed on a learning track that aligns with the course catalog requirements with respect to grade level appropriateness. To promote parental engagement, teachers will hold meetings during the 1st Nine Weeks Parent-Teacher Conference. Teachers will review the Student Success Plan and provide a summary and overview of the student's chose pathway. The plan will be reviewed in the spring semester to document updates, adjustments, and ensure that students remain on track in both academic achievement and career readiness. The District will also use the Launch for Students platform which is a state provided tool for engagement with Student Success Plans. The Launch for Students platform is the state■provided and required tool for developing and implementing Student Success Plans. The Commissioner's Memo (https://adecm.ade.arkansas.gov/ViewApprovedMemo.aspx?Id=5852) outlines this expectation in detail. District use of this platform will be reviewed as part of this indicator.

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 will be invited to Student Success meetings and will be asked to sign for each students indicating their knowledge and support of the plan. Parents will also be invited to parent teacher conferences during the 1st and 3rd nine week marking periods to monitor progress towards the goals established in the plan. Parents will also be encouraged to make appointments for additional information as needed. Administrators, counselor, parent, and students will participate in task related to building Student success plans.The SSPs shall be signed annually by the:
Student; Student's parent, legal guardian, or person standing in loco parentis to the student; and School counselor.

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)

South Central 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	Yes
Provided support for transitions to kindergarten	Yes
Other	South Central Arkansas Education Cooperative is our lead partner.

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

Priority 1.16

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

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

Priority 1.16 (continued)

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

Limit: 1,250 characters, approximately 250 words

Criminal Justice- Certified Protection Officer, Platinum Work Keys

Management- Platinum Work Keys

Pre-Educator-Certified Teaching Assistant; Platinum Work Keys

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	No
Other	No

Priority 1.18

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

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

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

Limit: 1,250 characters, approximately 250 words

The District will connect family and community engagement activities to student outcomes by aligning communication, events, and shared decision-making opportunities with goals for improved attendance, positive behavior, and academic achievement. Regular parent communication, family nights, student progress updates, and stakeholder meetings will provide families with strategies and resources to support student success. The District will monitor progress through attendance records, discipline data, academic performance measures, survey feedback, and participation rates in engagement activities. Data will be reviewed regularly by school and district leadership teams to evaluate effectiveness, identify areas of need, and make adjustments to ensure continuous improvement toward district goals.

Priority 1.19

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

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

With an enrollment of 259 students, our school fosters a personalized, relationship-centered environment where every student is known and supported. We implement PBIS to establish clear expectations and reinforce positive behavior, allowing staff to proactively address student needs.

We also implement the Capturing Kids' Hearts framework to build strong relationships through strategies such as social contracts, daily greetings, and the EXCEL model. These practices promote trust, respect, and student connectedness.

Social-emotional learning is embedded into daily instruction to develop self-awareness, emotional regulation, and responsible decision-making. Mental health supports are strengthened through counseling services, small-group interventions, and community partnerships.

Students are engaged through leadership opportunities and peer mentoring, while families are supported through consistent communication and involvement.

Data from attendance, behavior, and climate surveys guide continuous improvement to ensure a safe, inclusive, and supportive school environment.
Stakeholder and student data will be used to drive decisions and strategies will be monitored quarterly and adjusted as needed.

Priority 2.2

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

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

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

In Pre-K, focus is placed on developmental milestones, attendance, and social-emotional readiness. SHSD and the South Central Cooperative have a memorandum of Understanding that provide services for students 3-5. Any individual who suspects a developmental delay can refer a student for special education and related services. Delays are identified by comparing the child's development to age -expected milestones.

K through 2nd

In k-2 early indicators include chronic absenteeism, behavior concerns, and foundational skill development. Teachers monitor student attendance and communicate regularly with parents. Procedurally, the Dean of Students and principals work to establish guidelines to determine which students need behavior plans and interventions.. Capturing Kids Hears strategies are used to build student interaction skills on a weekly basis. Students are recognized for using the strategies.

3rd through 5th

In grades 3–5, data includes attendance, discipline, academic progress, and social-emotional screening results. Teachers monitor student attendance and communicate regularly with parents. The Dean of Students and principal work to establish guidelines to determine behavior plans and interventions with counselor and parental support. Capturing Kids Hearts strategies will be used to build student interaction skills on a weekly basis and students will be recognized for incorporating strategies.

6th through 8th

For grades 6–8, additional indicators include course performance, behavior trends, and engagement levels.. Teachers monitor student attendance and communicate regularly with parents. Procedurally, administrators will work to establish guidelines to determine which students need additional support offered through behavior and intervention plans. Capturing Kids Hearts will be used to build students interaction skills on a weekly basis and students will be recognized for their efforts.

9th through 12th

In grades 9–12, the district monitors attendance, discipline, course failures, and credit attainment to identify at-risk students.

Universal screeners and progress monitoring guide Tier II and Tier III supports, including counseling, mentoring, and behavioral interventions. This process ensures early identification, targeted support, and ongoing monitoring to improve student outcomes.

Attendance will be monitored and Capturing Kids Hearts will be used to build interaction skills weekly.

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.	No
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

Based on the following data from ATLAS 2025, the following was observed: *2024 ELA Growth- 0.0573%- and *25 ELA Growth Score 0.3597--. *2024 Math Growth--0.0165 %. and *2025 Math Growth- 0.0610. The data shows ELA is a priority area of focus. Highly Effective Teachers are especially need in Grades 3-30. Teachers need additional training on the use of HQIM, and in progress monitoring in order to increase growth by 15%. LEA Insights shows this data for subpopulations: 3rd grade AA and Socioeconomics showed areas of concern-- No growth in math or ELA; 4th grade- AA and Socioeconomic- no growth in math ; 5th grade-showed growth in ELA/Math; 6th grade--AA-no growth and SC-growth; 7th AA and SC -no growth in ELA or Math; 8th grade-AA/SC-no growth ELA; AA math-growth and SC-no growth; 9th grade- AA/SC- ELA no growth and math-no growth; 10th AA/SC- no growth observed in either subpopulation.

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	Yes
English Learners	No
Students scoring in the lowest quartile in Math, Science, or Literacy	No
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	Yes
Make strategic staffing decisions as necessary to alleviate disparities (hiring personnel, additional teachers, stipends, etc.)	Yes
Provide for additional professional development	Yes
Coaching to support teaching and learning	Yes
Teacher mentor programs, high-need stipends, etc.	Yes
Other	No

Priority 3.4

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

Option	If offered, select Yes
Teacher support personnel (e.g.Instructional Facilitator, Mentor Coordinator, PD Coordinator)	Yes
Structured teacher mentor program and coaching	Yes
Teacher retention bonuses (as defined by district policy)	No
Teacher stipends (mentoring, journeyworker, high-need areas, etc.)	No
Coordinated recognition programs	Yes
Tuition reimbursement	Yes
Master schedule for collaborative planning	No
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	Yes
Relocation assistance	No
Teacher incentive recruitment bonuses	No
Teacher stipends per district policy (mentoring, journeyworker, high-need areas, merit, etc.)n	No
Job fairs or career fairs	Yes
Tuition reimbursement	Yes
Grow Your Own: Pre-Educator program	Yes
Grow Your Own: Registered apprenticeship	No
Lead/Master Teacher	Yes
Matching funding for apprenticeship program for journeyman/mentoring	No
Childcare assistance	No
Other	No

Priority 3.6

Enter the number of educators meeting each description below:

Total number of educators on an Additional Licensure Plan (ALP).	3
Total number of educators on a Teacher Licensure Plan (TLP).	2
Total number of educators as a Long Term Substitute.	0
Total number of educators on a Provisional License.	0

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

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

Priority 3.7

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

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

Priority 3.8

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

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