

General District Information

Goal 1

Improving Academic Outcomes: Literacy Goal

By HSD conducting 35% of TESS observations in the Science of Reading for the 2024-2025 SY, student learning will improve on grade level standards in literacy.

Goal 2

Discipline and Student Behavior

By HSD conducting certain action steps towards improving student behavior, behavior will improve by 8% (72 less incidents) in 24-25 SY compared to the 23-24 SY of 4% (36 less incidents).

Goal 3, optional

Add goal name here

Goal 4, optional

Add goal name here

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.

Step 1
Which HQIM core program are you using?

Step 2
For which grade levels?

Priority 1.2

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

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.

K-6 Core Programs

	Step 1	Step 2	Step 3	Step 4	
ELA: Word Recognition Programs (Bottom of the Rope)	1	Core Knowledge Language Arts (CKLA)	K-5	Amplify	ADE Literacy Coach (PES K-3) & PLC Grade Level ELA Team Meetings
	2				
	3				
ELA: Language Comprehension Programs (Top of the Rope)	1	Core Knowledge Language Arts (CKLA)	K-5	Amplify	ADE Literacy Coach (PES K-3) & PLC Grade Level ELA Team Meetings
	2	Into Literature	6 (HMS)	Houghton Mifflin Harcourt	PLC-ELA Team Meetings
	3				
Math Programs	1	iReady Classroom Mathematics	K-5 (NES, AES, and PES)	Curriculum Associates	PLC- Math Team Meetings
	2	Kendall Hunt Illustrative Mathematics	6 (HMS)	Kendall Hunt	PLC- Math Team Meetings
	3				

7-12 Core Programs

	Step 1	Step 2	Step 3	Step 4	
ELA Core Program	1	Into Literature	7-8 (HMS)	Houghton Mifflin Harcourt	PLC-ELA Team Meetings
	2	Into Literature	English 9	Houghton Mifflin Harcourt	PLC-ELA Team Meetings
	3	Into Literature	English 10	Houghton Mifflin Harcourt	PLC-ELA Team Meetings
	4	Into Literature	English 11	Houghton Mifflin Harcourt	PLC-ELA Team Meetings
	5	Into Literature	English 12	Houghton Mifflin Harcourt	PLC-ELA Team Meetings
Mathematics Program	1	Kendall Hunt Illustrative Mathematics	7-8 (HMS)	Kendall Hunt	PLC- Math Team Meetings
	2	Kendall Hunt Illustrative Mathematics Traditional	Algebra	Kendall Hunt	PLC- Math Team Meetings
	3	Kendall Hunt Illustrative Mathematics Traditional	Geometry	Kendall Hunt	PLC- Math Team Meetings

Priority 1.3

Identify High Quality Supplemental Instructional Materials for grades K-12 in steps 1, 2, 3, and 4. [ESEA § 1112(b)(1)(C)]

Step 1
Which supplemental 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	1	K1 BUILD	K-1	Southeast Arkansas Education Cooperative	Texas Scottish Rite Hospital
	2	Take Flight	2-6	South Central Service Cooperative	Texas Scottish Rite Hospital
	3	Rite Flight	3-6	South Central Service Cooperative	Texas Scottish Rite Hospital
Literacy Intervention Programs 7-12	1	Take Flight	7-12	South Central Service Cooperative	Texas Scottish Rite Hospital
	2	Rite Flight	7-12	South Central Service Cooperative	Texas Scottish Rite Hospital
	3				
Dyslexia Programs K-6	1	K1 BUILD	K-1	Southeast Arkansas Education Cooperative	Texas Scottish Rite Hospital
	2	Take Flight	2-6	South Central Service Cooperative	Texas Scottish Rite Hospital
	3				
Academic Reading 7-12	1	Take Flight	Enrichment/Remediation Course Code 6-8	South Central Service Cooperative	Texas Scottish Rite Hospital
	2	Take Flight	RTI Time 9-12	South Central Service Cooperative	Texas Scottish Rite Hospital
	3				
Mathematics Intervention Programs	1	KeyMath 3	AES 3-5	Pearson	PLC-Grade Level Math Teams
	2	IXL	PES K-5	IXL Learning	PLC-Grade Level Math Teams
	3				
	4				
	5				
	6				
ESOL Programs (English Language Development (ELD) if applicable)	1	N/A			
	2				
	3				
Special Education Programs	1	N/A			

2			
3			

Priority 1.4

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

	If you will provide, select Yes
Conducting science of reading walks to determine proficiency and provide feedback	Yes
Collecting data around instructional levers to design professional learning	Yes
Participating in the LETRS for Administrators Online Course	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	Yes
Partnering with state-supported coaches to support professional learning and cycles of coaching for grade levels and individual teachers	Yes
Other	Yes
Providing administrators training in TESS recalibration and Depth of Knowledge	

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?

	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
ALL In-Inclusive practices for students with disabilities professional development	Yes
District coaching support on accessibility and appropriate accommodations	Yes
Participating in the ALL In-Inclusive Practices Project	
General Ed teachers participating in ESOL Institute	
Sheltered Instruction Observation Protocol (SIOP) training	
Co-teaching for ELD	
Other	Yes
Building administrators leading the learning with student data during team meetings and guiding coalition meetings; being responsive to Title meeting ongoing feedback from stakeholders	

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 § 112(b)(1)(B)]

Limit: 1,250 characters, approximately 250 words

Pre-K
 Students are screened through the Southeast Educational Cooperative for Developmental Delays and Speech Therapy. If students are in need of services, special education protocol is followed. Occupational Therapy and Physical Therapy is provided when doctors orders deem the therapy educational.

K through 2nd
 Grade level teams and content area teams create common formative assessments aligned to state standards. Response to intervention is then planned based on student needs and skills.

3rd through 5th
 Grade level teams and content area teams create common formative assessments aligned to state standards. Response to intervention is then planned based on student needs and skills.

6th through 8th
 Grade level teams and content area teams create common formative assessments aligned to state standards. Response to intervention is then planned based on student needs and skills.

9th through 12th
 Grade level teams and content area teams create common formative assessments aligned to state standards. Response to intervention is then planned based on student needs and skills.

Priority 1.7

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

Limit: 1,250 characters, approximately 250 words

Hamburg School District will be progress monitoring by created common formative assessments that are aligned with state standards and at the proper depth of knowledge level. Hamburg School District wants to rely upon leading data versus lagging data that is only made available months later to the district and buildings.

Priority 1.8

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

Elementary Grades

Grades included	K-5
	If you will provide, select Yes
Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)	Yes
Grade acceleration (grade skipping)	
Continuous progress	
Magnet schools	
International Baccalaureate Diploma Programme	
N/A	
Other	

Middle Grades

Grades included (enter n/a if no middle school)	6-8
	If you will provide, select Yes
Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)	Yes
Grade acceleration (grade skipping)	
Continuous progress	
Advanced Placement (AP)	
International Baccalaureate Diploma Programme	
Cambridge Advanced	
Concurrent credit, dual enrollment	
Credit by Demonstrated Mastery	
Career Pathways	
N/A	
Other	Yes
Pre-AP Course offerings	

High School

Grades included	9-12
	If you will provide, select Yes
Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)	Yes
Grade acceleration (grade skipping)	
Continuous progress	
Advanced Placement (AP)	Yes
International Baccalaureate Diploma Programme	
Cambridge Advanced	
Concurrent credit, dual enrollment	Yes
Credit by Demonstrated Mastery	
Career Pathways	Yes
N/A	
Other	

Priority 1.9

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

	If you will provide, select Yes
College and career readiness test prep	Yes
Accelerated potential identified (AP potential, honors courses, etc.)	Yes
Use of district funds to cover the cost of concurrent credit for low income students	
International Baccalaureate Diploma Programme (IB)	
Summer enrichment/ advanced coursework program	
Before or after-school enrichment/ advanced coursework program	
Mentoring program specific to accelerated learning	
Coordination with institutions of higher education	Yes
Career counseling/coaching to identify student interests and skills for Career Pathways	Yes

Other

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

ALE students are provided with academic and career counseling. ALE students also have access to take Advanced Placement courses and credit recovery.

SPED

Hamburg School District has 8 fully certified special education teachers. Six of which are also certified dyslexia interventionists. We employ 6 paraprofessionals that work with children with disabilities. Our special education department is a resource for general education classes, we serve the full continuum of the IEP from homebound to indirect services.

EL (LIEP), if applicable

EL students are provided tutoring by a trained paraprofessionals using Lexia. Regional support is provided through training from the Southeast Cooperative. EL parent nights were held throughout the year.

Migrant, if applicable

Migrant students are provided with academic and career counseling. Migrant students also have access to take Advanced Placement courses and credit recovery.

Title I, if applicable

Title I students has access to academic counseling. Title I students also have additional instructional support with paraprofessionals.

Priority 1.11

Describe specific supplemental and 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 students are provided with academic and career counseling. ALE students also have access to school based health and school based mental health services on campus.

SPED

Hamburg School District has a contract with Kidsense for OT therapy and Pro Care for PT services. We utilize EARS with Arkansas Children's Hospital for our hearing impaired students. We utilize ESVM consultant for our visually impaired students. We have a contract with a retired vision teacher to teach braille to one of our students. Hamburg School District partners with Pinnacle Pointe Behavior services for our school based mental health needs. We partner with SEARK cooperative for our Early Childhood special education needs and HIPPY services for our Pre-K population. We have Medicaid in the school clerk to do our Medicaid billing. We have a social worker that works as a liaison with DHS and the court system.

EL (LIEP), if applicable

Lexia, Google translate for document, Ellevation.

Migrant, if applicable

Migrant students have access to a migrant tutor in order to assist in areas of academic concerns. Migrant students are also have access to concurrent credit courses from universities. Migrant students also have access to school based mental health services.

Title I, if applicable

Students that qualify as homeless or foster care are allowed to eat for free. Students that are also identified as homeless or foster care are also able to receive support from the district social worker.

Transitions or Extended Opportunities

Priority 1.12

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

Pre-K to Kindergarten

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)

Yes

Materials and resources for parents

Yes

Other

Transition between elementary to middle school

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

Orientation/Registration activities for transition students

Transition conferences

Jump Start summer program

Providing clubs or activities to engage students	
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	

Transition between middle to high school	If you will provide, select Yes
End of the year tour of high school	Yes
Meet and greet with high school principal and staff	
Orientation/Registration activities	Yes
Transition conferences	
Open house	Yes
Jump Start summer program	
CAPS/Student Success Planning	Yes
Providing clubs or activities to engage students	
Partnership for concurrent credits	
Career Coach/ Internship and real-world project opportunities to students	
Concurrent courses offered in conjunction with colleges and universities	
Other	Yes

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

Hosting parent nights in order to showcase student projects, career nights, provide post-secondary preparatory information, scholarship and FAFSA information

Priority 1.13

How will the district implement Student Success Plans for students in grades 8-12?

Limit: 1,250 characters, approximately 250 words

Building counselors will individually meet with each student from grades 9-12 to discuss career interests and provide guidance towards that interest. Building counselors will meet with students, parents, and teachers in order to see what are the current strengths and areas of needed improvement for the student. Academic counseling will also be provided based on responses. Student Success Plans will be reviewed and revised during the school year in order to see if the student is on track. Annually, student success plans will require parent/guardian signature and identification of courses to be taken each year until all required core courses are completed and are annually updated to the student success plans.

Priority 1.14

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

	If you will provide, select Yes
School-operated Title I Preschool	
District-operated Title I Preschool	
Coordinating whether 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 elementary programs	Yes
Other	Yes

Parent Nights and Events to highlight kindergarten readiness; training sessions for parents on how to support students in literacy

Priority 1.15

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

	Economically Disadvantaged If you will provide, select Yes	SPED If you will provide, select Yes	EL 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				Yes
Enrollment verification and placement profiles	Yes	Yes	Yes	Yes

Referrals to early childhood programs, home visiting programs, wrap-around services (e. 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				

Priority 1.16

For the 2024-25 school year, 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)]

	If you will provide, select Yes
Accounting	Yes
Advanced Manufacturing	
Agriculture Power	Yes
Animal Systems	Yes
Automotive Service Technology	
Banking	
Business Finance	
Computer Science - Programming	
Computer Science - Networking	
Construction	
Criminal Justice	
Management	
Nursing Services	
Plant Systems	
Pre-Educator	
Pre-Engineering	
Retail Management	
Welding	Yes

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 (e)(3)]

	If you will provide, select Yes
Instruct educators in the value and utility of contributions of families and to work with families as equal partners	Yes
Coordinate and integrate family involvement programs and activities with other Federal, State, and local program	Yes
Provide information related to school and family programs, meetings, and other activities to the parents in a language the parents can understand (e.g. bilingual books, flyers, materials)	Yes
An advisory committee for education includes parents, educators, and other community members and meets at least annually	Yes
Home visits (e.g. Home-based learning/instructional parent activities)	Yes
Health screening and service referrals and other health-related resources (e.g. immunization information, Medicaid eligibility, nutrition and physical activity information)	Yes
Family resource centers	Yes
Other	Invitations using our district wide communication app, Parent Square

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.

	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	Literacy Nights at all grade levels. High school and middle school families will be given the opportunity to participate in
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	Communicated through monthly news and event letter, Parent Square, and social media
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	Communicated through our district OIT coordinator
Parent training on high school graduation requirements, credit recovery, & post-secondary opportunities	Communicated during Open House, parent/teacher conference, career and technical night and FAFSA events
The LEA provides Child Find notification and information to the local community in accordance with the Individuals with Disabilities Education Act.	Yes
Other	

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?

If you will provide, select Yes

College & Universities	Do concurrent credit through UAM, concurrent credit toward technical degree through Crossett Technical College
Non-profit organizations	Yes
Art or Science Museums	Do not currently
City Chamber of Commerce	Yes
Local Business	Yes
Governmental Agencies	Yes
Boys and Girls Club	Not available locally
Activity and Wellness Center	Not available locally
Community Schools	Do not have community school
Churches & Religious organizations	Yes
Career Centers	Yes
Joint Use Agreements	Yes
Other	Yes

MOU for school based mental health provider; agreement with school based health provider; Be Pro Be Proud, Arkansas State Chamber of Commerce

Safe and Healthy Schools

Priority 2.2

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

If you will provide, select Yes

Partner with a school-based mental health agency	Yes
School employed licensed mental health professional	Yes
Additional school counselor	Yes
Additional personnel in the areas of psychology, behavior support, or social work	Yes
Evidence-based professional development that is specific to mental health or behavior	Yes
Other	

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

The process and data used for all schools includes attendance reports from e-school that identifies attendance issues to address through conferences or FINS. We use Parent Square for communication that also sends a daily attendance report from the previous day to administrators. Pre-K uses conscious discipline as a tool to guide their disciplinary actions in their school. This offers the student a choice.

K through 2nd

The process and data used for all schools includes attendance reports from e-school that identifies attendance issues to address through conferences or FINS. We use Parent Square for communication that also sends a daily attendance report from the previous day to administrators. PASS is also used, and this is an aptitude survey that our students take that looks at 9 different areas of school. Our process for mental health is a teacher referral to the administrator and onto the counselor and then a school-based mental health referral could be attained. We also have our district social worker who takes referrals too.

3rd through 5th

One of our 3rd-5th grades is a part of the BX3 cohort 4. In this we work closely with our Coop to target key behavior interventions for Tiers 1-3 behaviors. We use google forms and sheets to collect data on how many detentions, parent contacts, and office referrals a student may have. One of our 3rd-5th grade schools uses SmartData Dashboard for a quick view of students' attendance. We also use Parent Square for communication that sends a daily attendance report from the previous day to administrators. We also have our district social worker who takes referrals too.

6th through 8th

The process and data used for all schools includes attendance reports from e-school that identifies attendance issues to address through conferences or FINS. We use Parent Square for communication that also sends a daily attendance report from the previous day to administrators. Our process for mental health is a teacher referral to the administrator and onto the counselor and then a school-based mental health referral could be attained. We also have our district social worker who takes referrals too. The middle school specifically does a great job using the PLC process to ensure strong academic services.

9th through 12th

The process and data used for all schools includes attendance reports from e-school that identifies attendance issues to address through conferences or FINS. We use Parent Square for communication that also sends a daily attendance report from the previous day to administrators. PASS is also used, and this is an aptitude survey that our students take that looks at 9 different areas of school. Our process for mental health is a teacher referral to the administrator and onto the counselor and then a school-based mental health referral could be attained. We also have our district social worker who takes referrals too. The high school specifically does a great job using the PLC process to ensure strong academic services.

Priority 2.4

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

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:

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)]

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

Quality Educational Workforce

Priority 3.1

Upon analysis of your district's educator workforce and student outcomes, what grade levels, subject areas, or programs has your district identified as a priority for needing highly effective teachers?

Limit: 1,250 characters, approximately 250 words

K-12 ELA, Math, and Science. Our state testing scores are low across the board.

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 highly effective teachers? Select the two groups that are your district's top priorities. [ESEA § 1112(b)(2)]

If a priority, select Yes

Economically disadvantaged

Yes

IDEA (Special Education)

Yes

Minorities

English Learners

Students scoring in the lowest quartile in Math, Science, Literacy

Persistently low-performing in literacy

Accelerated Learners

Other

Priority 3.3

How does the district 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)]

If a strategy, select Yes

Annual review of teacher qualifications and assignments to identify disparities

Annual review of student subgroups and assignments to identify disparities

Make staffing changes or reassign as necessary to alleviate disparities (hiring personnel, additional teachers, stipends, etc.)

Purchase services for additional PD or coaching to support teaching and learning

Yes

Teacher mentor programs, high-need stipends, etc.

Yes

Other

Priority 3.4

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

If offered, select Yes

Teacher support personnel (e.g. Instructional Facilitator, Mentor Coordinator, PD Coordinator)

Teacher mentor program

Yes

Teacher incentive recruitment bonuses

Teacher stipends (in high-need areas)

Job fairs or career fairs

Yes

Tuition reimbursement

Yes

Pre-Educator Programs

Registered Apprenticeship

Lead/Master Teacher

Yes

Matching funding for apprenticeship program for journeyman/mentoring

Other

Priority 3.5

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

If offered, select Yes

Professional learning

Yes

Mentorship

Yes

Coaching

Yes

Licensure assessment preparation

Yes

Opportunities for peer observation

Yes

Other

Yes

District Held Novice Teacher Bootcamp Sessions. Paying for study materials and Praxis testing.

Priority 3.6

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

If you will offer, select Yes

Additional compensation costs for mentors/teacher leaders participating in an induction program, particularly in economically disadvantaged schools with high percentages of ineffective teachers and high percentages of students who do not meet the State Academic Standards

Retention bonuses

Teacher pipeline initiatives, including Grow Your Own programs.

Assisting current teachers and other school staff in earning initial or additional certification in shortage areas

Teacher leader and teacher advancement opportunities, including serving as instructional coaches and teacher leadership

Create incentives for effective educators to teach in high-need schools and ongoing incentives for such educators to remain and grow in such schools

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
Yes
Yes

State Programs

There are five sub-sections in State Program:
 Alternative Learning Environments (ALE)
 English Language Learners (ELL)
 Gifted and Talented
 School Health
 Enhanced Student Achievement (ESA)

Acknowledgement

The district acknowledges the Special Needs Funding rules that govern ALE, ELL, and ESA programs.

Verify by selecting Yes
 Yes

Alternative Learning Environments

Who needs to complete this section?

Every district with an ALE program.

1.1 ALE Programs

Please complete a row in the table below for each ALE program in your district.

ALE Program Name	Grade levels served	Address	What is the program type? <small>Select one. If you select consortium, you must upload your MOU to Instate.</small>	Is the program new or existing? <small>Select one.</small>	Behavior	Which of these populations are targeted?					Mental health supports	Program Description <small>If you are in your third year rotation, this is required for every program. If you are not in your third year rotation, this is only required for new programs. Text limit: 1,200 characters, approximately 200 words.</small>
						Credit Recovery	English Proficiency	Work-based	Special Education	Gifted/Talented		
1 Hamburg High School HUB	Grades 9-12	1119 South Main Street Hamburg, Arkansas 71646	Consortium	Existing	Yes	Yes	Yes	Yes	Yes	Yes	0-12 Hybrid ALE Referral: • Student referral received by ALE from school district • ALE placement committee (ALE instructor, student parent/legal representative, school district representative, building principal, counselor, Special Education or 504 representative when applicable) reviews referral to consider prior interventions and determine whether student meets placement criteria • Developed at the time of student placement • ALE used to measure growth and transition planning Credit Recovery: • Applicable to students in the ALE program who have previously failed an attempted course instructional methods • Required 51% of greater direct/synchronous instruction through lecture, one-on-one, small groups, and hands-on experience • Social skills are addressed daily through group and individual work with the ALE teacher and Staff Transition to Traditional School Environment: • Transition conference used to determine action plan for student's return to traditional school environment • Written transition plan developed including monitoring process, staff responsibility, length of transition • Transition and/or exit of ALE placement based on successful completion of Student Action Plan goals and objectives	
2 Hamburg Middle School ALE	Grades 5-8	1109 Club Drive, Hamburg, Arkansas 71646	Consortium	Existing	Yes	No	No	No	No	Yes	0-8 ALE Referral: • Student referral received by ALE from school district • ALE placement committee (ALE instructor, student parent/legal representative, school district representative, building principal, counselor, Special Education or 504 representative when applicable) reviews referral to consider prior interventions and determine whether student meets placement criteria • Developed at the time of student placement • ALE used to measure growth and transition planning Credit Recovery: • Applicable to students in the ALE program who have previously failed an attempted course instructional methods • Required 51% of greater direct/synchronous instruction through lecture, one-on-one, small groups, and hands-on experience • Social skills are addressed daily through group and individual work with the ALE teacher and Staff Transition to Traditional School Environment: • Transition conference used to determine action plan for student's return to traditional school environment • Written transition plan developed including monitoring process, staff responsibility, length of transition • Transition and/or exit of ALE placement based on successful completion of Student Action Plan goals and objectives	
3 Hamburg High School AE	Grades 9-12	1119 South Main Street Hamburg, Arkansas 71646	Consortium	Existing	Yes	Yes	Yes	Yes	Yes	Yes	0-12 ALE Referral: • Student referral received by ALE from school district • ALE placement committee (ALE instructor, student parent/legal representative, school district representative, building principal, counselor, Special Education or 504 representative when applicable) reviews referral to consider prior interventions and determine whether student meets placement criteria • Developed at the time of student placement • ALE used to measure growth and transition planning Credit Recovery: • Applicable to students in the ALE program who have previously failed an attempted course instructional methods • Required 51% of greater direct/synchronous instruction through lecture, one-on-one, small groups, and hands-on experience • Social skills are addressed daily through group and individual work with the ALE teacher and Staff Transition to Traditional School Environment: • Transition conference used to determine action plan for student's return to traditional school environment • Written transition plan developed including monitoring process, staff responsibility, length of transition • Transition and/or exit of ALE placement based on successful completion of Student Action Plan goals and objectives	
4												
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English Language Learners

Who needs to complete this section?

Every district with English Language Learners.

1.2 English Language Personnel

What is the total unduplicated count of personnel paid from local and state funds who are providing direct instruction through a Language Instruction Education Program (LEP)? Please note that this is NOT the same as FTE.

Licensed Educators WITH English as a Second Language (ESL) Endorsement	1.00
Licensed Educators with NO ESL Endorsement	26.00
Educators without a License (paraprofessionals, volunteers, etc.)	12.00
Total personnel paid from local and state funds providing LEP services	39

Gifted & Talented

Who needs to complete this section?

All districts

1.3 Gifted & Talented Assurances

The district acknowledges the rules and regulations that are required for Gifted and Talented programs in the state.

Verify by selecting Yes
Yes

The district adheres to all requirements related to the process for identifying students in need of gifted services, in accordance with GT Program Approval Standards/Rules listed below.

Verify by selecting Yes
Yes

1. Identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff.
2. A committee of at least five members (chaired by a board member) in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students.
3. The identification process yields information obtained through a variety of procedures and from multiple independent sources. Identification procedures include the use of at least two objective and two subjective measures, one of which must be creativity.
4. Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student.
5. Procedures used in the identification process are not discriminatory with respect to race, culture or ethnicity, background, religion, national origin, sex, or handicapping condition.
6. Test materials used in identification must include national standards during the identification process to ensure validity of the instructional staff regarding that placement decisions.
7. Written identification and placement procedures include parental involvement. Identification procedures include a process by which parents are informed of placement decisions, give permission for their child to participate, and have the opportunity to appeal a decision on which they disagree.
8. Identification of gifted/talented students is an ongoing process extending from school entry through grade 12.

1.4 Gifted & Talented Program Evaluation Summary

Provide the required summary of the annual GT program evaluation findings from the 2023-2024 school year.

Limit: 2500 characters, approximately 250 words

Having a week of the GT program that encompasses 4.2h. Parents and staff agree with the referral and identification process and feel that the GT Program is beneficial to the students. Student skills learning is different in GT and teaches them different ways to think. They want to stay in the GT classroom longer and do more activities. Middle school honor students do not feel they are expected to more rigor than what Pre-AP and AP has the rigor is present in their classes. More students completed AP classes than the previous year. The pre-AP program is preparing students and giving them confidence to diversify AP classes. All students enjoyed the educational field trips and guest speakers. We completed the year with overnight field trip for 4th-6th grade to Florida 4-H Center.

1.5 Gifted & Talented Services

Enter the number of minutes each week that students receive services through each program option that you are utilizing in your district.

Program Option	Number of minutes each week by grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Cluster grouping													
Consultant teacher													
Course content													
Whole group enrichment	30	30	30	30					40				
Acceleration of content and/or grade level													
Resource room					150	150							
Resource center													
Self-contained classroom													
Honors and advanced classes						225	400	475					
Pre-AP									450	450			
Advanced Placement (AP)										225	900	1,125	
International Baccalaureate (IB)													
Special classes/ seminars													
Special school													
School within a school													
Mentorship													
Concurrent credit											400	475	

Health and Wellness

Who needs to complete this section?

All districts

1.6 Health and Wellness Assurances

The district acknowledges the rules and regulations that are required to meet the health and wellness requirements in the state.

Verify by selecting Yes
Yes

Ensure that the district wellness policy is in compliance with the state and federal mandates.

Yes

Ensure that the LEA will coordinate with child nutrition personnel to ensure all menus, districtwide, are reviewed quarterly by the district wellness committee.

Yes

Ensure that the LEA has implemented space within each campus to accommodate breastfeeding mothers.

Yes

Ensure that the LEA has completed the School Health Index assessment process for each campus within the LEA. Please submit a letter for the school and the district website at the following link: [https://www.texas.gov/health/index.html](#)

Yes

The LEA assumes all responsibilities related to Medicaid reimbursement claimed on behalf of the district for direct service claims.

Yes

1.7 Analysis of School Health Index Assessments

What priorities will the district address upon analysis of the School Health Index Assessments in the following categories?

Limit for each: 1,200 characters, approximately 250 words

Nutrition

What nutrition strategies does the district plan to implement?

If you will offer, select which grade bands the strategy applies to:

Increase access and participation to breakfast and/or lunch programs.

Both

Increase variety of offerings in school meals.

Discovery Pickle alternative protein-based choices at middle and high school

Improve food purchasing and meal preparation practices.

FSAC and district work together on purchasing and site food preparation

Provide healthy food and beverage choices using Smarter Lunchroom techniques.

Both

Improve the time allocated for students to eat breakfast and/or lunch.

Students allowed adequate time for meals at all schools

Implement nutrition education in the classroom.

Both

Implement Farm to School activities.

If opportunity becomes available

Improve nutrition marketing efforts on school campus.

Both

Please describe any additional nutrition strategies with grade bands that the district plans to implement: Consider all grade levels all with TMS. Consider to provide a monthly newsletter that will go out to all families and promote participation in lunch rooms, give updates on new meal selections and give guidelines for healthy eating and its benefits.

Physical Education and Activity

What physical education and activity strategies does the district plan to implement?

Limit for each: 1,200 characters, approximately 250 words

If you will offer, select which grade bands the strategy applies to:

Increase the number of minutes per week physical education and/or physical activity offered for students.

Elementary

Implement a sequential physical education curriculum consistent with standards.

Both

Improve information and materials for physical education teachers.

Both

Improve physical education class to keep students moderately to vigorously active for at least 25% of the time.

Both

Implement a health-related physical fitness component in physical education class (i.e. Presidential Youth Fitness Program).

Will work toward implementing

Implement physical education content licensed teachers in all physical education classes, districtwide.

Both

Increase access to quality professional development for physical education teachers.

Both

Implement classroom teacher professional development related to promoting and integrating physical activity in the classroom.

Both

Implement and provide opportunities for all students to participate in school sponsored or community-based intramural programs or physical activity clubs.

Both

Please describe any additional physical education and activity strategies with grade bands that the district plans to implement:

Elementary schools will include in the weekly memo to teachers activities that promote movement. Middle and high school PE teachers will be provided with training in incorporating more diverse activities for students.

Physical and Built Environment

What physical and built environment strategies does the district plan to implement?

Limit for each: 1,200 characters, approximately 250 words

If you will offer, select which grade bands the strategy applies to:

Implement access to indoor and/or outdoor recreational facilities to students, their families, and the community outside of school hours.	Both
Implement access to free drinking water at no cost to students throughout the school day.	Both
Promote student participation in a variety of community-based physical activity options.	Both
Promote or support walking and bicycling to and/or from school.	All schools allow students to walk or ride bicycle to school
Implement opportunities for all students to participate in before- and after-school physical activity opportunities.	Middle School/High School

Please describe any additional physical and built environment strategies with grade bands that the district plans to implement.

All schools will work toward events that give our community an opportunity to be included in physically active events.

Enhanced Student Achievement (ESA)

Who needs to complete this section?

All districts who receive ESA funding. ESA funding shall be expended for eligible programs that are aligned to the needs assessment to increase student achievement, reduce gaps, or create conditions to support student learning lead to outcomes.

1.8 ESA

Does the school district intend to transfer ESA funds to other programs?

Please select Yes or No

No

Identify how the district will use ESA funding:

Teacher compensation above the minimum requirements

No

Hiring of additional teachers for core academic subject areas not required by Standards for Accreditation

No

Enhancement of teacher salaries for recruitment, retention, or additional leadership roles supporting student achievement

No

Academic supports and interventions

Yes

Behavioral supports

Yes

Physical and mental health resources

Yes

Early intervention resources: grade 4, high-dosage tutoring, early literacy interventions

No

Access to post-secondary or accelerator opportunities

No

Verify by selecting Yes

Districts are required to set goals for ESA funding. Do the goals on the District tab of this workbook align with ESA funding opportunities?

Yes