

## General District Information

### Goal 1

#### Improving Academic Outcomes: Literacy Goal

The Bergman School District had 55% of our students on grade level based on the 2022-2023 ACT Aspire test scores. In 2024-2025 we will have 60% ready or exceeding grade level expectations.

### Goal 2

To use HQIM consistently and effectively

By the end of the 2024-2025 we will ensure 100% of our literacy and math teachers are proficient in implementing HQIM effectively.

### 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	Phonetic Connections	K-2	The Bailey Group
	2			
	3			
ELA: Language Comprehension Programs (Top of the Rope)	1	Benchmark Reading	K-4	The Bailey Group
	2			
	3			
Math Programs	1	Envision Math	K-4	The Bailey Group
	2			
	3			

#### 7-12 Core Programs

	Step 1	Step 2	Step 3	Step 4
ELA Core Program	1	Study Sync 7th/8th Wonders 5th/6th	Middle School ELA	The Bailey Group
	2	Holt-McDougal Literature	English 9	The Bailey Group
	3	Holt-McDougal Literature	English 10	The Bailey Group
	4	Holt-McDougal Literature	English 11	The Bailey Group
	5	Holt-McDougal Literature	English 12	The Bailey Group
Mathematics Program	1	not an HQIM	Middle School Math	The Bailey Group
	2	Reveal	Algebra	The Bailey Group
	3	Reveal	Geometry	The Bailey Group

### 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.

	Step 1	Step 2	Step 3	Step 4
Literacy Intervention Programs K-6	1	Phonics First	K-4	
	2			
	3			
Literacy Intervention Programs 7-12	1			
	2			
	3			
Dyslexia Programs K-6	1	Take Flight	K-6	Access Learning Academy David Hanson, CALT Convention, and OUR Coop-Pattie Wheeler, Springfield Center for Dyslexia and Learning under the direction of Texas Scottish Rites Hospital for Children
	2			
	3			
Academic Reading 7-12	1	Take Flight	7-12	Access Learning Academy David Hanson, CALT Convention, and OUR Coop-Pattie Wheeler, Springfield Center for Dyslexia and Learning under the direction of Texas Scottish Rites Hospital for Children
	2			
	3			
Mathematics Intervention Programs	1			
	2			
	3			
	4			
	5			
	6			
ESOL Programs (English Language Development ELD) (if applicable)	1			
	2			

3				
1				
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	
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	

**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	

**Supplemental Supports**

**Priority 1.6**

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

Limit: 1,250 characters, approximately 250 words

**Pre-K**

Pre K is not in our building, but we do partner with the OUR Cooperative. They provide services for 3-5 year olds. The coop houses it's own special education team including speech, OT/PT. As in public school when students have been identified as having academic or developmental concerns, they are tested and properly placed where assistance is needed. In the spring, the coop team and the school team meet to transition any students with academic or developmental concerns. Parents attend the meeting and it is decided then how to proceed with placement in kindergarten. The kindergarten teachers have met with preschool teachers to discuss curriculum and what would be helpful for students to know when they come to kindergarten. Preschool teachers assess all students and share those results with us so that we can quickly identify areas of weakness that need to be addressed early on in kindergarten.

**K through 2nd**

For our students coming into kindergarten, we have transition conferences from any preschools that our incoming students are attending. If the student receives any special education services, a decision is made if additional testing is recommended to see if the students qualify for services in the public school setting. A kindergarten readiness checklist is shared with parents at kindergarten registration in April and the students are assessed. This data is used to identify incoming students who may be at risk. 1st and 2nd grade teachers will use end of year report cards and assessments. Using this data the Student Intervention Team reviews data and identifies who will begin receiving intervention services. Also, within the first month of school, the Cambium assessment will be given to all Kindergarten-Second grade students. The district also uses the diagnostic assessments contained in the HQIM. We will then use this data and if necessary can do additional testing with DIBELS, DRA, DSA, and PAST assessments.

**3rd through 5th**

3rd and 4th grade teachers will use end of year report cards and STAR Reading and Math assessments to identify students who are at-risk for academic failure. The district also uses the diagnostic assessments contained in the HQIM. We also use state assessment data to identify students at risk. Students are identified and receive daily intervention services. The Student Intervention Team reviews data and identifies students who will begin receiving TIER 3 intervention.

**6th through 8th**

Teachers will use end of year report cards, STAR Reading, and ATLAS State assessment to identify students who are at-risk for academic failure. Teachers, the counselor, and the principal review student data to determine who will receive TIER 3 interventions.

**9th through 12th**

9-12 grade teachers will utilize data from weekly IPR grades, DL Math & ATLAS state assessments to identify students who are at risk for academic failure. The district uses assessments from the HQM to determine intervention. Parent phone calls & student meetings are held to determine additional support needed. Supports include: directed study hall, after school tutoring and/or point in time remediation.

**Priority 1.7**

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

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

For progress monitoring our district does star assessments, dibels, and classroom assessments to monitor progress and identify areas for remediation or more intense instructional intervention. We also house school based mental health counselors, a homeless liaison, counselors and nurses beyond state requirements, and additional administrators and instructional support personnel to support and monitor all students.

**Priority 1.8**

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

**Elementary Grades**

Grades included	K-4
	If you will provide, select Yes
Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)	Yes
Grade acceleration (grade skipping)	
Continuous progress	Yes
Magnet schools	
International Baccalaureate Diploma Programme	
N/A	
Other	

**Middle Grades**

Grades included (enter n/a if no middle school)	5-8
	If you will provide, select Yes
Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)	Yes
Grade acceleration (grade skipping)	
Continuous progress	Yes
Advanced Placement (AP)	Yes
International Baccalaureate Diploma Programme	
Cambridge Advanced	
Concurrent credit, dual enrollment	
Credit by Demonstrated Mastery	
Career Pathways	Yes
N/A	
Other	

**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	Yes
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	Yes
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**

We have HQ teachers using HQIM for all ALE students.

**SPED**

We offer the full continuum of special education placements and related services. We offer these services for ages 3-21.

**EL (LIEP), if applicable**

We have dedicated staff members for ELL students who work in conjunction with classroom teachers to provide needed services.

**Migrant, if applicable**

**Title I, if applicable**

We have a dedicated reading interventionist at the elementary campus and highly qualified paraprofessionals in all buildings providing additional services and interventions as needed for identified students. We have a 2 dedicated dyslexia specialists that also provides additional support and training to assist staff and students.

**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**

We house a school based mental health team. We have a homeless liaison, certified ALE instructors, additional administrators, school counselors and nurses beyond the amount required by standards.

**SPED**

We offer a full continuum of wrap-around supports. We offer PT, OT, speech and any related service necessary to provide the student access to an appropriate education. We also offer one to one paraprofessional support and personal care aids when needed. We house a school based mental health team. We have a homeless liaison, certified ALE instructors, additional administrators, school counselors and nurses beyond the amount required by standards..

**EL (LIEP), if applicable**

We house a school based mental health team. We have a homeless liaison, certified ALE instructors, additional administrators, school counselors and nurses beyond the amount required by standards.

**Migrant, if applicable**

**Title I, if applicable**

We house a school based mental health team. We have a homeless liaison, certified ALE instructors, additional administrators, school counselors and nurses beyond the amount required by standards.

**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

Partnering with local childcare programs throughout the year	
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	Yes
Orientation/Registration activities for transition students	Yes
Transition conferences	
Jump Start summer program	
Providing clubs or activities to engage students	Yes
Materials and training to help families improve their children's achievement	Yes
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc.	
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	Yes
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	Yes
Partnership for concurrent credits	Yes
Career Coach; Internship and real-world project opportunities to students	Yes
Concurrent courses offered in conjunction with colleges and universities	Yes
Other	

**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	

**Priority 1.13**

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

Limit: 1,250 characters, approximately 250 words

Student Success Plans are designed in the 8th grade. Each year students address a path to graduation as well as investigate opportunities for enrichment and community service. Students and Parents are given access to the Student Success Plan through a shared document of the Arkansas template for Student Success Plans. Students in grades 9-12 monitor their plans and make adjustments according to their career goals. Parent signatures on the plan are required each year to assure that parents are involved in the process of forming the students' successful transition to post secondary life.

**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 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 elementary programs	Yes
Other	

**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				
Home visits/home instruction				
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	
Advanced Manufacturing	
Agriculture Power	Yes
Animal Systems	Yes
Automotive Service Technology	Yes
Banking	Yes
Business Finance	Yes
Computer Science - Programming	
Computer Science - Networking	
Construction	Yes
Criminal Justice	
Management	
Nursing Services	Yes
Plant Systems	Yes
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 (c)(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)	
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	

**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	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
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	Yes
Non-profit organizations	Yes
Art or Science Museums	Yes
City Chamber of Commerce	Yes
Local Business	Yes
Governmental Agencies	Yes
Boys and Girls Club	
Activity and Wellness Center	
Community Schools	
Churches & Religious organizations	Yes
Career Centers	
Joint Use Agreements	Yes
Other	

# 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	
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

NA

### K through 2nd

The district partners and houses school based mental health workers and has partnered with OUR Co-op for onsite and offsite behavior trainings. Many staff members are trained in conscious discipline. Through this training, staff is able to identify students that need additional support. Principals pull attendance records to work on issues that might be related to attendance. Staff has been trained in Behavior Solutions and has implemented the 3 tiered process for behavior.

### 3rd through 5th

3rd and 4th grade--The district partners and houses school based mental health workers and has partnered with our coop for onsite and offsite behavior trainings. Many staff members are trained in conscious discipline. Through this training, staff is able to identify students that need additional support. Principals pull attendance records to work on issues that might be related to attendance. Staff has been trained in Behavior Solutions and has implemented the 3 tiered process for behavior.

### 6th through 8th

The district partners and houses school based mental health workers and has partnered with OUR Co-op for onsite and offsite behavior trainings. Through this training, staff is able to identify students that need additional support. Principals pull attendance records to work on issues that might be related to attendance.

### 9th through 12th

The district partners and houses school based mental health workers and has partnered with OUR Co-op for onsite and offsite behavior trainings. Through this training, staff is able to identify students that need additional support. Principal & counselor pull attendance records to work on issues that might be related to attendance.

## 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

After examining the data in teacher value added growth from ACT Aspire, we realized that Math across the district needs to improve. Therefore we are going to look at our curriculum and make sure all grades have HQIM, to offer additional training to our existing staff or move more highly effective teachers to these positions or when replacing these positions we make sure they are highly qualified to teach math.

## 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

IDEA (Special Education)

Minorities

English Learners

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

Persistently low-performing in literacy

Accelerated Learners

Other

Yes
Yes

## 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.)

Yes
Yes

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

Yes

Teacher mentor programs, high-need stipends, etc.

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

Tuition reimbursement

Pre-Educator Programs

Registered Apprentice

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

### 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

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

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

## State Programs

There are five sub-sections in State Programs:  
 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

## 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 of initiation, this is required for every program. If you are not in your third year of initiation, this is only required for new programs. Text limit: 1,250 characters, approximately 250 words.</small>
						Credit Recovery	English Proficiency	Work-based	Target		
1 Elementary	K-4	PO Box 1, Beegun, AR 72615	Traditional ALE	Existing	Yes					Yes	
2 Middle School	5-8	PO Box 1, Beegun, AR 72615	Traditional ALE	Existing	Yes					Yes	
3 High School	9-12	PO Box 1, Beegun, AR 72615	Traditional ALE	Existing	Yes	Yes	Yes	Yes		Yes	
4											
5											
6											
7											
8											
9											
10											
11											
12											

## 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	200
Licensed Educators with NO ESL Endorsement	
Educators without a License (paraprofessionals, aides, etc.)	
Total personnel paid from local and state funds providing LEP services	2

## Gifted & Talented

Who needs to complete this section?

All districts

### 1.3 Gifted & Talented Assurances

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

Verify by selecting Yes

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

Verify by selecting Yes

- The process for identifying students has several steps:
1. Identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff.
  2. A committee of at least five members chosen by a trained specialist 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 uses multiple procedures 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 assess creativity (e.g., open-ended, no single criterion or cut-off score is used to include or exclude a student).
  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 non-discriminatory with respect to race, culture or economic background, religion, national origin, sex, or handicapping condition.
  6. Involvement/consultation with parents/guardians is required during the identification process and communication is communicated to the instructional staff regarding that placement decision.
  7. Written identification and placement procedures include general endorsement. 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 with 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 QT program evaluation findings from the 2023-2024 school year.

Limit: 1,250 characters, approximately 250 words

Teachers were surveyed to determine their understanding of the identification process for gifted students. It was determined that teachers are not clear on how this process works within our district. A plan has been developed to present a short PD session for teachers to explain in detail how students are identified and placed for services. Teachers were surveyed to determine how they are meeting the needs of gifted students within their classrooms. It was determined that teachers are providing various forms of differentiation, ability grouping and extension opportunities for students who require work beyond the regular lesson. Ongoing support and resources will be provided as needed throughout the school year. Teachers were surveyed to determine needs for PD regarding gifted students in the classroom. Teachers expressed the need for resources, strategies for differentiation, and understanding of the placement process. A working document is being created to provide ideas for resources, articles, and The need for extension math lessons for middle school was determined. After consulting my principal, I awarded a trial subscription to Smart Academy and requested teachers to allow students to visit or use needed math resources more complete. Data reports from the website, along with state testing scores will be reviewed by administrators and teachers to determine whether or not this subscription should be added into the 2024-25 budget.

### 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					96	96			
Acceleration of content and/or grade level													
Resource room					150	150	150	150	150	150			
Resource center													
Self - contained classroom													
Enrich and advanced classes													
Pre-AP													
Advanced Placement (AP)										208	208	208	208
International Baccalaureate (IB)													
Special classes/ seminars													
Special school													
School within a school													
Mentorship													
Concurrent credit										2,400	2,400	2,400	2,400

## 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.

Yearly by choosing 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, districts, 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 form for each school and PDF attached available at the following link: <https://www.healthychildren.org/askexperts/>

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: 1,250 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.

Increase variety of offerings in school meals.

Improve food purchasing and meal preparation practices.

Promote healthy food and beverage choices using Smarter Lunchroom techniques.

Both

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

Elementary

Implement nutrition education in the classroom.

Implement Farm to School activities.

Improve nutrition marketing efforts on school campus.

Please describe any additional nutrition strategies with grade bands that the district plans to implement:

#### Physical Education and Activity

What physical education and activity strategies does the district plan to implement? Limit for each: 1,250 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.

Implement a sequential physical education curriculum consistent with standards.

Improve information and materials for physical education teachers.

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 (e.g., Presidential Youth Fitness Program).

Implement physical education content loaned teachers in all physical education classes, districts.

Improve access to quality professional development for physical education teachers.

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

Elementary

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

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

#### Physical and Built Environment

What physical and built environment strategies does the district plan to implement? Limit for each: 1,250 characters, approximately 250 words

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

Improve access to indoor and/or outdoor recreational facilities to students, their families, and the community outside of school hours.

Middle School/High School

Improve access to free drinking water at no cost to students throughout the school day.

Promote student participation in a variety of community-based physical activity options.

Promote or support walking and bicycling to and/or from school.

Elementary

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:

## 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 best to outcomes.

### 1.8 ESA

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

Please select Yes or No

Yes

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 (pre-K, high-impact tutoring, early literacy interventions)

Access to post-secondary or acceleration opportunities

Verify by selecting Yes

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

Yes