

DeQueen Primary Improvement Plan 2025-2026

Mathematics Improvement Plan

Goal: To implement the Science of Reading to increase achievement in mathematics in grades K-2

Data:

Scores from the iReady Math assessment in January 2025 showed that 158 students took the math assessment and 29% showed at or above grade level in Kindergarten, up from 7% in the fall. This is the first year for Kindergarten students to take the iReady assessments.

Scores from the iReady Math assessment in December 2024 showed that 168 students took the math assessment and 16% showed at or above grade level in first grade, compared to 2% in the fall.

Scores from the iReady Math assessment in December 2024 showed that 188 students took the math assessment and 18% showed at or above grade level in 2nd grade, compared to 4% in the fall.

Action Steps:

Implement Eureka Squared to achieve growth in math and help fill gaps due to learning loss.

Implement the strategies of RISE into the math curriculum.

Continue the use of Rocket Math with more emphasis on math fluency in 1st and 2nd grade.

Continue the use of Happy Numbers for special education.

Students needing additional services will participate in RTI in Math.

Afterschool tutoring will be utilized for students needing additional support in math.

Implementation of the iReady standards-based software program will support all areas of math with differentiated instruction for all students. It will be used in the computer labs as well as the classroom

Professional Learning:

All certified staff attended RISE training in the summer of 2020 and completed their assigned pathway. New certified staff will begin training to finish their pathway summer 2023.

Administrator completed the RISE assessor training in July of 2020. New Administrator completed assessor training during the 2021-22 school year.

The Math Facilitator and Professional Learning Coordinators will hold rotational meetings with teachers on a regular basis to determine gaps and progress as they provide support to enhance teacher effectiveness.

Summer 2025, Professional Learning Coordinators will lead professional development to look at data and curriculum to determine weaknesses and strengths.

25-26 school year, Professional Learning Coordinators will lead Lunch and Learns, to support teachers and improve student achievement as they examine data and review curriculum and instruction

Grade levels will meet to align Eureka Squared with new Math standards while unpacking the essential standards in summer training.

Math team members attended training on unpacking the essential standards. The team will lead their grade levels in summer training 2024.

Math team members attend Math Camp to deepen understanding of standards, maximize the effectiveness of lessons and internalize the key concepts. The team will lead their grade levels in summer training 2024.

Evaluation:

Students will be tested with the new ATLAS test at least three times annually to determine progress.

Students will be tested with iReady three times a year to determine progress and growth.

Students will be assessed on an ongoing basis utilizing Happy Numbers and Rocket Math and iReady.

Students who are not successful will be remediated by the regular classroom teacher and/or the Math Facilitator until a Ready designation is achieved.

All students will work at their instructional levels in iReady.

Comprehensive reports are available to teachers denoting areas of needed improvement and offering remedial skills for iReady and ATLAS.

The RTI specialist will use mClass to monitor students needing additional services.

Literacy Improvement Plan

Goal: To implement the Science of Reading to achieve growth in reading in grades K-2

Data:

iReady Growth:

Kindergarten: Scores from the iReady Literacy Test in January 2025 showed that out of 178 students tested, 55% of students were at or above grade level. That is an great increase from 9% at or above grade level in the Fall. This is the first year for Kindergarten to take the iReady assessments.

1st Grade: Scores from the iReady Literacy Test in December 2024 showed that out of 167 students who were tested, 35% were at or above grade level whereas in the Fall only 9% were at or above grade level.

2nd Grade: Scores from the iReady Literacy Test in December 2024 showed that of the 189 students who were tested, 49% were at or above grade level, compared to only 21% at or above grade level in the Fall.

Action Steps:

All certified staff attended RISE training in the summer of 2020 and completed their assigned pathway. New certified staff will begin training to finish their pathway summer 2023.

Teachers will plan lessons based on the science of reading and grade level standards. Teachers will turn lesson plans into administration weekly for review.

Continue Direct Instruction Reading implementation. The Direct Instruction Curriculum encompasses research-based activities through phonemic awareness, letter-sound correspondence, sounding out words, word recognition, vocabulary, fluency, and comprehension.

Utilize the Benchmark Readers Workshop for vocabulary and comprehension skills.

Utilize Saxon Phonics and Spelling approved curriculum for phonics and fluency mastery.

Utilize the Heggerty Phonemic Awareness program to reinforce reading skills in the area of phonological awareness.

Implementation of the iReady standards-based software program will support all areas of literacy with differentiated instruction. It will be used in the computer labs as well as the classrooms.

Students needing additional services will participate in RTI in reading using SIPPS, an approved

Literacy intervention program.

Afterschool tutoring will be utilized for students needing additional support in reading.

Students who qualify for the Dyslexia program, through the use of several screeners, will receive services and participate in the Sonday System, an approved Dyslexia intervention program.

All students will participate in WIN time. Students will receive extra support in weak areas based on the iReady diagnostic screening. Students will be given testlets and remediation based on ATLAS screener during this time as well.

Professional Learning:

All certified staff attended RISE training in the summer of 2020 and completed their assigned pathway.

Administrator completed the RISE assessor training in July of 2020. New Administrator completed assessor training during the 2021-22 school year.

Teachers attended training on Benchmark Readers Workshop in the summer of 2022 and will continue professional development in the summer of 2023.

Teachers attended training on the use of the sound wall in the classroom in the summer of 2022.

Direct Instruction Reading paraprofessionals and novice teachers completed training and/or refreshers on the various levels of the program.

Teachers will attend DI refreshers on various levels of the program in the summer of 2025 as needed.

Rotational meetings will be held with the Professional Learning Coordinators on a regular basis to determine gaps and progress as they provide support to enhance teacher effectiveness.

Summer 2025, Professional Learning Coordinators will lead professional development to look at data and curriculum to determine weaknesses and strengths.

25-26 school year, Professional Learning Coordinators will lead Lunch and Learns to support teachers to improve student achievement as they examine data and review curriculum and instruction.

Literacy team members attended training on unpacking the essential standards. The team will lead their grade levels in summer training 2024.

Literacy team members attend ELA Camp to deepen understanding of standards, maximize the effectiveness of lessons and internalize the key concepts. The team will lead their grade levels in summer training 2024.

Summer 2025, teachers will attend an iReady training to help interpret data and plan instruction based on the data.

Evaluation:

Students will be tested with the iReady diagnostic test at least three times annually to determine progress.

Students will be tested with ATLAS three times a year to determine progress and growth.

All students work at their instructional levels in the iReady reading supplemental software program.

Comprehensive reports are available to teachers denoting areas of needed improvement and offering remedial skills for iReady and ATLAS.

Students are tested every 5 lessons in Direct Instruction Reading for rate and accuracy and then every 10 lessons with a Mastery Test. Students will be moved to different programs-either up or down-depending on their progress to receive more enrichment or remediation.

Health and Wellness Improvement Plan

Goal: To improve the health and wellness in the areas of physical activity, nutrition, and family engagement on health issues in grades K-2

Data:

Using the data collected from the School Health Index Assessment from May of 2025, some areas of weakness were found in Modules 3, 4, 10, and 11 with scores only meeting partially in place standards.

Action Steps:

Students may not be getting enough physical activity brain breaks during the school day. Teachers will be encouraged to incorporate brain breaks in the classroom by using resources such as Go Noodle during transition times.

Students and teachers will be more involved in the meal planning. The food service director, cafeteria manager and teachers can collaborate to create meals using feedback from students. The Food Service director will conduct more mini lessons with classes and incorporate more food samplings to determine what students might be interested in having on the menu.

Families will be more involved and more informed about the school meal programs. The Food Service Director will survey families about meal options. We will try to distribute health information including the surveys in other languages as needed for our community.

Professional Learning:

Summer of 2025, the SHI Assessment results will be shared with staff. The use of Go Noodle for brain breaks will be encouraged. Go Noodle is a free resource for teachers, information on how to access will be provided. A sample survey will be shared with faculty and their input will be taken.

Evaluation:

In the Spring of 2026, the SHI Assessment will be conducted again and results will be compared to the 2025 results to see if improvement has been made in the weak areas. Results from parent surveys will be shared with the Food Service director, cafeteria manager and building principals.

Transition Services

De Queen Primary School provides transition conferences to students and families as they transition from early childhood to kindergarten. Pre-registration activities, back to school night, and educational materials are provided to assist in a smooth transition. Kindergarten teachers conduct readiness screenings during the spring prior to the fall for students in early childhood programs.

Family and Community Engagement

The De Queen School District Board of Education, administrators, and staff recognize that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners.

Although the district's families and parents are diverse in culture, language, and needs, they share the school's commitment to their children's educational success. In collaboration with families and parents, this school district shall establish programs and practices that enhance school, parent, and parent engagement and reflect the specific needs of students and their families.

The goal of De Queen Primary School is to provide a high-quality education to all

students. We know that engaging families and parents is essential to improve student achievement. Therefore, we will foster and support active parent and family engagement and participation in promoting children's social, emotional, and academic growth.

This document represents a joint development of De Queen Primary School's parents, students, school staff, alumni, and communities. The outline complies with the legal requirements of the Every Student Succeeds Act (ESSA) Public Law 114-95 Section 1112, Local Educational Agency Plans; Section 1114, Schoolwide Programs; and Section 1116, Parent and Family Engagement Jointly Developed. A FACE committee is established each year to address the needs of students and families of our Title I School. Based on ATALAS and STAR scores, curriculum meetings are held to meet student needs.

- The committee reviewed and evaluated the current plan
- Parents may request regular or special meetings by contacting the school principal
- The committee will be made up of volunteers, including teachers, community members, parents, and alumni
- Revisions will be sent to committee members for approval
- Comments or suggestions will be forwarded to the district Parent/Family representative, Misty Gentry

Annual Title I Meeting

- The annual Title I meeting will be held in October 2025 in the De Queen Primary School Library.
- Agenda:
 - School's Previous Year's Progress
 - Title I Program
 - Title I Funds
 - Title I District Parent/Family Policy
 - Title I School Parent/Family Engagement Policy
 - Title I School/Parent Compact
 - Curriculum
 - Contacting Staff
 - Assessments
 - Important Dates
 - Opportunities to Volunteer and Parents' Right-to-Know

Communications

<https://dps.dequeenleopards.org/>

Parents are given "Informational Packets" in English, Spanish, and Marshallese

(when available) during Parent-Teacher Conferences. Parent's signatures are required when obtaining paper packets that contain:

- Overview of Parent Involvement Plan
- Community resource list
- School contact information
- Parenting Tip Materials
- Parent Center Notification
- Volunteer Survey
- Needs Assessment Survey

Plans and information packets are posted in English, Spanish, and Marshallese (when available) on the school webpage.

<https://dps.dequeenleopards.org/>

Parent / Teacher Conference

- Two Conferences are scheduled: October and March of each year.
- All parents will be contacted each semester.
- Academic Improvement Plans (AIP) are discussed.

Newsletters, Notes, and Memos

- The school sends out newsletters and weekly progress reports.
- A monthly lunchroom menu is sent home with the students.
- Teachers may send notes of communication home with the students as needed.
- Letters of communication are sent via the mail, e-mail, and notes from teachers' inappropriate language
- The school district has a Website: <https://dps.dequeenleopards.org/>
- Report cards are sent home to inform parents of student progress at the end of every 9-week grading period.
- Progress reports are sent home for all students regularly.

Newspaper / Radio

- The local newspaper prints school activity information every week, as well as a weekly lunch menu.
- The local radio station makes announcements about the school on an as-needed basis, as well as daily lunch menus.
- The school publishes articles in the local newspaper about school activities.
- Parents may utilize the Leopard App for notifications and announcements.

School-Parent Compact

DPS and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act, agree that this compact outlines how the parents, school staff and students share the

responsibility for improved student academic achievement and how the school and parents will build and develop a partnership that will help children achieve the state's high standards.

School Responsibility –

- Provide high-quality curriculum and instruction in a supportive and effective learning environment to meet state academic standards.
- Identify student needs and provide remediation or enrichment
- Engage and expand students' natural gifts and talents
- work together to help every child achieve the same standards.
- Design educational programs that are consistent with state and local reform efforts
- Meet special needs of children who are at risk academically, limited English proficient, migrant, or homeless
- Coordinate resources to promote child's learning
- Hold two parent/ teacher conferences during which this compact will be discussed as it relates to the child's achievement.
- Provide weekly progress reports and report cards every nine weeks.
- Provide reasonable access to staff at school event nights, parent/ teacher conferences at convenient times for parents, and other two-way, meaningful communications.
- Provide and encourage parents to volunteer in areas of their interest and observe in classrooms.

Parent Responsibilities-

- Support school staff and respect cultural differences.
- Have ongoing communication with the school and your child's teachers.

Student Responsibilities- share responsibility for improving academic achievement and achieving high state standards.

1. Work to the best of your ability.
2. Come to school every day on time with homework completed and supplies needed
3. Show respect to myself, the school, and others
4. Have consideration for cultural differences
5. Follow the rules of conduct 6. Believe I can and will learn

Other school responsibilities—

1. Involve parents in the planning and improvement of the FACE policy
2. Involve parents in the development of schoolwide programs
3. Hold annual Title I, Part A program to explain the requirements of Title I and the rights of parents. These meetings will be held at flexible, convenient times for parents so that as many parents can attend.
4. Provide information in an understandable format, including alternative formats for parents with disabilities and language parents can understand
5. Provide an explanation of the school's curriculum and forms of academic assessment used to measure their child's progress and the proficiency levels students are expected to meet for

state standards.

6. Provide and respond to opportunities for parents to offer suggestions and participate in decisions about their children's education.
7. Provide individual student reports about the performance of their child on state assessments in math, literacy, and reading.
8. Provide notice to parents when their child has been assigned to or taught for four (4) or more consecutive weeks by a teacher who is not highly qualified as stated in Title I final regulations (67 Fed. Reg. 71710, December 2, 2002).

Coordination of Services

Community resources are used to strengthen schools, families, and student learning.

1. Fire Safety Training from the De Queen Fire Department is provided annually.
2. Lions Club donates glasses to students in need.
3. Southwest Arkansas Migrant Cooperative heads our migrant program.
4. De Queen-Mena Educational Service Cooperative provides various services and training for parents, students, and teachers.
5. The CCUA Adult ESL Education teacher serves as a contact to the school in providing information to Pilgrim's Pride Adult ESL students as needed.
6. Arkansas Arts Center sends the Tell-A-Tale Troupe to the school.
7. The Sevier County Library helps support student learning through Accelerated Reading by providing resources.
8. Sevier County Extension Office presents water quality programs for the students.
9. Local physicians donate their time to provide physicals and immunizations.
10. Dr. Walker's office collected and distributed school supplies.
11. The Southwest Ambulance Service conducts safety programs for our students and community.
12. The De Queen Bee Newspaper and KDQN published announcements and articles for the school.
13. Area churches provide school supplies and various resources to families.
14. Pizza Hut "Book it" and "Subway Coupon" reading programs.
15. Bancorp presents a program for saving money.
16. DeQueen Public Schools works with area preschools to evaluate and provide resources for incoming kindergarten students.
17. Second-grade students participate in transition activities led by the school counselor to help them become familiar with the Elementary campus and facilities.
18. District-wide Marshaleesee Family Night was held with community businesses and medical services.

Building Capacity of Parents

- At least two parent committee meetings will be held (fall & spring), and two parent-teacher conferences will be held in October and March.
- Parents will be provided online resources and paper resources in the information packet to assist students with understanding the curriculum.
- State assessment scores will be sent home to parents during the first nine weeks of the school year.
- Parents will be provided with information about state and local assessments. The ACT Aspire will be given in the late spring of each year, and the STAR test will be administered three times during the school year.
- The school website provides online resources for assisting students with homework.
- Parents, students, and school personnel serve on the district wellness committee and assist in designing healthy school menu choices.
- A parent framework and toolkit are available on the Parents, Teachers, and Administrators webpages at <http://dese.ade.arkansas.gov> or can be accessed by going to <http://bit.ly/EngagementMattersAR>.
- As “Math Partners,” parents are provided with math homework help materials in both English and Spanish translations. These are given out on Back-to-School night.
- Parent-Student-Teacher-Compact encourages students to reach their full academic potential.
- The computer lab is utilized for remediation and enrichment.
- Math /Literacy/Science Nights, where parents receive advice on ways to include math and literacy activities in the home through everyday activities.
- Book Fair Family Night allows parents to expose their children to a wide variety of literature.
- Accelerated Reading Night allows parents to stress the importance of reading at home.
- Students are encouraged to improve academically and behaviorally in order to participate in the Star Student and Student of the Week program.
- Special Olympics encourages improvement and participation by special education students and their parents.

Building Capacity of School Staff

Teachers are required to complete a minimum of 30 hours of professional development related to the teacher's PGP (Professional Growth Plan). Professional development logs are submitted to administrators to check for the completion of required hours.

Parent facilitators will provide parent engagement training to their building faculty:

- Train teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents

Faculty members are trained in the following:

- Parents' role in assisting student learning
- Parental contributions to the learning environment
- Working with parents as equal partners
- Coordinating parent programs and building ties between home and school

- Welcoming parents into the school
- Using language, the parents are comfortable with and understand
- Responding to parent requests
- Recognizing that a parent is a full partner and the school's process for resolving parent concerns

Building Capacity - Discretionary

- Training: Involve parents in the development of training for teachers, principals, and educators to improve the effectiveness of the training.
- Literacy Training: Provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.
- Expenses to Enable Participation: Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs to enable parents to participate in school-related meetings and training sessions.
- Parent Leadership: Train parents to enhance the involvement of other parents.
- Flexible Options: Arrange school meetings at various times or conduct in-home conferences between teachers or other educators who work directly with participating children, with parents unable to attend conferences at school to maximize parental involvement and participation in their children's education.
- Model Approaches: Adopt and implement model approaches to improving parent and family engagement.
- Parent Advisory Council: Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I Part A programs.
- Community and Business Roles: Develop appropriate roles for community-based organizations and businesses in parent and family engagement activities.

Reservation of Funds

Parents will be informed, and parental input will be considered in decisions regarding how reserved Title I funds will be allotted.

Committee Members, Role:

Dedra McCastlain: FACE, Library Media

Specialist Amy Barker-Principal

Kayla Morris-Assistant Principal

Paul Lipsey-Community

Danielle Dooley-Parent
Brittany Hooper-Parent