PINECREST ACADEMY ROSELAWN

School Improvement Plan

2026–2027 • Foundational / Baseline Year

K–5 Open-Enrollment Public Charter School • Rogers, Arkansas

Planning premise

Pinecrest Academy is a new K–5 school with no prior school-level achievement, attendance, discipline, climate, family-engagement, or instructional-effectiveness trend data. Therefore, this 2026–2027 plan does not invent baseline scores or assign student-outcome targets from nonexistent prior results. The first year is intentionally structured to establish valid school-level baselines, implement consistent systems, monitor implementation, identify root causes, and use the resulting evidence to set 2027–2028 outcome targets.

Prepared for school leadership, staff, families, governing/authorizing stakeholders, and DESE-aligned continuous improvement.

1. Executive Summary

Pinecrest Academy's 2026–2027 School Improvement Plan establishes the systems and evidence needed for sustainable school improvement while recognizing the unique position of a first-year school. The plan follows an improvement cycle of data collection → analysis → root-cause identification → priority setting → implementation → monitoring → evaluation → revision.

The plan is intentionally different from a mature school's plan. Pinecrest cannot responsibly claim that student achievement is above or below a prior school baseline because no Pinecrest school-level baseline exists. Likewise, it should not select percentage-point student achievement targets solely by borrowing another school's results. Instead, Pinecrest will set measurable implementation and data-quality expectations for 2026–2027 and establish student-outcome baselines from valid 2026–2027 evidence.

- Primary 2026–2027 purpose: establish trustworthy baseline data and high-reliability instructional, intervention, attendance, behavior, safety, family-engagement, and professional-learning systems.
- Academic baseline sources: school-selected universal screening/benchmark measures, classroom/common formative assessments, progress-monitoring data, and Arkansas-required state assessments when applicable.
- State accountability baseline: ATLAS and other state accountability data available for tested grades will be incorporated when Pinecrest receives its first eligible results.
- Equity lens: all available data will be reviewed by grade, student group, program/service status, and other DESE-required or locally useful disaggregation when cell sizes and privacy rules permit.
- 2027–2028 targets: student-outcome targets will be proposed after the 2026–2027 end-of-year data review and root-cause analysis.

2. School Profile and Improvement Context

Element	2026–2027 Context
School	Pinecrest Academy Roselawn
School year	2026–2027
Grades served	K–5
School status	New school; first year of school-level data collection
Improvement-cycle status	Baseline / foundational year
Core instructional identity	STEM-integrated, rigorous, student-centered instruction aligned to Arkansas standards and Pinecrest's mission
Community context	Northwest Arkansas / Rogers community
Planning owner	School leadership and School Improvement Team, with staff, family, and stakeholder input

Important distinction

This document is a school improvement plan. It should be aligned with Pinecrest's current DESE/AR App requirements, charter-authorizer requirements, required parent/family engagement planning, and any other applicable federal/state program plans before formal submission or board adoption.

3. Alignment to Arkansas Requirements and Exemplars

Arkansas DESE describes school improvement as a data-driven process that includes data collection and analysis, root-cause analysis, prioritization and goal setting, improvement planning and monitoring, evaluation, and required plan components. DESE also states that school-level improvement plans may be updated as schools review data. Pinecrest's approach follows that cycle while adapting it to a new-school context.

Arkansas law has long required student performance data to be analyzed and used in developing school-improvement objectives, and Arkansas planning requirements emphasize identifying needs, selecting strategies, assigning responsibility, establishing timelines, monitoring effectiveness, and revising plans. Because Pinecrest has no prior school-level results, this plan treats the 2026–2027 data-collection process itself as a major improvement objective.

Rogers Public Schools publicly organizes school-level improvement plans alongside parent/family engagement plans and other state-required information. This plan therefore includes a clear family-engagement and stakeholder-feedback component rather than treating academics as the only improvement domain.

Fayetteville Public Schools' 2026–2030 strategic plan provides a local example of multi-year strategic planning. Pinecrest's plan similarly uses a small number of coherent priorities rather than a long list of disconnected initiatives.

Reference / expectation	How Pinecrest responds	2026–2027 evidence
Arkansas DESE improvement cycle	Use a continuous improvement cycle with data review, root-cause analysis, action planning, monitoring, and evaluation.	Quarterly School Improvement Team reviews and end-of-year evaluation.
Student performance data and school improvement	Collect valid school-level baseline data before setting achievement targets.	Baseline dashboard completed by end of 2026–2027.
Arkansas accountability / ATLAS	Use state assessment results when eligible results become available; do not manufacture pre-results targets.	First eligible ATLAS results incorporated into baseline review.
Rogers school-level planning model	Maintain a school-level plan and connect it to family engagement and public accountability.	Plan, family engagement evidence, stakeholder feedback.
Fayetteville strategic-planning model	Use coherent priorities, measurable actions, ownership, and review cycles.	Priority action trackers and leadership monitoring.

4. Vision for Continuous Improvement

Pinecrest Academy will build a school culture in which every student is known, challenged, supported, and prepared to grow. Improvement will be evidence-based, transparent, collaborative, and focused on the whole child. Staff will use data to answer four recurring questions:

1. Where are students now?
2. What evidence explains the current performance or experience?
3. What adult actions and systems are most likely to improve the outcome?
4. How will we know whether the action worked, for whom, and under what conditions?

5. 2026–2027 Baseline Data Plan

Baseline means the first reliable Pinecrest-specific measurement that can be used for future comparison. Baseline values will be recorded after the school has collected sufficient evidence and verified data quality. A baseline is not automatically the first score obtained; leadership may use the most appropriate beginning-of-year, fall, winter, spring, or annual measure depending on the indicator.

Domain	Indicator	Baseline source	Collection / review	2026–2027 status
ELA / literacy	Student performance by grade; foundational literacy where applicable; growth/progress	Universal screener/benchmark, common formative assessments, progress monitoring, ATLAS where applicable	BOY/MOY/EOY + quarterly	Baseline to be established
Mathematics	Student performance by grade; growth/progress	Universal screener/benchmark,	BOY/MOY/EOY + quarterly	Baseline to be established

		common formative assessments, progress monitoring, ATLAS where applicable		
Science / STEM	Grade-level science learning and STEM practices	Classroom/common assessments, projects/performance tasks, ATLAS science where applicable	Quarterly + EOY	Baseline to be established
Attendance	Average attendance, chronic absenteeism, attendance by student group	Student information system attendance records	Monthly + quarterly	Baseline to be established
Behavior / climate	Office referrals, major incidents, suspension/discipline, recurring behavior patterns, student sense of belonging	Discipline system, behavior logs, climate/student survey	Monthly + quarterly	Baseline to be established
Intervention / MTSS	Students receiving Tier 2/3 support; progress-monitoring response	Intervention roster and progress-monitoring records	Every 4–6 weeks	Baseline to be established
Special populations	Performance/progress of students with disabilities, English learners, economically disadvantaged students, and other required groups	Disaggregated academic and engagement data	Quarterly + EOY	Baseline to be established
Family engagement	Participation, two-way communication, family feedback, access to events/supports	Event/communication records and surveys	Quarterly + EOY	Baseline to be established
Instructional practice	Implementation of agreed instructional practices and STEM integration	Walkthroughs, observation evidence, lesson/unit artifacts, PLC evidence	Monthly / quarterly	Baseline to be established
Staff capacity	Professional learning participation and implementation evidence	PD records, staff surveys, coaching/PLC evidence	Quarterly	Baseline to be established

Data Quality and Baseline Rules

- Do not report a percentage as a school baseline unless the denominator, tested/participating population, assessment window, and calculation method are documented.
- Do not compare Pinecrest's first-year data to another school's results as though the schools are equivalent.
- Use multiple measures when making important instructional decisions; a single test score should not be treated as the entire picture of student learning.
- Disaggregate data when appropriate and permitted, while protecting student privacy and avoiding unstable conclusions from very small groups.
- Document assessment participation and missing-data reasons before interpreting results.
- Use the same or demonstrably comparable measure when calculating year-to-year growth whenever possible.
- Separate implementation measures (whether adults did what was planned) from outcome measures (whether students improved).
- When a state assessment result is not yet available, mark the indicator 'awaiting data' rather than estimating or projecting a score.

Improvement Priorities and Goals

The following priorities are intentionally written so that Pinecrest can begin improvement work immediately without pretending to know results that do not yet exist.

Priority 1 — Establish a Strong Academic Baseline and High-Quality Instructional System

Goal statement: By the end of 2026–2027, Pinecrest will have a verified school-level academic baseline for K–5 ELA/literacy, mathematics, science/STEM, and key student groups, supported by consistent assessment and collaborative data-review practices.

Action	Lead	Timeline	Evidence / measure	2026–27 target
Establish a common assessment calendar and data definitions.	Principal / instructional leadership	Q1	Published calendar; assessment/data definitions	Completed and used
Administer beginning-of-year baseline measures selected by the school.	Teachers / instructional team	Q1	BOY data set and participation report	Complete for all eligible students
Conduct PLC data cycles using student work and assessment evidence.	Teachers / PLC leads	Quarterly	PLC agendas, data protocols, action notes	At least quarterly
Use progress-monitoring data to adjust Tier 1 instruction and interventions.	Teachers / intervention team	Every 4–6 weeks	Progress-monitoring records; regrouping decisions	Documented cycles
Compile first eligible ATLAS results and incorporate them into the annual baseline review.	Principal / assessment lead	Spring / summer	Verified state assessment report	Completed when available
Develop 2027–2028 academic outcome targets from the completed baseline and root-cause analysis.	School Improvement Team	EOY / summer	Approved 2027–28 targets	Targets based on Pinecrest data

Priority 2 — Build an Effective MTSS / Intervention System

Goal statement: Pinecrest will establish a consistent process for identifying students needing additional academic or behavioral support, matching interventions to identified needs, monitoring response, and documenting decisions.

Action	Lead	Timeline	Evidence / measure	2026–27 target
Define schoolwide Tier 1, Tier 2, and Tier 3 procedures and referral criteria.	Principal / MTSS team	Q1	Written MTSS process	Completed
Create a student intervention roster with documented entry/exit criteria.	MTSS team	Q1–Q2	Intervention roster	All identified interventions documented
Use progress-monitoring cycles to determine response.	Intervention providers	Every 4–6 weeks	Progress-monitoring evidence	Cycles documented
Review subgroup patterns and disproportionality.	MTSS / leadership	Quarterly	Data review notes	Reviewed each quarter
Evaluate intervention effectiveness and revise the system.	School Improvement Team	EOY	Annual MTSS evaluation	Completed

Priority 3 — Attendance, Belonging, Behavior, and School Safety

Goal statement: Pinecrest will establish a safe, predictable, inclusive school environment and a reliable attendance/behavior data system that allows the school to identify patterns early and respond with appropriate supports.

Action	Lead	Timeline	Evidence / measure	2026–27 target
Create and teach schoolwide expectations, routines, and behavior response procedures.	Principal / teachers	Q1; reteach as needed	Lesson plans, acknowledgments, behavior data	Implemented schoolwide
Review attendance weekly and conduct monthly attendance analysis.	Principal / attendance lead	Monthly	Attendance dashboard	Dashboard maintained
Track behavior referrals and identify recurring locations, times, and behaviors.	Principal / behavior team	Monthly	Referral analysis	Monthly review completed
Administer a student/family/staff climate or belonging survey.	Principal / counselor or designee	Fall + spring	Survey results and response plan	Baseline established
Conduct safety drills and review incident/near-miss patterns according to applicable requirements.	Principal / safety team	Per required schedule	Drill/incident records	Required activities completed

Priority 4 — Family Partnership and Community Engagement

Goal statement: Pinecrest will establish a two-way family engagement system that helps families understand learning expectations, student progress, school supports, and opportunities to participate in the school community.

Action	Lead	Timeline	Evidence / measure	2026–27 target
Provide clear, accessible communication about academics, attendance, behavior, safety, and school events.	Principal / teachers	Ongoing	Communication calendar and samples	System implemented
Conduct family feedback opportunities and document responses.	Principal / family engagement lead	Quarterly	Surveys, listening sessions, response log	At least quarterly
Provide parent conferences/individual progress communication as appropriate.	Teachers / leadership	Per school calendar	Conference/contact records	Completed according to school expectations
Use family feedback to identify barriers to participation and improve access.	School Improvement Team	Quarterly	Barrier/action log	Reviewed quarterly
Publish a parent-friendly annual improvement summary after EOY review.	Principal	EOY / summer	Published summary	Completed

Priority 5 — STEM-Integrated Instruction and Student Engagement

Goal statement: Pinecrest will establish consistent STEM integration across subjects through authentic problem solving, inquiry, design, collaboration, communication, and application of content standards.

Action	Lead	Timeline	Evidence / measure	2026–27 target
Define a schoolwide understanding of STEM integration and look-fors.	Principal / instructional team	Q1	STEM look-fors	Completed
Embed STEM practices into standards-aligned units and tasks.	Teachers	Ongoing	Unit plans/student artifacts	Evidence collected across grades
Use walkthroughs to monitor instructional implementation.	Principal / leadership	Monthly	Walkthrough evidence	Monthly monitoring

Showcase student problem-solving/design work to families and community.	Teachers / leadership	At least quarterly	Student showcases/artifacts	Opportunities provided
Use student engagement evidence to refine STEM experiences.	Teachers / leadership	Quarterly	Student feedback and work analysis	Reviewed quarterly

Priority 6 — Staff Capacity, Collaboration, and Professional Learning

Goal statement: Pinecrest will develop a collaborative professional culture in which staff have the knowledge, time, feedback, and resources needed to implement high-quality instruction and schoolwide systems consistently.

Action	Lead	Timeline	Evidence / measure	2026–27 target
Align professional learning to the needs identified through walkthroughs, student data, and staff feedback.	Principal / leadership	Quarterly	PD plan and needs analysis	Reviewed quarterly
Use PLCs for collaborative planning, student work analysis, and intervention planning.	Teachers / PLC leads	Ongoing	PLC artifacts	Consistent PLC cycle
Provide feedback and coaching tied to school priorities.	Principal / leadership	Ongoing	Observation/feedback records	All instructional staff receive feedback
Monitor implementation of adopted curriculum, assessment, and instructional expectations.	Leadership	Monthly	Monitoring evidence	Completed
Survey staff about implementation barriers and support needs.	Principal	Fall + spring	Staff survey	Baseline established

Quarterly Monitoring Calendar

Timeframe	Primary data review	Leadership question	Action	Evidence
Q1 / Fall	Enrollment, attendance, BOY academics, behavior, climate, intervention identification	What are our students' starting points and what systems need immediate adjustment?	Finalize baseline definitions and initial supports.	Baseline dashboard v1
Q2 / Winter	MOY academics, progress monitoring, attendance, behavior, family feedback	Which students and systems are responding, and where are gaps emerging?	Adjust instruction, interventions, and supports.	Quarterly improvement report
Q3 / Spring	EOY academic evidence, ATLAS when available, attendance, discipline, climate, STEM implementation	What changed, for whom, and what evidence supports the conclusion?	Conduct root-cause analysis and identify priorities.	Data analysis/root-cause summary
Q4 / Summer	Full-year verified data and implementation evidence	What should Pinecrest continue, stop, start, or redesign?	Set 2027–2028 targets and revise strategies.	Annual evaluation + next-year plan

School Improvement Team

The School Improvement Team should include representation sufficient to make the plan meaningful and implementable. Membership should be finalized locally and may include:

- Principal / school leader
- Teacher representatives across K–5 grade bands

- Special education representation
- English learner / language-support representation when applicable
- Intervention/MTSS representative
- Counseling/student-support representative
- Family/community representative(s)
- Other staff or stakeholder representatives selected by school leadership

Core responsibilities:

- Review and validate baseline data.
- Identify trends and priority needs.
- Conduct or facilitate root-cause analysis.
- Recommend and monitor improvement strategies.
- Review implementation evidence and resource needs.
- Communicate progress to staff, families, and governing/authorizing stakeholders as appropriate.
- Recommend revisions to the plan based on evidence.

Root-Cause Analysis Protocol

Because first-year data will initially be descriptive, Pinecrest will avoid treating a low or high score as a root cause. The School Improvement Team will use the following protocol:

5. Define the problem using verified data and a clear denominator.
6. Disaggregate the evidence to determine whether the pattern is schoolwide, grade-specific, subgroup-specific, or concentrated in a particular context.
7. Examine possible contributing factors: curriculum/instruction, attendance, student opportunity to learn, intervention access, behavior/climate, family/community barriers, staffing/capacity, and assessment/data quality.
8. Identify adult/system factors the school can change.
9. Select the smallest number of high-leverage strategies that address the identified causes.
10. Define implementation evidence before judging outcome effectiveness.
11. Revisit the hypothesis after each monitoring cycle and revise when evidence does not support the original assumption.

Resource and Budget Alignment

Resources should be aligned to the priorities in this plan rather than purchased independently of identified needs. Any state-restricted or federal funds must be budgeted and used according to the applicable program requirements and the current DESE/AR App process.

Priority	Potential resource category	Need identified by	Funding / source
Academic baseline / instruction	Assessment, instructional materials, professional learning, intervention resources	Data and instructional review	To be determined
MTSS / intervention	Progress monitoring, intervention materials, staff training/time	Student need and intervention review	To be determined
Attendance / behavior / safety	Student support, behavior systems, safety training/resources	Attendance and behavior analysis	To be determined
Family engagement	Translation/accessibility, events, communication resources	Family feedback and participation evidence	To be determined

STEM	Hands-on materials, project resources, professional learning	STEM implementation review	To be determined

Annual Evaluation and Revision

At the conclusion of 2026–2027, Pinecrest will produce an annual improvement evaluation. The evaluation will not simply report scores; it will determine whether the school established valid baselines, implemented planned strategies, identified meaningful needs, and has sufficient evidence to set outcome targets for the next cycle.

Evaluation question	Evidence	Decision	Owner
Did we establish valid baseline data?	Verified data dictionary and baseline dashboard	Accept / correct / recollect	Principal + SIT
Were planned strategies implemented?	Implementation trackers, observations, PLC/PD evidence	Continue / modify / discontinue	Leadership
What student outcomes and experience patterns emerged?	Academic, attendance, behavior, climate, subgroup data	Prioritize needs	SIT
What were the likely root causes?	Root-cause analysis and stakeholder evidence	Select high-leverage strategies	SIT
What should next year's targets be?	EOY baseline + state results + trend evidence	Set 2027–2028 targets	Leadership / governing process

2027–2028 Target-Setting Framework

Targets will be set after the baseline year

Pinecrest will not pre-fill student achievement percentages in this 2026–2027 plan. After the annual data review, the school will set targets using its actual baseline, assessment reliability/participation, student-group patterns, trend information, available resources, and applicable Arkansas accountability expectations.

Indicator	2026–27 baseline	2027–28 target	Rationale	Data source
ELA / literacy achievement or progress	TBD after verified EOY review	Set after baseline review	Based on actual Pinecrest data	School/common + state assessment where applicable
Mathematics achievement or progress	TBD after verified EOY review	Set after baseline review	Based on actual Pinecrest data	School/common + state assessment where applicable
Science/STEM learning	TBD after verified EOY review	Set after baseline review	Based on actual Pinecrest data	School/common + state assessment where applicable
Attendance / chronic absenteeism	TBD after annual attendance review	Set after baseline review	Based on actual attendance patterns	SIS attendance
Behavior / school climate	TBD after annual review	Set after baseline review	Based on actual discipline/climate patterns	Discipline + survey
Family engagement	TBD after annual review	Set after baseline review	Based on participation and feedback	Events, contacts, surveys

Communication and Transparency

- Maintain the current version of the plan and applicable required summaries in the locations required by Arkansas law, DESE, and the school/charter governance structure.
- Share improvement priorities and progress in language families can understand.
- Provide a parent-friendly summary after the annual evaluation.

- Use staff meetings, family meetings, newsletters, and other appropriate channels to communicate what the data show and what the school is doing in response.
- Protect student privacy in all public reporting.

2026–2027 Deliverables Checklist

Deliverable	Due / review point	Status
School Improvement Team established	Q1	☐
Assessment/data calendar established	Q1	☐
Baseline data definitions/data dictionary established	Q1	☐
Beginning-of-year academic baseline collected	Q1	☐
Attendance/behavior/climate baseline systems active	Q1–Q2	☐
MTSS/intervention system documented and operational	Q1–Q2	☐
Quarterly improvement reviews completed	Q1–Q4	☐
Family/stakeholder feedback collected	Fall + spring/quarterly	☐
First eligible ATLAS results incorporated when available	Spring/summer	☐
Root-cause analysis completed	Q3/Q4	☐
Annual evaluation completed	Summer 2027	☐
2027–2028 targets established from baseline	Summer 2027	☐

Approval / Review Record

This plan should be reviewed through Pinecrest Academy's applicable governance/authorizer process and updated as required by DESE or other applicable requirements.

Role	Name	Date / signature
School Leader / Principal		
School Improvement Team Representative		
Governing / Authorizing Representative		
Date of review / adoption		

Appendix A — Baseline Data Dashboard Template

Complete this appendix after Pinecrest has verified 2026–2027 baseline data. Do not enter estimates.

Domain	Indicator	Population / grade	Baseline	Assessment window	Source	Notes / limitations
ELA	Achievement / progress	K–5 / by grade	TBD	TBD	School-selected + state where applicable	
Math	Achievement / progress	K–5 / by grade	TBD	TBD	School-selected + state where applicable	
Science/STEM	Learning / performance	K–5 / by grade	TBD	TBD	School/common + state where applicable	
Attendance	Attendance / chronic absence	K–5	TBD	Annual	SIS	
Behavior	Referrals / discipline	K–5	TBD	Annual	Discipline system	
Climate	Belonging / safety	K–5 / staff / families	TBD	Fall + spring	Survey	
MTSS	Intervention response	By need/group	TBD	4–6 week cycles	Progress monitoring	
Family engagement	Participation / feedback	Schoolwide	TBD	Quarterly	Event/contact/survey data	

Appendix B — Improvement Cycle Protocol

Cycle step	Pinecrest expectation
1. Collect	Collect valid, timely, comparable evidence.
2. Verify	Check participation, denominators, data quality, and privacy.
3. Analyze	Look for patterns by grade, subgroup, time, and context.
4. Explain	Conduct root-cause analysis rather than assuming the reason.
5. Prioritize	Select a small number of high-leverage needs.
6. Act	Assign actions, owners, timelines, and resources.
7. Monitor	Review implementation and short-cycle evidence.
8. Evaluate	Determine effectiveness and revise the plan.

Appendix C — Sources and Reference Materials

Arkansas DESE — District Support / School Improvement Plan Requirements — https://dese.ade.arkansas.gov/Offices/learning-services/district-support

Arkansas DESE — Every Student Succeeds Act (ESSA) / Arkansas ESSA Plan — https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/every-student-succeeds-act-essa

Arkansas DESE — AR App — https://dese.ade.arkansas.gov/Offices/Federal-Programs/ar-app

Rogers Public Schools — State-Required Information / School Improvement Plans — https://www.rogersschools.net/state-required-information

Fayetteville Public Schools — 2026–2030 Strategic Plan — https://district.fayar.net/page/fps-strategic-plan

Arkansas General Assembly — Arkansas Comprehensive School Improvement Plan (ACSIP) legislative overview — https://arkleg.state.ar.us/Home/FTPDocument?path=%2Feducation%2FAdequacyReports%2F2014%2F2013-08-20%2F05-Highlights+ACSIP%2C+BLR+%285%29.pdf

Use note

This document is designed as a practical Pinecrest school-level improvement plan and is intentionally conservative about data. Before formal submission, leadership should cross-check the current 2026–2027 DESE/AR App fields, any current charter-authorizer requirements, and Pinecrest-specific federal/state program requirements. Where the state-required format differs, use this plan as the narrative and evidence framework and transfer the required content into the current official system.