NOVEMBER 12, 2026 | STATE BOARD OF EDUCATION

Prescott School District

2026 F-Rated District Review

LEA 5006000 | Nevada County | **Southwest Arkansas Education Cooperative**

Letter Grade History

2025 Official	2026 Official
C	F

2026 INDEX SCORE

334.26

Total points, 2026 A-F model

−118.17 points vs. 2025 (452.43)

Percentile rank: 2 | 14.64 points to reach D (cut 348.90)

District Profile

CALENDAR TYPE & ATTENDANCE DAYS

4 Day Week | **143** days

District 2026-27 school calendar

LEVEL OF SUPPORT

Level 4

Directed

TEACHER LICENSURE

87.7% licensed

12.3% on exceptions

1003 SCHOOL IMPROVEMENT ALLOCATION

$52,359.29 FY 2026-27 · 1 school

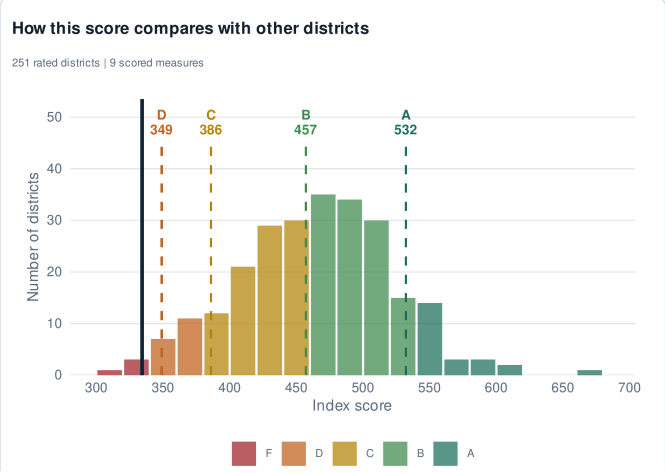
1003 Allocations: Federal Title I funds provided to districts to support schools identified for comprehensive or targeted support and improvement.

SCHOOLS D- or F-RATED (2026)

1

Prescott Junior High School - F

How the 2026 Index Score Compares and Is Built



How the index score is built

All Students indicator points: district vs. state average

INDICATOR	DISTRICT	STATE	DIFFERENCE
Achievement of 300 pts	**68.05**	127.87	−59.82
Growth - All Students of 300 pts	**100.88**	153.03	−52.15
Growth - Lowest Quartile of 100 pts	**37.96**	53.06	−15.01
Success-Ready Graduate of 200 pts	**127.37**	138.50	−11.13

Larry Smith
District Superintendent

Michael Williams
District Board President

Phoebe Bailey
Cooperative Director

School Accountability Data

Prescott Elementary School

C — 2026 GRADE

2026 INDEX SCORE: **375.44** of 900 possible

PERCENTILE RANK: **22** above 22% of elementary schools

65.68 points to reach B (cut 441.12)

Achievement

Are students achieving level 3 and 4 on state assessments?

90.68 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	29.66%	20
Mathematics	27.12%	16
Science	33.90%	26

Growth — All Students

Are students achieving their individualized growth targets?

125.02 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	47.73%	33
Mathematics	34.19%	8
Science	43.10%	27

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

159.74 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	56.25%	69
Mathematics	46.67%	32
Science 3-year	56.82%	64

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

Not applicable (elementary school)

Prescott Junior High School

F — 2026 GRADE

2026 INDEX SCORE: **191.46** of 900 possible

PERCENTILE RANK: **1** above 1% of middle schools

154.24 points to reach D (cut 345.70)

Achievement

Are students achieving level 3 and 4 on state assessments?

63.13 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	16.86%	5
Mathematics	27.45%	20
Science	18.82%	6

Growth — All Students

Are students achieving their individualized growth targets?

69.84 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	24.12%	0
Mathematics	20.82%	1
Science	24.90%	0

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

58.49 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	23.73%	0
Mathematics	13.79%	0
Science	20.97%	0

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

Not applicable (junior high school)

Prescott High School

C — 2026 GRADE

2026 INDEX SCORE: **406.99** of 900 possible

PERCENTILE RANK: **26** above 26% of high schools

50.12 points to reach B (cut 457.11)

Achievement

Are students achieving level 3 and 4 on state assessments?

55.74 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	19.35%	11
Mathematics	14.17%	22
Science	22.22%	13

Growth — All Students

Are students achieving their individualized growth targets?

156.17 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	53.03%	67
Mathematics	45.76%	42
Science	57.38%	80

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

67.71 OF 100 PTS

This indicator contributes the average of the three subject measures, so it is worth up to 100 points, not 300.

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	67.74%	94
Mathematics	62.07%	65
Science	73.33%	94

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

127.37 OF 200 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
Four-Year Cohort Graduation Rate	92.63%	40
Graduates with Merit or Distinction	34.74%	16

District Support Plan

Action Items

Prescott School District

LEA 5006000 · Southwest Arkansas Education Cooperative · School year 2026-27
Level of support: Level 4 - Directed

Improving Academic Outcomes

12 requirements with an action item

Instructional Alignment

*High-quality instructional materials

Required. The district, with the cooperative, determines that high-quality instructional materials are used with fidelity across its schools.

How we will accomplish this: The district has set the expectation that HQIM will be used throughout the district with fidelity. The following listed materials are those chosen for the students of Prescott School District:

K-2	Magnetic Reading Foundations - Curriculum Associates
K-4	Open Court Reading - McGraw Hill
5	Amplify CKLA
6-8	Amplify ELA
K-6	i-Ready Classroom Mathematics - Curriculum Associates
7-8	iReady Math
9-12	My Perspectives - Savvas Learning Company
Algebra	Reveal Math - McGraw Hill
Geometry	Reveal Math - McGraw Hill

The district along with the cooperative will frequently monitor the use of HQIM. The district, cooperative, and division POC will begin visiting with educators regarding what supplies or supports are needed to do their job effectively (Do they have texts, working equipment, appropriate materials, appropriate training, etc.). **Implementation timeline:** Initial checks were completed October 30. Subsequent checks will occur in January. **How we will progress monitor and evaluate effectiveness:** Documentation through the EES system using Key Lever Tools. CFA and interim assessment data will be our measure of effectiveness.

*Key Levers Coaching Tool

Required. The Key Levers coaching tool is used for English language arts, mathematics, and science at all schools.

> **How we will accomplish this:** The district will ensure that the Key Levers observational tool is used for English language arts, mathematics, and science at all schools. The following are of note at this time: All building administrators have either used the Key Levers Tools previously or have been trained to use the Key Levers Tools. **Implementation timeline:** Observations using the Key Lever Tools are set to begin in the Prescott district on 11/3/26. Baseline data will be established and reviewed beginning that week. Additional observations using the Key Levers Tool will occur during the third and fourth 9-weeks. **How we will progress monitor and evaluate effectiveness:** We will monitor and evaluate effectiveness using the EES system during classroom walkthroughs and observations. Our CFA and interim assessment data also will be a measure of our effectiveness.

Instructional Alignment

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

> **How we will accomplish this:** District administration, with the cooperative, ensures instructional alignment across standards, materials, and support for all schools. Methods to accomplish this include, but are not limited to, model teaching from the co-op specialists and the state appointed literacy coach, vertical planning, and data review to ensure what is tested is being taught to the rigor necessary for students to achieve. **Implementation timeline:** Second nine-weeks. **How we will progress monitor and evaluate effectiveness:** Review data from Key Levers observation and make adjustments. Review interim, CFA, and summative assessment data to inform decision making.

Academic Expectations

*Literacy block, K-5

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

> **How we will accomplish this:** Initially, the minutes did not meet the threshold, but adding minutes to the day and reworking the schedules have made it possible to meet the requirements. The district has now verified through the elementary and Jr. High School master schedules that a literacy block is in place for all K-5 students that totals at least 450 minutes per week. The POC has also verified this and has also visited classrooms during an instructional minutes review to verify both schools are following their schedules. **Implementation timeline:** 2026 - 2027 school year. **How we will progress monitor and evaluate effectiveness:** School administration is ensuring that this requirement is being met on a daily basis through walkthroughs and observations. An instructional minutes review will be conducted by the Point of Contact at least one time per year.

*Literacy block, grades 6-10

Required. A minimum of 300 minutes of literacy instruction weekly for students not performing on grade level. Supplemental literacy intervention scheduled during the school day may count toward the time.

Initially, the minutes did not meet the threshold, but adding minutes to the day and reworking the schedules have made it possible to meet the requirements, and both schools are doing so. The district has verified through the Jr. High and Sr. High master schedules that a literacy block is in place and that all students scoring Level 1 are receiving the required 300 minutes per week. The POC has also verified this and has also visited classrooms during an instructional minutes review to verify both schools are following their schedules. **Implementation timeline:** 2026-2027 school year. **How we will progress monitor and evaluate effectiveness:** School administration will ensure that this requirement is being met daily.

*Mathematics block

Required. A minimum of 300 minutes of mathematics instruction weekly for students not performing on grade level. Supplemental mathematics intervention scheduled during the school day may count toward the time.

How we will accomplish this: A new schedule was created in October to ensure that Level One students had at least 300 minutes of math instruction per week based on their math class minutes and their RTI math minutes when combined. **Implementation timeline:** 2026-2027 school year. **How we will progress monitor and evaluate effectiveness:** School administration will ensure that this requirement is being met daily. An instructional minutes review will be conducted by the Point of Contact at least one time per year.

*Intervention

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

How we will accomplish this: The district schools have RTI time built into their schedules for both math and literacy. Students who need one or both based on assessment scores have access during this block of time. The district applied for and received an HIT grant for additional tutoring opportunities. **Implementation timeline:** 2026 - 2027 school year. **How we will progress monitor and evaluate effectiveness:** The schools will ensure students are being served daily based on their qualifying needs. Student progress and appropriate scores will be monitored to track progress.

*Instructional minutes review

Required. The district, the cooperative, and the Division conduct an instructional minutes review at all campuses. Required by law or rule. Each school provides at least 178 days of student-teacher interaction time, or the equivalent allowed under Ark. Code Ann. § 6-10-106 or § 6-10-117, and a planned instructional day averaging at least six hours or 30 hours per week of instructional time. The Division does not count non-academic assemblies, transitions, or lunch toward instructional minutes.

How we will accomplish this: An instructional minutes review has already occurred on all campuses. **Implementation timeline:** The district, the cooperative, and the division will conduct an instructional minutes review at all campuses yearly. **How we will progress monitor and evaluate effectiveness:** We will review instructional minutes to verify that the master schedule is being followed consistently and that all students are receiving the required weekly instructional time, including targeted mathematics and literacy support for students who are not yet performing at grade level. Finalized master schedules are approved to start the year, and an onsite review will occur in the first semester of each school year.

Monitoring Student Learning

Checking for understanding

Required. The cooperative and the district monitor each school's process for checking for understanding within a unit, including common formative assessment and progress monitoring.

How We Will Accomplish This:
The district, in partnership with the cooperative, will monitor and support each school's implementation of a systematic process for checking student understanding throughout instructional units. This process will include the use of common formative assessments, ongoing progress-monitoring measures, and instructional adjustments to ensure students are mastering grade-level standards. **Implementation Timeline:** Beginning the 2nd 9-weeks. **Progress Monitoring and Evaluation of Effectiveness:** Implementation fidelity and effectiveness will be evaluated through Key Lever Tools, instructional walkthrough data, Professional Learning Community (PLC) discussions and documentation, and analysis of formative and summative assessment data. These measures will be used to monitor instructional practices, assess student learning outcomes, and inform continuous improvement efforts.

*Multi-tiered system of supports

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

How we will accomplish this: The district will continue implementing its Multi-Tiered System of Supports (MTSS), with the cooperative providing ongoing support and monitoring of implementation efforts. The Division and the cooperative will collaboratively monitor the effectiveness of the district's overall system. During the second nine weeks, the primary focus will be strengthening Tier I instruction by ensuring consistent, high-quality grade-level instruction across all buildings.Additionally, the district has reviewed its Special Education (SPED), English Learner (EL/ESL), dyslexia, and Alternative Learning Environment (ALE) services to ensure students are receiving appropriate supports aligned to their individual needs. The district will also continue monitoring its identification and referral processes for these services to ensure compliance with state and federal requirements and to promote equitable access to supports for all eligible students. **Implementation timeline:** Focus for the second nine-weeks will be implementation of Tier One - grade level instruction - throughout the buildings. **How we will progress monitor and evaluate effectiveness:** Possible measures include weekly classroom checks/focus walks/walkthroughs, consistent use of HQIM, formative assessment data, student work, round table discussions, and data walls.

Balanced Assessment System

*Screeners and summative assessment

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

How We Will Accomplish This:
The district will ensure the administration of all required ATLAS interim screeners and summative assessments in accordance with the Arkansas assessment calendar. Assessment data will be used to identify student needs and inform instructional and intervention decisions. All qualifying students have been provided with the appropriate Individual Reading Plan (IRP) and/or Math Intervention Plan (MIP) based on assessment results and established eligibility criteria. **Implementation Timeline:** Beginning with the start of the 2026-2027 school year and continuing throughout the academic year. **Progress Monitoring and Evaluation of Effectiveness:** The district will regularly monitor the implementation and effectiveness of IRPs and MIPs to ensure students receive targeted instructional supports and interventions aligned to their identified needs. Student progress will be reviewed through ongoing formative and summative assessment data, intervention monitoring, and periodic evaluation of student growth outcomes to determine the effectiveness of supports and inform any necessary adjustments.

*Interim assessment

Required. The district participates in all ATLAS interim assessments.

How we will accomplish this: The district has participated in the most recent ATLAS interim assessments. **Implementation timeline:** Per state testing calendar. **How we will progress monitor and evaluate effectiveness:** Analyze and disaggregate student performance data to identify patterns of mastery, pinpoint learning gaps, and determine which students need additional instruction and support.

Quality Educational Workforce

11 requirements with an action item

Action-Oriented Educational Leaders

*Leadership collaboration with the cooperative

Required. The superintendent and district leadership collaborate with cooperative leadership on District Support Plan monthly.

How we will accomplish this: The superintendent and school leadership will collaborate with cooperative leadership and the Division concerning the District Support Plan monthly. Running agendas have been established and shared with all team members. **Implementation timeline:** The monthly cadence began last month with the November meeting being scheduled for the 13th. **How we will progress monitor and evaluate effectiveness:** We will monitor the effectiveness of this by assessing student performance and student growth.

*Principal Leadership

Required. The district and the cooperative evaluate school needs and provide leadership supports for each building principal's professional growth plan.

*1003 funding

How we will accomplish this: The district is considering using 1003 funds for a Strengths-based Needs Assessment (SBNA) through NIET at Prescott Junior High. The assessment will help identify specific leadership and instructional improvement needs and guide targeted coaching and support. **Implementation timeline:** 2026. **How we will progress monitor and evaluate effectiveness:** Setting appropriate goals for growth through EES (Professional Growth Plan) and monitoring throughout the school year.

*Administrator evaluation re-calibration

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

How we will accomplish this: The building administrators have been through the TESS calibration training, and the district administrator has been through the LEADS calibration training. **Implementation timeline:** Fall 2026. **How we will progress monitor and evaluate effectiveness:** Individual principal's work in EES.

*Observation training

Required. The cooperative provides training on EES, the observation system, and feedback. The superintendent and district administration establish a process to review.

How we will accomplish this: The district has implemented a systematic process of weekly classroom visits, using the EES system to monitor instructional practices, document observations, and support teacher professional growth through feedback and reflection. **Implementation timeline:** 2026-2027. **How we will progress monitor and evaluate effectiveness:** EES data.

Formal observations

Required. Building administrator(s) complete all steps of a formal observation, including a full POP cycle, in the state-approved observation platform for all teachers.

> **How we will accomplish this:** Building administrator(s) complete all steps of a formal observation, including a full POP cycle, in the state-approved observation platform for all teachers. **Implementation timeline:** 2026-2027. **How we will progress monitor and evaluate effectiveness:** EES data.

Securing an Educator Workforce

*Strategic staffing audit

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

> **How we will accomplish this:** The district and cooperative will conduct a first semester staffing audit to ensure personnel are appropriately assigned for the second semester. **Implementation timeline:** November 30. **How we will progress monitor and evaluate effectiveness:** Continued efforts to place teaching staff appropriately will be made at both semester and at the end of the year. Student data will be a factor when looking at the effectiveness of teacher placement.

Assignment decisions from growth data

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

> **How we will accomplish this:** Using student achievement and growth data, teacher VAM scores, licensure credentials, and staff assignment information, the district will strategically assign teachers to best match student needs whenever possible. Staffing decisions will prioritize placing the most effective and appropriately credentialed educators in areas of greatest student need. The district may make staffing adjustments at the semester break, as needed, to ensure resources are deployed effectively and equitably to maximize student outcomes. The district and the co-op will again evaluate the effectiveness of these decisions in the spring for teacher assignments next fall. **Implementation timeline:** 2026-27. **How we will progress monitor and evaluate effectiveness:** Data dissemination will determine the rationale for teacher placement.

*Teacher licensure plans

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

> **How we will accomplish this:** The district will support teacher licensure by monitoring licensure status, developing individual licensure plans, providing mentoring and professional learning opportunities, assisting with licensure requirements, and partnering with the co-op to ensure all teachers are appropriately licensed and assigned to meet student needs. **Implementation timeline:** 2026-27. **How we will progress monitor and evaluate effectiveness:** Evaluating individual progress.

Growing Educational Talent

Professional learning

Required. The district evaluates the need for high-quality professional learning aligned to high-quality instructional materials, needs assessment, and teacher performance data.

> **How we will accomplish this:** The district will evaluate the need for high-quality professional learning aligned to high-quality instructional materials, needs assessment, and teacher performance data. **Implementation timeline:** 2026-2027. **How we will progress monitor and evaluate effectiveness:** Student assessment data.

Science of learning strategies

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

> **How we will accomplish this:** The district is receptive to adopting instructional strategies grounded in the science of learning, including retrieval practice, spaced repetition, interleaving, and dual coding, as guidance and support are provided by DESE and the Educational Cooperative. **Implementation timeline:** 2026-2027. **How we will progress monitor and evaluate effectiveness:** TBD.

Annual ratings

Required for all educators, by April 1, annual ratings of indicators within domains 1-3 are assigned based on a minimum of two observations as required under Ark. Code Ann. § 6-17-2805(e) and (f).

> **How we will accomplish this:** The district will ensure that by April 1, all educators will have assigned annual ratings of indicators within domains 1-3 and that those ratings are assigned based on a minimum of two observations as required by law. **Implementation timeline:** 4/1/2027. **How we will progress monitor and evaluate effectiveness:** Periodic checks on principal progress in EES.

PRESCOTT SCHOOL DISTRICT

2026-2027 AR App Strategic Plan

Board Presentation Copy

LEA Number	5006000
Primary Contact	Larry Smith
Plan Focus	Academic outcomes, safe and healthy schools, and quality educational workforce

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

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District

General District Information

District Name	PRESCOTT SCHOOL DISTRICT		
LEA Number	5006000		
Primary Contact	Larry Smith	lsmith@prescottschool.net	(870) 887-3016
Secondary Contact	Mariela Garcia	mgarcia@prescottschool.net	(870) 887-3016
Additional Contact			

LEA Comprehensive Needs Assessment (CNA)

The LEA verifies that it has conducted a Comprehensive Needs Assessment (CNA) to identify needs and opportunities that will be addressed with these funds. ESEA § 1114(b)(6); 1115(e)(2); and 4106(d). The LEA's CNA must be available to the SEA for monitoring if required.	Yes
Date of last CNA (MM/DD/YY)	05/16/26
Data source	ATLAS data, attendance, behavior, and perception data from reports and surveys

Goals

Goal 1

Improving Academic Outcomes: Literacy Goal

By the end of the 2025–2026 school year, Prescott School District will continue efforts to increase the percentage of students performing on or above grade level in ELA on the ATLAS assessment by at least 20%, with a focused effort on reducing achievement gaps among the lowest-performing 20% of students. Progress will be monitored through ongoing formative assessments.

Goal 2

Improving Academic Outcomes: Math Goal

By the end of the 2025–2026 school year, Prescott School District will continue targeted efforts to increase the percentage of students performing on or above grade level in Math on the ATLAS assessment by at least 25%, with a focused effort on reducing achievement gaps among the lowest-performing 20% of students. Progress will be monitored through ongoing formative assessments.

Improving Academic Outcomes

There are four sub-sections in Improving Academic Outcomes:

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

Access to Core

Priority 1.1

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

Priority 1.2

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

K-6 Core Programs

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
ELA: Word Recognition Programs (Bottom of the Rope)	Magnetic Reading Foundations I 2023	K-2	Curriculum Associates	Arkansas Public School Resource Center - contracted days of job-embedded coaching and PD on standards, rubrics, and assessment
	—Not on the List—	Grades 3-4	—	Arkansas Public School Resource Center - contracted days of job-embedded coaching and PD on standards, rubrics, and assessment
	Amplify ELA I 2019	5-6	Amplify Education, Inc.	Arkansas Public School Resource Center - contracted days of job-embedded coaching and PD on standards, rubrics, and assessment

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

95% Group: Phonics Lesson Library Multisyllable, Phonics Chip Kit, Phonics Screener, Grades 3-4

Priorities 1.1 and 1.2 (continued)

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
ELA: Language Comprehension Programs (Top of the Rope)	Open Court Reading I 2016	K-4	McGraw Hill	Arkansas Public School Resource Center - contracted days of job-embedded coaching and PD on standards, rubrics, and assessment
	Amplify ELA I 2019	5-6	Amplify Education, Inc.	Arkansas Public School Resource Center - contracted days of job-embedded coaching and PD on standards, rubrics, and assessment

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

n/a

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
Math Core Programs	i - Ready Classroom Mathematics I 2024	K-6	Curriculum Associates	Arkansas Public School Resource Center - contracted days of job-embedded coaching and PD on standards, rubrics, and assessment

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

n/a

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

Prescott School District ensures consistent, high-fidelity implementation of HQIM in grades K–6 through ongoing monitoring, collaboration, and targeted support. Building principals conduct regular classroom walkthroughs to monitor instructional practices and alignment to HQIM. The district schedules PLC days throughout the year for teachers to engage in data analysis, vertical and horizontal planning, and instructional alignment.

District and building leaders review student performance data regularly to inform instructional decisions and identify areas for improvement. For the D-rated 5–6 building, additional supports include increased walkthroughs, targeted coaching, and professional learning in partnership with SWAEC specialists, with a focus on strengthening HQIM implementation and addressing identified gaps. These efforts ensure consistent use of high-quality materials and continuous improvement across all K–6 classrooms.

Priorities 1.1 and 1.2 (continued)

7-12 Core Programs

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
ELA Core Program	Amplify ELA I 2019	7-8	Amplify Education, Inc.	Arkansas Public School Resource Center - contracted days of job-embedded coaching and PD on standards, rubrics, and assessment
	My Perspectives I 2025	9-12	Savvas Learning Company LLC	Arkansas Public School Resource Center - contracted days of job-embedded coaching and PD on standards, rubrics, and assessment
	—	n/a	—	n/a
	—	n/a	—	n/a
	—	n/a	—	n/a

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

n/a

Program area	Step 1 Which HQIM core program are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning in literacy or math.
Math Core Programs	i - Ready Classroom Mathematics I 2024	7-8	Curriculum Associates	Arkansas Public School Resource Center - contracted days of job-embedded coaching and PD on standards, rubrics, and assessment
	Reveal Math I 2020	Algebra	McGraw Hill	Arkansas Public School Resource Center - contracted days of job-embedded coaching and PD on standards, rubrics, and assessment
	Reveal Math I 2020	Geometry	McGraw Hill	Arkansas Public School Resource Center - contracted days of job-embedded coaching and PD on standards, rubrics, and assessment

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

n/a

Priorities 1.1 and 1.2 (continued)

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

Prescott School District ensures consistent, high-fidelity implementation of HQIM in grades 7–12 through ongoing monitoring, collaboration, and targeted support. Building principals conduct regular classroom walkthroughs to monitor instructional practices and alignment to HQIM. The district schedules PLC days throughout the year for teachers to engage in data analysis, vertical and horizontal planning, and instructional alignment.

District and building leaders review student performance data regularly to inform instructional decisions and identify areas for improvement. For the D-rated 7–8 grades, additional supports include increased walkthroughs, targeted coaching, and professional learning in partnership with SWAEC specialists, with a focus on strengthening HQIM implementation and addressing identified gaps. These efforts ensure consistent use of high-quality materials and continuous improvement across all 7–12 classrooms.

Priority 1.3

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

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Literacy Intervention Programs K-6	i-Ready	K-6	Curriculum Associates	Arkansas Public School Resource Center – contracted days of job-embedded coaching and professional development on standards, rubrics, and assessment, supported by ongoing structured teacher collaboration and peer-to-peer professional learning opportunities.
	—Not on the List—	K-4	—Not on the List—	Arkansas Public School Resource Center – contracted days of job-embedded coaching and professional development on standards, rubrics, and assessment, supported by ongoing structured teacher collaboration and peer-to-peer professional learning opportunities.
	—	n/a	—	n/a

If using a literacy intervention program not currently listed above, please provide the following information: intervention publisher, intervention name, grades served. Example: Amira Learning, Amira, Grades 4-5.

95% Group: Phonics Lesson Library with Phonics Chip Kit, 95% Group Inc., Grades K-4

Priority 1.3 (continued)

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Literacy Intervention Programs 7-12	i-Ready	7-8	Curriculum Associates	Arkansas Public School Resource Center – contracted days of job-embedded coaching and professional development on standards, rubrics, and assessment, supported by ongoing structured teacher collaboration and peer-to-peer professional learning opportunities.
	—	n/a	—	n/a
	—	n/a	—	n/a

If using a literacy intervention program not currently listed above, please provide the following information: intervention publisher, intervention name, grades served. Example: Amira Learning, Amira, Grades 4-5.

n/a

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Dyslexia Programs K-6	The Sonday System	K-6	—Not on the List—	Arkansas Public School Resource Center – contracted days of job-embedded coaching and professional development on standards, rubrics, and assessment, supported by ongoing structured teacher collaboration and peer-to-peer professional learning opportunities.
	—	n/a	—	n/a
	—	n/a	—	n/a

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

n/a

Priority 1.3 (continued)

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Dyslexia 7-12 (Academic Reading)	The Sonday System	7-12	—Not on the List—	Arkansas Public School Resource Center – contracted days of job-embedded coaching and professional development on standards, rubrics, and assessment, supported by ongoing structured teacher collaboration and peer-to-peer professional learning opportunities.
	—	n/a	—	n/a
	—	n/a	—	n/a

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

n/a

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Mathematics Intervention Programs K-6	i - Ready Classroom Mathematics	2024 K-6	Curriculum Associates	Arkansas Public School Resource Center – contracted days of job-embedded coaching and professional development on standards, rubrics, and assessment, supported by ongoing structured teacher collaboration and peer-to-peer professional learning opportunities.
	—	n/a	—	n/a
	—	n/a	—	n/a
	—	n/a	—	n/a
	—	n/a	—	n/a
	—	n/a	—	n/a

Priority 1.3 (continued)

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Mathematics Intervention Programs 7-12	i - Ready Classroom Mathematics I 2024	7-8	Curriculum Associates	Arkansas Public School Resource Center – contracted days of job-embedded coaching and professional development on standards, rubrics, and assessment, supported by ongoing structured teacher collaboration and peer-to-peer professional learning opportunities.
	—	n/a	—	n/a
	—	n/a	—	n/a
	—	n/a	—	n/a
	—	n/a	—	n/a
	—	n/a	—	n/a

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
ESOL Programs (English Language Development ELD) (if applicable)	The district is actively continuing to explore ESOL program options that can be implemented effectively given our scheduling limitations	K-12	n/a	Arkansas Public School Resource Center – contracted days of job-embedded coaching and professional development on standards, rubrics, and assessment, supported by ongoing structured teacher collaboration and peer-to-peer professional learning opportunities.
	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a

Priority 1.3 (continued)

Program area	Step 1 Which programs are you using?	Step 2 For which grade levels?	Step 3 Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	Step 4 Please list additional professional learning for each program.
Special Education Programs	i-Ready Assessment and Personalized Instruction	K-8	Curriculum Associates	Special education teachers and staff are utilized to support and facilitate peer-led professional learning focused on specially designed instruction, IEP implementation, and inclusive practices. Additionally, through contracted services with the Arkansas Public School Resource Center and support from SWAEC, the district provides job-embedded coaching and professional development on evidence-based practices, progress monitoring, and meeting the diverse needs of students with disabilities.
	Firelight	9 (Algebra) and 10 (Geometry)	Firelight Books	Special education teachers and staff are utilized to support and facilitate peer-led professional learning focused on specially designed instruction, IEP implementation, and inclusive practices. Additionally, through contracted services with the Arkansas Public School Resource Center and support from SWAEC, the district provides job-embedded coaching and professional development on evidence-based practices, progress monitoring, and meeting the diverse needs of students with disabilities.
	21st Century Reading	5-12	Remedia Publications	Special education teachers and staff are utilized to support and facilitate peer-led professional learning focused on specially designed instruction, IEP implementation, and inclusive practices. Additionally, through contracted services with the Arkansas Public School Resource Center and support from SWAEC, the district provides job-embedded coaching and professional development on evidence-based practices, progress monitoring, and meeting the diverse needs of students with disabilities.

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

Building and district leaders monitor implementation through regular walkthroughs and data reviews. PLCs support alignment and planning. D-rated buildings receive increased walkthroughs and targeted coaching through SWAEC.

Priority 1.4

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

Option	If you will provide, select Yes
Utilizing the Key Levers Form in EES to conduct science of reading walks to provide feedback	Yes
Using data around instructional levers to design professional learning	Yes
Participating in Administrators Professional Learning Course for SoR	Yes
Additional targeted professional learning provided annually to all staff in SoR	Yes
Analyzing district and school-level data for a cycle of continuous improvement monthly	Yes
Partnering with state-assigned Literacy coaches or a Professional Learning Partner to support Professional learning and cycles of coaching for grade levels and individual teachers	Yes
Other	No

Priority 1.5

What supports will the district provide general education teachers to ensure students with disabilities and English Learners are able to access core instruction?

Option	If you will provide, select Yes
Access to HQPL that will bolster educator's content knowledge and pedagogy skills in ELA and Math	Yes
Universal Design for Learning (UDL) professional development	No
Professional development on meaningful access and participation for students with disabilities	Yes
District coaching support on accessibility and appropriate accommodations	Yes
Training with related services staff on broader implementation of assistive technology provided in the general education environment (e.g., alternate seating, writing devices, communication and hearing supports, etc.)	No
Push-in related services model	No
Training for general education teachers on the use of Read & Write	No
Training for general education teachers on the use of Equatio	No
Training for general education teachers on the use of classroom management and behavior support (e.g., THRIVE, BX3, or Micro credentials)	Yes
Sheltered Instruction Observation Protocol (SIOP) training	No
Co-teaching for ELD	No
Other	No

Supplemental Supports

Priority 1.6

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

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

Pre-K

For Pre-K students, Southwest Arkansas Educational Cooperative (SWAEC) staff conduct developmental screenings at the beginning of the school year to assess student abilities. Based on screening results, students who qualify for developmental services receive weekly support from SWAEC specialists.

In addition, Pre-K teachers administer assessments at the beginning, middle, and end of the year to monitor student growth and progress. These data points help inform instructional planning. Teachers and paraprofessionals work together to form small groups based on identified skill gaps to provide targeted instruction and reteaching as needed.

K through 2nd

Students are given the following screenings in reading:
K-2: ATLAS Literacy Screener to identify students who may be at risk in Oral Reading Fluency (ORF), Phonics-Decoding, Encoding, and Reading Comprehension

Students who are identified as at risk receive intervention services for either dyslexia (Winsor-Sonday System) or Tier 3 reading interventions using the 95% Group (Chip Kits and Phonics Lesson Library). Grades K–6 have a designated small-group Tier 3 intervention block.

Students also take the i-Ready Diagnostic Assessment in reading and math. Students who are not on grade level also receive Tier 2 intervention services with targeted, small-group instruction focused on specific skill deficits.

3rd through 5th

Students are given the following screenings in reading:
3: ATLAS Literacy Screener to identify students who may be at risk in Oral Reading Fluency (ORF), Phonics-Decoding, Encoding, and Reading Comprehension

4: Developmental Spelling Assessment (DSA) for Encoding, 95% Group PSI for Encoding and Decoding.

3-4: i-Ready Diagnostic Assessment in reading and math. Students who are not on grade level also receive Tier 2 intervention services with small group instruction to work on skills they have not mastered in grades K-3.

5: Teachers use classroom grades and i-Ready Diagnostic Assessment results to identify students who are at risk or performing below grade level, and refer students for appropriate interventions

Students who are identified as at risk or below grade level receive intervention services for either dyslexia (Winsor-Sonday System) or Tier 3 reading interventions using the 95% Group (Chip Kits and Phonics Lesson Library). We have a Tier 3 time assigned to all students K-5.

6th through 8th

6-8 teachers use classroom grades and the i-Ready Diagnostic Assessment for Reading and Math to identify students who are at risk or performing below grade level, and assign them to appropriate interventions.

Students who are at risk or performing below grade level receive intervention services for either dyslexia (Winsor-Sonday System) or Tier 3 reading interventions using the 95% Group (Chip Kits and Phonics Lesson Library). Grades K–6 have a designated small-group Tier 3 intervention block.

Priority 1.6 (continued)

9th through 12th

Teachers use multiple data points, including classroom performance, assessments, attendance, and behavior, to identify students at risk of academic failure or in need of additional services. Students may be referred to the counselor, dean of students, and/or principal for further review. Counselors, administrators, and teachers collaborate with students and their families to identify specific academic, social, and emotional needs and develop appropriate interventions. The district also utilizes its school social worker to provide additional support, resources, and family outreach. Through advisory programs and the high school counselor, students are connected to targeted supports. The district ensures that students have access to necessary psychological, health, and social services to address identified needs.

Priority 1.7

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

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

Pre-K

Pre-K students identified as at risk receive targeted interventions focused on early literacy, language development, and social-emotional skills. Progress is monitored regularly through teacher observations, developmental screenings, and ongoing assessment data. Teachers collaborate with support staff to review student progress and adjust instruction as needed. Families are engaged to support student growth, and referrals are made for additional services when appropriate.

K through 2nd

Students who are identified as at risk or below grade level receive intervention services for either dyslexia (Winsor-Sonday System) or Tier 3 reading interventions using the 95% Group (Chip Kits and Phonics Lesson Library). A Tier 3 time is assigned to all identified students K-5. Identified students are progress monitored 1 to 2 times per month, depending on their level of risk. A shared spreadsheet is maintained and updated monthly by classroom teachers, reading interventionist, and special education teachers. Progress is monitored using ATLAS Testlets, which monitor ORF, Phonics: Encoding & Decoding, and Reading Comprehension. Students receiving 95% Group interventions, progress is tracked using oral reading fluency and accuracy through cold read passages. Team and Guiding Coalition Meetings review student data to determine next steps for instruction or intervention.

3rd through 5th

Students who are identified as at risk or below grade level receive intervention services for either dyslexia (Winsor-Sonday System) or Tier 3 reading interventions using the 95% Group (Chip Kits and Phonics Lesson Library). A Tier 3 time is assigned to all identified students K-5. Identified students are progress monitored 1 to 2 times per month, depending on their level of risk. A shared spreadsheet is maintained and updated monthly by classroom teachers, reading interventionist, and special education teachers. Progress is monitored using ATLAS Testlets, which monitor ORF, Phonics: Encoding & Decoding, and Reading Comprehension. Students receiving 95% Group interventions, progress is tracked using oral reading fluency and accuracy through cold read passages. Team and Guiding Coalition Meetings review student data to determine next steps for instruction or intervention.

6th through 8th

6: Students who are identified as at risk or below grade level receive intervention services for either dyslexia (Winsor-Sonday System) or Tier 3 reading interventions using the 95% Group (Chip Kits and Phonics Lesson Library). Identified students are progress monitored 1 to 2 times per month, depending on their level of risk. A shared spreadsheet is maintained and updated monthly by classroom teachers, reading interventionist, and special education teachers. Students receiving 95% Group interventions, progress is tracked using oral reading fluency and accuracy through cold read passages. Team and Guiding Coalition Meetings review student data to determine next steps for instruction or intervention.

7–8: Counselors, administrators, and teachers work closely with identified students and their families to pinpoint specific challenges and connect them with appropriate support through advisory periods and high school counseling services. Prescott School District also ensures access to psychological and health services as needed.

9th through 12th

Counselors, administrators, and teachers work closely with identified students and their families to pinpoint specific challenges and connect them with appropriate support through advisory periods and high school counseling services. Prescott School District also ensures access to psychological and health services as needed.

Priority 1.8

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

Elementary Grades (Grades included: K-4)

Option	If you will provide, select Yes
Grade acceleration (grade skipping)	No
International Baccalaureate Programme	No
N/A	No
Other	Content acceleration (subject/partial acceleration, curriculum compacting, telescoping curriculum, etc.)

Middle Grades (Grades included: 5-8)

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

Priority 1.8 (continued)

High School (Grades included: 9-12)

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

Priority 1.9

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

Option	If you will provide, select Yes
College and career readiness test prep	Yes
Accelerated potential identified (AP potential, honors courses, etc.)	Yes
Use of funds to cover the cost of concurrent credit for low income students	Yes
Summer enrichment/ advanced coursework program	No
Before or after-school enrichment/ advanced coursework program	No
Mentoring program specific to accelerated learning	No
Coordination with institutions of higher education	Yes
Career counseling/coaching to identify student interests and skills for Career Pathways	Yes
Other	No

Priority 1.10

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

Limit for each: 500 characters, approximately 100 words

ALE

Prescott School District provides the supplemental academic services of Edmentum/Apex and Jobs for America's Graduates. ALE teachers utilize i-Ready Assessment for intervention instruction.

Special Education

Prescott School District Special Education provides supplemental academic services utilizing appropriate programs for Literacy, Math and Science to include i-Ready personalized instruction, 21st Century Reading, Readworks, and Firelight for Algebra and Geometry.

EL (LIEP), if applicable

The district is actively continuing to explore ESOL program options that can be implemented effectively given our scheduling limitations.

Migrant, if applicable

n/a

Title I, if applicable

Title I supplemental services include pre-kindergarten program for three and four year olds as well as instructional supplies needed for supplemental literacy and math programs. Professional development training for supplemental programs will be purchased with available Title I funds.

Priority 1.11

Describe additional wrap-around supports for the following: [ESEA § 1112(b)(6); 1113(c)(3)(i); 1111(g)(1)(E)]

Limit for each: 500 characters, approximately 100 words

ALE

The district's ALE programs for junior high and high school utilize an outside counseling agency and a district-employed social worker to provide wrap-around supports to students and families, including behavioral, health, and attendance support. These services address barriers to learning and support student well-being and academic success.

Special Education

The district's Special Education programs utilize an outside counseling agency and a district-employed social worker to provide wrap-around supports to students and families, including behavioral, health, and attendance support. These services address barriers to learning and support student well-being and academic success.

EL (LIEP), if applicable

The district provides wrap-around supports for EL students through ESOL-trained teachers, an outside counseling agency, and a district-employed social worker. These supports address behavioral, health, and attendance needs and help remove barriers to learning while the district continues to strengthen its LIEP within current scheduling structures.

Migrant, if applicable

n/a

Title I, if applicable

The district utilizes an outside counseling agency and a district-employed social worker to provide wrap-around supports to students and families, including behavioral, health, and attendance support. These services address barriers to learning and promote student well-being and academic success.

Transitions or Extended Opportunities

Priority 1.12

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

Priority 1.12 (continued)

Pre-K to Kindergarten

Option	If you will provide, select Yes
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc.	Yes
Pre-registration activities	Yes
Transition conferences	Yes
Open House specific to early childhood	Yes
Partnering with local childcare programs throughout the year	No
Kindergarten Readiness Assessment (informal) Administer beginning of the year screener and analyze data within 30 days	Yes
Provide kindergarten readiness materials and resources for parents	Yes
Other	Kindergarten teachers organize a special event called the Kindergarten Kick-Off. This event allows new students to explore and engage in the activities and environment of a full-day kindergarten classroom, all within a shorter time frame.

Transition between elementary to middle school/junior high

Option	If you will provide, select Yes
End of the year tour of middle school/junior high	Yes
Meet and greet with new middle school principal and staff	Yes
Orientation/Registration activities for transition students	Yes
Transition conferences	Yes
Jump Start summer program	No
Providing clubs or activities to engage students	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.	Yes
Open House	Yes
Other	No

Priority 1.12 (continued)

Transitioning to high school

Option	If you will provide, select Yes
End of the year tour of high school	Yes
Meet and greet with high school principal and staff	Yes
Orientation/Registration activities	Yes
Transition conferences	Yes
Open house	Yes
Jump Start summer program	No
Student Success Planning	Yes
Providing clubs or activities to engage students	Yes
Partnership for concurrent credits	Yes
Career Coach; Internship and real-world project opportunities to students	Yes
Other	No

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

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

Priority 1.13

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

Limit: 1,250 characters, approximately 250 words

The district will utilize the Launch for Students platform for developing and implementing student success plans. SSP's are reviewed at least annually with the counselor when making schedules and discussing future plans. The students and parents have access throughout the year. During the annual visit, it will show post secondary plans, classes required for graduation and the order in which they are taken, as well as college admissions/requirements. The SSP also allows students to take interest inventories that will show students college and careers that may interest them. Upon completion of the review, the student's SSP will be signed by the student, student's parent/legal guardian, school counselor.
Our students are also offered accelerated learning opportunities by being able to take AP classes and concurrent courses as well as partake in extracurricular activities such as band, athletics and various clubs as well. Students are also placed in courses based on identified areas of academic strengths as well as weaknesses. All students are monitored and placed in various RTI groups based on the students' needs to fully support the student's success.

How does the district engage parents to provide feedback as part of the student success plan? [ESSA § 1111(g)(1)(B) & ESSA § 1112(b)(1)(A)]

Limit: 1,250 characters, approximately 250 words

The district engages the parents to provide feedback as part of the student success plan by including a grade level letter and a graduation requirement printout for PHS students with the point of contact's email, and phone number for any questions, concerns or any other feedback they would like to share.

Priority 1.14

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

Option	If you will provide, select Yes
School-operated Title I Preschool	Yes
District-operated Title I Preschool	No
Coordinating w/other Preschool Programs	Yes
Organize joint transition with related training between childcare providers and kindergarten teachers	Yes
Communication with families about the transition plan and the expected experience for children and their families	Yes
Family engagement activities to provide opportunities to involve families as volunteers, advocates, and decision-makers in school-related and district-related activities and throughout the transition process	Yes
Transition services from early childhood programs to kindergarten programs	Yes
Other	No

Please enter your local lead(s)

Southwest Arkansas Education Cooperative

Priority 1.14 (continued)

Select how the district is working with your local lead to ensure partnerships with early childhood providers and families with young children across your county.

Option	If you will provide, select Yes
PreK classrooms participated in the CLASS Pilot	No
Analyzed data on early childhood access	Yes
Analyzed data on kindergarten readiness	Yes
Partnered for professional development offerings	Yes
Participated in the local leads' information campaign	No
Attended local lead-sponsored provider meetings	Yes
Coordinated outreach to families of young children	Yes
Aligned enrollment processes with early childhood providers	Yes
Shared facilities or resources with early childhood providers	Yes
Partnered on community events or activities	Yes
Supported the local lead's strategic planning efforts	Yes
Engaged in collaborative grant writing or funding initiatives	Yes
Provided support for transitions to kindergarten	Yes
Other	No

Priority 1.15

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

Service	Economically Disadvantaged If you will provide, select Yes	Special Education If you will provide, select Yes	English Learners If you will provide, select Yes	Migrant If you will provide, select Yes
Early literacy activities, materials, and resources	Yes	Yes	Yes	No
Numeracy activities, materials, and resources	Yes	Yes	Yes	No
Summer instructional services and materials	No	No	No	No
Home visits/home instruction	Yes	Yes	Yes	No
Enrollment verification and placement profiles	Yes	Yes	Yes	No
Referrals to early childhood programs, home visiting programs, wrap-around services (ie. Head Start, Arkansas Better Chance including home visiting, and community based preschool)	Yes	Yes	Yes	No
Coordinate with parents and pre-k service providers to ensure pre-k students are served	Yes	Yes	Yes	No
Other	No	No	No	No

Priority 1.16

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

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

Priority 1.16 (continued)

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

Limit: 1,250 characters, approximately 250 words

Complete the full pathway (Level 1–3 courses)

Completion of a Level 3 (capstone) course results - Pathway Completer
Earn an industry certification (NCRC WorkKeys, TestOut, etc.)
Participate in work-based learning (job shadowing, internships, projects, guest speakers, career events)
Engage in FBLA (CTSO) activities (membership, leadership, competitive events, conferences)
Demonstrate employability skills (resume, interview practice, communication, digital literacy (Microsoft Office & Google applications))
Meeting these requirements results - Success Ready

Earn Industry certification (Certified Teaching Assistant (CTA)
Babysitting Basics UAEX
Participate in field experience, Work- based learning (Job shadowing, internships, projects, career investigations and guest speakers)
Demonstrate employability skills, interviews, communication, organizational skills, and collaboration skills, creative and critical thinking etc.
Engage in Family, Career and Community Leaders of America (FCCLA) and Educators Rising
Completion of all Levels (capstone) course results - Pathway Completer
Earn an industry certification ServSafe Foodhandler
Participate in work-based learning
Engage in FCCLA
Demonstrate employability skills

Family and Community Engagement

Priority 1.17

What actions and activities does the district provide to promote Family and Community Engagement? [ESEA § 1116(a)(3)(D) & §1304(c)(3)]

Option	If you will provide, select Yes
Instruct educators in the value and utility of contributions of families and to work with families as equal partners	Yes
Coordinate and integrate family involvement programs and activities with other Federal, State, and local program	Yes
Provide information related to school and family programs, meetings, and other activities to the parents in a language the parents can understand (e.g. bilingual books, flyers, materials)	Yes
An advisory committee for education includes parents, educators, and other community members and meets at least annually	Yes
Home visits (e.g. Home-based learning/instructional parent activities)	Yes
Health screening and service referrals and other health-related resources (e.g. immunization information, Medicaid eligibility, nutrition and physical activity information)	Yes
Family resource centers	Yes
Other	No

Priority 1.18

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

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

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

Limit: 1,250 characters, approximately 250 words

Prescott School District connects family and community engagement activities to goals for attendance, behavior, and academic achievement by aligning communication, events, and shared decision-making with student outcomes. Parent nights, conferences, and informational sessions provide families with resources on academic standards, assessments, and student progress to support achievement.

During parent-teacher conferences, the district includes community partners, post-secondary institutions, and targeted sessions to increase awareness of academic expectations and opportunities. Families and community members also serve on advisory and planning teams.

The district monitors effectiveness through attendance data, behavior reports, academic performance, and family feedback. Data is reviewed regularly to evaluate impact and guide continuous improvement of engagement strategies.

Priority 1.19

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

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

Safe and Healthy Schools

Priority 2.1 - Promote and Improve School Climate

How does the district promote and improve school climate? [ESSA § 1111(g)(1)(C) & GFSA]

Limit: 1,250 characters, approximately 250 words

Prescott School District promotes and improves school climate by fostering a safe, supportive, and inclusive learning environment. The district uses surveys, including parent and family engagement surveys, to gather feedback from students, parents, teachers, and administrators regarding school safety, communication, and overall climate. This data is reviewed and used to guide school improvement efforts.

The district maintains clear behavior expectations and implements consistent discipline and safety procedures. Emergency operations plans and safety protocols are communicated and practiced regularly. In compliance with the Gun-Free Schools Act (GFSA), the district enforces strict policies prohibiting weapons on school property and applies disciplinary actions in accordance with district policy and state law.

Ongoing communication, staff collaboration, recognition of student and staff achievements, and active family engagement further support a positive school climate and student success.

Priority 2.2

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

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

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

Staff monitor attendance, behavior, health, and developmental milestones to identify students needing additional support. Concerns are referred to the principal and support staff. The district partners with SWAEC to provide access to mental health services, including early intervention, family support, and counseling.

K through 2nd

Teachers and staff monitor attendance, behavior, and social-emotional development to identify students in need of additional support. Concerns are referred to the counselor, principal, and school social worker. The district partners with SWAEC to provide access to mental health services, including counseling, early intervention, and family support.

Priority 2.3 (continued)

3rd through 5th

Teachers and staff monitor attendance, behavior, and social-emotional needs to identify students requiring additional services. Concerns are referred to the counselor, principal, and school social worker for follow-up. The district partners with SWAEC to provide access to mental health services, including counseling and family support.

6th through 8th

Teachers and staff monitor attendance, behavior, and emotional well-being to identify students needing additional support. Referrals are made to the counselor, principal, and school social worker. The district partners with SWAEC to provide access to mental health services, including counseling, crisis support, and family services.

9th through 12th

Teachers and staff monitor attendance, behavior, and mental health indicators to identify students needing additional services. Referrals are made to the counselor, principal, and school social worker. The district partners with SWAEC to provide access to mental health services, including counseling, crisis support, and family services.

Priority 2.4

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

Option	Select if Yes
The district has implemented a schoolwide behavior intervention program.	Yes
The district ensures Youth Mental Health awareness training annually.	Yes
The district monitors behavior referrals through an online system utilized by district staff to report information to school leadership.	No
School leadership determines the follow up necessary for students (i.e. counselor, ISS, OSS, general discipline, parent notification) for referrals made to the school counselor, the counselor may determine a referral for mental health counseling is necessary.	Yes
Other	No

Priority 2.5

What efforts does the district take to reduce the overuse of discipline practices that remove students from the classroom? [ESEA § 1112(b)(11)]

Option	If you will provide, select Yes
In-school suspension classes with assignments and computer-based instruction	Yes
Implementing Character Education Learning programs	Yes
Organized systematic mentoring program for specific students	Yes
Implementing school wide positive behavior support system including process for student identification and referral	Yes
Behavioral contracts and interventions	Yes
Additional counseling services	Yes
Coordinated services with other county services	Yes
Staff development in for behavioral support strategies for the classroom	Yes
Other	No

Quality Educational Workforce

Priority 3.1

Upon analysis of your district's educator workforce and student outcomes, what staffing changes do you anticipate are needed to ensure that your most at-risk students are placed with your most effective teachers?

Limit: 1,250 characters, approximately 250 words

After reviewing student achievement data and educator qualifications, Prescott School District has identified grades 7–12 ELA, Math, and Science as priority areas for staffing highly effective teachers. These content areas have shown persistent achievement gaps and have been historically difficult to staff with fully licensed, experienced educators. The district anticipates the need to strengthen recruitment, retention, and strategic teacher placement to ensure that the most at-risk students have access to the most effective educators in these critical areas.

Priority 3.2

Upon analysis of your district's educator workforce and student outcomes, what subgroups has your district identified as a priority for needing the most effective teachers? Select the two groups that are your district's top priorities. [ESEA § 1112(b)(2)]

Option	If a priority, select Yes
Economically disadvantaged	No
IDEA (Special Education)	No
Minorities	No
English Learners	No
Students scoring in the lowest quartile in Math, Science, or Literacy	Yes
Persistently low-performing in literacy	Yes
Accelerated Learners	No
Highly Mobile	No
Other	No

Priority 3.3

How does the district identify and address any disparities that result in the above groups being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? [ESEA § 1112(b)(2)]

Option	If a strategy, select Yes
Annual review of teacher qualifications and assignments to identify disparities	Yes
Annual review of student subgroups and assignments to identify disparities	Yes
Make strategic staffing decisions as necessary to alleviate disparities (hiring personnel, additional teachers, stipends, etc.)	Yes
Provide for additional professional development	Yes
Coaching to support teaching and learning	Yes
Teacher mentor programs, high-need stipends, etc.	Yes
Other	No

Priority 3.4

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

Option	If offered, select Yes
Teacher support personnel (e.g.Instructional Facilitator, Mentor Coordinator, PD Coordinator)	Yes
Structured teacher mentor program and coaching	Yes
Teacher retention bonuses (as defined by district policy)	Yes
Teacher stipends (mentoring, journeyworker, high-need areas, etc.)	Yes
Coordinated recognition programs	No
Tuition reimbursement	No
Master schedule for collaborative planning	Yes
Lead/Master Teacher (Career continuum opportunites)	Yes
Childcare assistance	No
Other	No

Priority 3.5

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

Option	If offered, select Yes
Faculty housing	No
Relocation assistance	No
Teacher incentive recruitment bonuses	Yes
Teacher stipends per district policy (mentoring, journeyworker, high-need areas, merit, etc.)n	Yes
Job fairs or career fairs	No
Tuition reimbursement	No
Grow Your Own: Pre-Educator program	Yes
Grow Your Own: Registered apprenticeship	No
Lead/Master Teacher	Yes
Matching funding for apprenticeship program for journeyman/mentoring	No
Childcare assistance	No
Other	No

Priority 3.6

Enter the number of educators meeting each description below:

Total number of educators on an Additional Licensure Plan (ALP).	3
Total number of educators on a Teacher Licensure Plan (TLP).	1
Total number of educators as a Long Term Substitute.	0
Total number of educators on a Provisional License.	1

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

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

Priority 3.7

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

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

Priority 3.8

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

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

Priority 3.9

What is your district's current status or intention regarding administrator calibration and credentialing on TESS and LEADS through the DESE-NIET partnership? (select one)

Option	Select one
Our District has enrolled administrators in the 2025-26 pilot year for calibration on TESS and/or LEADS for principals, superintendents, or both.	No
Our district does not have administrators enrolled in the pilot year, but plans to participate during the 2026-27 school year for principals, superintendents, or both.	Yes - Both
Our district plans to wait and participate when administrator calibration and credentialing is required statewide in the 2027-28 school year.	No
Our District is still determining timing for participation.	No