NOVEMBER 12, 2026 | STATE BOARD OF EDUCATION

Watson Chapel School District

2026 F-Rated District Review

LEA 3509000 | Jefferson County | **Arkansas River Education Service Cooperative**

Letter Grade History

2025	2026
Official	Official
F	F

2026 INDEX SCORE

341.74

Total points, 2026 A-F model

−4.33 points vs. 2025 (346.07)

Percentile rank: 4 | 7.16 points to reach D (cut 348.90)

District Profile

CALENDAR TYPE & ATTENDANCE DAYS

Alternate | **175 days**

District 2026-27 school calendar

LEVEL OF SUPPORT

Level 4

Directed

TEACHER LICENSURE

74.4% licensed

22.6% on exceptions

3.0% unlicensed

1003 SCHOOL IMPROVEMENT ALLOCATION

$301,423.58 FY 2026-27 · 4 schools

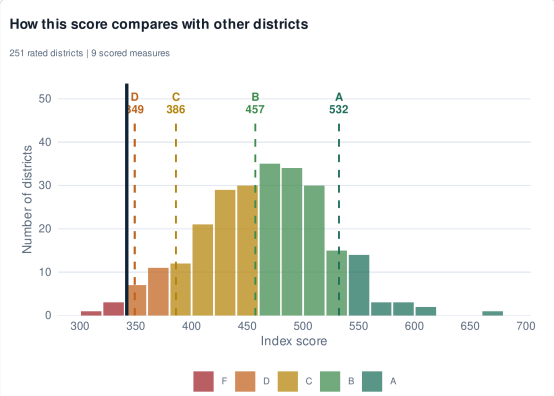
1003 Allocations: Federal Title I funds provided to districts to support schools identified for comprehensive or targeted support and improvement.

SCHOOLS D- OR F-RATED (2026)

4

Edgewood Elementary School - F
Coleman Elementary School - F
Watson Chapel Junior High School - F
Watson Chapel High School - D

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	**53.90**	127.87	−73.97
Growth - All Students of 300 pts	**124.49**	153.03	−28.54
Growth - Lowest Quartile of 100 pts	**46.13**	53.06	−6.93
Success-Ready Graduate of 200 pts	**117.22**	138.50	−21.28

Keith McGee	Rosemary White	Cathi Swan
District Superintendent	**District Board President**	**Cooperative Director**

School Accountability Data

Edgewood Elementary School

F
2026 GRADE

2026 INDEX SCORE
289.55
of 900 possible

PERCENTILE RANK
2 above 2% of elementary schools
38.23 points to reach D (cut 327.78)
Feeder school to Coleman Elementary School; it shares Coleman's results and letter grade under the letter grade business rules.

Achievement

Are students achieving level 3 and 4 on state assessments?

56.69
OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	20.07%	7
Mathematics	18.31%	5
Science	18.31%	5

Growth — All Students

Are students achieving their individualized growth targets?

111.63
OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	31.56%	2
Mathematics	34.89%	9
Science	45.18%	32

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

121.23
OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	41.10%	22
Mathematics	32.86%	5
Science	47.27%	31

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

Not applicable (elementary school)

Coleman Elementary School

F
2026 GRADE

2026 INDEX SCORE
289.55
of 900 possible

PERCENTILE RANK
2 above 2% of elementary schools
38.23 points to reach D (cut 327.78)

Achievement

Are students achieving level 3 and 4 on state assessments?

56.69
OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	20.07%	7
Mathematics	18.31%	5
Science	18.31%	5

Growth — All Students

Are students achieving their individualized growth targets?

111.63
OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	31.56%	2
Mathematics	34.89%	9
Science	45.18%	32

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

121.23
OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	41.10%	22
Mathematics	32.86%	5
Science	47.27%	31

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

Not applicable (elementary school)

Watson Chapel Junior High School

F — 2026 GRADE

2026 INDEX SCORE: **324.80** of 900 possible

PERCENTILE RANK: **7** above 7% of middle schools

20.90 points to reach D (cut 345.70)

Achievement

Are students achieving level 3 and 4 on state assessments?

58.59 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	16.51%	5
Mathematics	17.99%	8
Science	24.09%	10

Growth — All Students

Are students achieving their individualized growth targets?

131.38 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	42.01%	12
Mathematics	38.10%	13
Science	51.27%	50

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

134.83 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	34.18%	2
Mathematics	50.65%	30
Science	50.00%	28

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

Not applicable (junior high school)

Watson Chapel High School

D — 2026 GRADE

2026 INDEX SCORE: **353.14** of 900 possible

PERCENTILE RANK: **10** above 10% of high schools

32.82 points to reach C (cut 385.96)

Achievement

Are students achieving level 3 and 4 on state assessments?

≈45.53* OF 300 PTS

* Public-data approximation; Mathematics is restricted, so the exact contribution is not shown and may differ.

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts	17.11%	8
Mathematics Restricted	<5%	4
Science	23.42%	15

Growth — All Students

Are students achieving their individualized growth targets?

133.78 OF 300 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
English Language Arts & ELP	44.09%	32
Mathematics	29.11%	7
Science	60.58%	87

Growth — Lowest Quartile

Are the students who are farthest behind their peers growing?

57.65 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	50.94%	50
Mathematics	58.00%	53
Science	64.00%	81

Success Ready Graduate

Are students graduating in four years and demonstrating postsecondary readiness?

117.22 OF 200 PTS

MEASURE	POINTS / RATE	PERCENTILE RANK
Four-Year Cohort Graduation Rate	82.78%	12
Graduates with Merit or Distinction	34.44%	15

District Support Plan

Action Items

Watson Chapel School District

LEA 3509000 · Arkansas River Education Service 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, with the cooperative, determines that high quality instructional materials are used with fidelity across its schools. Actions: District, cooperative, division POC will begin visiting with educators regarding what supplies or supports are needed to do their job effectively (informal conversations and classroom visits. Do they have texts, working equipment, appropriate materials, etc.)

Action: The district currently utilizes the following HQIM: K-6 ELA Foundational skills: Amplify CKLA Skills (2020), K-5. Comprehension: Core Knowledge Language Arts (CKLA) (2025), K-5; MyPerspectives (2022), Gr 6 K-6 Math enVision Mathematics (2024), K-6 7-12 ELA MyPerspectives (2025), Gr 7-12 7-12 Math enVision Mathematics (2024), Gr 6-8; enVision A / G / A (2024), Gr 9-11 Science No science core program is listed in the plan's HQIM section (ELA and Math only) Intervention Literacy: 95 Percent Phonics Lesson Library (K-5), Literacy Intervention System (K-8), Multi-Syllable Routine Cards (3-12); BUILD (K-1). Dyslexia: BUILD (K-1), Take Flight (Gr 1-12), S.P.I.R.E. with Sounds Sensible (K-12). Math: enVision (K-8), enVision A / G / A (9-11). ESOL and Special Ed: listed as n/a

The following partners support the implementation of HQIM: Amplify Education, Savvas Learning Company, DESE/TNTP Curriculum Internalization, Scottish Rite, 95 Percent Group, EPS Learning

Implementation timeline: Start date: 8/11 Cadence: Weekly.

How we will progress monitor and evaluate effectiveness: Implementation review.

*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: Key Levers Coaching Tool The Key Levers Coaching tool is used for English language arts, mathematics, and science at all schools. Action: District will work with cooperative and Division POC to conduct observations with Key Levers tools.

Implementation timeline: Start date: 8/27/26 with cooperative and district 10/12/26 recalibration training for all instructional leaders Cadence: Weekly.

How we will progress monitor and evaluate effectiveness: Tool data set.

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. Action: Review data from Key Levers observation and make adjustments.

Implementation timeline: Start date: September Cadence: 2 teams weekly.

How we will progress monitor and evaluate effectiveness: Alignment review.

Academic Expectations

*Literacy block, K-5

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

How we will accomplish this: A 90-minute literacy block (450 min a week) Action: District office reviews all elementary schedules and adjusts schedules and verifies instructional time is being met.

Implementation timeline: Start date: August 11, 2026 Cadence: daily Milestone (date completed): August 11, 2026.

How we will progress monitor and evaluate effectiveness: Master Schedule Classroom schedules.

*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.

How we will accomplish this: A minimum of 300 minutes of literacy instruction weekly for students not performing on grade level. Supplemental literacy intervention will be scheduled during the school day and may count toward the time. Action: District office reviews all elementary schedules and adjusts schedules and verifies instructional time is being met.

Implementation timeline: Start date: 8/11/26 Cadence: daily Milestone: 8/11/26.

How we will progress monitor and evaluate effectiveness: Master Schedule.

*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 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 towards the time. Action: District office reviews schedules and verifies instructional time is being met.

Implementation timeline: Start date: 8/11/26 Cadence: daily Milestone: 8/11/26.

How we will progress monitor and evaluate effectiveness: Master schedule.

*Intervention

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

How we will accomplish this: Literacy and mathematics intervention is scheduled during the school day through the multi-tiered system of support Action: District office reviews schedules and verifies intervention is scheduled Action: District will ensure secondary small group is embedded in the 90 min blocks. The principal ensures that small group lessons are occurring as needed. Action: Building leaders are reviewing small group lesson plans.

Implementation timeline: Start date: 8/11/26 Cadence: daily Milestones: 8/11/26.

How we will progress monitor and evaluate effectiveness: Master schedule Intervention rosters.

*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: The district, the cooperative, and the division conduct an instruction minutes review at all campuses Action: Division POC has conducted a minutes review to ensure instructional minutes are being met at all campuses.

Implementation timeline: Start date: November (POC) Cadence: Annually.

How we will progress monitor and evaluate effectiveness: Minutes review worksheet.

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

Implementation timeline: Start date: district - August 2026 Cadence: Milestones:

How we will progress monitor and evaluate effectiveness: Assessment records.

*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 cooperative works with the district to monitor implementation, and the Division and the cooperative will monitor the district's system as a whole. Action: District and cooperative verify that dyslexia services or reading interventions are being provided based on screening data. Action: The cooperative's dyslexia/literacy specialist will support and monitor the district's process for providing dyslexia services (monthly) Action: Determine training and coaching needed for implementation of the MTSS.

Implementation timeline: Start date: September Cadence: As needed.

How we will progress monitor and evaluate effectiveness: Monitoring record.

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: ATLAS screeners and summative assessments are administered, and the district provides IRPs and MIP based on data. Actions: Cooperative and district works with schools to review student screening and assessment data to ensure IRP and MIP are in place and followed. Actions: The cooperative and the district will ensure Student Success plans are in place and 8th grade students are in the LAUNCH system Action: Ensure students retained in 3rd grade are scheduled with a master designated teacher and have at home reading plans Action: Ensure students promoted to 4th grade with good cause exemption are scheduled with a master designated teacher.

Implementation timeline: Start date: September/October Cadence: Quarterly.

How we will progress monitor and evaluate effectiveness: Administrator records.

*Interim assessment

Required. The district participates in all ATLAS interim assessments.

How we will accomplish this: The district participates in all ATLAS interim assessments Actions: The district and cooperative review ATLAS interim data and adjust instruction, intervention, etc.

Implementation timeline: Start date: within 2 weeks of interim results Cadence: 2x year Milestone.

How we will progress monitor and evaluate effectiveness: Interim results.

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 the district leadership collaborate with the cooperative leadership on District Support Plan monthly.

Implementation timeline: Start date: 9/30/26 Cadence: Monthly Milestones:

How we will progress monitor and evaluate effectiveness: Meeting records and goals.

*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 and cooperative evaluate school needs and provide leadership supports for each buildings principal's professional growth plan. Actions: The district leadership will evaluate individual principals needs based on learning walks, feedback, and culture surveys.

Implementation timeline: Start date: 8/2026

Cadence: monthly.

How we will progress monitor and evaluate effectiveness: State approved observation reporting system (EES), PGPs.

*Administrator evaluation re-calibration

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

How we will accomplish this: TESS or LEADS calibration for district administration and building administrators.

Implementation timeline: Start date: all administrators and assistant principals recalibrated spring/summer 2026

Cadence:

How we will progress monitor and evaluate effectiveness: Professional learning record.

*Observation training

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

How we will accomplish this: The cooperative provides training on EES, the observation system, and feedback. Superintendent and district administration establishes process to review Level 4- Cooperative review Action: District leadership will ensure that administrators are using EES system for feedback and observations.

Implementation timeline: Start date: 10/27 Cadence: as needed.

How we will progress monitor and evaluate effectiveness: State approved observation system reports and feedback/next step log.

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

Action: District will implement an expected schedule for administrators to be reviewed by district administration.

Action: The majority of building administrators were properly trained on POP cycles and EES by DESE on October 27th.

Implementation timeline: Start date: October Cadence: Monthly review.

How we will progress monitor and evaluate effectiveness: State approved record system.

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 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. Action: Division POC will organize an audit by the end of the November.

Implementation timeline: Start date: November Cadence.

How we will progress monitor and evaluate effectiveness: Completed audit.

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: The district evaluates teacher growth data, students growth data, performance and licensure informed by the strategic staffing audit. Level4: Cooperative and division will review district rationale. **Implementation timeline:** Start date: November. **How we will progress monitor and evaluate effectiveness:** Assignment rationale record.

*Teacher licensure plans

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

How we will accomplish this: The district and the cooperative support and monitor implementation of TLP. Level 4- review with Division POC.

Implementation timeline: Start date: November.

How we will progress monitor and evaluate effectiveness: Licensure plan tracker.

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 evaluates the need for high-quality professional learning aligned to HQIM, needs, assessment, and teacher performance data. Level 4- Cooperative assists Action: The district will evaluate learning walk data, EES observations/feedback, and PGP goals to determine HQPL needs.

Implementation timeline: State date: 8/26 Cadence: weekly.

How we will progress monitor and evaluate effectiveness: learning walk data.

*Observation protocols and feedback

Required. The district and cooperative set classroom observation protocols for building administration and participate in quarterly calibration observations with building administrators (district will provide feedback to building administrators).

How we will accomplish this: The district and cooperative sets classroom observation protocols for building administration and participates in quarterly calibration observations with building administrators (district will provide feedback to building administrators) Action: District sets building level expectation for number of classroom observations with feedback per week. (8-10) Action: District sets protocol on monitoring and feedback to building principals regarding observations and feedback. Division collaborates with district and cooperative.

Implementation timeline: Start date: 8/26 Cadence: Weekly.

How we will progress monitor and evaluate effectiveness: State-approved observation system reports and feedback/next step logs.

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: Required for all educators, by April 1, annual ratings of indicators within domains 1-3 are assigned based on minimum of 2 observations.

Implementation timeline: Start: 8/26 Cadence: monthly review.

How we will progress monitor and evaluate effectiveness: State approved annual platform.

WATSON CHAPEL SCHOOL DISTRICT

2026-2027 AR App Strategic Plan

Board Presentation Copy

LEA Number	3509000
Primary Contact	Keith Mcgee
Plan Focus	Academic outcomes, safe and healthy schools, and quality educational workforce

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

Table of Contents

District 4

General District Information . . . 4

Goals 4

Goal 1 . . . 4

Goal 2 . . . 4

Goal 3 . . . 5

Goal 4 . . . 5

Improving Academic Outcomes 6

Access to Core . . . 6

Priority 1.1 . . . 6

Priority 1.2 . . . 6

K-6 Core Programs . . . 6

7-12 Core Programs . . . 7

Priority 1.3 . . . 8

Priority 1.4 . . . 10

Priority 1.5 . . . 11

Supplemental Supports . . . 11

Priority 1.6 . . . 11

Priority 1.7 . . . 13

Priority 1.8 . . . 14

Priority 1.9 . . . 15

Priority 1.10 . . . 16

Priority 1.11 . . . 16

Transitions or Extended Opportunities . . . 17

Priority 1.12 . . . 17

Priority 1.13 . . . 19

Priority 1.14 . . . 19

Priority 1.15 . . . 20

Priority 1.16 . . . 21

Family and Community Engagement . . . 22

Priority 1.17 . . . 22

Priority 1.18 . . . 23

Priority 1.19 . . . 24

Safe and Healthy Schools **25**

Priority 2.1 - Promote and Improve School Climate . . . 25
Priority 2.2 . . . 26
Priority 2.3 . . . 26
Priority 2.4 . . . 27
Priority 2.5 . . . 27

Quality Educational Workforce **28**

Priority 3.1 . . . 28
Priority 3.2 . . . 28
Priority 3.3 . . . 29
Priority 3.4 . . . 29
Priority 3.5 . . . 30
Priority 3.6 . . . 30
Priority 3.7 . . . 31
Priority 3.8 . . . 31
Priority 3.9 . . . 32

District

General District Information

District Name	WATSON CHAPEL SCHOOL DISTRICT		
LEA Number	3509000		
Primary Contact	Keith Mcgee	kmcgee@wcmail.k12.ar.us	(870) 879-0220
Secondary Contact	Aleta Posey	aposey@wcmail.k12.ar.us	(870) 879-0220
Additional Contact	Traci Holland	tholland@wcmail.k12.us.ar	(870) 879-0220

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)	04/10/26
Data source	ATLAS summative and interim assessments, classroom formative assessments, behavior and attendance data, and family engagement surveys, district surveys, etc.

Goals

Goal 1

Improving Academic Outcomes: Literacy Goal

Based on the 2025–2026 ATLAS Summative ELA data, where 38% (442) of students scored in the lowest performance level, 40% (459) scored at the basic level, 18% (214) scored proficient, and 4% (46) scored advanced, the Watson Chapel School District will improve literacy achievement by reducing the percentage of students performing in the lowest performance level from 38% (442 students) to 28% (326 students), which is 116 students, and increasing the percentage of students scoring proficient or advanced from 22% (260 students) to 32% (373 students), which is 113 students, on the 2026–2027 ATLAS Summative ELA Assessment by May 2027 through the implementation of high-quality literacy instruction, targeted interventions, progress monitoring, and data-driven instructional practices aligned to grade-level standards and Achievement Level Descriptors (ALDs).

Goal 2

Improving Academic Outcomes: Math Goal

Based on the 2025–2026 ATLAS Summative Mathematics data, where 55% (643) of students scored in the lowest performance level, 27% (316) scored at the basic level, 14% (165) scored proficient, and 3% (35) scored advanced, the Watson Chapel School District will improve mathematics achievement by reducing the percentage of students performing in the lowest performance level from 55% (643 students) to 45% (526 students), which is 117 students, and increasing the percentage of students scoring proficient or advanced from 17% (200 students) to 25% (290 students), which is 90 students, on the 2026–2027 ATLAS

Goal 2 (continued)

Summative Mathematics Assessment by May 2027 through the implementation of high-quality math instruction, targeted intervention programs, frequent progress monitoring, and data-driven instructional practices aligned to grade-level standards and Achievement Level Descriptors (ALDs).

Goal 3

Improving Academic Outcomes: Science Goal

Based on the 2025–2026 ATLAS Summative Science data, where 38% (282) of students scored in the lowest performance level, 40% (293) scored at the basic level, 19% (137) scored proficient, and 4% (27) scored advanced, the Watson Chapel School District will improve science achievement by reducing the percentage of students performing in the lowest performance level from 38% (282 students) to 28% (207 students), which is 75 students, and increasing the percentage of students scoring proficient or advanced from 23% (164 students) to 32% (236 students), which is 72 students, on the 2026–2027 ATLAS Summative Science Assessment by May 2027 through the implementation of standards-aligned science instruction, inquiry-based learning opportunities, targeted interventions, consistent progress monitoring, and data-driven instructional practices aligned to grade-level standards and Achievement Level Descriptors (ALDs).

Goal 4

Improving the District's Culture & Climate

By May 2027, the Watson Chapel School District will strengthen school culture and climate by increasing districtwide attendance from 91.26% (1,370 average daily attendance) to 93% (1,396 average daily attendance), reducing discipline incidents/referrals from 1,186 to 949 (20% reduction), and increasing student and family engagement participation rates through the implementation of consistent PBIS/MTSS practices, restorative approaches, social-emotional supports, proactive behavior interventions, and relationship-centered family engagement strategies across all campuses.

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)	Amplify CKLA Skills	2020	K-5	Amplify Education, Inc.	DESE/TNTP Curriculum Internalization

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.

No response entered.

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)	Core Knowledge Language Arts (CKLA)	2025	K-5	Amplify Education, Inc.	DESE/TNTP Curriculum Internalization
	MyPerspectives	2022	6	Savvas Learning Company LLC	DESE/TNTP Curriculum Internalization

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.

No response entered.

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.
Math Core Programs	enVision Mathematics I 2024	K-6	Savvas Learning Company LLC	DESE/TNTP Curriculum Internalization

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.

No response entered.

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.)

WCSD conducts weekly learning walks at all campuses which includes monitoring the implementation of HQIM. After learning walks, the principal/admin team provide feedback to teachers regarding specific next steps. Additionally, instructional specialists provide coaching for HQIM implementation including lesson internalization during CTMs. With new implementation of CKLA for the 26-27 school year, WCSD has entered a 3-year PD plan with Amplify to ensure teachers have support with implementation including initial implementation training and two coaching sessions for the first year. Savvas offers virtual sessions for beginning, middle, and end of year to support administrators with monitoring enVision implementation. Each of our campuses are D/F buildings so support will be consistent across all campuses for HQIM implementation.

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	My Perspectives I 2025	7-12	Savvas Learning Company LLC	DESE/TNTP Curriculum Internalization

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.

No response entered.

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	enVision Mathematics I 2024	6-8	Savvas Learning Company LLC	DESE/TNTP Curriculum Internalization
	enVision A / G / A I 2024	9-11	Savvas Learning Company LLC	DESE/TNTP Curriculum Internalization

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.

No response entered.

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.)

WCSD conducts weekly learning walks at all campuses which includes monitoring the implementation of HQIM. After learning walks, the principal/admin team provide feedback to teachers regarding specific next steps. Additionally, instructional specialists provide coaching for HQIM implementation including lesson internalization during CTMs. Savvas offers virtual sessions for beginning, middle, and end of year to support administrators with monitoring myPerspectives and enVision implementation. Each of our campuses are D/F buildings so support will be consistent across all campuses for HQIM implementation.

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	—Not on the List—	See below	—Not on the List—	95 Percent Group

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.

BUILD, Scottish Rite, Grades K-1
95 Percent, Phonics Lesson Library, Grades K-5
95 Percent, Literacy Intervention System, Grades K-8
95 Percent, Multi-Syllable Routine Cards, Grades 3-12

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	—Not on the List—	See below	—Not on the List—	95 Percent Group

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 Percent, Literacy Intervention System, Grades K-8
95 Percent, Multi-Syllable Routine Cards, Grades 3-12

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 Programs K-6	BUILD: A K-1 Early Reading Intervention	K-1	—Not on the List—	Scottish Rite
	Take Flight: A Comprehensive Intervention for Students with Dyslexia	1-6	—Not on the List—	Scottish Rite
	S.P.I.R.E. with Sounds Sensible	K-6	—Not on the List—	EPS Learning

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.

No response entered.

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)	Take Flight: A Comprehensive Intervention for Students with Dyslexia	7-12	—Not on the List—	Scottish Rite
	S.P.I.R.E. with Sounds Sensible	7-12	—Not on the List—	EPS Learning

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.

No response entered.

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	enVision Mathematics I 2024	K-6	Savvas Learning Company LLC	DESE/TNTP Curriculum Internalization

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	enVision Mathematics I 2024	7-8	Savvas Learning Company LLC	DESE/TNTP Curriculum Internalization
	enVision A / G / A I 2024	9-11	Savvas Learning Company LLC	DESE/TNTP Curriculum Internalization

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.
ESOL Programs (English Language Development ELD) (if applicable)	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.
Special Education Programs	n/a	n/a	n/a	n/a

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.)

Instructional Specialists support teachers in CTMs analyzing data and create intervention groups/plans. The principals monitor the data trackers for their campus and work with teachers for any adjustments. All data is reviewed during district CTM.

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	No
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.)	Yes
Push-in related services model	Yes
Training for general education teachers on the use of Read & Write	Yes
Training for general education teachers on the use of Equatio	Yes
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	TRIS (Trauma Resource Initiative for Schools) is providing Level 1 and Level 2 training to all staff on August 5, 2026.

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

Arkansas River Education Service Cooperative provides pre-k services to students in the Watson Chapel School District. Students ages 3-5 are screened and may be placed in early education special education programs (developmental or speech) based on developmental testing scores. Screening occurs at all daycare and preschool centers in the Arkansas River Education Service Co-op area. Referrals are accepted from parents, other service providers, or anyone with concerns about a child's development. A student not enrolled in a center may be eligible for itinerant services. The goal of this service is to provide students with the support they need to be successful in kindergarten.

Priority 1.6 (continued)

K through 2nd

Students in grades K–2 will be identified for additional services using ATLAS screening and interim data, previous-year summative scores, and daily informal assessments, such as student work, observations, and curriculum-based measures. Teachers will progress monitor students every 2–3 weeks. ATLAS data and other measures will be continuously reviewed to monitor academic growth and identify deficits. Mid-year (MOY) and end-of-year (EOY) data, curriculum-based assessments, interim tools, and anecdotal observations will inform decisions for supplemental services. Each grade level will follow a referral process using an MTSS framework for academic and behavioral concerns. MTSS teams will support teachers in identifying student needs and selecting appropriate interventions. Teams will monitor progress and meet at least monthly to evaluate student growth, discuss persistent concerns, and recommend necessary accommodations. If adequate progress is not made or new concerns arise, the team may refer the student for a special education evaluation. Parents may also request a special education evaluation at any time.

3rd through 5th

Students in grades 3-5 will be identified for additional services based on ATLAS screening (3rd grade only) and interim data, previous-year summative scores, and daily informal assessments such as student work, observations, curriculum-based measures, and report cards/grades. Teachers will progress monitor students every 2–3 weeks. ATLAS data and other measures will be continuously reviewed to monitor academic growth and identify deficits. Mid-year (MOY) and end-of-year (EOY) data, curriculum-based assessments, interim tools, and anecdotal observations will inform decisions for supplemental services. Each grade level will follow a referral process using an MTSS framework for academic and behavioral concerns. MTSS teams will support teachers in identifying student needs and selecting appropriate interventions. Teams will monitor progress and meet at least monthly to evaluate student growth, discuss persistent concerns, and recommend necessary accommodations. If adequate progress is not made or new concerns arise, the team may refer the student for a special education evaluation. Parents may also request a special education evaluation at any time.

6th through 8th

Students in grades 6-8 will be identified for additional services based on ATLAS interim data, previous-year summative scores, and daily informal assessments, such as student work, observations, curriculum-based measures, and report cards/grades. Teachers will progress monitor students every 2–3 weeks. ATLAS data and other measures will be continuously reviewed to monitor academic growth and identify deficits. Mid-year (MOY) and end-of-year (EOY) data, curriculum-based assessments, interim tools, and anecdotal observations will inform decisions for supplemental services. Each grade level will follow a referral process using an MTSS framework for academic and behavioral concerns. MTSS teams will support teachers in identifying student needs and selecting appropriate interventions. Teams will monitor progress and meet at least monthly to evaluate student growth, discuss persistent concerns, and recommend necessary accommodations. If adequate progress is not made or new concerns arise, the team may refer the student for a special education evaluation. Parents may also request a special education evaluation at any time.

9th through 12th

Students in grades 9-12 will be identified for additional services based on ATLAS interim data, previous-year summative scores, and daily informal assessments, such as student work, observations, curriculum-based measures, and report cards/grades. Teachers will progress monitor students every 2–3 weeks. ATLAS data and other measures will be continuously reviewed to monitor academic growth and identify deficits. Mid-year (MOY) and end-of-year (EOY) data, curriculum-based assessments, interim tools, and anecdotal observations will inform decisions for supplemental services. Each grade level will follow a referral process using an MTSS framework for academic and behavioral concerns. MTSS teams will support teachers in identifying student needs and selecting appropriate interventions. Teams will monitor progress and meet at least monthly to evaluate student growth, discuss persistent concerns, and recommend necessary accommodations. If adequate progress is not made or new concerns arise, the team may refer the student for a special education evaluation. Parents may also request a special education evaluation at any time. Students will be enrolled in credit recovery if there are any failed courses.

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

Arkansas River Education Service Cooperative (ARESC) ensures preschool children with disabilities receive high-quality Early Childhood Special Education (ECSE) services through ongoing progress monitoring, compliance reviews, and collaborative support. After eligibility is determined, an Individualized Education Program (IEP) is developed outlining goals, services, accommodations, and placement. Service providers collect and analyze data through observations, assessments, work samples, therapy notes, and parent input to monitor progress toward IEP goals. Progress reports are shared with families at the same frequency as report cards. The Early Childhood Special Services Coordinator reviews IEPs, service logs, timelines, and documentation to ensure compliance with state and federal requirements. Staff receive ongoing coaching and professional development to strengthen instructional practices. Teachers, therapists, and families collaborate regularly to review progress, address concerns, and adjust services as needed. When data indicate limited progress, the IEP team may revise goals, supports, or service delivery. ARESC supports positive developmental and educational outcomes for young children with disabilities.

K through 2nd

Students in grades K–2 will be identified for additional services using ATLAS screening and interim data, previous year summative scores, and daily informal assessments such as student work, observations, and curriculum-based measures. Teachers will progress monitor students every 2–3 weeks. ATLAS data and other measures will be reviewed continuously to monitor academic growth or identify deficits. Mid-year (MOY) and end-of-year (EOY) data, curriculum-based assessments, interim tools, and anecdotal observations will inform decisions for supplemental services. Each grade level will follow a referral process using an MTSS framework for academic and behavioral concerns. MTSS teams will support teachers in identifying student needs and selecting appropriate interventions. Teams will monitor progress and meet at least monthly to evaluate student growth, discuss persistent concerns, and recommend necessary accommodations. If adequate progress is not made or new concerns arise, the team may refer the student for a special education evaluation. Parents may also request a special education evaluation at any time.

3rd through 5th

Students in grades 3-5 will be identified for additional services based on ATLAS screening (3rd only) and interim data, previous year summative scores, and daily informal assessments such as student work, observations, curriculum-based measures, and report cards/grades. Teachers will progress monitor students every 2–3 weeks. ATLAS data and other measures will be reviewed continuously to monitor academic growth or identify deficits. Mid-year (MOY) and end-of-year (EOY) data, curriculum-based assessments, interim tools, and anecdotal observations will inform decisions for supplemental services. Each grade level will follow a referral process using an MTSS framework for academic and behavioral concerns. MTSS teams will support teachers in identifying student needs and selecting appropriate interventions. Teams will monitor progress and meet at least monthly to evaluate student growth, discuss persistent concerns, and recommend necessary accommodations. If adequate progress is not made or new concerns arise, the team may refer the student for a special education evaluation. Parents may also request a special education evaluation at any time.

6th through 8th

Students in grades 6-8 will be identified for additional services based on ATLAS interim data, previous year summative scores, and daily informal assessments such as student work, observations, curriculum-based measures, and report cards/grades. Teachers will progress monitor students every 2–3 weeks. ATLAS data and other measures will be reviewed continuously to monitor academic growth or identify deficits. Mid-year (MOY) and end-of-year (EOY) data, curriculum-based assessments, interim tools, and anecdotal observations will inform decisions for supplemental services. Each grade level will follow a referral process using an MTSS framework for academic and behavioral concerns. MTSS teams will support teachers in identifying student needs and selecting appropriate interventions. Teams will monitor progress and meet at least monthly to evaluate student growth, discuss persistent concerns, and recommend necessary accommodations. If adequate progress is not made or new concerns arise, the team may refer the student for a special education evaluation. Parents may also request a special education evaluation at any time.

Priority 1.7 (continued)

9th through 12th

Students in grades 9-12 will be identified for additional services based on ATLAS interim data, previous year summative scores, and daily informal assessments such as student work, observations, curriculum-based measures, and report cards/grades. Teachers will progress monitor students every 2–3 weeks. ATLAS data and other measures will be reviewed continuously to monitor academic growth or identify deficits. Mid-year (MOY) and end-of-year (EOY) data, curriculum-based assessments, interim tools, and anecdotal observations will inform decisions for supplemental services. Each grade level will follow a referral process using an MTSS framework for academic and behavioral concerns. MTSS teams will support teachers in identifying student needs and selecting appropriate interventions. Teams will monitor progress and meet at least monthly to evaluate student growth, discuss persistent concerns, and recommend necessary accommodations. If adequate progress is not made or new concerns arise, the team may refer the student for a special education evaluation. Parents may also request a special education evaluation at any time. Students will be enrolled in credit recovery if there are any failed courses.

Priority 1.8

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

Elementary Grades (Grades included: K-5)

Option	If you will provide, select Yes
Grade acceleration (grade skipping)	Yes
International Baccalaureate Programme	No
N/A	No
Other	No

Middle Grades (Grades included: 6-8)

Option	If you will provide, select Yes
Grade acceleration (grade skipping)	Yes
Advanced Placement (AP)	No
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	Yes
Established partnership(s) with digital learning providers or other entities to expand access to accelerated courses	No
N/A	No
Other	Advanced Courses (ELA, Math, Science, and Social Studies: 8th-Grade Civics)

Priority 1.8 (continued)

High School (Grades included: 9-12)

Option	If you will provide, select Yes
Grade acceleration (grade skipping)	Yes
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.)	No
Credit by Demonstrated Mastery	No
Completion of CTE Pathways and earning the Readiness Factor.	Yes
"Arkansas" Seal of Biliteracy	No
Established partnership(s) with digital learning providers or other entities to expand access to accelerated courses	No
Offering post-secondary technical certificate/ Offering post-secondary certificate of proficiency/ Offering post-secondary associates degree	No
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	No
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	No
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

Arkansas River Education Service Cooperative (ARESC) provides ALE programs for students in grades 5-12 that offer academic support and interventions through individual goals set by assessments, student input, teacher observations, and team data analysis. Student progress is communicated on a continuous basis, and academic goals are reviewed quarterly for effectiveness and consideration for transition to new goals or return to the home campus.

Special Education

All K-12 students receiving special education services receive inclusive practices instruction through a push-in model from a special education teacher, along with access to the core curriculum and tier I instruction by the general education teacher. Special education and general education teachers co-plan to ensure access to Tier I curriculum with appropriate accommodations. Some students' least restrictive environment will include pull-out resource services along with a self-contained setting.

EL (LIEP), if applicable

EL students receive supplemental services through push-in and pull-out services. They also have access to “at-home” programs such as Rosetta Stone and Imagine Learning.

Migrant, if applicable

N/A

Title I, if applicable

Flexible small-group instruction is provided during the daily intervention block to deliver high-quality interventions to all K–12 students. Supplemental materials support Tier I, II, and III instruction. Highly qualified paraprofessionals assist with K–5 interventions and K–12 dyslexia support. Instructional specialists offer push-in support, job-embedded professional development, and help with HQIM implementation.

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 programs use: school district social workers, school district counselors, school behavioral specialists, and local behavioral agencies (The PAT Center, The Pointe, SE Arkansas Behavioral Health Center, and United Family Services). The ALE Consortium also employs an educational mental health specialist and behavioral techs.

Special Education

BIPs (Behavior Intervention Plans) are implemented based on a functional behavior assessment (FBA). Students receive direct instruction on self-regulation and social skills. School staff collaborate with behavior interventionists to provide positive behavior supports and monitor the progress of students. Behavior supports under the district-wide multi-tiered system of support (MTSS), along with PBIS. Students have access to school counselors for SEL instruction aligned to IEP goals.

EL (LIEP), if applicable

EL students receive targeted language development instruction through small group intervention. Instructional materials are scaffolded to support vocabulary and comprehension, ensuring instruction is adjusted to meet individual student needs. Visuals and translated materials are utilized with students. Staff are trained to understand the backgrounds of ELs to foster supportive classroom environments that reduce behavior barriers.

Migrant, if applicable

N/A

Title I, if applicable

Behavior supports are embedded within school-wide PBIS systems as part of the district’s multi-tiered systems of support (MTSS). Schools implement social-emotional learning strategies, restorative practices, and positive behavior supports to promote student success and improve school climate. Behavior interventionists provide targeted interventions, positive reinforcement, mentoring, and behavior strategies to support students’ social, emotional, and behavioral needs.

Transitions or Extended Opportunities

Priority 1.12

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

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.	No
Pre-registration activities	Yes
Transition conferences	Yes
Open House specific to early childhood	Yes
Partnering with local childcare programs throughout the year	Yes
Kindergarten Readiness Assessment (informal) Administer beginning of the year screener and analyze data within 30 days	No
Provide kindergarten readiness materials and resources for parents	No
Other	No

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	No
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	No
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	No
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	Yes
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.)	No
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 Watson Chapel School District will implement Student Success Plans (SSPs) for all students in grades 8–12 using the state-required Launch for Students platform. School counselors will collaborate with students, families, the high school career coach, and other appropriate stakeholders to develop and review SSPs annually. Plans will address academic progress, graduation requirements, career interests, postsecondary goals, and course selections aligned with graduation and career pathways. The career coach will support career exploration, workforce readiness, and postsecondary planning. Each SSP will be reviewed and updated annually in Launch and signed by the student, the student's parent/legal guardian or person standing in loco parentis, and the school counselor. If a student enrolls without a transferred SSP, the school counselor will work with the student, family, and appropriate stakeholders to develop and implement a plan in Launch.

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 Watson Chapel School District engages parents in the Student Success Plan (SSP) process through ongoing communication, annual reviews, and opportunities to provide input. Using the state-required Launch for Students platform, school counselors collaborate with students and families to develop and review SSPs annually. Parents are provided opportunities to review their child's academic progress, graduation requirements, career interests, postsecondary goals, and course selections and to provide feedback regarding the student's academic and career pathway. Counselors communicate with families through conferences, meetings, email, phone calls, and other district communication methods as needed. Each SSP is reviewed annually and signed by the student, the student's parent/legal guardian or person standing in loco parentis, and the school counselor, documenting parent participation in the process.

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	No
District-operated Title I Preschool	No
Coordinating w/other Preschool Programs	Yes
Organize joint transition with related training between childcare providers and kindergarten teachers	No
Communication with families about the transition plan and the expected experience for children and their families	No
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)

Arkansas River Education Service 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	Yes
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	Yes
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	No
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	Yes
Numeracy activities, materials, and resources	Yes	Yes	Yes	Yes
Summer instructional services and materials	Yes	Yes	Yes	Yes
Home visits/home instruction	Yes	Yes	Yes	Yes
Enrollment verification and placement profiles	Yes	Yes	Yes	Yes
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	Yes
Coordinate with parents and pre-k service providers to ensure pre-k students are served	Yes	Yes	Yes	Yes
Other	*No response*	*No response*	*No response*	*No response*

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	No
Agriculture Power and Technical Systems	No
Animal Systems	No
Automotive Service Technology	Yes
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)	Yes
Software Development	No
Supply Chain and Logistics	No
Welding	Yes

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

Students earn the readiness factor for each pathway offered at WCSD by completing Level 1 (foundational), Level 2 (concentrator), and Level 3 (completer) courses. Each course is aligned with the pathway standards to ensure that students master the skills and knowledge at each stage of the pathways listed above: Marketing, ROTC, Pre-Educator, and Automotive Service Technology. Students take the Platinum WorkKeys exam to become credentialed in the pathways offered.

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)	No
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

The Watson Chapel School District will connect engagement activities to district goals for attendance, behavior, and academic achievement through consistent communication, family engagement events, PBIS/MTSS implementation, restorative practices, and shared decision-making opportunities across all campuses. Schools will provide academic nights, attendance awareness initiatives, PBIS celebrations, parent conferences, student recognition programs, and family workshops focused on supporting student learning, behavior expectations, and social-emotional wellness.

School leadership teams, counselors, teachers, parents, and community stakeholders will collaborate through surveys, school improvement meetings, and engagement activities to strengthen relationships and improve school culture. The district will monitor progress by reviewing attendance rates, discipline referrals, chronic absenteeism, academic performance data, and participation rates from family engagement activities. PBIS, MTSS, and school leadership teams will analyze data regularly to identify trends, evaluate the effectiveness of supports, and make adjustments to interventions and engagement strategies to ensure continuous improvement and progress toward district goals.

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	No
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

The Watson Chapel School District promotes and improves school climate by creating safe, supportive, and student-centered learning environments across all campuses. The district implements Multi-Tiered System of Supports (MTSS) frameworks to proactively address behavior, increase student engagement, and support academic success. Schools regularly review attendance, behavior, and academic data to identify student needs and implement targeted interventions and supports. Staff receive ongoing professional learning in classroom management, restorative practices, trauma-informed strategies, and de-escalation techniques to strengthen positive student relationships and reduce disruptions. Social-emotional learning and behavior expectations are reinforced through counseling services, recognition programs, schoolwide incentives, and culture-building activities. Schools conduct regular safety drills and maintain secure procedures to ensure orderly learning environments. Family and community partnerships are strengthened through consistent communication, parent engagement events, PTO involvement, and collaborative decision-making opportunities focused on improving student outcomes and collective 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 response*
Additional school counselor	*No response*
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	Students in the Focus, Flex, and Explore (ALE) academies have access to additional mental health support from an on-site therapist. In partnership with the Arkansas River Education Service Cooperative, the district also receives support from a K-4 Behavior Specialist who assists schools with behavior interventions, student support strategies, and staff guidance.

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

Students ages 3-5 are screened and may be placed in early education special education programs (developmental or speech) based on developmental testing scores. Screening occurs at all daycare and preschool centers in the ARESC area. Referrals are taken by anyone who has concerns about a child's development. A student not enrolled in a center may be eligible for itinerant services. To provide students with the support they need to be successful in kindergarten.

K through 2nd

Schools monitor attendance, behavior incidents, literacy/math screening data, classroom performance, and teacher observations to identify at-risk students. MTSS teams regularly review data to provide timely interventions, counseling, behavior supports, and family communication. In partnership with Arkansas River Education Service Cooperative (ARESC), the district receives support from a K-4 Behavior Specialist.

Priority 2.3 (continued)

3rd through 5th

Schools monitor academic screeners, discipline referrals, attendance data, classroom performance, and teacher observations to identify students needing additional support. MTSS teams meet regularly to analyze trends and plan interventions. Students receive social-emotional, behavioral, and counseling supports as needed, with ongoing family engagement. In partnership with the Arkansas River Education Service Cooperative (ARESC), the district receives support from a K-4 Behavior Specialist.

6th through 8th

Junior high teams analyze behavior data, attendance patterns, academic progress, teacher observations, and counseling referrals to identify students needing additional support. MTSS teams provide tiered interventions, including social-emotional supports, mentoring, counseling services, behavior interventions, and mental health referrals as needed. Collaboration and ongoing communication with families are prioritized to support student success and improve engagement.

9th through 12th

High school teams review attendance, discipline data, academic performance, graduation indicators, teacher observations, and student surveys to identify at-risk students. MTSS teams coordinate interventions, counseling services, social-emotional supports, behavior interventions, and mental health referrals as needed. Engagement strategies, mentoring, and ongoing parent communication are used to re-engage students and address academic, emotional, behavioral, and attendance needs.

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.	Yes
School leadership determines the follow up necessary for students (i.e. counselor, ISS, OSS, general discipline, parent notification) for referrals made to the school counselor, the counselor may determine a referral for mental health counseling is necessary.	Yes
Other	*No response*

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	*No response*
Organized systematic mentoring program for specific students	*No response*
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 response*

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

The most crucial staffing changes include ensuring the district has effective teachers serving students with the greatest academic and behavioral needs, while also providing adequate monitoring and support for teachers through mentoring and coaching systems. The district will continue strengthening teacher support by assigning mentors to new or developing teachers, providing ongoing professional learning, and strategically placing experienced educators in high-need classrooms to improve outcomes for at-risk students. The district also anticipates continued recruitment and retention efforts in high-need areas such as special education, secondary math, science, and CTE to ensure students have equitable access to highly qualified educators and support services.

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	Yes
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	No
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 response*

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	Yes
Tuition reimbursement	No
Master schedule for collaborative planning	Yes
Lead/Master Teacher (Career continuum opportunites)	Yes
Childcare assistance	No
Other	*No response*

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	Yes
Teacher incentive recruitment bonuses	Yes
Teacher stipends per district policy (mentoring, journeyworker, high-need areas, merit, etc.)n	Yes
Job fairs or career fairs	Yes
Tuition reimbursement	No
Grow Your Own: Pre-Educator program	Yes
Grow Your Own: Registered apprenticeship	Yes
Lead/Master Teacher	Yes
Matching funding for apprenticeship program for journeyman/mentoring	Yes
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).	8
Total number of educators on a Teacher Licensure Plan (TLP).	18
Total number of educators as a Long Term Substitute.	1
Total number of educators on a Provisional License.	16

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)	No
Content coaching	Yes
Licensure assessment preparation	Yes
Opportunities for peer observation	Yes
Financial aid assistance/guidance	No
Other	*No response*

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	No
District will NOT provide additional compensation for mentor teachers, lead/master designation, identified shortage areas, or greatest areas of need identified locally	Yes

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.	Yes - Principal
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.	No
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