

PRESCOTT SCHOOL DISTRICT

“STUDENTS FIRST”

2022-2023

District Support Plan



District Support:

Goal 1: Utilize the Solution Tree PLC Model to support school improvement from a district level

Goal 2: Implement policies and practices that will increase the number of Arkansas Quality Teachers employed in the District

District Committee Team:

Robert Poole, Superintendent

Angie Bryant, Curriculum Coordinator/Federal Programs

Kimberly Grimes, Elementary Principal

Jay Turley, Junior High Principal

Tommy Poole, High School Principal

Lisa Madden, SPED Director

Goal 1: Prescott School District will utilize the Solution Tree PLC Model to support school improvement from a district level.

Measureable Actions	Person(s) Responsible	Timeline for Monitoring	Monitoring/Evidence
The district will support the school improvement goals of each school by providing training, feedback and support on Professional Learning Communities.	District Leadership School Leadership	Weekly Leadership Meetings (August – May) PLC (2:30 – 3:30) every Wednesday	Meeting Agendas PLC Planning Documents CFA Samples Collected CFA Data Intervention Plans RTI data
The district will monitor school-level improvement plans on progress of each action and review supporting evidence/data.	District Leadership School Leadership	Weekly Leadership Meetings (August – May)	School Improvement Plans NWEA data CFA/RTI data
The district will provide training for the Solution Tree PLC Model for all teachers as needed.	District Leadership School Leadership	On-going June 1 2022-August 2023	PD sign-in sheets PD transcripts
The district will continue to support teachers of math by providing training in Quest (grades 6-12) and Illustrative Mathematics.	District Leadership School Leadership SWAEC Math Specialist Effective Math Practices - Consultant	IM training –July (SWAEC) Quest Year 1 and Year 2 training (four days) Ongoing: August 8 – May 26	Walk-throughs Observations Professional Development Plan Agendas Certificates of Attendance Certificates of Completion

Goal 2: Prescott School District will implement policies and practices that will increase the number of Arkansas Quality Teachers employed in this district.

The district will recruit and retain Arkansas Qualified Teachers by implementing a teacher recruitment and retention plan that includes action steps with target dates and expected evidence.	Superintendent Federal Programs Director Willie Wilson	July, Annually	Demographic data Teacher Quality Data Teacher & Administrator Recruitment and Retention Plan
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Literacy Support Plan

PLAN

Needs Assessment:

The District Curriculum Team disaggregated data to identify needs and establish plans of action to address needs for student improvement in literacy achievement. School Improvement Plans and school building literacy assessment data were utilized to identify gaps and common areas of focus and need.

- Based on the 2022 ACT Aspire Reading data, 47% of Grades 3-10 students were in need of support or in Reading. Tested areas did not indicate a particular low area; however, grade 5 scored 17% proficient as compared to other grades scoring no lower than 25% proficiency in reading areas.
- Based on 2022 NWEA MAP Reading data, 52% of all grades 3-10 students were in need of support in reading.

Priorities:

1. Increase reading achievement by prioritizing and coordinating human resources, ESA and grant funding (Title I, Title IV, ESSER, SOAR, etc.) to support literacy in the Prescott School District
2. Enhance teacher level of understanding of the science of reading in curriculum and instruction in grades K –12
3. Guarantee, support, and maintain that the Prescott School District Instructional Model is used in all classrooms

Goals:

1. Teachers and administrators will participate in a PLC that meet regularly actively participating in the PLC process (What do we want students to learn? How do we know they learned it?, What do we do if they did learn it/didn't learn it?)
2. Provide, maintain, and support programs and resources that are based on the science of reading and will result in increased reading achievement
3. Increase opportunities for students to apply reading skills in all educational settings

Action Plan:

1. Provide evidence-based programs and support for the programs to be practiced with fidelity
2. Align programs/actions (Tier I, Tier II, Tier III) to evidence-based practices and the data
3. Monitor actions and assess appropriately

DO

Measureable Actions	Person(s) Responsible	Timeline for Monitoring	Monitoring/Evidence
The district will implement with fidelity a viable Tier 1 literacy curriculum aligned to the Science of Reading (Open Court, K-5; Heggerty K-5; 95% Group, K-6; Amplify-Core Knowledge Language Arts, Gr. 6; Lexia Core5 and Power Up programs K-12) .	District Leadership School Leadership SWAEC Specialists	On-going: August 8 – May 26	Walk-throughs Observations Unit Plans Literacy Guidance Document Arkansas Literacy Curriculum Approved Programs
The district will effectively implement intervention at all grade levels targeting foundation reading skills: implement reading intervention classes at the high school; continue using supplemental reading programs with fidelity to provide student-responsive intervention; continue with NWEA MAP Growth assessment to provide growth data for students; implement a reading intervention program at the junior high by providing a reading interventionist and scheduling students to this intervention; continue to provide Tier II and Tier III intervention (45 mins. and 30 mins, respectively) at the elementary;	District Leadership School Leadership Reading Specialists	August 8 – May 26	Building Schedules RTI data NWEA data Literacy Guidance Document
The district will monitor implementation of reading strategies based on the Science of Reading in classroom instruction.	District Leadership School Leadership SWAEC specialists	On-going: August 8 – May 26	Walk-throughs Observations Unit Plans
The district will monitor/support teachers and assessors by providing training on Science of Reading according to law/guidance and according to the needs of teachers/assessors.	District Leadership School Leadership SWAEC specialists	On-going support/training May 2023 for pathways & observations	Walk-throughs Observations Professional Development Plan Certificates of Attendance Certificates of Completion Reading Legislation Guidance SoR Monitoring Spreadsheet
The district will provide a dyslexia teacher and paraprofessionals, trained on an approved Orton Gillingham (SONDAY system) for each campus to serve students in need. Grades 5-8 utilize <i>Language!</i> by Voyager Sopris	District Leadership School Leadership Shannon Henderson Paula Bell Angie Barbaree	August 8	Schedules Certificates of Attendance Certificates of Completion
The district will continue to support Science of Reading and HQIM math instruction by providing materials provided by grant funds (SOAR and T1MC)	District Leadership School Leadership Federal Programs Director Shannon Henderson	Ongoing: August 8 – May 26	Expenditure Reports Progress Reports NWEA/ACT Aspire Data Reports Grant Reports

CHECK

Evaluation	Responsible Person(s)	Target Date
Review School Improvement Plan actions as well as analyze CFA, NWEA and ACT Aspire data.	School Leadership Literacy Specialist/Facilitators District Leadership/Committee	Principal Reports that include CFA data –weekly NWEA MAP Growth assessment data – Fall '22 and Winter '23 ACT Aspire Assessment Reports – July 2022
Review District Support Plan/Literacy Support Plan and Achievement/Growth Data with Board of Education	District Leadership/Committee	August 2022 & October 2022