

Jefferson Elementary School

Comprehensive Needs Assessment & Plan Overview

2022-2023

(Revised and updated 7/22)

Focus Area 1: Leadership and Collaboration through PLCs

We will continue to implement a “team” structure to reflect distributive leadership in our school community. We have various leadership teams at Jefferson. Cristi Parsons, Solution Tree expert, is working very closely with Jefferson and our Guiding Coalition this year to implement a clear school vision and mission statement. She will be meeting with us monthly to assist with PLC collaboration in-person and virtually. The Guiding Coalition consists of the counselor, academic interventionist, media specialist, gifted and talented teacher, reading teacher, resource teacher, nurse, occupational therapist, speech teacher, 2 classroom teachers, and principal. The Guiding Coalition meets to focus on vertical alignment, professional development needs, data disaggregation, and strategies to address improvement in school climate and academics. The parent facilitator team consists of staff and parents that meet on an as needed basis to assess progress on school goals and identify steps to initiate needed changes. Our Parent Teacher Association (PTA) meets monthly to plan events to increase parent involvement. The Site Based Intervention Team (SBIT) consists of the counselor, principal, resource teacher, reading teacher, speech teacher, occupational therapist, nurse, and academic interventionist. Each team will create agendas, keep minutes, stay focused and follow through on plans they make. For the 2022-2023 school year, we will re-examine the participants of every team. The various leadership teams at Jefferson will work together to ensure high quality staff are recruited and retained. There should be some staff members that are on all three teams for consistency. These staff members will keep the other teams abreast of any new developments and be communication liaisons. Our goals are to improve the communication between the various leadership teams at our school and align classroom observations with evaluation criteria and professional development.

Our school’s culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. It is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. Jefferson has a large population of students identified with dyslexia characteristics. The principal and teachers meet with parents and conference with students, as well as the Reading Interventionist, and one main focus is modifications to help students who have been identified with characteristics of dyslexia, as well as ADD, ADHD and ODD.

These are a few characteristics commonly associated with positive school cultures that the staff at Jefferson will uphold:

- The individual successes of teachers and students are recognized and celebrated in grade level and vertical teaming PLCs.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.
- Students and staff members feel emotionally and physical safe, and the school’s policies and facilities promote student safety.
- School leaders, teachers, and staff members model positive, healthy behaviors for students.
- Students are consistently held to high academic expectations, and a majority of students meet or exceed those expectations.
- Important leadership decisions are made collaboratively with input from staff members, students, and parents in PLCs.
- Educational resources and learning opportunities are equitably distributed, and all students, including minorities and students with disabilities.
- All students have access to the academic support and services they may need to succeed.

Indicators:

- IE01: Principal makes sure everyone understands the school’s mission, clear goals, and their roles in meeting their goals.
- ID08: The Leadership Team serves as a conduit of communication to the faculty and staff.
- ID09: The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.
- ID10: The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

We have established a team structure with specific duties and time for instructional planning.

Indicators:

- ID11: Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Planning Teams.
- ID12: Instructional Teams meet regularly (twice weekly for 45 minutes each meeting) to plan instruction(PLCs).

We will align classroom observations with evaluation criteria and professional development.

Indicators:

- IF05: Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
- IF06: Teachers are required to make individual professional growth plans in EDReflect based on classroom observations.
- IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.
- IF08: Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

- **Professional Development**

- 1) LRSD Math Department will continue to provide CGI/ECM Math PLCs, as well as Illustrative Math PD opportunities, across grade levels K-5 to provide vertical teaming opportunities. These opportunities will give teachers time to discuss differentiation and small group instruction activities to address the needs of our students.
- 2) Principal will provide meaningful feedback in EdReflect after teacher observations. Staff will participate in professional development to analyze strengths and analyze areas in need of improvement from classroom observations and indicators of effective teaching. The principal will suggest topics from her observations in classrooms. These topics will also be addressed during grade level PLCs.
- 3) Our school level data will determine additional professional learning needs for our staff.
- 4) Professional development will be provided to review the school climate survey as well as the parent survey. Parent responses will be reviewed each year in pre-school in-service for the staff. Teachers will engage in groups to make sure they understand the protocol for discipline issues and ways to have positive discipline interventions and involve parents, so all children improve and have positive school behavior.
- 5) Administrators, classroom teachers, and specialists will continue ongoing online professional development to enhance virtual learning strategies and connections between teachers, parents, and students.

- **Accountability and Monitoring**

Leadership will be monitored by the following activities: Agendas will be required for campus leadership meetings, PLC meetings, instructional meetings, staff meetings, and professional development. Teachers will complete PGP's (professional growth plans) and submit to the principal. Review of indicators of effective teaching will be documented in staff meeting agendas. Documentation for this will be kept in a file in the principal's office or kept digitally in Dropbox.

- **Possible Barriers**

Virtual meetings and/or In-Person PLCs, and/or lack of time during the school day to meet in K-2 and 3-5 grade level discussion groups could be a possible barrier for collaboration through PLCs. New district expectations include: meeting after school One Hour weekly to prioritize PLC collaboration.

Please describe any costs required to implement your plans for LEADERSHIP:

There are no costs associated to implement plans for leadership.

Focus Area 2: Effective Instructional Practices with a Focus on Literacy

During the 2021-2022 school year, approximately 75% of teachers had high quality lesson plans that were aligned to curriculum plans, state standards, quality instruction, and assessment. These plans also provided opportunities for differentiation to meet all students' needs. These teachers delivered effective instructional practices that were documented in their daily lesson plans. For the 2022-2023 school year, approximately 25% of teachers need to improve their lesson plans and instructional practices to meet student's needs. This was evident through data collected during classroom observations, walk-throughs, and lesson plan checks. We will continue to implement instructional planning in collaborative teams. We will continue to use the team structure to ensure sound instructional practices to support student achievement. Currently, our master schedule reflects adequate time for instructional team planning (grade level, content discipline/department). When scheduling for the 2022-2023 school year, we will schedule Gifted and Talented pull out classes to allow for teachers to address literacy needs in small groups. Our teachers will continue to implement selected evidenced based strategies that have proven effective in our core content areas. They will also align instruction with the state curriculum standards. Teachers will participate in new professional development for professional learning communities (PLCs) with Solution Tree to examine instructional practices and their effectiveness. Teachers need to understand the goals of the PLC, know the PLC process, and how to implement them effectively. Teachers will also participate in peer observations to observe peers teaching. Three goals for all teachers are to learn new instructional strategies, improve current teacher content knowledge, and to always deliver quality lesson plans and lessons that align to curriculum standards, instruction, and assessment. This can be done by participating in PLCs. Another goal is for teachers to provide evidence of differentiation in lesson plans and delivery of instruction. Differentiation will be based on student needs from assessment results. Teachers will continue to implement our new Literacy Adoption. Wilson is our core program that addresses decoding in K-3 and decoding intervention in K-5. It covers phonological awareness, phonemic awareness, phonics, and fluency. Phonics and handwriting will be taught using Foundations/Just Words. Heggerty is the supplemental program used in core instruction to support phonemic awareness. Wit & Wisdom is the core program that addresses language comprehension.

Lexia was purchased by the Little Rock School District for Jefferson this year 2022-2023, and will be implemented this year. Lexia training will be provided for ambassadors as well as classroom teachers. Lexia addresses the development of oral language, reading, spelling, and writing skills for students who are learning English. Students learning English will develop fundamental reading skills with the rest of their classmates and receive student-driven and teacher-directed personalized instruction. In Lexia, students work independently to develop critical reading and language skills through individualized, motivating learning paths. All students, regardless of their skill level, can each work at their own pace and the teacher is notified (on web-based reports and via email) only when they require support.

Indicators:

IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

IIA02 Units of instruction include standards-based objectives and criteria for mastery.

IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction.

IIIA08 All teachers review previous lessons and reteach if determined.

IIIA09 All teachers clearly state the lesson's topic, theme, and objectives.

IIIA10 All teachers stimulate interest in the topics.

IIIA11 All teachers use modeling, demonstration, and graphics.

IID11 Instructional Teams review the NWEA data results to make decisions about the curriculum and instructional plans and to "red-flag" students in need of intervention (both students in need of tutoring or extra help) and students needing enhanced learning opportunities because of their early mastery of objectives.

IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives.

IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

- **Professional Development**

- 1) K-5th grade teachers will continue to complete six days of RISE training to learn new ways to improve phonics and reading skills in the classroom.
- 2) Teachers will continue to participate in numerous Wit and Wisdom trainings and professional development through the district.
- 3) Teachers not trained in Cognitively Guided Instruction (CGI) (grades K-2) or Extending Children's Mathematics (ECM) (grades 3-5) will continue professional development in 2023. This professional development helps teachers teach math in new ways that promote problem solving.
- 4) Teachers will participate in the new MATH ADOPTION (Illustrative Math) PD opportunities that will review expectations for lesson plans, connect assessments and instruction, and differentiate to meet all learners' needs.
- 5) Teachers will participate in grade level professional learning communities (PLCs) and in primary and intermediate professional learning communities to analyze the effectiveness of instructional practices.
- 6) Teachers will observe other teachers (peer observations) in their grade level or area to examine instructional practices and improve teaching.

- **Accountability and Monitoring**

Effective instructional practices will be monitored by the following activities: Agendas for professional development that relate to effective instructional practices (CGI, RISE, Illustrative Math etc.) will be turned in to the principal. Examples of current teacher lesson plans from each teacher that show effective instructional practices will be sent to the principal. The principal will conduct classroom walk-throughs (random and unscheduled) to monitor the delivery of effective instructional practices. She will use the district's EdReflect system to keep documentation of these visits. Documentation will be placed in EdReflect. Teachers will observe other teachers and participate in PLCs. Evidence of this will be noted in the schedules, feedback to teachers from peer observers, and observations by the principal. Intervention adjustments will be made after formative assessment data has been analyzed and students will be grouped based on skill levels.

Our priorities and goals include next steps: focusing on implementation of consistent engaging instructional activities, focusing on differentiation (using the Learning Continuum from NWEA data), and focusing on peer observations (colleague visits) across grade levels.

- **Possible Barriers**

Possible barriers will be not having a full time Literacy Facilitator to ensure the correct implementation of the new Literacy Adoption. Other barriers include not having more than one Reading Interventionist teachers that are unable to attend professional development for CGI or ECM in the summer months. Another barrier is the ability to accommodate release time for staff to participate in peer observations of other teachers and to meet as groups to participate in PLCs. New staff members or staff members who were not trained last year in RISE, will need to be trained during 2022-2023.

Please describe any costs required to implement your plans for EFFECTIVE INSTRUCTION:

RISE and school based professional development will incur no direct cost to the school. The cost of attending CGI or ECM will be paid for using school funds (operating budget). There may be some cost to pay for subs periodically to covers classes so teachers can participate in PLCs and observe other teachers teaching.

Focus Area 3: Student Growth and Achievement

Having a team structure makes it possible for our leadership team, instructional teams, and professional learning communities to review student data and use that information to improve core instruction as well as identify appropriate interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals. We will review and analyze our students' test data to direct and support decisions regarding instruction, student growth and achievement relative to our combined population and each subgroup. Teachers will administer required district assessments and assessments like the DSA, Universal Math Screener, NWEA MAP GROWTH, and NWEA Map Fluency Dyslexia screener for dyslexia requirements. We will use both summative and formative assessments.

Teachers will analyze weekly data from assessments given in class, as well as use authentic assessments. Based on our data trends, our student growth and achievement goals will be created. After the Fall 2021 NWEA, we analyzed the results to determine those areas in literacy and math that are most challenging for our students. We examined our Fall 2021 NWEA results together and collaborated in teams to address our student's specific strengths and weaknesses.

On the 2022 ACT Aspire test, in 5th grade in the subject of reading, 64% of our students scored exceeding and ready. In English, 82% of our students scored exceeding and ready. In math, 60% of our students scored exceeding and ready. In science, 60% of our students scored exceeding and ready. In 4th grade reading, 82% of our students scored exceeding and ready. In English, 85% of our students scored exceeding and ready. In math, 80% of our students scored exceeding and ready. In science, 73% of our students scored exceeding and ready. In 3rd grade reading, 66% of our students scored exceeding and ready. In English, 81% of our students scored exceeding and ready. In math, 81% of our students scored exceeding and ready. In Science, 64% of our students scored exceeding and ready. Our weaknesses as determined from the ACT Aspire test include our current 5th grade data in Reading, Science, and Math, as well as our 3rd grade Reading and Science scores. Our strengths included all 4th grade subjects and our 3rd graders in English and Math, and our 5th graders in English.

We examined our NWEA 2021-2022 Fall, Winter, and Spring Test Results. Our Winter K-2 data shows strengths in Foundational Skills and Vocabulary Acquisition, but weaknesses in Language and Writing and Informational Text. Our Winter 3-5 data shows strengths in Literature, and weaknesses in Vocabulary Acquisition and Informational Text.

Our NWEA K-2 Winter data shows strengths in Geometry and Operations and Algebraic Thinking, but weaknesses in Number and Operations across grade levels. Our Winter 3-5 data shows strengths in Operations and Algebraic Thinking and weaknesses in Geometry. Our 3-5 Science data shows strengths in Life Science, and weaknesses in Earth and Space Science and Physical Science.

NWEA TEST DATA-Fall 2021		1st grade	2nd grade	NWEA TEST DATA-Spring 2022		1st grade	2nd grade
K- 2nd grade LITERACY	Kindergarten			K- 2nd grade LITERACY	Kindergarten		
Low/Low Average	5	15	23	Low/Low Average	8	10	9
Average	12	9	11	Average	9	6	6
High/ High Average	54	51	37	High/ High Average	53	57	48
NWEA TEST DATA-Fall 2021	Kindergarten	1st grade	2nd grade	NWEA TEST DATA-Spring 2022	Kindergarten	1st grade	2nd grade
K- 2nd grade MATH				K- 2nd grade MATH			
Low/Low Average	8	12	13	Low/Low Average	5	6	3
Average	11	8	11	Average	7	10	4
High/ High Average	52	55	47	High/ High Average	58	57	56
NWEA TEST DATA-Fall 2021	3rd grade	4th grade	5th grade	NWEA TEST DATA-Spring 2022	3rd grade	4th grade	5th grade
3rd-5th LITERACY				3rd-5th LITERACY			
Low/Low Average	13	7	9	Low/Low Average	18	6	9
Average	12	5	3	Average	10	4	6
High/ High Average	37	33	31	High/ High Average	39	39	32
NWEA TEST DATA-Fall 2021	3rd grade	4th grade	5th grade	NWEA TEST DATA-Spring 2022	3rd grade	4th grade	5th grade
3rd-5th MATH				3rd-5th MATH			
Low/Low Average	10	6	7	Low/Low Average	13	5	11
Average	8	4	10	Average	14	8	6
High/ High Average	44	35	26	High/ High Average	41	36	30

2020-2021 ACT ASPIRE TEST
SCORES

3rd Grade	Exceeding or Ready	Students
English	87%	43/49
Reading	73%	36/49
Science	67%	33/49
Math	75%	37/49

4th Grade	Exceeding or Ready	Students
English	83%	38/46
Reading	72%	33/46
Science	63%	29/46
Math	73%	34/46

5th Grade	Exceeding or Ready	Students
English	88%	35/40
Reading	65%	26/40
Science	68%	27/40
Math	68%	27/40

2021-2022 ACT ASPIRE TEST SCORES

3rd Grade	Exceeding or Ready	Students
English	81%	
Reading	66%	
Science	64%	
Math	81%	

4th Grade	Exceeding or Ready	Students
English	85%	
Reading	82%	
Science	73%	
Math	80%	

5th Grade	Exceeding or Ready	Students
English	82%	
Reading	64%	
Science	60%	
Math	60%	

Teachers will continue to use NWEA MAP Growth interim reports to identify students’ skill needs and determine necessary interventions. We will use our data system and the NWEA Learning Continuum Report to group students that are not progressing appropriately during the school year. This system will monitor all students, so we can analyze their progress. We will identify targeted interventions that are available to support students who are not progressing, as they should. Our main goal is to improve all student learning, but especially our Sub groups: African Americans, ELLs, and SPED.

Indicators:

IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
IIB05	All teachers re-teach based on post-test results.
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
IID03	Teachers receive timely reports of results from standardized and objectives-based tests.
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
IID07	The Leadership Team monitors school-level student learning data.
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
IID09	Instructional Teams use student learning data to plan instruction.
IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

• **Professional Development**

- 1) Teachers will receive additional professional development to analyze student growth and achievement. Ways to create reports from the NWEA and ACT Aspire to use for future instruction will be reviewed. This training will be provided by the academic interventionist at Jefferson.
- 2) Teachers will participate in professional development to connect specific instructional strategies to weak areas of student achievement. Teachers will participate in team planning to address those specific needs.

• **Accountability and Monitoring**

Student growth and achievement will be monitored by the following activities: NWEA interim assessments for students in grades K-5 will be analyzed in teams after each test. Teachers will group students who need interventions in the same skills. Lists of skills and students who need those skills will be emailed to the principal. Students who need enhancements or enrichment because they have mastered skills will be grouped together. Targeted instruction, support and enhancement will be planned and implemented with those students in small groups.

After analyzing perceptual surveys along with our school’s quarterly discipline and attendance reports, we will focus on a goal of improving characteristics commonly associated with positive school cultures.

Teachers will implement a new incentive encouraging students to attend school daily and on time. Each teacher will develop an encouragement system with their students for their own classroom.

- **Possible Barriers**

The most obvious barrier for student growth and achievement will be the effects of the ongoing pandemic and the negative impact it has had on students' and their success. Student and teacher absences, due to quarantines, and possible exposures, as well as daily tardies will be possible barriers. Providing coverage for vertical team planning will continue to be a barrier.

Please describe any costs required to implement your plans for STUDENT GROWTH AND ACADEMIC ACHIEVEMENT:

The only cost to implement plans for student growth and academic achievement may be for substitutes for vertical team planning.

School Timeline:

Summer 2022:

- 1) Teachers not trained in Cognitively Guided Instruction (CGI) (grades 3-5) or Extending Children's Mathematics (ECM)(grades 3-5) will continue professional development in the summer of 2022.
- 2) Teachers were trained in Wilson Reading System, Just Words, and K-2 teachers were trained in Foundations and Heggerty. Third grade teachers were trained in Foundations.
- 3) Specialists and teachers worked to complete their RISE Training.

August 2022:

- 1) The Jefferson school staff and principal will nominate staff members to serve on the various leadership teams.
- 2) Staff will participate in professional development to analyze strengths and areas in need of improvement from classroom observations of indicators of effective teaching. The principal will suggest topics from her observations in classrooms. These topics will be addressed during grade level PLCs.
- 3) Teachers will participate in school based professional development that reviews expectations for lesson plans, connections of assessment and instruction, and differentiation to meet all learners' needs.
- 4) Staff will examine 2021 NWEA Results and ACT ASPIRE results at a staff meeting the week before students return to school.
- 5) A one-hour professional development workshop will be provided to review the discipline procedures, bullying policy, and new district handbook. Teachers will engage in groups to make sure they understand the protocol for discipline issues and ways to have positive discipline interventions and involve parents, so all children improve and have positive school behavior.

September 2022- May 2023

- 1) Teachers will participate in professional development to connect specific instructional strategies to address weak areas of student achievement. Teachers will participate in team planning to address those specific needs in PLCs.
- 2) Teachers will participate in professional development during PLCs with a literacy facilitator on the new Literacy Adoption.
- 3) Teachers participated in Wit and Wisdom Training.
- 4) Teachers will participate in Grade Level and Vertical Teaming PLCs with Cristi Parsons, Solution Tree expert(monthly)to discuss our priorities and goals as they relate to Literacy and Math. Teachers will use the NWEA Map Growth data to drive instruction.

October 2022-May 2023:

- 1) Teachers will participate in grade level professional learning communities (PLCs) and in primary and intermediate professional learning communities to analyze the effectiveness of instructional practices.
- 2) Teachers will observe other teachers (peer observations) in their grade level or area to examine instructional practices and improve teaching.
- 3) Quarterly: Teachers will receive additional professional development to analyze student growth and achievement. Ways to create reports from the NWEA and ACT Aspire to use for future instruction will be reviewed. This training will be provided by the academic interventionist at Jefferson.
- 5) Principal will meet with all 3rd-5th graders to discuss 2021 ACT ASPIRE results and NWEA Fall/Winter results, data, strengths, and weaknesses.
- 6) Quarterly: Review the school improvement plan to see if modifications should occur, if goals are being met, and schedule upcoming professional development.

October/November 2023 (scheduled PD day)

- 1) A professional development workshop will be provided to review the Literacy Curriculum. Teachers will engage in groups to make sure they understand all the components of the Literacy block, and they will support each other in implementation.
- 2) Specialists will attend RISE awareness training.
- 3)

December 2022-May 2023:

- 1) Teachers will participate in grade level professional learning communities (PLCs) and in primary and intermediate professional learning communities to analyze the effectiveness of instructional practices.
- 2) Teachers will observe other teachers (peer observations) in their grade level or area to examine instructional practices and improve teaching.

February 2023 (scheduled PD day):

- 1) The staff will participate in a professional development administered by the school counselor or our Instructional Tech Specialist or another provider (Solution Tree) depending on the needs of our building. The professional development will consist of strategies for teaching AR history, Collaboration and PLCs (Solution Tree) Human Trafficking, Technology, and Parent Involvement.

Spring 2023:

- 1) K-2 and 3rd-5th grade teachers will complete their six days of RISE training to learn new ways to improve phonics and reading skills in the classroom.
- 2) Specialists will continue RISE Day 3-6 Trainings.

Focus Area 4: In Person Learning and Ignite Digital Academy (Virtual Learning) and COVID RETURN PLAN

During the 2022-2023 school year Jefferson will implement in-person learning.

VIRTUAL LEARNING-Ignite Digital Academy

LRSD will provide a device for any student who needs one in order for them to participate in virtual learning at the new IGNITE Digital ACADEMY. The district is currently working with multiple partners to find solutions to broadband connectivity. Virtual learning will be a quality choice, however parents are encouraged to carefully weigh the options of in-person and virtual instruction. Students participating virtually will require more direct support from parents or guardians. LRSD's new Ignite Digital Academy will provide support and instruction, but will not have the same level of direct supervision of students working on assignments. Students will have interaction with their teachers daily based on a set schedule that will be provided.

IN-PERSON LEARNING

Families who choose in-person instruction will also be choosing to follow the safety protocols established for on-site instruction. This includes the use of face coverings, physical distancing, and maintaining a clean environment. All Jefferson Elementary students will be required to wear face coverings while transitioning in hallways or in common areas. Teachers will provide instruction based on a set schedule. Schoology will be utilized regularly to enhance student learning and engagement.

REMOTE LEARNING

In the event the school/district is required to implement remote learning district-wide or in one building, teachers will monitor student learning and engagement via Schoology as well as hold virtual sessions with students in whole group, small group or one-on-one settings. Teachers will provide daily assignments and assessments via Schoology. Students will be expected to login to Schoology daily and attendance will be taken based on student access and completion of daily assignments. Grades will be taken on assignments required by their teacher. Students who are not engaging in the learning will be supported according to the building's established Virtual Learning protocol. Students will remain enrolled in their courses and will have interaction with their teachers daily based on a set schedule that will be provided.

LRSD Ready for Learning Plan- **updated plan as of 1/28/22**

<https://www.lrsd.org/cms/lib/AR02203631/Centricity/Domain/1418/LRSD%20Ready%20for%20Learning%20Plan%20FY22%20%20revised%2001.28.22.pdf>