



District Plan of Support 2021-2022

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PLAN

Needs Assessment:

The executive leadership team worked through the process of establishing a Theory of Action. Then reviewed School Improvement plans to identify common areas of focus and need, conducted a root cause analysis to identify problems of practice, and determined which data sets would need to be reviewed in preK- 12th grade in each area.

- 2021 ACT Aspire results show that 26.59% of students performed at the 'Ready' or 'Exceeding' level in Reading.
- 2021 ACT Aspire results show that 22.71% of students performed at the 'Ready' or 'Exceeding' level in Mathematics.
- 2020 - 21 Student Attendance rate was 91.7%.
- In 2020 - 21, 100% of K - 12 schools received direct support in the Professional Learning Community (PLC) process or High-Reliability Schools (HRS) Framework.

Priorities:

1. Increase reading achievement by prioritizing the use of human capital, ESSER Funding, 1003 Grants, Enhanced Students Achievement (ESA), and other funds to support the LRSD Literacy Program.
2. Establish, support and maintain high functioning professional learning communities in all buildings.
3. Implement and Support the District's Ready for Learning Plan by supporting the school-level plans.

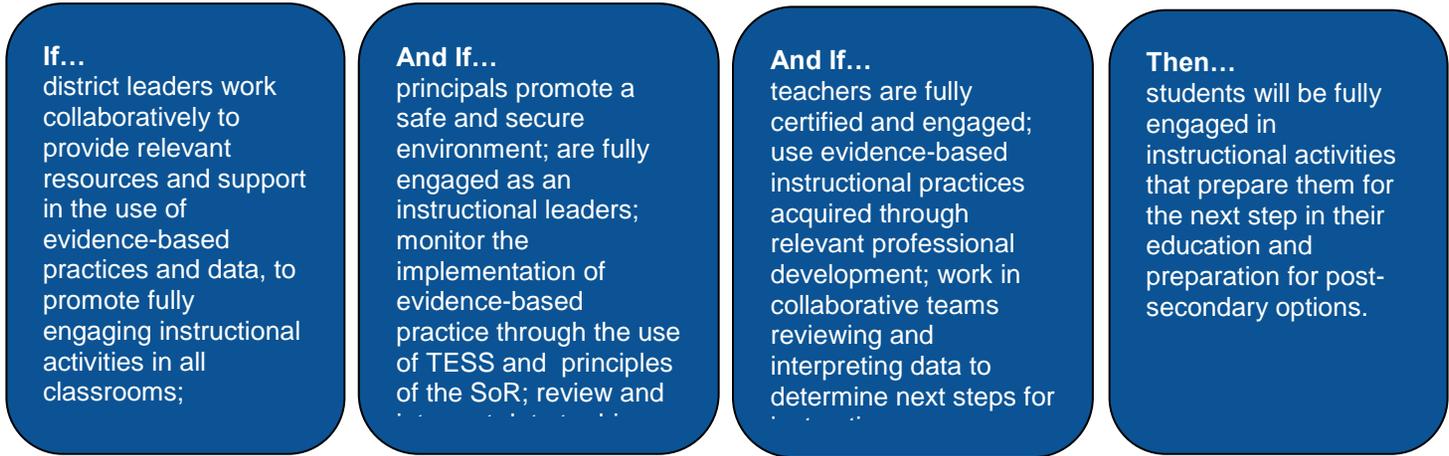
Goals:

1. Teachers and administrators will build a **safe, supportive, and collaborative culture** to **increase student achievement and growth**.
2. Provide **equitable access to high-quality teachers** who will implement **evidence-based instructional practices** daily in all classrooms.
3. Establish and maintain a **Literacy Program that is based on the science of reading** and will result in increased **reading achievement for all students** and decrease the number of students scoring 'In Need of Support' on the ACT Aspire Reading Assessment.
4. Establish and maintain a **Mathematics Program that is based on scientific and researched-based strategies** that will result in increased

mathematics achievement for all students and decrease the number of students scoring *'In Need of Support'* on the ACT Aspire Mathematics Assessment.

5. Ensure all school facilities are well maintained and fiscal governance is focused on operational efficiency and fiscal solvency while still providing a high quality equitable education to all our students.

THEORY OF ACTION:



Goal 1: Teachers and administrators will build a safe, supportive, and collaborative culture to increase student achievement and growth.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Provide training for staff in the following to support creation of safe & supportive school cultures:	<ul style="list-style-type: none"> ● Sr. Director of Student Services ● Director of ECE ● Superintendent 	August October January	<ul style="list-style-type: none"> ● Agendas & Sign in Sheets for professional development ● Discipline Reports

<ul style="list-style-type: none"> • Social-Emotional Learning (SEL) • Cultural Responsiveness • Conscious Discipline • Restorative Justice • Crisis Prevention Intervention (CPI). 		<p>April June</p>	<ul style="list-style-type: none"> • Attendance Reports • HRS Surveys (1.1 & 1.2)
<p>Provide training and support to all schools for implementation of the following to support creation of supportive & collaborative school cultures:</p> <ul style="list-style-type: none"> • High-Reliability Schools (HRS) • Professional Learning Communities (PLC) 	<ul style="list-style-type: none"> • Executive Directors of Elementary, Secondary and C & I 	<p>August October January April June</p>	<ul style="list-style-type: none"> • Agendas & Sign in Sheets for professional development • Contractual agreements for schools involved in (HRS and PLC) PD • Focus Walks • Master Schedules • HRS Surveys
<p>Support the establishment of leadership teams/guiding coalitions for schools to establish formal ways to provide input, as a part of the multi-year plan of support for Professional Learning Communities and High-Reliability Schools.</p>	<ul style="list-style-type: none"> • Executive Directors of Elementary, Secondary and C & I • Principals/School Leaders 	<p>October January April</p>	<p>School Improvement Plans Attendance at work sessions Exit survey feedback</p>
<p>Provide training, feedback and support on the implementation of Professional Learning Communities with a focus on Common Formative Assessments through the PLC Assessment</p>	<ul style="list-style-type: none"> • Executive Directors of Elementary and Secondary School Leadership • Deputy Superintendent 	<p>July September December March</p>	<p>Focus Walks Artifacts from collaborative meetings such as team goals, essential standards, collective commitments, common formative assessments, etc.</p>

Academy.			Master Schedules
Expand the Arkansas Grade-Level Reading Campaign to include all LRSD students virtual and in-person learning with an emphasis on raising awareness of the effects of chronic absenteeism through the Feet to the Seat Initiative for K-12.	<ul style="list-style-type: none"> ● Director of RtI/PD ● Executive Directors (Elementary & Secondary) ● Building Principals (K-12) 	Monthly	<p>School Campaigns Parent Engagement Activities Lessons by Counselors Attendance Awareness Webpage</p> <p>Building level promotion of “Feet to the Seat” activities</p> <p>Quarterly Report</p>
Continue the Family and Community Engagement Initiative which provides the framework through which families, educators and communities can work together to improve teaching and learning.	<ul style="list-style-type: none"> ● Parent Involvement Coordinator ● Director of ViPS 	Monthly	<p>National Network Partnership School Annual Report (John Hopkins University) Quarterly Parent Involvement Report</p>
<p>Establish and implement a district wide RtI system by:</p> <ul style="list-style-type: none"> ● Creating and implementing a district RtI Manual ● Provide training to building administration and RtI teams ● Monitor and support implementation of RtI Manual policies at school 	<ul style="list-style-type: none"> ● Director of PD/RtI ● Director of Support Services ● Executive Directors of Elementary & Secondary Education ● Executive Director of Curriculum & Instruction 		<p>RtI Manual RtI Academy Overview</p>

<ul style="list-style-type: none"> level • Provide RtI Academy training through Solution Tree to schools. 			
Ready for Learning Expectations		District Plan	
<ul style="list-style-type: none"> • Ensure the continuity of teaching and learning by providing: 	<ul style="list-style-type: none"> • a guaranteed and viable curriculum that includes: <ul style="list-style-type: none"> ○ blended learning (K-12), and ○ diagnostic assessments (K-8) 	<ul style="list-style-type: none"> Schoology Professional Learning Communities Lexia Foundations Just Words Wit and Wisdom Heggerty Wilson Reading System Perspectives Illustrative Math - K-5, Alg I, Alg II, Geo Dreambox Kiddom Envision Calculus for AP Understanding Statistics Math our World 	
<ul style="list-style-type: none"> • Using effective technology for parents and students 	<p>All students will have the opportunity to check out a District technology device (parents will be expected to complete a technology agreement) that is to be used to participate in lessons and complete assignments. Connectivity devices will be available for checkout, based upon demonstrated need.</p>		
<ul style="list-style-type: none"> • Provide support for parents and students Family and Community Engagement Plan Support	<p>Parents and student will be offered virtual training or guidance in the following:</p> <ul style="list-style-type: none"> • The District's LMS- Schoology 		

Parent Page on DESE Website	<ul style="list-style-type: none"> • Social Emotional Learning • Health and Safety Protocols 		
Goal 2: Provide equitable access to high-quality teachers who will implement evidence-based instructional practices daily in all classrooms.			
ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Revisit district essential standards for core content areas and provide yearly training, review, and revision on those standards. Each building will determine additional essential standards and common formative assessments.	<ul style="list-style-type: none"> • Curriculum & Instruction Team • Executive Director of Curriculum & Instruction 	August 2021- May 2022	Essential Standards Documents Training Notes & Agendas
Facilitate the review or creation of pacing guides, year-at-a-glance documents and instructional materials for all core content Areas.	<ul style="list-style-type: none"> • Curriculum & Instruction Team 	June - October	Documents posted online
Provide support to leaders on the use of EdReflect and TESS training for faculty and administration to maintain effective feedback for instructional improvement in the classroom.	<ul style="list-style-type: none"> • Director of RtI/PD 	Monthly	Insight Reports Principal feedback through EdReflect LRSD EdReflect/TESS Training Guide
Conduct monthly focus walks to provide data to principals indicating the evidence-based practices being utilized in their buildings.	<ul style="list-style-type: none"> • Executive Directors of Elementary, Secondary and Curriculum & Instruction 	Monthly	Focus walk data Audit Tool

Provide professional development, model lessons, and coaching rooted in evidence-based practices.	<ul style="list-style-type: none"> • Director of RtI/PD • Curriculum & Instruction Team 	Weekly	Focus Walk Data Support Surveys PD Calendar
Provide job embedded support to teachers in evidence based practices through the PLC process: Each school will implement: <ul style="list-style-type: none"> • Planning using 4 Critical Questions of a PLC • Common Formative Assessment creation, implementation, and data analysis • Scheduled time for PLCs • Identification essential standards 	<ul style="list-style-type: none"> • Curriculum & Instruction Team 	Weekly	Focus Walk Data Support Surveys PD Calendar
Provide training and support for the creation and use of common formative assessments in all content areas K-12	<ul style="list-style-type: none"> • Curriculum & Instruction Team 	August 2021- May 2022	Agendas Support Surveys Assessment Drive
Implement a multi-tiered system of support to provide a system of support to ensure that departments, schools, and administrators receive additional time and support that is timely, directive, diagnostic, and systematic.	<ul style="list-style-type: none"> • Executive Director of Curriculum & Instruction • Executive Director of Elementary • Executive Director of Secondary • Curriculum & Instruction Team 	August 2021 - May 2022	MTSS Plan PD Calendar

Goal 3: Establish and maintain a Literacy Program that is based on the Science of Reading (SoR) that will result in increased reading achievement for all students and decrease the number of students scoring In Need of Support on the ACT Aspire Reading Assessment.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
<p>Establish structures for literacy instruction by:</p> <ul style="list-style-type: none"> ● clarifying the roles and responsibilities of instructional facilitators. ● ensuring all licensed employees are trained in SoR by the end of 2021-22 SY and are on the appropriate pathway based on their job assignment. ● ensuring at least one administrator per building completes the R.I.S.E. Assessor Training. ● ensuring appropriate interventions are identified, provided, and monitored for students in need of additional support as outlined in the LRSD Dyslexia Plan. ● creating and publishing year at a glance and pacing guides. ● publishing and training on the LRSD RTI Manual. ● creating and publishing a literacy assessment plan. 	<ul style="list-style-type: none"> ● Executive Director of Curriculum and Instruction ● Director of K-12 Literacy ● District Dyslexia Specialist ● Director of RtI/PD 	<p>Monthly update</p>	<p>LRSD Roles and Responsibilities of Instructional Facilitators</p> <p>LRSD SoR Training Monitoring Tool</p> <p>LRSD RTI Manual</p> <p>LRSD Literacy Assessment Plan</p>
<p>Monitor the fidelity of implementation of adopted</p>	<ul style="list-style-type: none"> ● Executive Directors of Elementary, Secondary and C & I 	<p>Weekly focus walks</p>	<p>LRSD Adopted Literacy Materials</p>

<p>literacy materials by:</p> <ul style="list-style-type: none"> • conducting weekly focus walks based on identified Science of Reading look-fors. • ensuring that purchased literacy materials are available to all teachers prior to the start of school. • ensuring the instructional day allows for adequate time to teach all components of the literacy block, collaborative team meetings and providing required interventions. • reviewing NWEA data after each administration. • Reviewing CFA data for instructional units. 	<ul style="list-style-type: none"> • Director of K-12 Literacy • District Dyslexia Specialist • District Instructional Facilitators • Director of Assessment 	<p>Review of materials needed and schedules April - June</p> <p>NWEA</p>	<p>Focus Walk Data</p> <p>LRSD Suggested Schedule</p> <p>Master Schedule Review</p> <p>Review of NWEA MAP and Reading Fluency Data</p> <p>CFA Data</p>
<p>Provide support in literacy by:</p> <ul style="list-style-type: none"> • prioritizing the use of ESSER, 1003, ESA, and other funds to provide additional coaching and support. • creating and implementing a literacy plan of support for all stakeholders; • establishing demonstration schools and model classrooms for Foundations, Just Words and Wit and 	<ul style="list-style-type: none"> • Executive Director of Curriculum and Instruction • Director of K-12 Literacy • District Dyslexia Specialist 	<p>Prioritize funds by September 15</p> <p>Coaching visits from vendor October - May</p> <p>Monthly Administrator Meetings</p>	<p>1003 Grant Application</p> <p>ESSER Budget</p> <p>LRSD Literacy Support Plan</p> <p>Feedback from vendors</p> <p>Administrative meetings, agendas, documents and principal survey</p> <p>Science of Reading Professional</p>

<p>Wisdom;</p> <ul style="list-style-type: none"> • prioritizing time Instructional Facilitators spend in classrooms supporting teachers; • providing and ensuring implementation of Lexia at all elementary school sites; • providing continual literacy focus during district-lead administration meetings. • Providing additional support and coaching for implementation of Wit and Wisdom. • Provide training for 3-12 literacy and Social Studies teachers in the new writing curriculum. 			Development Status
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Goal 4: Establish and maintain a Mathematics Program that is based on scientific and researched-based strategies that will result in increased mathematics achievement for all students and decrease the number of students scoring *'In Need of Support'* on the ACT Aspire Mathematics Assessment.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Establish structures for mathematics instruction by: <ul style="list-style-type: none"> • clarifying the roles and responsibilities of instructional facilitators. • ensuring all K-5 teachers are trained in the 	Executive Director of Curriculum and Instruction	Monthly update	LRSD Roles and Responsibilities of Instructional Facilitators

<p>following by August 2022:</p> <ul style="list-style-type: none"> ○ Illustrative Math ○ Kiddom (LMS for IM) ● ensuring all 6-12 math teachers are trained in the adopted math curriculum for their grade level/content area by August 2022: ● ensuring appropriate interventions are identified, provided, and monitored for students in need of additional support through analysis of assessment data during the PLC process ● creating and publishing year at a glance and pacing guides. ● publishing and training on the LRSD RTI Manual. 	<p>Director of K-12 STEM</p> <p>District Math Lead Teacher</p> <p>Director of RtI/PD</p>		<p>LRSD Math Training Monitoring Tool</p> <p>LRSD RTI Manual</p>
<p>Monitor the fidelity of implementation of adopted mathematics materials by:</p> <ul style="list-style-type: none"> ● conducting weekly focus walks based on identified look-fors. ● ensuring that purchased mathematics materials are available to all teachers prior to the start of school. ● ensuring the instructional day allows for adequate time to teach, collaborative team meetings, interventions, and extensions ● reviewing NWEA data after each administration. ● Reviewing CFA data for instructional units. 	<p>Executive Directors of Elementary, Secondary and C & I</p> <p>Director of K-12 Mathematics</p> <p>District Instructional Facilitators</p> <p>Director of Assessment</p>	<p>Weekly focus walks</p> <p>Review of materials needed and schedules April - June</p> <p>NWEA</p>	<p>LRSD Adopted Math Materials</p> <p>Focus Walk Data</p> <p>LRSD Suggested Schedule</p> <p>Master Schedule Review</p> <p>Review of NWEA MAP Data</p> <p>CFA Data</p>
<p>Provide support in mathematics by:</p> <ul style="list-style-type: none"> ● prioritizing the use of ESSER, 1003 and other funds to provide additional coaching and support. ● creating and implementing a mathematics plan of support for all stakeholders; ● prioritizing time Instructional Facilitators spend in classrooms and PLCs supporting teachers; 	<p>Executive Director of Curriculum and Instruction</p> <p>Director of K-12 Literacy</p> <p>District Dyslexia</p>	<p>Prioritize funds by September 15</p> <p>Coaching visits from vendor October - May</p>	<p>1003 Grant Application</p> <p>ESSER Budget</p> <p>Feedback from vendors</p> <p>Administrative meetings, agendas, documents and principal survey</p>

<ul style="list-style-type: none"> providing continual mathematics focus during district-lead administration meetings. 	Specialist	Monthly Administrator Meetings	
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Goal 5: Ensure all school facilities are well maintained and fiscal governance is focused on operational efficiency and fiscal solvency while still providing a high quality equitable education to all our students.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
<ul style="list-style-type: none"> Continue to update district master facilities plan for normal preventive maintenance and develop a comprehensive facilities strategic plan that addresses current and future facilities needs. 	Director of Maintenance & Operations, Deputy Chief Finance & Operations Officer, Board of Directors Superintendent	Annually March 2022	Annual Master Plan Update Comprehensive Facilities Strategic Plan Completion of Capital Improvements
<ul style="list-style-type: none"> Develop a “Right-Sizing” staffing allocation formula within the framework of state standards and/or district staffing goals. 	Deputy Superintendent, Chief Deputy Finance & Operations Office, Human Resources Director, & Executive Directors: Curriculum, Elementary, & Secondary	September 2021 - February 2022	Board Approved Staffing Allocation
<ul style="list-style-type: none"> Develop and implement a plan for the district budget to prevent deficit spending. 	Deputy Chief Finance & Operations Officer	Annually in September	Annual budget review and approval

	and Board of Directors Superintendent		
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EVALUATION (Check)

Method used to Evaluate the Effectiveness of School Improvement Plans	Person(s) Responsible	Target Date
Goal 1 - Review of year-end discipline, attendance, focus walk, professional development data and stakeholder survey data.	Executive Leadership Team	<ul style="list-style-type: none"> ● October 2021 ● January 2022 ● April 2022 ● July 2022
Goal 2- Review School-level plans and evaluate level of implementation by reviewing the evidence/ artifacts at each school site. Review implementation plans and data from the Curriculum & Instruction department for evidence of implementation and effectiveness of programs and initiatives.	Executive Leadership Team	<ul style="list-style-type: none"> ● October 2021 ● January 2022 ● April 2022 ● July 2022
Goal 3 and 4- Analyze student assessment data (NWEA, ACT. and ACT Aspire Math and Reading) for increases in student achievement as well as growth by grade level as a district and in individual schools .	Executive Leadership Team	<ul style="list-style-type: none"> ● NWEA Data - <ul style="list-style-type: none"> ○ October 2021 ○ January 2022 ○ April 2022 ● ACT Aspire - July 2022 ● ACT - June 2022
Goal 5 - Ensure all school facilities are well maintained and fiscal governance is focused on operational efficiency and fiscal solvency while still providing a high quality equitable education to all our students.	Chief Deputy of Finance and Operations Superintendent	<ul style="list-style-type: none"> ● September 2021 ● October 2021 ● January 2022 ● February 2022 ● March 2022 ● April 2022 ● May 2022

The following waivers were requested through submission of the Assurance and Application for Arkansas Ready for Learning:

Waivers	Explanation for waivers the district chooses to use. For any left blank, the district has chosen not to use it.

The following waivers apply only on days, or portions of days, when technology-based approaches are the primary instructional delivery, for specific groups of students that are receiving their instruction primarily through technology-based approaches, or for staff providing instruction primarily through technology-based approaches, or if necessary to implement ADH requirements or guidelines:

Waivers	For the waivers you choose to use, explain what that looks like in the district.

*Federal budget must be uploaded into Indistar

*AESAA Rule 8.03.3 The public school and public school district shall continuously monitor school-level improvement plans for implementation fidelity and progress throughout the year of implementation.
8.03.3.1 Documentation of the monitoring shall be made available to the public school district board of directors.