

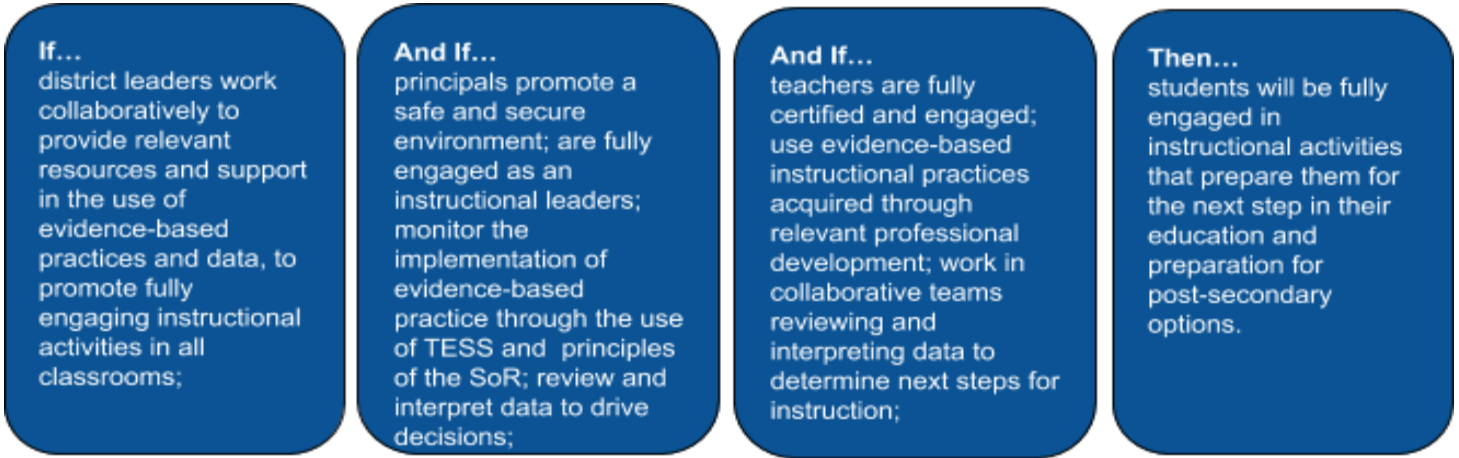


District Plan of Support 2020-2021

Superintendent: Mr. Mike Poore
Email: mike.poore@lrsd.org
Phone: 501-447-1000

PLAN	
<p>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.</p> <ul style="list-style-type: none"> ● 2020 Students Projected to have Scored in Need of Support in Reading on ACT Aspire based on NWEA data - 4431/11793 or 37.6% ● 2018-19 Student Attendance ● In 2019 28.6% of schools received direct support in the Professional Learning Community (PLC) process or High-Reliability Schools (HRS) Framework. 	<p>Priorities:</p> <ol style="list-style-type: none"> 1. Increase reading achievement by prioritizing the use of human capital, ESA Funding, 1003 Grants 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
<p>Goals:</p> <ol style="list-style-type: none"> 1. Teachers and administrators will build a safe, supportive, and collaborative culture through the establishment or development of a Professional Learning Community 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. Develop and implement the LRSD's Ready for Learning Plan district-wide by ensuring that all parents, students, and educators are trained and supported with the necessary tools/resources for implementation. 	

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
Create a multi-year plan of support for the continued development of Professional Learning Communities and High-Reliability Schools.	Executive Directors of Elementary, Secondary and C & I Deputy Superintendent	October 2020	LRSD Plan of Support Contractual agreements for schools involved in HRS and PLC.
Provide training and monitoring implementation for staff in: <ul style="list-style-type: none"> • High-Reliability Schools (HRS) • Professional Learning Communities (PLC) • Social-Emotional Learning (SEL) • Cultural Responsiveness • Conscious Discipline • Restorative Justice • Crisis Prevention Intervention (CPI). 	Sr. Director of Student Services Director of ECE Executive Directors of Elementary and Secondary School Leadership Deputy Superintendent	August October January April June	Contractual agreements for schools involved in (HRS and PLC) PD Focus Walks Discipline Reports Attendance Reports Master Schedules HRS Surveys
Plan and facilitate school leadership team meetings based on feeder patterns and grouping by level to support vertical alignment.	Executive Directors of Elementary, Secondary and C & I	October January April	School Improvement Plans Attendance at work sessions Exit survey feedback

Provide training, feedback and support on the implementation of Professional Learning Communities.	Executive Directors of Elementary and Secondary School Leadership Deputy Superintendent	Monthly	Focus Walks Artifacts from collaborative meetings such as team goals, essential standards, collective commitments, common formative assessments, etc. Master Schedules
Expand the Arkansas Grade-Level Reading Campaign to include all LRSD schools with an emphasis on school attendance through the Feet to the Seat Initiative.	Director of RtI/PD	Monthly	Monthly attendance reports of staff and students Building level promotion of “Feet to the Seat” activities Quarterly PD
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.	Parent Involvement Coordinator Director of ViPS	Monthly	National Network Partnership School Annual Report (John Hopkins University) Quarterly Parent Involvement Report
Facilitate the review or creation of pacing guides, year-at-a-glance documents and instructional materials.	Curriculum & Instruction Team	June - August	Documents posted online
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
Provide support to leaders on the use of EdReflect and TESS training for faculty and administration as needed.	Director of RtI/PD	Monthly	Insight Reports Principal feedback through EdReflect LRSD EdReflect/TESS Training Guide
Conduct regular focus walks to provide data to principals indicating the evidence-based practices being utilized in their buildings.	Executive Directors of Elementary, Secondary and Curriculum & Instruction	Monthly	Focus walk data
Provide professional development, model lessons, and coaching rooted in evidence-based practices.	Director of RtI/PD Curriculum & Instruction Team	Weekly	Instructional Facilitator Reports/Calendars
Participate in Equity Labs to explore data, identify root causes, and develop strategies for ensuring that all students have access to excellent educators.	Director HR	End of Phase III Equity Lab	HR plan of Action generated during labs.

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 2020-21 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. 	<p>Executive Director of Curriculum and Instruction</p> <p>Director of K-12 Literacy</p> <p>District Dyslexia Specialist</p> <p>Director of RtI/PD</p>	<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 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. 	<p>Executive Directors of Elementary, Secondary and C & I</p> <p>Director of K-12 Literacy</p> <p>District Dyslexia Specialist</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 Literacy Materials</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>Provide support in literacy by:</p> <ul style="list-style-type: none"> • prioritizing the use of ESA, 1003 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 Wisdom; • 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. 	<p>Executive Director of Curriculum and Instruction</p> <p>Director of K-12 Literacy</p> <p>District Dyslexia Specialist</p>	<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>ESA Budget</p> <p>LRSD Literacy Support Plan</p> <p>Feedback from vendors</p> <p>Administrative meetings, agendas, documents and principal survey</p>
--	--	--	--

Goal 4: Develop and Implement the LRSD’s Ready for Learning Plan district-wide by ensuring that all students, parents, educators are trained and supported with the necessary tools for implementation.

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) 	<p>Schoology</p> <p>Professional Learning Communities</p> <p>Lexia</p> <p>Foundations</p> <p>Just Words</p> <p>Wit and Wisdom</p> <p>Heggerty</p> <p>Wilson Reading System</p> <p>Perspectives</p> <p>Schoology</p> <p>NWEA</p>
<ul style="list-style-type: none"> • Identify how to address unfinished learning from the prior year by using: 	<ul style="list-style-type: none"> • Arkansas Playbook: • Planning for Re-engagement 	<p>Prior to the end of the 2019-2020 school year, teacher teams, from across the district, identified essential standards in ELA and math. Throughout the summer, a subset of this team has revised pacing guides to highlight the essential standards which will provide the focus for instruction and intervention. Guidance will be provided to all teachers during pre-school PD on how to use the revised scope and sequence to address missed learning from the spring. It is expected that teachers will need to adjust their normal instructional sequence to provide time to adequately provide interventions as needed.</p>

		Teachers will use the diagnostic assessments found within the Arkansas Playbook, data from NWEA, curriculum-based assessments and other screeners to determine skill deficiencies for students and provide intervention as appropriate in whole or small group settings.
	<ul style="list-style-type: none"> district-developed resources 	Professional Development District Protocols for Virtual/ In-person Instruction, Safety and Health, Leave Ready for Learning Plan Video Tutorial Resources
<ul style="list-style-type: none"> Utilize a Learning Management System 		Schoology
<ul style="list-style-type: none"> Schedule teacher training for how to use the LMS 		Administrators, Teachers, and Support staff will receive training in the following: <ol style="list-style-type: none"> The District's LMS- Schoology Blended learning in the Content Area Culturally Responsive Practices Social Emotional Learning (SEL) Health and Safety Protocols Technology usage and tools for student engagement
<ul style="list-style-type: none"> Schedule teacher training for blended learning (delivery of instruction) 		<ul style="list-style-type: none"> A blend of personalized and general professional development will be provided to all staff. Representatives from each school will be trained during the summer; the trained staff will then train their school teams during pre-school professional development. The District Curriculum and Instruction team has also provided video tutorials for parents and staff members to review prior to the scheduled training.
<ul style="list-style-type: none"> Provide support for parents and students Family and Community Engagement Plan Support Parent Page on DESE Website 		Parents and student will be offered virtual training or guidance in the following: <ul style="list-style-type: none"> The District's LMS- Schoology Social Emotional Learning Health and Safety Protocols
<ul style="list-style-type: none"> Provide a communication plan for interacting with parents, students, and the community 		LRSD will use a variety of methods to communicate to all stakeholders. To stay updated on the most up-to-date information: <ol style="list-style-type: none"> Email; District's website; District's social media platforms; Schoology and

5. ParentLink
 The District's communication plan can be found [here](#).

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.
Ark. Code Ann. 6-17-117 (Non Instructional duties - only for the purpose of implementing ADH requirements and guidelines regarding health and safety)	
Ark. Code Ann. 6-17-204(b) (Teacher contracts - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	
Ark. Code Ann. 6-17-205(b)(2) (Teacher contracts - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	
Ark. Code Ann. 6-17-2304(b) (Classified employee policies – only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	
Ark. Code Ann. 6-17-2305(c)(2) (Classified employee policies – only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	

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.
<ul style="list-style-type: none"> Ark. Code Ann. 6-16-102(a)(1) through (a)(5)(E)(i)(b), and (c) (School Day) Standard for Accreditation 1-A.4.2 and 1-A.4.3 (School Day) 	
Ark. Code Ann. 6-17-111(a)	

(Duty-free lunch)	
Ark. Code Ann. 6-17-114 (Planning time)	
Ark. Code Ann. 6-17-211 (Employee leave)	
Ark. Code Ann. 6-17-812(a)(2) (Class size)	
<ul style="list-style-type: none"> • DESE Rules Governing Class Size and Teaching Load, Sec. 3.00 and 4.01 through 4.03 	
<ul style="list-style-type: none"> • DESE Rules Governing Student Special Needs Funding, Sec. 4.03.2 through 4.03.2.2.1 	
<ul style="list-style-type: none"> • DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, Sec. 7.10.1 and 7.10.2 	
<ul style="list-style-type: none"> • Standard for Accreditation 1-A.5 	

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	June 2020 December 2020 June 2021
Goal 2 and 3 - Analyzing NWEA and ACT Aspire Reading Data as well as ESSA Index reports for each school.	Executive Leadership Team	NWEA Data - May 2020 ACT Aspire - July 2020 ESSA Index Reports - October 2020
Goal 4- Review School-level plans and evaluate level of implementation by reviewing the evidence/ artifacts at each school site.	Executive Leadership Team	Quarterly

*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.

Revised 07/15/2020, Community Advisory Board Approved 08/20/20