

**Lonoke School District**  
**2021-2022 District Support Plan**  
**BOE approved on 8/23/21.**

<b>District</b>	Lonoke School District
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<b>Ready for Learning Plan</b>	Lonoke School District's Ready For Learning Plan link below:  <p style="text-align: center;"><a href="#"><u>Lonoke School District Ready for Learning Plan</u></a></p> <p style="text-align: center;"><a href="#"><u>ESA Budget</u></a></p>

<b>DISTRICT SUPPORT PLAN FOR LITERACY</b>	
<b>Data Analyzed to determine needs</b>	ESSA Index Reports, ACT Aspire, iReady, Dibels, ACT score reports

<p>Goals for improving reading achievement throughout the district</p>	<p>Increasing student grading performance on the reading portion of ACT Aspire (grades 3-10) by 5% when tested in the spring of 2022. Increase overall student performance in iReady (grades k-2) by 5% from August ISIP to April ISIP. These goals will be met through the following district initiatives.</p> <p>Specific Goals Include:</p> <ol style="list-style-type: none"> <li>1. Provide support from highly trained personnel to support initiatives targeted to impact students that show characteristics of dyslexia.</li> <li>2. Provide support from the district level to align English Language Arts curriculum and resources including: Brainspring, Structures, 95% Group, Heggerty, and Wit and Wisdom. Additionally, offer professional support, and share best practices through PLCs.</li> <li>3. Utilize resources provided by our local education cooperative, Will Mills Co-Op.</li> <li>4. Continue to implement Science of reading through Phonics First and Structures (Brainspring) instruction. Teachers also utilize Heggerty K-2, Kilpatrick 3-5, and 95% Group 6-12 for tiered interventions. Lonoke Elementary teachers (3-5) were trained in R.I.S.E. and filter instruction and interventions through the evidence-based practices. Writing instruction is addressed through Wit and Wisdom and craft writing mini lessons needed based on student data.</li> <li>5. Provide remediation opportunities for students at LHS through Edgenuity. Additionally, provide computer based remediation for k-8 through iReady and diagnostic testing for k-11 (9-11 with School of Innovation students) through Iready.</li> <li>6. Provide certified reading interventionists.</li> </ol>
<p>Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.</p>	<p>Goal #1: Support staff are being paid from ESA and Title I for the time allotted for these interventions.</p> <p>Goal #2: Portion of Curriculum Director's salary paid from ESA and ELL.</p> <p>Goal #3: Wilbur Mills is paid through professional development funds.</p> <p>Goal #4: Brainspring materials and professional development are paid from ESA, Title I, and professional development funds.</p> <p>Goal #5: ESA funds are paying for Edgenuity at LHS to provide remediation in areas where students were not successful. These funds are also used for student books, including non-fiction texts. Title 1 funds pay for IReady.</p> <p>Goal #6: Title 1 funds pay for reading interventions.</p> <p>Goal #7: The District was awarded the CLSD grant to purchase and train for Wit and Wisdom, and will continue to implement this curriculum.</p>

Literacy Curriculum and professional learning that is aligned to the science of reading.	<b>Pre-K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
	Heggerty (Phonemic Awareness)	Kilpatrick (Phonemic Awareness)	95% Group	95% Group
	Brainspring Phonics First	Brainspring Structures	Brainspring Structures	Brainspring Structures
	<p>We are using 95% of the group for an intervention tool for K-12. This addresses the bottom portion of Scarborough’s Rope. In order to address the top portion of Scarborough’s Rope, the district is using Wit and Wisdom k-8. Additionally, we would like to add 95% Group Multisyllable Routine Cards Digital Presentation .</p> <p>Teachers at grade levels 6-8 are using Structures with our struggling students, but will work to bring that instruction mainstream in the general education classroom. In addition to Phonics First and Structures, we use Kilpatrick one-minute drills and Heggerty practices to address the phonemic awareness component during Dyslexia interventions. Additionally, we are using Rite Flight to address fluency and comprehension during dyslexia interventions.</p>			

Name of School(s) and links to SIPs	Support Requested	District Support	Progress Monitoring
<a href="#">Lonoke Primary</a>	Phonics First , 95% Group, Wit & Wisdom Training	Professional development and materials were provided to each staff member trained (all new literacy and SPED teachers, as well as Administrators will be trained)	After implementing with fidelity for a period of time, evidence will be noted in student scores on assessments. The district will also monitor Phonics First look fors, R.I.S.E. initiatives, and lesson planning related to Phonics First, Structures, and Wit & Wisdom..
	Interventionist (paras to provide tired intervention)	Professional development and materials were provided to each paras trained and they will be included in the PLC process.	Building principals will ensure that paras are using materials that align with SoR and ELA curriculum.
	Acadience	Professional development and materials will be provided for data entry and reporting services	Building principals and dyslexia specialist will review reports/data to form instructions.

<a href="#">Lonoke Elementary</a>	Club 3R	LPSD is providing funding for books and incentives to help students develop academic vocabulary, fluency, and reading comprehension.	Building principals will receive monthly reports from media specialists that support the initiatives.
	Pebblego	Funds will provide supplemental reading materials.	Usage reports will be reviewed periodically.
	Phonics First, Structures, 95% Group, Wit & Wisdom Training	Professional development and materials were provided to each staff member trained (all new literacy and SPED teachers, as well as Administrators will be trained)	After implementing with fidelity for a period of time, evidence will be noted in student scores on assessments. The district will also monitor Phonics First look fors, R.I.S.E. initiatives, and lesson planning related to Phonics First, Structures, and Wit & Wisdom..
	MobyMax	Funds will provide supplemental reading materials.	Usage reports will be reviewed periodically.
	Club 3R	LPSD is providing funding for books and incentives to help students develop academic vocabulary, fluency, and reading comprehension.	Building principals will receive monthly reports from media specialists that support the initiatives.
<a href="#">Lonoke Middle</a>	PLCs	We have provided training and purchased the <i>Learning By Doing</i> book that will support the PLC Process.	Agendas and minutes from monthly or bi-weekly meetings will be reviewed by administrators.
	Phonics First, Structures, 95% Group, Wit & Wisdom Training	Professional development and materials were provided to each staff member trained (all new literacy and SPED teachers, as well as Administrators will be trained)	After implementing with fidelity for a period of time, evidence will be noted in student scores on assessments. The district will also monitor Science of Reading Looks, initiatives, and lesson planning related to Phonics First, Structures, and Wit & Wisdom..
	Interventionist (para to provide tiered	Professional development and materials were provided to each para trained and he/she will be included in the PLC process.	Building principals will ensure that paras are using materials that align with SoR and ELA curriculum.

<p><a href="#">Lonoke High</a></p>	<p>interventions)</p> <p>Spark Platform</p> <p>Classroom Libraries</p> <p>PLCs</p> <p>Digital Books</p> <p>Edgenuity</p> <p>Spark Platform</p> <p>Professional Development (PLCs)</p>	<p>Training and curriculum used to support the School of Innovation (Envision).</p> <p>Provide funding to support classroom books for personal reading.</p> <p>We have provided training and purchased the <i>Learning By Doing</i> book that will support the PLC Process.</p> <p>Provide funding to support classroom literature.</p> <p>Provide funds for course remediation and credit recovery.</p> <p>Training and curriculum used to support the School of Innovation (Envision).</p> <p>We have provided training and purchased the <i>Learning By Doing</i> book that will support the PLC Process.</p>	<p>Monitor student and teacher usage reports on the platform monthly.</p> <p>Teachers will observe usage of books.</p> <p>Agendas and minutes from monthly or bi-weekly meetings will be reviewed by administrators.</p> <p>Monitor student and teacher usage reports on the platform monthly.</p> <p>Monitor student usage reports on the platform monthly. Report from the principal showing how many students recover credit.</p> <p>Monitor student and teacher usage reports on the platform monthly.</p> <p>Agendas and minutes from monthly or bi-weekly meetings will be reviewed by administrators</p>
<p><a href="#">K-12 Buildings</a></p>	<p>Support Requested</p>	<p>District Support</p>	<p>Progress Monitoring</p>

	<p><b>iReady (K-12)</b></p> <p><b>Curriculum Director</b></p> <p><b>Dyslexia Specialists</b></p> <p><b>WDMESC Literacy Specialists</b></p>	<p>Web-based literacy program that provides remediation and supplemental instruction to students, as well as administers grade-equivalent assessments based on state standards.</p> <p>LPSD utilizes a curriculum director to coordinate instruction in each of the schools, oversee RTI, and align curriculum using state standards. She will also provide guidance in the Science of Reading.</p> <p>LPSD employs a Dyslexia specialist and support staff to address gaps in phonemic awareness and to provide interventions for students who are diagnosed and who show markers of Dyslexia.</p> <p>LPSD utilizes specialists from our local cooperative to assist teachers with designing and implementing effective teaching strategies and to assist with the SoR initiatives.</p>	<p>We have utilized iReady in grades 6-8 and for our students in our school of innovation model grades 9-10. That is being monitored by building level principals and reported by district level administration. In grades K-5, iReady is being used to monitor progress. This is also being monitored by building level administration and reported to district level administration.</p> <p>Guiding curriculum work with support of Melissa Edwards and Wilbur Mills Co-op specialist will also drive changes in curriculum to meet SoR. District Personnel will meet regularly with building administration to ensure initiatives are implemented. Fidelity will be evidenced by district classroom walk-throughs, observation of EdReflect data, team meeting minutes, student Response to Intervention data, and other anecdotal notes taken by building administration.</p> <p>Guiding dyslexia work with support of Melissa Edwards, Susanna Gann , and Wilbur Mills Co-op specialist will also drive changes in curriculum to meet SoR. District Personnel will meet regularly with building administration to ensure initiatives are implemented. Fidelity will be evidenced by district classroom walk-throughs, observation of EdReflect data, team meeting minutes, student Response to Intervention data, and other anecdotal notes taken by building administration.</p> <p>Guiding curriculum work with support of Melissa Edwards and Wilbur Mills Co-op specialist will also drive changes in curriculum to meet SoR.</p>
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	<b>Technology</b>	LPSD has purchased Chromebooks for student use and has purchased several web-based programs and software (iReady, Edgenuity) to supplement classroom instruction.	Monitor student and teacher usage reports on the platform monthly.
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**Plan of Evaluation**

- The district will evaluate the school level plans for progress through follow up and presentation of data that supports growth (or if growth is not on pace) in monthly administration meetings.
- Classroom data (fluency checks, progress monitoring, common assessments, reading behaviors check lists)
- Data from assessment programs (I-Ready, Moby Max, DIBELS, & EdReflect) will be used to measure student and staff growth.
- Monthly principal meetings are scheduled checkpoints for district level administration to review data. (Specific dates set based on administrative meetings for the month)
- District level administration will provide support at schools with building administration as evidenced in LEADS, Walk-throughs, RTI support, SoR support, and Phonics First look fors will be areas for support and growth in each building.
- Student progress will be determined by examining increases in student reading achievement and scores from ACT Interims and ACT Aspire, Growth in Phonics First assessments and other initial screeners will also be monitored for progress.