

Lonoke School District

2023-2024 District Support Plan

BOE approval on 9/18/2023

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| District | Lonoke School District |
| Superintendent | Jeff Senn |
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| Ready for Learning Plan | Lonoke School District's Ready For Learning Plan link below: Lonoke School District Ready for Learning Plan ESA Budget |
| Science of Reading | Lonoke SoR 23-24 Plan |

DISTRICT SUPPORT PLAN FOR LITERACY

Data Analyzed to determine needs

ESSA Index Reports, ACT Aspire, iReady, Dibels, ACT score reports

Goals for improving reading achievement throughout the district

Increasing student grading performance on the reading portion of ACT Aspire (grades 3-10) by 5% when tested in the spring of 2024. 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.

Specific Goals Include:

1. Provide support from highly trained personnel to support initiatives targeted to impact students that show characteristics of dyslexia. (Take Flight)
2. Provide support from the district level to align English Language Arts curriculum and resources including: Brainspring, Structures, 95% Group, Heggerty, Flyleaf small-group reading and Wit and Wisdom. Additionally, offer professional support, and share best practices through PLCs.
3. Utilize resources provided by our local education cooperative, Wilbur D. Mills Co-Op.
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.
5. Provide remediation opportunities for students at LHS through RTI and MyFlex Planner. Additionally, we will provide computer-based remediation for K-8 through iReady.
6. Provide tiered reading interventionists.
7. Provide a Critical Reading course and professional development for staff to implement in 9th grade. (Lexia)
8. Strategic Reading will be provided for all 6th graders, along with professional development for those teachers.

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| <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.</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, SOAR grant, professional development funds and district funds.</p> <p>Goal #5: ESA and Title 1 funds will support remediation in all buildings.</p> <p>Goal #6: Title 1 funds pay for reading interventions.</p> <p>Goal #7: The District was awarded the SOAR grant to purchase curriculum for ELA, Grades 9-12.</p> |
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| <p>Literacy Curriculum and professional learning that is aligned to the Science of Reading.</p> | <table border="1" data-bbox="579 716 1944 914"> <thead> <tr> <th data-bbox="579 716 930 781">Pre-K-2</th> <th data-bbox="930 716 1289 781">3-5</th> <th data-bbox="1289 716 1623 781">6-8</th> <th data-bbox="1623 716 1944 781">9-12</th> </tr> </thead> <tbody> <tr> <td data-bbox="579 781 930 846">Heggerty (Phonemic Awareness)</td> <td data-bbox="930 781 1289 846">Kilpatrick (Phonemic Awareness)</td> <td data-bbox="1289 781 1623 846">95% Group</td> <td data-bbox="1623 781 1944 846">95% Group</td> </tr> <tr> <td data-bbox="579 846 930 914">Brainspring Phonics First</td> <td data-bbox="930 846 1289 914">Brainspring Structures</td> <td data-bbox="1289 846 1623 914">Brainspring Structures</td> <td data-bbox="1623 846 1944 914">Brainspring Structures</td> </tr> </tbody> </table> <p data-bbox="567 959 1944 1062">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 have added 95% Group Multisyllable Routine Cards Digital Presentation .</p> <p data-bbox="567 1109 1944 1287">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> | Pre-K-2 | 3-5 | 6-8 | 9-12 | Heggerty (Phonemic Awareness) | Kilpatrick (Phonemic Awareness) | 95% Group | 95% Group | Brainspring Phonics First | Brainspring Structures | Brainspring Structures | Brainspring Structures |
|--|--|------------------------|------------------------|-----|------|-------------------------------|---------------------------------|-----------|-----------|---------------------------|------------------------|------------------------|------------------------|
| Pre-K-2 | 3-5 | 6-8 | 9-12 | | | | | | | | | | |
| Heggerty (Phonemic Awareness) | Kilpatrick (Phonemic Awareness) | 95% Group | 95% Group | | | | | | | | | | |
| Brainspring Phonics First | Brainspring Structures | Brainspring Structures | Brainspring Structures | | | | | | | | | | |

| Name of School(s) and links to SIPs | Support Requested | District Support | Progress Monitoring |
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| Lonoke Primary | <p>Phonics First , 95% Group, Wit & Wisdom Training</p> <p>Interventionist (paras to provide tiered intervention)</p> <p>Acadience</p> <p>Club 3R</p> <p>PLCs</p> | <p>Professional development and instructional materials were provided to each staff member trained (all new literacy and SPED teachers, and Administrators have been trained)</p> <p>Professional development and materials were provided to each paras trained and they will be included in the PLC process.</p> <p>Professional development and materials will be provided for data entry and reporting services</p> <p>LPSD is providing funding for books and incentives to help students develop academic vocabulary, fluency, and reading comprehension.</p> <p>We have provided continuing onsite professional development with Solution Tree.</p> | <p>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.</p> <p>Building principals will ensure that paras are using materials that align with SoR and ELA curriculum.</p> <p>Building principals and Dyslexia specialist will review reports/data to form instructions.</p> <p>Building principals will receive monthly reports from media specialists that support the initiatives.</p> <p>Agendas and minutes from monthly or bi-weekly meetings will be reviewed by administrators.</p> |
| Lonoke Elementary | <p>Phonics First, Structures, 95% Group, Wit & Wisdom Training</p> <p>Club 3R</p> | <p>Professional development and instructional materials were provided to each staff member trained (all new literacy and SPED teachers, and Administrators have been trained)</p> <p>LPSD is providing funding for books and</p> | <p>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.</p> <p>Building principals will receive monthly reports</p> |

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| <p>Lonoke Middle</p> | <p>PLCs</p> | <p>incentives to help students develop academic vocabulary, fluency, and reading comprehension.</p> <p>We have provided continuing onsite professional development with Solution Tree.</p> | <p>from media specialists that support the initiatives.</p> <p>Agendas and minutes from monthly or bi-weekly meetings will be reviewed by administrators.</p> |
| | <p>Phonics First, Structures, 95% Group, Wit & Wisdom, LEXIA Training</p> | <p>Professional development and instructional materials were provided to each staff member trained (all new literacy and SPED teachers, and Administrators have been trained)</p> | <p>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.</p> |
| | <p>Interventionist (para to provide tiered interventions)</p> | <p>Professional development and materials were provided to each para trained, and he/she will be included in the PLC process.</p> | <p>Building principals will ensure that paras are using materials that align with SoR and ELA curriculum.</p> |
| | <p>Spark Platform</p> | <p>Training and curriculum used to support the School of Innovation (Envision).</p> | <p>Monitor student and teacher usage reports on the platform monthly.</p> |
| | <p>PLCs</p> | <p>We have provided continuing onsite professional development with Solution Tree.</p> | <p>Agendas and minutes from monthly or bi-weekly meetings will be reviewed by administrators.</p> |
| <p>Lonoke High</p> | <p>Spark Platform</p> | <p>Provide funds for course remediation and credit recovery. Training and curriculum used to support the School of Innovation (Envision).</p> | <p>Monitor student and teacher usage reports on the platform monthly. Monitor student usage reports on the platform monthly. Report from the principal showing how many students recover credit.</p> |
| | <p>Professional Development (PLCs)</p> | <p>We have provided continuing onsite professional development with Solution Tree.</p> | <p>Agendas and minutes from monthly or bi-weekly meetings will be reviewed by administrators</p> |

| District Needs Assessment | Support Requested | District Support | Progress Monitoring |
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| | <p>iReady (K-12)</p> <p>Curriculum Director</p> <p>Dyslexia Specialists</p> <p>WDMESC Literacy Specialists</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 characteristics 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 Educator Effectiveness System, 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 SoR data, PLC 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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| | Technology | LPSD has purchased Chromebooks for student use and has purchased several web-based programs and software (iReady, SPARK platform, and LEXIA 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 formative assessments, reading behaviors check lists)
- Data from assessment programs and classroom walkthroughs (ACT Aspire, I-Ready, DIBELS, & Educator Effectiveness System) 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 iReady and comparisons from ACT Aspire and ATLAS, Growth in Phonics First assessments and other initial screeners will also be monitored for progress.