

Lonoke School District
2024-2025 District Support Plan
BOE approval on 8/27/24

District	Lonoke School District
Superintendent	Jeff Senn
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Science of Reading	Lonoke SoR 24-25 Plan

DISTRICT SUPPORT PLAN FOR LITERACY	
Data Analyzed to determine needs	ESSA Index Reports, ACT Aspire/ATLAS, 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 ATLAS (grades 3-10) by 5% when tested in the spring of 2025. 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"> 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. Additionally, we will provide computer-based remediation for K-8 through iReady. 6. Provide tiered reading interventionists. 7. Provide a Strategic Reading course and professional development for staff to implement in 6th & 9th grade. (Lexia)
<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, 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>

Literacy Curriculum and professional learning that is aligned to the Science of Reading .	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

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 .

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.

Name of School(s) and links to SIPs	Support Requested	District Support	Progress Monitoring
Lonoke Primary	Phonics First , 95% Group, Wit & Wisdom Training	Professional development and instructional materials were provided to each staff member trained (all new literacy and SPED teachers, and Administrators have been 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 tiered 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.
	Club 3R	LPSD is providing funding for books and incentives to help students develop academic	Building principals will receive monthly reports from media specialists that support the initiatives.

Lonoke Elementary	PLCs	vocabulary, fluency, and reading comprehension. We have provided continuing onsite professional development with Solution Tree.	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 instructional materials were provided to each staff member trained (all new literacy and SPED teachers, and Administrators have been 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.
	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.
	PLCs	We have provided continuing onsite professional development with Solution Tree.	Agendas and minutes from monthly or bi-weekly meetings will be reviewed by administrators.
Lonoke Middle	Phonics First, Structures, 95% Group, Wit & Wisdom, LEXIA Training	Professional development and instructional materials were provided to each staff member trained (all new literacy and SPED teachers, and Administrators have been 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 interventions)	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.
	Spark Platform	Training and curriculum used to support the School of Innovation (Envision).	Monitor student and teacher usage reports on the platform monthly.
	PLCs	We have provided continuing onsite professional development with Solution Tree.	Agendas and minutes from monthly or bi-weekly meetings will be reviewed by administrators.

<p>Lonoke High</p>	<p>Spark Platform</p> <p>Professional Development (PLCs)</p>	<p>Provide funds for course remediation and credit recovery. Training and curriculum used to support the School of Innovation (Envision).</p> <p>We have provided continuing onsite professional development with Solution Tree.</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>Agendas and minutes from monthly or bi-weekly meetings will be reviewed by administrators</p>
<p>District Needs Assessment</p>	<p>Support Requested</p>	<p>District Support</p>	<p>Progress Monitoring</p>
	<p>iReady (K-12)</p> <p>Curriculum Director</p> <p>Dyslexia 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</p>	<p>We have utilized iReady in grades 6-8. That is being monitored by building level principal and reported to 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, Susanna Gann District Dyslexia Coordinator, and Wilbur Mills Co-op specialist will also drive changes in curriculum to meet SoR and state law. 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.</p> <p>Guiding dyslexia work with support of Melissa Edwards, Susanna Gann , and Wilbur Mills Co-op</p>

	<p>Technology</p>	<p>provide interventions for students who are diagnosed and who show characteristics of Dyslexia.</p> <p>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).</p>	<p>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>Monitor student and teacher usage reports on the platform monthly.</p>
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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 checklists, ATLAS)
- Data from assessment programs and classroom walkthroughs (ACT Aspire/ATLAS, 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.