

Lonoke School District  
2020-2021 District Support Plan

(Approved by Board in August and uploaded to website Sept. 1)

<b>District</b>	Lonoke School District
<b>Superintendent</b>	Dr. John Tackett
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(Theory of Action and District goals may be added before or after the R4L Plan--Ready 4 Learning Plan,  
Literacy Plan and 1003 Grant Plan may be linked in this document or added below.)

ARKANSAS READY FOR LEARNING PLAN

See School District Ready For Learning Reopening Plan in the link below:

[Lonoke School District Re-Entry Plan](#)

[Parent Friendly Re-Entry Plan](#)

Ready for Learning Expectations

Guiding Questions

<ul style="list-style-type: none"> <li>• Ensure the continuity of teaching and learning by providing:</li> </ul>	<ul style="list-style-type: none"> <li>• a guaranteed and viable curriculum that includes:</li> </ul>	<p><b>Essential Standards:</b></p> <ul style="list-style-type: none"> <li>• <i>LPSD had a group of teachers from each grade and content areas (math and literacy) work to complete a gap analysis for our district. The DESE playbook was used as a guide but teachers identified where we left off in March, what learning occurred between March and May, and what essentials were not taught. Based on that information, lessons and common assessments were linked into a document that then was shared with the grade band above. Then those teachers took that information and placed the missing essential standards into either lessons to be taught upon return to school in August or skills they can embed in new learning throughout the year. Those documents are now shared with all teachers district wide.</i></li> <li>• <i>Teachers also used the guides from Wit and Wisdom to better pace new learning. Teachers underwent training in that curriculum in August and also a new diagnostic test, iReady.</i></li> <li>• <i>The district, with supported resources from our co-op, has shared resources for google classroom. This is a platform we will share lessons and recorded lessons through. Professional development surveys completed in the district also allowed some teachers in the district opportunities to lead and teach others based on needs identified. On Fire (Spark) LMS is also being utilized for students in our schools of innovation models. Teachers were trained in 2018 and spring 2020.</i></li> </ul> <p><b>Equitable Access:</b></p> <ul style="list-style-type: none"> <li>• <i>The district worked with Aristotle to secure mobile access areas for areas in our district with no internet access. In addition, the district secured 300 mobile hotspots to give students who do not have internet access at home, but have cell service. The district will pay at minimum the first 3 months of service for those hot spots. To ensure equity teachers have been trained in allowing students access to lessons and to teachers with flexibility.</i></li> <li>• <i>Teachers will continue to learn how to assess students in class and virtually. The district has contracted with an outside consultant for blended learning support who is assisting with assessment questions and concerns as they arise.</i></li> <li>• <i>Lonoke School District will continue to run our district-wide Rtl models on campus. For those students learning virtually, they will continue to receive interventions from teachers and other support staff. Those sessions will be logged and documented. Progress monitoring will continue over virtual platforms, parents will be notified of progress (or if there is a lack of progress made), and further referrals or dismissals from Rtl can be made.</i></li> <li>• <i>iReady will be used as a diagnostic tool k-8 and with a select group of students at the high school level. Other diagnostic assessments will be completed either virtually or made available for students at home to complete virtually with the teacher (if they needed a copy or specific book/passage we would ensure they had that at home if needed.)</i></li> <li>• <i>Teachers will be available for student participation and interaction daily through google classroom, hangout, meet, or zoom. To monitor if students are active, daily check-ins will include but not limited to google forms for check-in, completed</i></li> </ul>
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		<p><i>assignments, the use of GoGuardian, and phone check in with families.</i></p> <ul style="list-style-type: none"> <li>• <i>Are all teachers including those with virtual classes, part of the PLC process? Meetings are scheduled weekly for PLCs. Those meetings happen in person, but are flexible to become virtual based on conditions related to COVID (examples: increase social distancing/cross contamination, teachers at home/quarantined, etc.)</i></li> <li>• <i>Virtual classes follow the same year-long pathway with the same essential standards as face-to-face classes. Flexibility will be given however for students with the understanding that some have to wait for parental support to return from work, many still have limited access to the internet or are sharing bandwidth with siblings, some students may be working to support family, and some students are caregivers for younger siblings.</i></li> </ul>
	<ul style="list-style-type: none"> <li>○ <i>blended learning (K-12), and</i></li> </ul>	<p><b>Students who choose virtual:</b></p> <ul style="list-style-type: none"> <li>• <i>The classroom teacher that is assigned to that grade level (homeroom) or subject area will provide instruction for virtual students.</i></li> <li>• <i>The same curriculum that students have access to on campus will be made available to those off campus. Phonics First, Structures, Wit and Wisdom, and mathematical thinking through CGI is our base k-5. Structures and Wit and Wisdom are used in grades 6-8. Teacher created curriculum based on AR state standards and are also used in secondary grades.</i></li> <li>• <i>Science of Reading is still our main focus in grades k-5. Teachers will coordinate with families for multisensory materials that may be found in the home. The district will do food deliveries to virtual students and learning materials can also be sent out with these meal deliveries. If there is a need for multisensory materials, they can be included. The district has purchased the online lessons for Wit and Wisdom to allow virtual options for our students and teachers.</i></li> <li>• <i>Students will be scheduled for virtual learning with an understanding that access may have to be granted at flexible times based on student and family's needs. Students will not be expected to be online for a whole school day as that continues to promote traditional learning models, in which this is not.</i></li> <li>• <i>We will allow families the opportunity to flex back and forth between virtual and face to face as needed. If families feel the on campus option becomes unsafe for their child, they may allow them to move them to virtual. If parents that have chosen virtual for their children wish to return their children to on campus learning, that will be allowed as those students are already scheduled in those homerooms/classes.</i></li> </ul> <p><b>Students who choose face-to-face:</b></p> <ul style="list-style-type: none"> <li>• <i>Blended learning will begin day one with on campus learners. The use of google classroom (On Fire/Spark for School of Innovation students) will be incorporated into the classroom and how students access assignments.</i> <ul style="list-style-type: none"> <li>○ <i>Certified teachers of record will provide the instruction</i></li> <li>○ <i>Curriculum mentioned above is also accessible for our on campus learning: Phonics First/Structures, Wit and Wisdom, CGI problem solving,</i></li> </ul> </li> </ul>

		<p>and teacher created units</p> <ul style="list-style-type: none"> <li>○ Science of Reading is still our main focus in grades k-5. Teachers will continue to follow the evidence based practices learned through science of reading pathways. Multisensory materials are still in use. If we have to pivot to virtual learning district wide, and if there is a need for multisensory materials, they can be included. The district has purchased the online lessons for Wit and Wisdom to allow virtual options for our students and teachers. Teachers are already planning lessons that align with science of reading (Phonics First, Structures Heggerty, Kilpatrick, 95% Group) virtually based on the success of some from last spring.</li> </ul>
	<ul style="list-style-type: none"> <li>○ diagnostic assessments (K-8)</li> </ul>	<p><b>Diagnostic assessments:</b></p> <ul style="list-style-type: none"> <li>● KG-2nd: ARan, DIBELS, PAST, Phonics First Assessments (as needed) iReady</li> <li>● 3-5: DIBELS, Phonics First/Structures Assessments (as needed), iReady</li> </ul>
<ul style="list-style-type: none"> <li>● Identify how to address unfinished learning from the prior year by using:</li> </ul>	<ul style="list-style-type: none"> <li>● Arkansas <a href="#">Playbook</a>:</li> <li>● <a href="#">Planning for Re-engagement</a></li> <li>● district-developed resources</li> </ul>	<p><b>Unfinished learning:</b></p> <ul style="list-style-type: none"> <li>● The AR Playbook has already been used as a beginning launch point for the district's learning gap analysis.. Teachers have access to the Playbook as well as our special educators with students with severe cognitive disorders to the Playbook Companion. With the use of the Playbook, the district was able to gauge areas that may need to be addressed based on teacher input and feedback on where they left off when on campus learning was discontinued in March. Unfinished learning has been addressed in our district gap analysis and paced for this current year to ensure that those standards are addressed and mastered.</li> </ul>
<ul style="list-style-type: none"> <li>● Utilize a Learning Management System</li> </ul>		<p><b>Learning Management System:</b></p> <ul style="list-style-type: none"> <li>● LPSD is utilizing Google Classroom as our learning platform for all students k-12. Students in the school of innovation will use On Fire (Spark). All students will have access to these platforms regardless if they are on campus or off campus learners.</li> </ul>
<ul style="list-style-type: none"> <li>● Schedule teacher training for how to use the LMS</li> </ul>		<p><b>Professional Learning for LMS:</b></p> <ul style="list-style-type: none"> <li>● To provide professional development for our LMS, resources, videos, and in person support have been given to teachers over the span of the spring and summer. A digital learning professional development survey was given and based on the feedback from that survey, learning was prioritized, staff who were 'experts' were identified and given opportunities to lead their peers (high emphasis in Google and OnFire (Spark). A consultant was also brought in to support teachers in <a href="#">blended learning models</a>.</li> <li>● LPSD took advantage of the delayed school start and utilized that time to provide face to face support for teachers for blended learning. Teachers were also allowed 3 flex days to gain individual support in the LMS and for blended learning and digital support that was provided. Also, support teams and PLCs continued in the spring to begin work on these learning platforms to ensure teacher and student success.</li> <li>● Ongoing support will be given through our curriculum director, Melissa Edwards.</li> </ul>

	<p><i>She works closely with our co-op to support our teachers and staff. The outside consultant also is available for teachers via email/phone and will make visits to the district as planned.</i></p>
<ul style="list-style-type: none"> <li>Schedule teacher training for blended learning (delivery of instruction)</li> </ul>	<p><b>Professional Learning for Blended Learning:</b></p> <ul style="list-style-type: none"> <li><i>Administrators were given training in blended learning models. For teachers, a consultant was also brought in to support them in <a href="#">blended learning models</a>.</i></li> <li><i>LPSD took advantage of the delayed school start and utilized that time to provide face to face support for teachers for blended learning. Teachers were also allowed 3 flex days to gain individual support for blended learning and digital support that was provided. Also, support teams and PLCs continued in the spring to begin work on these learning platforms to ensure teacher and student success.</i></li> <li><i>Ongoing support will be given through our curriculum director, Melissa Edwards. She works closely with our co-op to support our teachers and staff. The outside consultant also is available for teachers via email/phone and will make visits to the district as planned.</i></li> <li></li> </ul>
<ul style="list-style-type: none"> <li>Provide support for parents and students</li> </ul> <p>Parent links:</p> <p><a href="#">Parent Page on DESE Website</a></p>	<p><b>Training:</b></p> <ul style="list-style-type: none"> <li><i>Based on feedback given in the spring of 2020, LPSD feels the best way to support students and families is to provide instruction at open houses, share information digitally and on paper if requested, and start with the basics. It was clear in the spring that the majority of our families need assistance navigating online learning platforms with success.</i></li> <li><i>Training that will support our parents and students:</i> <ul style="list-style-type: none"> <li><i>LMS: Students will receive training by using this daily on campus. Parents will have access to digital support and paper resources as requested. Parents and students that are virtual learners will receive support at a 1:1 open house meeting with the teacher.</i></li> <li><i>Blended Learning: Students on campus will be immersed in this daily. Parents will receive information and support (digitally or resources as requested) to understand what the students are doing at school so if a virtual move is made, they can support at home.</i></li> <li><i>Virtual Etiquette/Digital Citizenship: This is explained in our usage agreement that will be signed by parents and students. Also, our library/media specialists/counselors will also help share out this information.</i></li> <li><i>Electronic Device-How To: Students with the exception of incoming KG have had access to chromebooks previously and understand how to work the device. We have a support number for parents or students to call for troubleshooting.</i></li> </ul> </li> </ul>

- *The district will reevaluate current needs and successes in September to better gauge the need for more ongoing support for parents and students. Support will be tailored to needs that are identified and made available in person, digitally, or through printed resources (as requested).*

**Student Supports:**

- *The district will address student services in the following areas (F2F and Virtual)?*
  - a. English Learners- F2F- Services will be aligned with past practices to support these students on campus with interventions based on student need. Students learning virtually will receive these interventions digitally through face to face interventions virtually.*
  - b. Dyslexia-Services will be aligned with past practices to support these students on campus with interventions based on student need. Students learning virtually will receive these interventions digitally through face to face interventions virtually.*
  - c. Special Education-Students services will be provided on campus in the typical format with the addition of more blended opportunities for these students. Students learning virtually will have access to recorded lessons, and digital access to teachers throughout the day for additional support. Teachers are documenting accessibility to meet minute requirements per their IEP. Teachers of students with severe cognitive disabilities are utilizing the Playbook Companion Guide. No live stream of classes will occur to protect the privacy of students with IEPs in the classrooms.*
  - d. Mental Health: Counselors will be available to students both on and off campus. Sessions can take place in person or digitally. If a virtual learner needs to return to campus for counseling services, they will not be denied that opportunity. Teachers have been made aware to help assess for changes in mental health due to COVID for our virtual learners and refer to school counselors if they see a need for services/concerns/changes in behavior.*
  - e. Occupational Therapy & Physical Therapy; These related services will be available on campus for on and off campus learners. For those off campus learners, our OT/PT provider, Allied Therapy will provide teletherapy, meet them on campus, or allow in office visits at their Ward location. Consent forms will be signed by parents for these off campus services.*
  - f. Speech: Will be available on campus for both on and off campus learners. For those off campus learners, our SLPs will provide teletherapy if they so request. A consent form will be signed by parents for those off campus services.*

	<p>g. <i>Gifted and Talented; Services will be aligned with past practices to support these students on campus with services. Students learning virtually will be included in the program digitally and receive any materials needed through delivery from the district. Students will be allowed on campus for GT even if they are virtual learners.</i></p> <p>h. <i>Interventions: Services will be aligned with past practices to support these students on campus with interventions based on student need. Students learning virtually will receive these interventions digitally through face to face interventions virtually.</i></p> <p>i. <i>Evaluations: For any student needing evaluations, they will be asked to return to campus in a secured location for student and staff safety.</i></p> <ul style="list-style-type: none"> <li>• <i>LPSD is wireless district-wide. All school issued devices work on that wi-fi. The high school is a remote access location or a digital hub. Other areas throughout the district are the Armory on HWY 70 and Furlow Grocery on HWY 89. They are live 24 hours a day 7 days a week for ongoing digital access.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Provide a communication plan for interacting with parents, students, and the community</li> </ul>	<p><b>Two-way Communication:</b></p> <ul style="list-style-type: none"> <li>• <i>Teachers will provide weekly check-ins with virtual students. Our parent facilitators will provide a google form for feedback that will be live on school websites and shared on social media for ongoing questions, needs for support, and best ways for us to follow up with them.</i></li> <li>• <a href="#"><u>Parent Communication</u></a></li> </ul>

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. <a href="#"><u>See Table 1</u></a> for explanation of waivers with text of statutes, rules, and standards for accreditation.
Ark. Code Ann. 6-17-117 (Non Instructional duties - only for the purpose of implementing ADH requirements and guidelines regarding health and safety)	<p><i>Example: Teachers may be assigned non-instructional duties during the school day for more than 60 minutes per week, without additional compensation, if necessary to implement ADH requirements (such as but not limited to: sanitation, duty to ensure physical distancing of students for learning, recess, lunch, arrival and dismissal times).</i></p> <p><b>Teachers will be needed to oversee temperature screening stations as students enter buildings each morning as well as supervise students during class transitions to ensure social distancing and mask wearing. Additional duty may be assigned based on need.</b></p>
Ark. Code Ann. 6-17-204(b) (Teacher contracts - only for the purpose of adopting model policies necessary to	<p><b>The district adopted the ASBA Model Policy for Covid-19 Emergency-Resolution in-order to implement the Arkansas Ready to Learning Model for the 2020-2021 school year. Changes to policies on or after July 1, 2020 will not be required to have approved by the majority of licensed personnel .</b></p>

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)	<b>The district adopted the ASBA Model Policy for Covid-19 Emergency-Resolution in-order to implement the Arkansas Ready to Learning Model for the 2020-2021 school year. Changes to policies on or after July 1, 2020 will not be required to be submitted to the personnel policy committee before the board votes.</b>
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)	<b>The district adopted the ASBA Model Policy for Covid-19 Emergency-Resolution in-order to implement the Arkansas Ready to Learning Model for the 2020-2021 school year. Changes to policies on or after July 1, 2020 will not be required to have approved by the majority of classified employees.</b>
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)	<b>The district adopted the ASBA Model Policy for Covid-19 Emergency-Resolution in-order to implement the Arkansas Ready to Learning Model for the 2020-2021 school year. Changes to policies on or after July 1, 2020 will not be required to have approved by the classified personnel policy committee before the board votes.</b>

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:

<b>Waivers</b>	<b>For the waivers you choose to use, explain what that looks like in the district.</b>
<ul style="list-style-type: none"> <li>Ark. Code Ann. 6-16-102(a)(1) through (a)(5)(E)(i)(b), and (c) (School Day)</li> <li>Standard for Accreditation 1-A.4.2 and 1-A.4.3 (School Day)</li> </ul>	<p>The district offering the following options for families:</p> <ol style="list-style-type: none"> <li>1) All virtual with the district providing content and instruction for grades K-12.</li> <li>2) All face to face instruction with the ability to go remote if necessary for grades K-12.</li> <li>3) Face-to-face/Hybrid model for grades 6-12.</li> </ol> <p>These modalities will require this waiver for virtual pathway, hybrid pathway and in the event all student learning goes remotely as determined by the state.</p>



<p>Ark. Code Ann. 6-17-111(a) (Duty-free lunch)</p>	<p><b>The district will not be required to provide a 30 minute duty free lunch if employees are providing instruction virtually at an offsite location or perform other duties as directed away from school premises or when necessary to implement ADH requirements or guidelines, nor to compensate those employees for not receiving a duty-free lunch.</b></p>
<p>Ark. Code Ann. 6-17-114 (Planning time)</p>	<p><b>The district will not be required to provide 200 minutes of planning time weekly to teachers providing instruction virtually from an offsite location, or performing other duties as directed away from school premises, or when necessary to implement ADH requirements or guidelines, nor to compensate teachers for not receiving planning time.</b></p>
<p>Ark. Code Ann. 6-17-211 (Employee leave)</p>	<p><b>Employees providing instruction virtually at an offsite location or perform other duties as directed away from school premises, will not be required to use leave. During school closure or in quarantine/isolation situations in which a teacher can work from home, affected employees will not be required to take leave.</b></p>
<p>Ark. Code Ann. 6-17-812(a)(2) (Class size)</p>	<p><b>In grades 5-12, if a teacher agrees to teach more than the maximum teaching load set forth in the Standards for Accreditation and rules then the class size may be exceeded</b></p>
<ul style="list-style-type: none"> <li>● DESE Rules Governing Class Size and Teaching Load, Sec. 3.00 and 4.01 through 4.03</li> </ul>	<p><b>In the virtual class setting or blended/remote setting, the class size may need to exceed maximum class size for part of the day or all day. Maximum class sizes: K- 20:1; 22 with ½ time aide; 1-3- 25:1; 4-6- 28:1; 7-12- 30:1; K-6 PE- 30:1</b></p>
<ul style="list-style-type: none"> <li>● DESE Rules Governing Student Special Needs Funding, Sec. 4.03.2 through 4.03.2.2.1</li> </ul>	<p><b>This waiver may be needed in the event students work in a virtual setting off-site. ALE; K-6-- 10:1, 12 with para; 7-12- 15:1, with para 30 with para if PE</b></p>
<ul style="list-style-type: none"> <li>● DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public</li> </ul>	<p><b>Class size may need to be exceeded in the event PE instruction is primarily through a virtual platform. K-6: 30:1</b></p>

Schools, Sec. 7.10.1 and 7.10.2	
<ul style="list-style-type: none"> <li>Standard for Accreditation 1-A.5</li> </ul>	<b>District will not be required to comply with the provisions of laws and rules regarding class size waived as specified above.</b>

### DISTRICT SUPPORT PLAN FOR LITERACY

(Required for schools receiving Level 3, 4, or 5 support) Link Plan in Indistar.

Explain the needs assessment process used to identify the focus of the school level improvement plan(s). [PLAN]

<p><b>What data was analyzed to determine needs?</b></p> <p><i>ESSA Index Reports, ACT Aspire, IStation, Dibels, ACT score reports</i></p>
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District Literacy Plan	District Literacy Plan
(1) Goals for improving reading achievement throughout the district	<p>Increasing student grading performance on the reading portion of ACT Aspire (grades 3-10) by 5% when tested in the spring of 2019. 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> <p><b>#1:</b> Provide support from highly trained personnel to support initiatives targeted to impact students that show characteristics of dyslexia.</p> <p><b>#2;</b> Provide support from the district level to align literacy curriculum resources including new curriculum, Wit and Wisdom, offer professional support, and share best practices through collaborative team meetings.</p> <p><b>#3</b> Utilize resources provided by our local education cooperative, Will Mills Co-Op.</p>

	<p><b>#4:</b> 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 tier I interventions. Elementary teachers were trained in R.I.S.E. and filter instruction and interventions through the evidence-based practices supported through that initiative. Writing instruction is addressed through Wit and Wisdom with extra training provided by the district for this shift.</p> <p><b>#5:</b> Provide remediation opportunities for students at LHS through Odysseyware. Also provide computer based remediation k-8 through iReady and diagnostic testing k-11 (9-11 with School of Innovation students) through Iready.</p> <p><b>#6;</b> Provide certified reading interventionists</p>
<p>(2) 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, ELL, and GT.</p> <p>Goal #3: Wilbur Mills is paid through professional development funds.</p> <p>Goal #4: Brainspring materials and professional development is paid from ESA and professional development funds.</p> <p>Goal #5: ESA funds are paying for Odysseyware at LHS to provide remediation in areas where students were not successful, as well as funds 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>**The district was awarded the CLSD grant to purchase and train for Wit and Wisdom.</p>
<p>Literacy Curriculum and professional learning that is aligned to the science of reading.</p>	<p>K-3: Phonics First, K-2 Heggerty, 4-8 Structures, 3-5 Kilpatrick, 6-8 95% Group , 9-12 structures, 9-12 95% group. We are working to bring 95% group down to K and use that as our intervention tool K-12. These address the bottom portion of Scarborough’s Rope. To address the top portion, the district is using Wit and Wisdom k-8. Additionally, we would like to add Vocabulary Surge Unleashing the Power of Words to 6-12 intervention.</p> <p>6-8 Teachers are using Structures with our struggling students, but will work to bring that instruction mainstream in general education classes. In addition to Phonics First and Structures we use Kilpatrick to address the phonemic awareness component during Dyslexia interventions. Once the state dyslexia and reading intervention program list is released and approved the district will make decisions/adjustments necessary to shift the program and interventions .</p> <p><a href="#">District Reading and SoR pathways</a></p>

Name of School(s)	Support Requested	District Support	Strategy Code
<p><b>Link School Level Plans</b></p> <p><a href="#">Lonoke Primary</a></p> <p><a href="#">Lonoke Elementary</a></p> <p><a href="#">Lonoke Middle School</a></p> <p><a href="#">Lonoke High School</a></p>	<p>Primary/Elementary/Middle School</p> <p><b>Phonics First &amp; Structures Training</b></p> <ul style="list-style-type: none"> <li>Professional development and materials were provided to each staff member trained (all new literacy and SPED teachers, as well as most administrators)</li> </ul> <p><b>iReady (included 9-11 for LHS SOI students)</b></p> <ul style="list-style-type: none"> <li>Web-based literacy program that provides remediation and supplemental instruction to students, as well as administers grade-equivalent assessments based on state standards.</li> </ul>	<p>The items listed in school improvement plans as needed for support have been provided to schools by means of Federal, ESA, other categorica, or operation funds.</p> <p>The district is committed to supporting staff in continuous learning. Extensive professional development has been given to teachers and staff for blended learning, learning management systems, SoR, Wit and Wisdom, writing, iReady, DIBESL, PAST, and other diagnostic testing support, and equity with an emphasis on our African American subpopulation.</p>	<p>2, 3</p> <p>2,3</p>

	<p><i>District Wide</i></p> <p><b>Curriculum Director</b></p> <ul style="list-style-type: none"> <li>● LPSD has hired 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.</li> </ul> <p><b>Dyslexia Specialists</b></p> <ul style="list-style-type: none"> <li>● LPSD has hired a Dyslexia specialist and support staff to address gaps in phonemic awareness and provide interventions for students who are diagnosed and who show markers of Dyslexia.</li> </ul> <p>WDMESC Literacy Specialists</p> <ul style="list-style-type: none"> <li>● LPSD utilizes specialists from our local cooperative to assist teachers with designing and implementing effective teaching</li> </ul>		<p>3</p> <p>2</p> <p>2,3</p>
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	<p>strategies and to assist with the SoR initiatives.</p> <p><b>Technology</b></p> <ul style="list-style-type: none"><li>● LPSD has purchased chromebooks for student use and has purchased several web-based programs and software (iReady, Odysseyware) to supplement classroom instruction.</li></ul> <p><b>Intervention and Support</b></p> <ul style="list-style-type: none"><li>● LPSD has employed paraprofessionals to provide supplemental interventions in literacy to students who are not proficient in reading.</li></ul>		<p>2</p> <p>2</p>
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Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s). [DO]

- 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.
- 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 and Structures.
- Guiding curriculum work with support of Melissa Edwards and Wilbur Mills Co-op specialist will also drive changes in curriculum to meet SoR.
- 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.
- July, November, February, March, and April are scheduled checkpoints for district level administration to review data. (Specific dates set based on administrative meetings for the month) (Melissa Edwards, curriculum director, Amanda Rather, Assistant Superintendent, and Dr. John Tackett, superintendent are district level administration)

Explain how the district will evaluate the school-level improvement plan for progress. This explanation should include clearly defined expectations. [check]

- 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.
- Data from assessment programs (I-Ready, Moby Max, DIBELS, & EdRelect) will be used to measure student and staff growth.
- Classroom data (fluency checks, progress monitoring, common assessments, reading behaviors check lists)
- 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.
- 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.

**Rubric for district support plan (for information only):**

Status	Support Plan [plan]	Monitoring Timeline and written expectations [do]	Evaluation timeline and expectations [check]
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Approved	<p>Systems are examined and supports are identified that will ensure full implementation of the evidence based practices at the school level.</p> <p>District literacy plan addresses goals and prioritization of funding.</p>	Monitoring the timeline is explicit and written expectations are clear.	Evaluation timeline is explicit and written expectations are clear.
Needs Improvement	<p>Support plan does not address the identified needs of the schools and district.</p> <p>No support plan submitted.</p>	Monitoring timeline and written expectations are not provided or need clarity.	Evaluation timeline and written expectations are not provided.

**DISTRICT PLAN FOR SCHOOLS RECEIVING 1003 FUNDS (Only required for schools receiving those funds) This plan is in Indistar.**