



District Plan of Support 2019-2020

PLAN

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.

- 2019 Students Scoring in Need of Support in Reading - 5877/12174 or 45.3%
- 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.

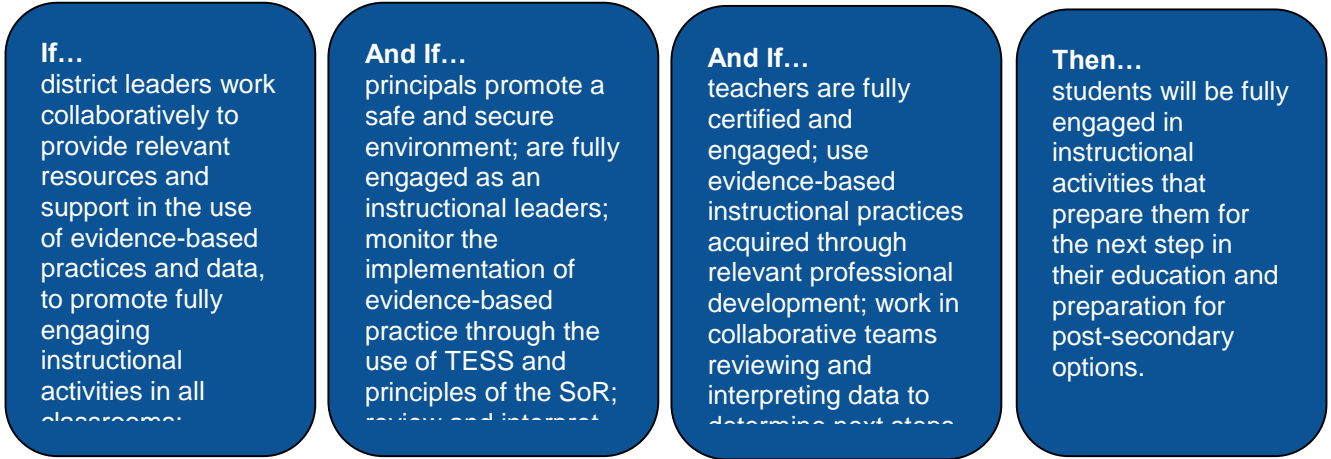
Priorities:

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.

Goals:

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.

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	October 2019	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	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	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.
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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 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>
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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
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

*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.