

## District Support Plan 2020-2021 - Optional Template

**Directions:** Insert a link to your district support plan, or copy and paste your district support plan in the box below. Please highlight the literacy plan requirements as defined by Act 1082.

<b>District</b>	Hope
<b>Superintendent</b>	Dr. Bobby Hart
<b>Superintendent Email</b>	bobby.hart@hpsdistrict.org
<b>Superintendent Phone</b>	(870) 722-2700

**Please insert the District Support Plan here:**

Literacy District Support Plan

June 11, 2020

Explain the needs assessment process used to identify the focus of the school level improvement plan(s):

Examination of ACT Aspire test scores -- revealed a need to focus on literacy

Examination of Renaissance (STAR) data -- three times year (beginning, middle & end)

Classroom observation

Professional Development needed for curriculum/curriculum alignment

Surveys indicated professional development on skill specific areas addressing literacy development

Goals for improving reading achievement throughout the district:

HPSD will increase reading achievement throughout the district by 5% -- May 2021 according to the ACT Aspire and STAR Reading exams.

Monitoring and evaluating the progress of the district reading goal will be conducted by the following:

Carla Narlesky, District School Improvement Specialist

Building Principals -- Ashlea Stewart, Roy Turner, Mike Radebaugh, Carol Ann Duke, Bill Hoglund

Instructional Facilitators -- Virginia Moore, Lacey Robbins, Melissa Sonji Flemons, Tisha Hunter

Joselyn Wiley, Assistant Superintendent of Special Programs

Progress monitoring will occur during the following months:

STAR Reading Assessment -- September, December/January, May

ACT Aspire -- April, May

Re-evaluation the current Essential Standards with Learning Targets and Skill progressions focused on reading

Provide actionable feedback to teachers using fidelity checks created based on curriculum.

Use the streamlined RtI process for targeting students below grade level.

Prioritization of funding:

Paraprofessionals

Professional Development for Benchmark Literacy

Professional Development for Waterford Reading Academy

Professional Learning Communities

Schools Involved: CPS, BHE, YMS, HAPS, HHS

Support: Essential Standards

District Support: Professional Development over Essential Standards, Learning Targets & Skills Progressions will occur.

Strategy Code: 2

School Involved: CPS, BHE, HAPS

Support: Waterford Reading Academy

District Support: Professional Development over use of Waterford Reading Academy and small group instruction

Strategy Code: 2,3

Schools Involved: CPS, BHE, YMS, HAPS, HHS

Support: RISE and Science of Reading Professional Development

District Support: Time for training; Use of Early Release time for concept development

Strategy Code: 2,3

Schools Involved: CPS, BHE

Support: Paraprofessionals within the Classroom

District Support: Paraprofessionals will be hired to work within the elementary classrooms for additional support.

Strategy Code: 1

Schools Involved: HHS

Support: iLiteracy Program (in conjunction with English class)

District Support: Funding for iLiteracy teacher and program

Strategy Code: 2,3

Explain how the district will monitor the fidelity of implementation of the school-level improvement plans:

The district will hold weekly meetings with principals to discuss the focus of literacy. A 45-day report will be submitted to the district which shall include but is not limited to literacy development -- 3 week unit (D's & F's) along with professional development and/or PLC information completed on each campus. The 45-day report will be presented to the school board upon completion.

Monitoring and evaluating the progress of the district reading goal will be conducted by the following:

Carla Narlesky, District School Improvement Specialist

Building Principals -- Ashlea Stewart, Roy Turner, Mike Radebaugh, Carol Ann Duke, Bill Hoglund

Instructional Facilitators -- Virginia Moore, Lacey Robbins, Melissa Sonji Flemons, Tisha Hunter

Joselyn Wiley, Assistant Superintendent of Special Programs

Progress monitoring will occur during the following months:

Renaissance (STAR) Reading Assessment -- October, February, May

Waterford Reading Academy -- every 9 weeks (minimum)

ACT Aspire -- April, May

During weekly PLC/Collaboration meetings

Explain how the district will evaluate the school-level improvement plan for progress:

The district will review and provide specific feedback to all principals over the 45-day report information. All principals will meet with the superintendent to discuss progress made or the reason for lack of progress. School Leadership Team meetings will be held on a quarterly basis (minimum) to discuss literacy achievement and progress. Minutes of meetings will reflect the discussion and next steps. Professional Learning Communities will be held on a weekly basis on each campus with a focus on literacy development and progress.

Curriculum Used within the Hope Public School District:

Benchmark Literacy (Grades K-6)

Phonics First (Grades K-4)

Benchmark Writing (Grades 2-6)

Waterford Reading Academy (Grades K-6)

Engage NY -- English Language Arts (Grades 7-12)

iLiteracy -- Supplemental in grades 9-10

Lincoln Learning for on-line instruction, as needed (Grades K-12)

Professional Development to enhance Literacy:

All teachers have begun or completed the R.I.S.E and/or Science of Reading professional development.

Additional professional development will be provided during 2020-2021:

Benchmark Literacy \*

Phonics First \*

Waterford Reading Academy

Engage NY -- English Language Arts \*

iLiteracy

Lincoln Learning for on-line lessons

Curriculum revisions for vertical and horizontal alignment of standards incorporating R.I.S.E and/or Science of Reading strategies

\* New hires will receive full professional development. All other teachers will receive a review of the curriculum.

The following is a link to the HPSD Literacy Improvement Plan.

HPSD Literacy Improvement Plan 2020-2021

<https://docs.google.com/document/d/1Xtecm318p7IDE4r1yNpCn3cTjNZtBUMm6DkObGxu63A/edit>  
(<https://docs.google.com/document/d/1Xtecm318p7IDE4r1yNpCn3cTjNZtBUMm6DkObGxu63A/edit>)

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Allocation of Resources should align with the District Support Plan. Please add additional tabs for ESA funds to the 2020-2021 federal budget in Indistar. Directions for upload are provided.

[http://www.arkansased.gov/public/userfiles/Public\\_School\\_Accountability/Federal\\_Programs/REVISED\\_District\\_User\\_Guide\\_FGMS\\_07\\_18](http://www.arkansased.gov/public/userfiles/Public_School_Accountability/Federal_Programs/REVISED_District_User_Guide_FGMS_07_18)  
([http://www.arkansased.gov/public/userfiles/Public\\_School\\_Accountability/Federal\\_Programs/REVISED\\_District\\_User\\_Guide\\_FGMS\\_07\\_18](http://www.arkansased.gov/public/userfiles/Public_School_Accountability/Federal_Programs/REVISED_District_User_Guide_FGMS_07_18))

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### Assurance

- I assure that administration of the District Plan of Support and the programs, practices, activities, and services provided by this plan will be in accordance with all applicable state and federal statutes.
- I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statement, false claims or otherwise.

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**By typing my name in the space provided, I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.**

Dr. Bobby Hart	06/24/20
Superintendent Signature	Date

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**ADE Feedback:**

Close