

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]

Each campus studied various data sources including, but not limited to, Phonics Awareness Skills Screener, Rapid Automatized Naming assessment, i-Ready, ACT Aspire summative assessments, ACT Aspire interim assessments, anecdotal data resulting from classroom observations, etc. The data revealed weaknesses in reading proficiency, which were in turn used to inform instructional practices and curriculum selection. i-Ready, and ACT Aspire interim assessments will be conducted three times a year for progress monitoring.

Literacy Curriculum List

K-2 Amplify-Core Knowledge, Heggarty, Big Bob decodable text, LETRS Foundation Module, Foundations, Shurley Grammar

3-Foundations, Phonics for Reading, Amplify-Core Knowledge, Shurley Grammar

4-Amplify-Core Knowledge, Shurley Grammar

All 5-12 EngageNY Literacy

5-6 small group intervention using 95% group

7-8 Struggling Readers have a class using Language Live

9-10 Struggling readers have a class using Language Live

3-9 i-Ready diagnostic

3-8 Ready Reading by Curriculum Associates for intervention.

[Copy of RISE -Plan](#) highlighted in green or blue have completed the Pathway

District Literacy Plan	
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<p>(1) Goals for improving reading achievement throughout the district</p>	<p>Stuttgart School District literacy goals: Increase the number of students in each grade K-2 who are reading on grade level based on the state approved assessment (currently i-Ready) by 10% yearly. Increase the number of students in grades 3-10 who meet the ACT Aspire readiness benchmark by 15% within 3 years (2024) Increase the number of graduates meeting the ACT reading readiness benchmark by 20% within five years. (2026)</p> <p>Park Avenue Elementary: K-2 By the end of the 2021-22 academic year, 10% more students in each of K-2 grades will demonstrate reading on grade level. Increase the percentage of students in grades 3 and 4 scoring ready or exceeding on the ACT Aspire. Gr. 3 -23.4% - Targeted level 35% Gr. 4 -29.5% - Targeted level 35%</p> <p>Meekins Middle School: Increase the percentage of fifth and sixth grade students meeting the reading readiness benchmarks as measured by the annual ACT Aspire summative assessments by 7%.</p> <p>Stuttgart Junior High: Increase the percentage of students meeting the projected growth in reading on the ACT Aspire by 7%</p> <p>Stuttgart High School: Increase the percentage of students meeting the College and Career Readiness Standards for reading as measured by the ACT Aspire and ACT assessments by 7%.</p> <p>Building level principals have attended the six days of RISE Proficiency training.. All returning certified staff have completed either the RISE Proficiency or RISE Awareness by the end of the school year 2021. 7-12 Literacy teachers were required to participate in the six days of RISE proficiency training. (2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.</p> <p>All new hires will either show proof of completing RISE/Science of Reading training or will be assigned to the appropriate professional development.</p> <p>The Stuttgart School District is a recipient of the CLSD Grant. The majority of the funds allocated for the 2020-2021 school year was utilized to contract with a literacy coach from Solution Tree to meet with the grades 5-12 literacy teachers, 5-12 literacy resource teachers, 5-12 principals, the district 5-12 literacy coach and the assistant superintendent for the development of essential standards and common formative assessments. The K-4 building is in cohort 3 of the Arkansas PLC grant. The 5-6 is in cohort 5 of the Arkansas PLC grant.</p> <p>The second year of the CLSD Grant funds will be used to purchase Geodes. These books supplement the approved literacy curriculum Foundations.</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>ESA state categorical funds will be used first to provide support and resources to improve reading instruction. *A portion of three Prek teachers' salaries and benefits * Support the summer book mobile program *Employee Dyslexia Coordinator *Employee Dyslexia CALT *Employee Dyslexia paraprofessional *Employee Two literacy facilitators *Purchase instructional materials and supplies for literacy classes Title I funds will be used to supplement any additional curriculum and materials to enhance learning. Title I funds will be used to hire a K-2 literacy interventionist. Title I funds will be used to provide additional time through before</p>

and after school tutoring and summer school. Title IIa funds will be used to contract an Instructional Specialist employed by Solution Tree. Title IIa funds will be used to pay mentors to support the new hires. ELL state categorical funds are used to hire a paraprofessional to give support to our ELL students.

Name of School(s)	Support Requested	District Support	Strategy Code
Park Avenue Elementary	Phonics materials, writing materials	Academics: Purchased Heggarty materials for Prek-2; K-3 Fyndations, 1-4 Shurley Grammar, Amplify Core Knowledge	1: safe/collaborative 2: effective instruction 3: viable curriculum 3
Park Avenue Elementary	Professional Development materials to support the RISE training	Provide books for RISE Training that exceeded the number provided by ADE: LETRS Foundation Module, Equipped for Success, Essentials of Assessing, Preventing, and Overcoming Reading Difficulties, Uncovering the Logic of English: A Common Sense Approach to Reading, Spelling and Literacy All K-4 staff, with the exception of the new hires for this school year, have completed all six days of RISE. The new hires have either completed the RISE pd at their previous district., are in	2

		the APPEL program or the MAT program. Julie Dyer, literacy specialist, is providing reading strategies to the new hires after school monthly.	
Park Avenue Elementary	Additional literacy interventionist/support	K-2 Literacy interventionist	2
Park Avenue Elementary	Reading and family engagement	Stakeholder Communication/Family and Community Engagement: Purchased a book for each student attending Park Avenue to participate in One School, One Book: Friendship According to Humphrey. CLSD funded Purchased a book "The Lemonade Wars" for summer reading with families at home.	1
Meekins Middle School	School Reading and family engagement	Stakeholder Communication/Family and Community Engagement: Purchased a book for each student to participate in One School, One Book: Ghost by Jason Reynolds CLSD funded	1
Meekins Middle School	Reading materials	Academics: Purchased Ready Reading materials for grades 5-6	3

<p>Meekins Middle School</p>	<p>Professional Development 3-6 RISE</p>	<p>All 5-6 certified teachers, with the exception of the new hires for this school year, have completed all six days of RISE. The new hires have either completed the RISE pd at their previous district., are in the APPEL program or the MAT program. Julie Dyer, literacy specialist, is providing reading strategies to the new hires after school monthly.</p>	<p>2</p>
<p>Meekins Middle School</p>	<p>Additional literacy/dyslexia support</p>	<p>Hired another literacy paraprofessional to give additional phonics and phonemic awareness support to students.</p>	<p>2</p>
<p>Stuttgart Junior High Stuttgart High School</p>	<p>RISE Awareness</p>	<p>All 7-12 certified teachers, with the exception of the new hires for this school year, have completed all the 14 modules from Arkansas Ideas on the Science of Reading awareness.</p> <p>The new hires have either completed the SOR pd at their previous district., are in the APPEL program or the MAT program. Marsha Saul, literacy specialist, is providing reading strategies to content teachers after school monthly.</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]

All principals will conduct weekly classroom observations to observe the implementation of literacy curriculum and supplemental materials/programs, and attend PLC meetings in which they will talk with teachers about pacing, and any successes and/or challenges of implementing curriculum and supplemental materials/programs, as well as best instructional practices. Principals will provide reports and feedback regarding fidelity and implementation to their direct supervisor during the monthly team leader meeting.

District will work with ARES support staff and Solution Tree to provide additional support to staff.

Using the school improvement plan timelines, the district will monitor the implementation of the tasks monthly : Sept. 1, Oct. 6, Nov. 3, Dec. 1, Jan. 4, Feb. 2, Mar. 2, Apr. 6, and May 4. District staff will monitor the fidelity of implementation on each campus by conducting classroom site visits monthly. The district staff, principal and the literacy specialists will review the evidence of each priority. All K-6 content teachers, K-12 special education teachers, 7-12 literacy teachers and building administrators will complete either the Foundations of Reading exam, or a pathway by May 27, 2022. All other teachers (7-12 Content specific, coaches, library media specialists, CTE, counselors, K-12 art, pe, music) who have not completed the RISE professional development will complete the Awareness training by May 27, 2022.

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

Principals will attend leadership team meetings on the second and fourth Tuesday of each month, in which each principal will bring pertinent data to analyze among peers in order to determine the success, ineffectiveness, or need for modification of curriculum, supplemental programs/materials, and instructional strategies.

The district staff will examine the reading diagnostic (i-Ready) exam results for all kids in grades K-9 given in late August-early Sept., Dec. and May to check for growth. The district will check ACT standards mastery assessments for student improvement for grades 3-10. These are done at least three times a year.

Park Avenue Elementary is part of the PLC cohort 3. The (building and district) are working with a literacy coach, PLC coach, assessment coach, etc to conduct instructional cycles in literacy. We have completed one round and compared the two different assessments for all grades in K-4. Growth was made in each grade level from the first assessment to the second assessment.

Meekins Middle School has been accepted to be a part of the Arkansas PLC cohort 5.

The district will continue contracting with Solution Tree to provide a literacy coach to assist with unwrapping literacy standards in grades 7-12, select essential/power standards, and develop common formative assessments. The contracted dates are: November 3, November 30, December 1 for onsite visits. There will also be 4 interactive visits through zoom.

Quarterly for grades 5-12 the literacy specialist and the district staff reflect on the EngageNY assessments and act for improvement. Grades 7-10 have classes for struggling readers with growth monitoring embedding into the curriculum. The district will evaluate the success of the curriculum programs by checking student reading improvement.

Rubric for district support plan (for information only):

Status	Support Plan [plan]	Monitoring Timeline and written expectations [do]	Evaluation timeline and expectations [check]
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.

