



# DISTRICT SUPPORT PLAN

El Dorado School District

2023-2024

## *Overview*

The El Dorado School District (ESD) is a Level 2 District receiving Collaborative Support from the Division of Elementary and Secondary Education. The El Dorado School District has made a commitment to engage in the Professional Learning Communities (PLC) process at the campus and district level. The information on the following pages is based on the collective commitments of the District Guiding Coalition, campus and district needs assessments, and actions identified for the 2023-2024 school year from the following district plans:

[District Long Range Plan for Professional Learning Communities](#)

[District Long Range Plan for Social Emotional Learning](#)

[District PLC QuickLinks](#)

[District Literacy Plan](#)

## *District Support Provided to Campuses*

The El Dorado School District is focused on high levels of learning for all students.

### **Definitions:**

- **High levels of learning** = Grade level expectations
- **All** = Students who are expected to function independently after graduation

*Note: For students who are not expected to function independently upon graduation, the El Dorado School District will focus on moving those students closer to functioning as independently as possible after graduation.*

In our role as the District Guiding Coalition, we will focus our work of ensuring high levels of learning for all students by adhering to the following **collective commitments**:

- Providing support for teachers and collaborative teams;
- Making the PLC process the primary work throughout the school district;
- Supporting effective Tier 1 instruction;
- Addressing students' social emotional needs;
- Using reliable assessment data to drive instruction, intervention, and extension;
- Providing specific, targeted interventions and extensions for individual students; and
- Giving feedback to students and involving students in tracking their own learning.

Collective Commitments from the District Guiding Coalition	District Actions/Resources	Timelines	Intended Outcomes
<p>Providing support for teachers and collaborative teams</p>	<p>ESD will contract with Solution Tree to purchase consulting and coaching services for each campus within the district for the 2023-2024 school year.</p>	<p>Contracts have been issued and coaching dates for the 2023-2024 school year have been scheduled on the shared District PLC Calendar.</p>	<p>District and campuses will have on-going job-embedded professional development support to effectively create professional learning communities throughout the ESD.</p>
	<p>ESD will contract with Solution Tree to purchase consulting and coaching services at the district level to coordinate campus services and support district administrators and the district guiding coalition.</p>	<p><a href="#">23-24 PLC Spreadsheets</a></p>	
<p>Making the PLC process the primary work throughout the school district</p>	<p>ESD will annually update the <a href="#">Professional Development Plan</a> to ensure alignment with the PLC process.</p>	<p>September 30, 2023</p>	<p>A multi-year, comprehensive, and coordinated professional development plan will be maintained that is aligned to district and campus goals to support student achievement and social emotional development.</p>
	<p>DGC will meet on a scheduled basis with a focus on the collective commitments and the 4 guiding questions of a PLC.</p>	<ul style="list-style-type: none"> <li>● July 20, 2023</li> <li>● September 19, 2023</li> <li>● October 24, 2023</li> <li>● November 28, 2023</li> <li>● February 6, 2024</li> <li>● March 12, 2024</li> <li>● April 15, 2024</li> </ul>	<p>The purpose of the DGC is to support each school by facilitating a strong collaborative culture that empowers, unifies, and promotes clear communication to ensure learning for all.</p>

Collective Commitments from the District Guiding Coalition	District Actions/Resources	Timelines	Intended Outcomes
Supporting effective Tier 1 instruction	<ul style="list-style-type: none"> <li>● ESD will provide protected time for campus collaborative teams to meet weekly.</li> <li>● ESD will utilize and update the shared drives that support Tier 1 instruction.</li> <li>● DGC will support and monitor the implementation of the guaranteed and viable curriculum</li> </ul>	Weekly on Wednesday from 1:30 pm to 3:30 pm	<p>Collaborative teams will utilize the following practices when developing the guaranteed and viable curriculum:</p> <ul style="list-style-type: none"> <li>● Identify, unpack, and rebundle essential standards</li> <li>● Create a year at a glance proficiency map outlining the essential and supporting standards taught in each course</li> <li>● Write unit plans that have the following components: <ul style="list-style-type: none"> <li>○ Essential standards and supporting standards per unit (including student friendly learning targets)***</li> <li>○ Time frame/pacing calendar (how many instructional days will be needed for the unit)</li> <li>○ Prior knowledge***</li> <li>○ Vocabulary and/or notations***</li> <li>○ Suggested instructional resources</li> <li>○ Suggested instructional strategies</li> <li>○ Common summative assessments</li> <li>○ Tools and technology</li> <li>○ Reflections and notes</li> <li>○ Enduring understandings (science)</li> </ul> </li> </ul> <p>***Can be found in unwrapping essential standards document <b>IF</b> document is linked in the unit plan.</p>

Collective Commitments from the District Guiding Coalition	District Actions/Resources	Timelines	Intended Outcomes
Addressing students' social emotional needs	Provide leadership training and support to campus administrators on PBIS, restorative practices, and trauma-informed practices	July, 2023 - May, 2024	<p><b>Don't Suspend Me (DSM) Campus Level</b></p> <ul style="list-style-type: none"> <li>• Participate in initial and follow-up job-embedded training of DSM on one campus</li> <li>• Provide readiness training of DSM on 6 campuses</li> </ul>
	<p>With support from the District Guiding Coalition:</p> <ul style="list-style-type: none"> <li>• Monitor and revise district behavior SMART goals</li> <li>• Support and monitor campus implementation of Tier 2 and 3 interventions based on PBIS, restorative practices, and trauma-informed practices</li> <li>• Monitor progress of the long-range plan for SEL</li> </ul>	July, 2023 - April, 2024	<p><b>Behavior Solutions Campus Level</b></p> <ul style="list-style-type: none"> <li>• Write campus SMART goals related to Essential Academic and Social Behaviors</li> <li>• Refine Behavior Intervention Team actions, including the use of <a href="#">the 4 C's Audit</a>, data collection, data utilization, and student intervention plans</li> <li>• Use collected data to evaluate current practices, share best practices, and develop engagement strategies for students in the classroom</li> <li>• Use collected behavior data to plan Tier 2 and Tier 3 student interventions</li> <li>• Create a draft of a behavioral RTI Pyramid that includes Tier 1 supports of academic and social behaviors and Tier 2 and 3 interventions based on <a href="#">PBIS</a>, restorative practices, and trauma-informed practices</li> </ul>

Collective Commitments from the District Guiding Coalition	District Actions/Resources	Timelines	Intended Outcomes
<p>Using reliable assessment data to drive instruction, intervention, and extension</p>	<ul style="list-style-type: none"> <li>● With support from campus IFs and feedback from principals and classroom teachers, review and update the K-2 SBR.</li> <li>● With support from campus IFs and feedback from principals and classroom teachers, create an aligned assessment system for elementary schools in literacy and mathematics</li> <li>● <i>Explore SBR for Grades 3-5</i></li> </ul>	<p>ESD will utilize the district PLC coach to provide training on scheduled visits throughout the school year.</p> <p><a href="#"><u>District PLC Workshop Schedule</u></a></p>	<p>By the end of the 23-24 school year, collaborative teams will utilize the following assessment practices:</p> <ul style="list-style-type: none"> <li>● Read the actual language of the standards prior to writing or selecting an assessment</li> <li>● Utilize check for understanding throughout Tier 1 instruction</li> <li>● Write or select CSAs and CFAs prior to starting a unit, (October/ November)</li> <li>● Refine assessments using the Keep.Drop.Change or ACID protocol (January/February), and</li> <li>● Collect evidence of student learning to gather meaningful information regarding student misconceptions. (April/May)</li> </ul> <p>Principals are encouraged to collaborate with their PLC coaches to support collaborative teams in developing these assessment practices and to write this into their 30-60-90 day plans in the fall and spring.</p>

Collective Commitments from the District Guiding Coalition	District Actions/Resources	Timelines	Intended Outcomes
Providing specific, targeted interventions and extensions for individual students	<ul style="list-style-type: none"> <li>● Provide leadership training and support to campus administrators and IFs on intervention/extension to prepare for the 24-25 school year</li> </ul>	September, 2023 - January, 2024 <a href="#">District PLC Workshop Schedule</a>	<ul style="list-style-type: none"> <li>● Campus leaders will begin to make plans for the 24-25 school year to support collaborative teams with actions that will strengthen intervention and extension practices in the school.</li> </ul>
Giving feedback to students and involving students in tracking their own learning	<ul style="list-style-type: none"> <li>● Provide leadership training and support to campus administrators and IFs regarding student feedback</li> </ul>		

## *Measures for Analyzing and Evaluating the District Support*

The El Dorado School District will analyze and evaluate the provided district support with the help of the district coach from Solution Tree utilizing the following methods:

<b>SMART Goals</b>	<ul style="list-style-type: none"><li>● DGC will monitor and evaluate progress towards district SMART goals.</li><li>● DGC will collect school wide SMART goals and ensure alignment to district goals.</li><li>● DGC will monitor and evaluate progress towards campus SMART goals.</li></ul>
<b>Audits</b>	<ul style="list-style-type: none"><li>● District administrators will monitor and provide feedback on campus 30-60-90 day school improvement plans and SMART goals with building level leaders.</li></ul>
<b>Artifacts</b>	<ul style="list-style-type: none"><li>● DGC will regularly monitor campus PLC artifacts, needs assessments, and progress reports from PLC coaches to evaluate progress and determine next steps.</li></ul>

## *Enhanced Student Achievement Funding*

Enhanced Student Achievement Funding is being used for the following strategies:

- Purchase materials and supplies to support Professional Learning Communities
- Pay salary and benefits for instructional facilitators to support Professional Learning Communities
- Provide stipends for teachers for curriculum development
- Provide literacy professional development
- Provide instructional technology to support curriculum development, intervention, and targeted assessments
- Purchase RTI scheduler to support interventions
- Pay salary and benefits for paraprofessional and basic skills tutors to support Intervention
- Pay salary and benefits/materials and supplies to conduct summer school as an intensive intervention for students with learning loss
- Purchase curriculum resources that support the development of units with essential standards and learning targets based on the Arkansas curriculum frameworks