



BLEVINS SCHOOL DISTRICT
District Support Plan for Level 3 Support
Stephanie Dixon, Superintendent
Board Approved:
Revised: 07-10-23

PLAN

Assessment:

NWEA K-2
ACT Aspire 3-9

Assessment Results:

K	20% meeting RIT
1st	31% meeting RIT
2nd	41% meeting RIT

3rd	17% ready & exceeding
4th	13% ready & exceeding
5th	14% ready & exceeding

	6th	36% ready & exceeding
	7th	33% ready & exceeding
	8th	49% ready & exceeding
	9th	38% ready & exceeding
	10th	6% ready & exceeding

Other Data	<ul style="list-style-type: none"> ● Special Education Services <ul style="list-style-type: none"> ○ 2021-2022: 67 students ○ 2022-2023: 50 students ● Dyslexia Services <ul style="list-style-type: none"> ○ 2021-2022: 23 students ○ 2022-2023: 23 students ● ESOL services <ul style="list-style-type: none"> ○ 2021-2022: 43 students ○ 2022-2023: 39 students
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District Literacy Goals:

1. Blevins School District will implement the work of PLC and receive intensive support K-12 grade. Each building will increase by at least one stage of Professional Learning Teams by May 2023.
2. Students scoring ready and exceeding on the ACT Aspire Summative (Grades 3-10) will increase from 27% from 2021-2022 to at least 35% for the ACT Aspire Reading Summative 2022-2023.

Building Support Plans	
☰ Blevins High School - Strategic Action Plan	
☰ Elementary Improvement Plan 23/24 revised	

Theory of Action 1:

When leaders provide a schedule for collaborative meetings and monitor the work of the teams;
Then teachers will meet weekly to discuss instructional strategies and monitor student growth in reading.

Theory of Action 2:

When leaders conduct walkthroughs, provide feedback, and monitor progress;
And teachers follow evidence based instructional practices for science of reading;
Then students will apply reading skills during the instructional day and monitor their own progress.

District Literacy Plan:

- Blevins School District will continue the PLC work with grade level and/or content teams that focus on student learning.
- All grade level teams and/or content area teams will make data driven decisions to provide interventions based on common formative assessments in reading for each grade level.
- All grade levels and/or content teams will identify or revise essential standards in reading by each grade level.
- All grade level and/or content teams will continue working towards a K-12 alignment in reading standards by creating common formative assessments based on essential standards.

Guaranteed and Viable Curriculum the District will use to meet the Science of Reading for K-12:

	K-2	3-5	6
Phonological Awareness	Heggerty		

Phonics	Fundations	Wit & Wisdom	My Perspectives
Vocabulary	Wit & Wisdom	Wit & Wisdom	My Perspectives
Comprehension	Wit & Wisdom	Wit & Wisdom	My Perspectives
Fluency	Wit & Wisdom	Wit & Wisdom	My Perspectives

Secondary Curriculum
My Perspectives

DO

<u>Reading Instruction</u>	<u>Actions</u>	<u>Monitoring Timeline</u>	<u>Evidence of Monitoring</u>	<u>Person(s) Responsible</u>
	Monitor completion of R.I.S.E. training for all K-6 core content teachers and K-12 SPED teachers	All pathways will be completed by May 17, 2023.	<ul style="list-style-type: none"> • Certificates of R.I.S.E. training collected and documented • ESC works transcripts collected and documented • Arkansas IDEAS transcripts 	Autumn Reeder Stephanie Dixon

			collected and documented	
	Monitoring and providing support of successful completion of Wit & Wisdom, & My Perspectives training for curriculum implementation.	Monthly 2022-2023 School Year	<ul style="list-style-type: none"> • Lesson Plans, • Walk Throughs, • Feedback 	Autumn Reeder Stephanie Clark Natalie Jones Dora Davis
	Monitor of master schedule to include courses that support students in reading strategies <ul style="list-style-type: none"> • RHE K-6 Intervention/ Enrichment • BHS 7-8 Strategic Reading • BHS 9-12 Critical Reading 	Completed August 2023	<ul style="list-style-type: none"> • Master Schedule 	Autumn Reeder Stephanie Dixon Natalie Jones Stephanie Clark
	Monitor of growth in students enrolled in the following courses: <ul style="list-style-type: none"> • RHE K-6 Intervention/ Enrichment 	September 2023 January 2024 May 2024	<ul style="list-style-type: none"> • Ongoing formative assessment Data • NWEA • iLit pre assessment • iLit post assessment 	Autumn Reeder Stephanie Dixon Natalie Jones Stephanie Clark

	<ul style="list-style-type: none"> • BHS 7-8 Strategic Reading • BHS 9-12 Critical Reading 			
<u>Parental Engagement</u>	☰ Parent and Fami...	August 2022	<ul style="list-style-type: none"> • K-12 Parent Engagement Meeting Minutes • Sign in Sheets for Parent Engagement Events • 	Stephanie Clark Natalie Jones Stephanie Dixon

CHECK

Method used to Determine Effectiveness of School and District Level Improvement Plans	Person(s) Responsible	Target Date
New Referral Numbers from Special Education Identification & Dyslexia Referrals for 2022-2023	Stephanie Dixon Zach Harris Krista Milner Connie Kelton	Monthly 2022-2023
NWEA Data for the 2022-2023 School Year	Stephanie Dixon Autumn Reeder Stephanie Clark Natalie Jones	Meeting when NWEA is given: <ul style="list-style-type: none"> • September 2022 • January 2023 • May 2023
ACT Aspire Reading Summative	Stephanie Dixon	July 2023– Review of data with district and school leaders

Data	Autumn Reeder Stephanie Clark Natalie Jones	
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