

2020-2021 Hazen District Support Plan

District	Hazen School District
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ARKANSAS READY FOR LEARNING PLAN:

Ready for Learning Expectations		District Plan
<ul style="list-style-type: none"> • Ensure the continuity of teaching and learning by providing: 	<ul style="list-style-type: none"> • a guaranteed and viable curriculum that includes: 	<ul style="list-style-type: none"> *HES will use the Seesaw platform for grades K-3 for Literacy and Math blended model. * HES 3-6 will be using the Google Classroom platform. * HHS 7-12 will be using the Google Classroom platform * HSD K-12 will offer an online Digital Academy which will allow students free access to a quality curriculum which delivers proven standards based instruction.
	<ul style="list-style-type: none"> ○ blended learning (K-12) 	<ul style="list-style-type: none"> * HSD will be one to one in technology and teachers are provided with video cameras to offer live or recorded lessons online to students. * HSD students will be doing lessons both online through either SeeSaw or Google Classroom during the school day as well as hands-on lessons In the classrooms.
	<ul style="list-style-type: none"> ○ diagnostic assessments (K-8) 	<ul style="list-style-type: none"> * HES will be using Phonics 1st diagnostics. * Any students showing characteristics of dyslexia will be screened through the following diagnostic assessments: Woodcock Reading Mastery Test, TWS-5, CTOPP-2, TOWRE-2 and/or GORT-5 * HHS 7-10 will use the Act Aspire Interim Assessments
	<ul style="list-style-type: none"> ○ Screeners (K-8) 	<ul style="list-style-type: none"> * HES will use Dibel's 8, PAST, DSA, and the AR Rapid Naming Screener. * HSD K-8 will be using iStation.
<ul style="list-style-type: none"> • Identify how to address unfinished 	<ul style="list-style-type: none"> • Arkansas Playbook: • Planning for Re-engagement 	<p>Through our Professional Learning Community, each grade level has developed formative assessments and interventions based on where the previous grade level shared that they had gotten to in the</p>

<p>learning from the prior year by using:</p>	<ul style="list-style-type: none"> ● district-developed resources 	<p>curriculum. Grade level teams will share data. The standards not taught because of Covid 19 will be taught at the beginning of the 2020 school year along with the current grade levels curriculum.</p> <p>Google Classroom & SeeSaw lessons and teacher videos of lessons.</p>
<ul style="list-style-type: none"> ● Utilize a Learning Management System 		<p>*HSD will use Google Classroom 4-12 and Seesaw K-3 as our LMS.</p> <p>*HSD will offer an online source through the Digital Learning Academy for students who want their education off campus.</p>
<ul style="list-style-type: none"> ● Schedule teacher training for how to use the LMS 		<p>Teachers were provided training through the Wilbur D. Mills Educational Coop, one teacher attended, train the trainer through for Lincoln Learning, teachers did Zoom trainings through Team Digital as well. Teachers were also given time to work together to learn the program and use YouTube step-by-step tutorials.</p>
<ul style="list-style-type: none"> ● Schedule teacher training for blended learning (delivery of instruction) 		<p>Teachers did various trainings throughout the summer. On-campus trainings were offered August 18th-20th. These days also included assistance from our District IT department.</p>
<ul style="list-style-type: none"> ● Provide support for parents and students <p>Family and Community Engagement Plan Support</p> <p>Parent Page on DESE Website</p>		<p>* Support systems have been and will be in place for parents through various means and outreach.</p> <p>* HES parents were brought in through three different nights of Open Houses and introduced to the technology that their child will be using at school and if we have to pivot and do all off campus instruction.</p> <p>* Parents with students on campus have direct contact with their students' teachers through email and phone.</p> <p>* Virtual students doing the Digital Learning Academy are assigned a teacher through Lincoln Learning, for each of their courses that the parents may contact. They are also assigned two mentors through the Hazen School District that they may reach out to for assistance as well.</p> <p>* Virtual students doing the Digital Learning Academy are still being served through Google Classroom and Zoom for any Special Education or 504 needs/accommodations.</p>
<ul style="list-style-type: none"> ● Provide a communication plan for interacting with parents, students, and the community 		<p>* A parent, community and stakeholders team has been organized for the reentry of students.</p> <p>* HSD will communicate through various means including Facebook, the District Website, and the OneCall phone/text/email system.</p> <p>*Data has and will be collected through Google Surveys, as well as Survey Monkey</p> <p>*Zoom meetings have been held to discuss educational issues as well as current Department of Education, Department of Health and Centers for Disease Control guidelines.</p>

The following waivers were requested through submission of the Assurance and Application for Arkansas Ready for Learning:

[See Table 1](#) for explanation of waivers with text of statutes, rules, and standards for accreditation.

Waivers	Explanation for waivers the district chooses to use. For any left blank, the district has chosen not to use.
Ark. Code Ann. 6-17-117 (Non Instructional duties - only for the purpose of implementing ADH requirements and guidelines regarding health and safety)	<ul style="list-style-type: none"> * Certified/Classified Staff Hours are 7:30-3:30 * Custodial Staff Hours are 8:00-4:00 * Teachers assigned non-instructional duties during the day for more than 60 minutes per week without additional compensation
Ark. Code Ann. 6-17-204(b) (Teacher contracts - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	*Policy changes are not required to be approved by a majority of licensed personnel.
Ark. Code Ann. 6-17-205(b)(2) (Teacher contracts - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	* Policy changes are not required to be submitted to the personnel policy committee before the board votes.
Ark. Code Ann. 6-17-2304(b) (Classified employee policies - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	* Policy changes are not required to be submitted to the classified personnel policy committee before the board votes.
Ark. Code Ann. 6-17-2305(c)(2) (Classified employee policies - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	*Policy changes are not required to be submitted to the personnel policy committee before the board votes

The following waivers apply only on days, or portions of days, when technology-based approaches are the primary instructional delivery, for specific groups of students that are receiving their instruction primarily through technology-based approaches, or for staff providing instruction primarily through technology-based approaches, or if necessary to implement ADH requirements or guidelines:

Waivers	For the waivers you choose to use, explain what that looks like in the district.
<ul style="list-style-type: none"> Ark. Code Ann. 6-16-102(a)(1) through (a)(5)(E)(i)(b), and (c) (School Day) Standard for Accreditation 1-A.4.2 and 1-A.4.3 (School Day) 	<p>* The District is not required to provide a school day that averages 6 hours per day or 30 hours per week when pivoted to all virtual learning off-campus.</p> <p>* The District is not required to provide students 40 minutes per day of recess/social skills when pivoted to all virtual learning off-campus.</p>
<p>Ark. Code Ann. 6-17-111(a) (Duty-free lunch)</p>	<p>* The District is not required to provide a 30 minute duty free lunch nor provide compensation for not receiving a duty free lunch for certified staff when pivoted to all virtual learning off-campus.</p>
<p>Ark. Code Ann. 6-17-114 (Planning time)</p>	<p>* The District is not required to provide 200 minutes of planning time weekly nor provide compensation for not receiving planning time to teachers when pivoted to all virtual learning off-campus.</p>
<p>Ark. Code Ann. 6-17-211 (Employee leave)</p>	<p>* Employees providing instruction virtually from an off-site location, or performing other duties as directed away from school premises, should not be required to use leave if the District has pivoted to all virtual learning off-campus.</p>
<p>Ark. Code Ann. 6-17-812(a)(2) (Class size)</p>	<p>* If a teacher in grades five through twelve (5-12) agrees to teach more than the maximum teaching load set forth in the Standards for Accreditation and Rules, the maximum class size may be exceeded if the District has pivoted to all virtual learning off-campus.</p>
<ul style="list-style-type: none"> DESE Rules Governing Class Size and Teaching Load, Sec. 3.00 and 4.01 through 4.03 	<p>* Districts may exceed class size maximums on days or portions of days, when technology-based approaches are the primary instructional delivery, for specific groups of students that are receiving their instruction primarily through technology-based approaches, or for staff providing instruction primarily through technology-based approaches.</p> <p>K - 20:1; 22 with ½ time aide, 1st-3rd - 25:1, 4th - 28:1, 5th-6th - 28:1, 7th-12th - 30:1 K-6th P.E. - 30:1</p>
<ul style="list-style-type: none"> DESE Rules Governing Student Special Needs Funding, Sec. 4.03.2 through 4.03.2.2.1 	<p>ALE: K-6th - 10:1; 12 with para 7th-12th - 15:1; 18 with para; 30 with para if PE</p>
<ul style="list-style-type: none"> DESE Rules Governing Nutrition and 	<p>* K-6 PE -30:1</p>

Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, Sec. 7.10.1 and 7.10.2	
<ul style="list-style-type: none"> Standard for Accreditation 1-A.5 	*Districts are not required to comply with the provisions of laws and rules regarding class size waved as specified above.

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]

The Hazen Elementary School utilizes iStation monthly testing as well as Dibel's 8, the D.S.A., AR Rapid Naming Screener, and the PAST Assessment to gather data on individual students to determine where interventions are needed in the area of literacy.

The Hazen High School utilizes iStaton with grade 7 & 8, teachers created assessments and ACT Aspire Interims to gather data on individual students to determine where interventions are needed in the areas of literacy.

District Literacy Plan	
(1) Goals for improving reading achievement throughout the district	The Hazen School District will work to improve reading achievement throughout the district to decrease the number of students performing in the areas of "In Need of Support" or "Close" by 10%.
(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.	<p>Both the Hazen High School and Hazen Elementary School will have a certified teacher as a literacy interventionist to help struggling students fill in their gaps in literacy.</p> <p>Funds have been set aside to purchase literacy software/programs such as iStation Instruction, Learning Ally, Renaissance Learning (including Star Reading & Accelerated Reader), Lexia to help struggling learners.</p> <p>Funds will also be set aside to purchase/replace copies of text for classes and independent reading (including classroom libraries).</p>

Name of School(s)	Support Requested	District Support	Strategy Code
Hazen High School	Support will be requested through the Wilbur Mills Coop and DESE as the need arises.	Provide a brief description of resources and support to school(s) to meet evidence based practice * 7th & 8th My Perspectives * CommonLit.org Articles, excerpts, and multi-media * Newsela.com articles * Caught Ya; Grammar and Writing Practice *Empowering Writers Resources for additional support and reading/writing connections * Glencoe Literature Course 4 and Resources for additional support and reading/writing * Glencoe Literature Course 5 and Resources with Novel Companions * Glencoe American Literature and Resources with Novel Companions *Glencoe British Literature and Resources with Novel Companions	1: safe/collaborative 2: effective instruction 3: viable curriculum 3 - Viable Curriculum Code 1 - Safe/Collaborative *Implement external provider services to create data room and facilitate PLC discussions Code 2 - Effective Instruction * All HHS certified teachers are currently working on the Science of Reading awareness or proficiency as required.
Hazen Elementary School	Support will be requested through the Wilbur Mills Coop and DESE as the need arises.	* K-2nd Phonics First Curriculum & Heggerty Lessons * 3rd-6th Vocabulary Surge by 95% Group * 3rd-6th Multisyllable Routine Cards by 95% Group * K decodable books/readers * 1st-4th Journeys Curriculum	Code 3 - Viable Curriculum Code 2 - Effective Instruction * Science of Reading training completed by all teachers as of August, 2020

		<p>* 3rd-4th Equipped for Reading Success by Kilpatrick</p> <p>* 5th-6th Ready Reading by Curriculum Associates</p> <p>Additional resources proved/used: Empowering Writers, D'Nealian, Drops in the Bucket, Get to the Root of It Word Study, Words: Integrated Decoding & Spelling Instruction Based on Word Origin & Word Structure, Great Works Instructional Guide for Literature, Sentence of the Week by Kelly Gallagher.</p>	<p>Code 1 - Safe/Collaborative</p> <p>*Implement external provider services to create data room and facilitate PLC discussions</p>
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Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s). [DO]

We will have daily walkthroughs, as well as monthly PLCs and department meetings to discuss the data and the students.

It will be visible through purchase orders/invoices as to the services and materials purchased for helping to increase our students' reading performance. (Software and services will be purchased and implemented at the beginning of the school year.)

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

*We will review the rubric for the plan quarterly to ensure that all items are being properly implemented and used with fidelity..

*We will look and discuss the data from the diagnostic testing on a monthly basis to determine what is working for our students and what modifications need to be made.

*We will have PLCs (monthly) and decide what essential standards need to be taught from the data of testing, walkthroughs and classroom assessments to help determine which students need more intensive interventions and what can be done in the classrooms to help our struggling learners.

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.