

Arkansas Indistar

**District Support Plan 2019-2020**

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<b>District</b>	Stuttgart
<b>Superintendent</b>	Rick Gales
<b>Superintendent Email</b>	rgales@stuttgartschools.org
<b>Superintendent Phone</b>	8706738701

**Explain the needs assessment process used to identify the focus of the school level improvement plan(s). [plan]**

Each campus inspected various data sources including, but not limited to, Phonics Awareness Skills Screener, Rapid Automated Naming assessment, Istation, iReady, 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.

<b>District Literacy Plan</b>	
<b>(1) Goals for improving reading achievement throughout the district</b>	<p>Park Avenue Elementary: Increase the percentage of students meeting projected growth in reading as they progress from kindergarten to second grade as measure by Istation by 7%.</p> <p>Meekins Middle School: Increase the percentage of students meeting the reading readiness benchmarks as measured by the annual ACT Aspire summative assessments by 5%.</p> <p>Stuttgart Junior High: Increase the percentage of students meeting the College and Career Readiness Standards for reading as measured by the ACT Aspire assessments by 3%.</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 3%. Building level principals will attend the six days of RISE Proficiency training by the end of the school year 2020. All certified staff will attend either the RISE Proficiency or RISE Awareness by the end of the school year 2020. 7-12 Literacy teachers were required to participate in the six days of RISE proficiency training.</p>
<b>(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.</b>	<p>ESA state categorical funds will be used first to provide necessary support and resources to improve reading instruction. Title I funds will be used to supplement any additional curriculum and materials to enhance learning. Title I funds will be used to provide additional time through before and after school tutoring and summer school. Title Iia funds will be used to partner with the Arkansas Leadership Academy to hire a coach to support the principals and to provide professional development. 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.</p>

*(Click "Repeat" if additional lines are needed)*

<b>Name of School(s)</b>	<b>Support Requested</b>	<b>District Support: Provide a brief description of resources and support to school(s) to meet evidence based practice. (Indicate the system)</b>	<b>Strategy Code - 1: safe/collaborative 2: effective instruction 3: viable curriculum</b>

Park Avenue Elementary	Phonics materials, writing materials	Purchased Bob Books-Beginning Readers; Phonics for Reading - second and third level, Voyager Sopris; Heggarty materials for Prek-2; Ready Writing, Curriculum Associates	3
Park Avenue Elementary	Reading and family engagement	Purchased a book for each student attending Park Avenue to participate in One School, One Book: The World According to Humphrey.	1
Park Avenue Elementary	Professional Development materials to support the RISE training	Purchased 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	2
Meekins Middle School	Reading and family engagement	Purchased a book for each student to participate in One School, One Book: No Talking	1
Meekins Middle School	Reading materials	Purchased Ready Reading materials for grades 5-6	3

*(Click "Repeat" if additional lines are needed)*

Name of School(s)	Support Requested	District Support: Provide a brief description of resources and support to school(s) to meet evidence based practice. (Indicate the system)	Strategy Code - 1: safe/collaborative 2: effective instruction 3: viable curriculum
Meekins Middle School	Professional Development materials to support the RISE training	Purchased books for RISE Training that exceeded the number provided by ADE: Words: Intergrated Decoding and Spelling Instruction Based on Word Origin and Word Structure	2
Stuttgart Junior High School	Professional Development materials to support the RISE training	Purchased books for RISE Training that exceeded the number provided by ADE: Words: Intergrated Decoding and Spelling Instruction Based on Word Origin and Word Structure	2
Stuttgart Junior High	Reading materials	Purchased Ready Reading materials for grades 7-8; Purchased Newsela for informational text reading.	3
Stuttgart High School	Professional Development materials to support the RISE training	Purchased books for RISE Training that exceeded the number provided by ADE: Words: Intergrated Decoding and Spelling Instruction Based on Word Origin and Word Structure	2

**Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s). [do]**

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 when necessary.

Administrators will attend District Support Planning at the Arkansas Rivers Education Service Cooperative.

District will work with ARES support staff and Arkansas Leadership Academy to provide additional support to staff.

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

Principals will attend monthly leadership team meetings on the first 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.

Allocation of Resources should align with the District Support Plan. Please add additional tabs for ESA funds to the 2019-2020 federal budget in Indistar. Directions for upload are provided.

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

**Rubric for district support plan:**

Status	Support Plan [plan]	Monitoring Timeline and written expectations [do]	Evaluation timeline and expectations [check]	Funding
Approved	Systems are examined and supports are identified that will ensure full implementation of the evidence based practices at the school level. District literacy plan addresses goals and prioritization of funding.	Monitoring timeline is explicit and written expectations are clear.	Evaluation timeline is explicit and written expectations are clear.	ESA budget is uploaded in Indistar as additional tab to the federal budget. Items align with district support plan.
Needs Improvement	Support plan does not address the identified needs of the schools and district. No support plan submitted.	Monitoring timeline and written expectations are not provided or need clarity.	Evaluation timeline and written expectations are not provided.	ESA budget is not uploaded to Indistar. Items are not aligned with district support plan.

**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.

**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. Rick Gales	08/29/2019
Superintendent Signature	Date

**ADE Feedback:**

