



Marvell-Elaine Elementary School

P.O. Box 1870 Marvell, AR 72366

www.marvellschools.org

District Plan of Support 2019-2020

Henry Anderson, Superintendent

Goals:

1. An evidence-based literacy program based upon the Science of Reading (SoR) will be implemented to address foundational reading skills, promote an increase in reading achievement, and decrease the number of students scoring In Need of Support on the ACT Aspire Summative Assessment in reading.
2. District administrators, school administrators, and teachers will create a safe, supportive, and collaborative culture through establishment of a Professional Learning Community (PLC).
3. District administrators, school administrators, and teachers will provide an environment in which effective teaching occurs in every classroom by implementing a guaranteed and viable curriculum.

PLAN (Needs Assessment).

Marvell-Elaine's district leadership team conducted a Cycle of Inquiry to identify the current reality of the district. A needs assessment was conducted and a strategic plan was developed. After examining and reviewing the school improvement plans, strengths, weaknesses, and goals for the district were determined.

MESD currently serves 365 students in grades PK-12. Approximately 18% of the students have been identified as SPED.

Based upon data for the ACT Aspire administered during the spring of 2019 to 103 students:

- 87% scored below the readiness level in math,
- 89% scored below the readiness level in science,
- 57% scored below the readiness level in English, and
- 84% scored below the readiness level in reading. Sixty-six percent of the students were In Need of Support in reading.

Reading Data for the 2019 ACT Aspire Summative (Spring 2019)

[ACT Aspire Reading Data.xlsx](#)

NWEA – MAP Growth Proficiency Projection Based Upon Interim #1 (Fall 2019)

[MESD NWEA MAP Growth Data Fall 2019.xlsx](#)

During the 2018-2019 school year, ten students were identified as possessing the markers for Dyslexia and they were served. At the present time, ten students have been identified as requiring Dyslexia interventions.

Administrators are being trained in the SoR. They will complete R.I.S.E. and be trained as assessors.

Four teachers in the district have completed the required 6 days for Pathway A **Phase I** - K-2 R.I.S.E. Academy. They are currently waiting to meet the requirements for **Phase 2** - Observation by ADE Certified SoR Assessor. Eighty-nine percent of the remaining elementary school teachers are in the process of completing **Phase I** of Pathway A - K-2 R.I.S.E. Academy or Pathway C - 3-6 R.I.S.E. Training.

The K-12 counselor and K-12 librarian have completed Parts 1-9 (of the 10 parts currently available) of Pathway D **Phase I** - ArkansasIDEAS Learning Path: Science of Reading. The DTC/Curriculum Coordinator has completed Parts 1-10. Ninety-three

percent of the teachers at high school have completed Pathway D Phase I. The district is working with Great Rivers Educational Service Cooperative to provide R.I.S.E. training for faculty and instructional support staff during the summer of 2019.

K-2 administered the following assessments to their students: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Spelling Analysis (DSA), and Developmental Reading Assessment (DRA).

The schools administered the first interim in MAP Growth to the students in September of 2019. The data will be used as baseline data and after the 2nd interim has been administered in December of 2019 each individual student's progress will be monitored. MAP Growth data and the proficiency projection will be used to identify curriculum, instructional, or specific student(s) which require additional attention. The district will prioritize the use of ESA funding, 1003 grants, personnel, and technology to address the root cause.

Curriculum Documents

Wit and Wisdom – Grades K-8

- *At a Glance* [Wit and Wisdom At A Glance-2.pdf](#)
- *Quick Links* [Wit and Wisdom Quick Links.pdf](#)
- *Implementation Guide K-8* [Wit and Wisdom Implementation Guide.pdf](#)
- *Module 0 Grades K-2* [Wit and Wisdom Module 0 K.2.pdf](#)
- *Module 0 Grades 3-5* [Wit and Wisdom Module 0 3.5.pdf](#)
- *Module 0 Grades 6-8* [Wit and Wisdom Module 0 6.8.pdf](#)

Wilson Language

- *Foundations – Grades K-2; 3rd Grade will be added in 2020-2021* <https://www.wilsonlanguage.com/programs/foundations/>
- *Foundations Level K* <https://www.wilsonlanguage.com/programs/foundations/overview/curriculum/level-k/>
- *Foundations Level 1* <https://www.wilsonlanguage.com/programs/foundations/overview/curriculum/level-1/>
- *Foundations Level 2* <https://www.wilsonlanguage.com/programs/foundations/overview/curriculum/level-2/>
- *Foundations Level 3* <https://www.wilsonlanguage.com/programs/foundations/overview/curriculum/level-3/>
- *Just Words – Grades 4-12* <https://www.wilsonlanguage.com/programs/just-words/>

Go Math

- *Kindergarten Correlations* [AR_CC_GoMath_GK_2015.pdf](#)
- *Grade 1 Correlations* [AR_CC_GoMath_G1_2015.pdf](#)
- *Grade 2 Correlations* [AR_CC_GoMath_G2_2015.pdf](#)
- *Grade 3 Correlations* [AR_CC_GoMath_G3_2015.pdf](#)
- *Grade 4 Correlations* [AR_CC_GoMath_G4_2015.pdf](#)
- *Grade 5 Correlations* [AR_CC_GoMath_G5_2015.pdf](#)
- *Grade 6 Correlations* [AR_CC_GoMath_G6_2015-1.pdf](#)

https://my.hrw.com/content/hmof/math/gomath2018/na_sta/gr6/ete_9781328796592_/teacher_resources/pdfs/G6_PG_Full_TE.pdf

Additional Support for Students – Grades K-12

- *Edgenuity* <https://www.edgenuity.com/online-courses/>

Goal 1: An evidence-based literacy program based upon the Science of Reading (SoR) will be implemented to address foundational reading skills, promote an increase in reading achievement, and decrease the number of students scoring In Need of Support on the ACT Aspire Summative Assessment in reading.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
<p>Establish, convey, and monitor a literacy plan which includes the following at a minimum:</p> <ul style="list-style-type: none"> • all K-6 teachers have either started or completed Pathway A Phase I - K-2 R.I.S.E. Academy or Pathway C Phase I - 3-6 R.I.S.E. Training by July 2020 • the teachers who have completed Phase I will fulfill the requirements for Phase II - *contingent upon observation by ADE Certified SoR Assessor (Begins 2019-2020) • District and building administrators complete R.I.S.E. and R.I.S.E. Assessor Training 	<p>Superintendent</p> <p>GRESA</p> <p>ADE/DESE</p>	<p>August 2019 – July 2021</p> <p>Update The Science of Reading Pathways.xlsx</p> <p>Monthly</p> <p>1st Grade Teacher, PK Teacher, and SPED Teacher K-2 R.I.S.E. June 9-11</p> <p>K-2 R.I.S.E. June 9-11</p> <p>3-6 R.I.S.E. 3-6 Make Up Training - January 17, 2020 Day 1: The SoR: Basics in Phonology - January 24, 2020 Day 2: Phonics - February 7, 2020 Day 3: Morphology & Etymology</p>	<p>Literacy Plan developed and monitored</p> <p>Documented observation for implementation of SoR requirements/practices with fidelity</p> <p>Feedback and support</p>

<ul style="list-style-type: none"> Principal will complete Pathway D Phase I – ArkansasIDEAS Learning Path: Science of Reading (18 hrs) All K-12 teachers (art, music, PE, computer lab) and 7-12 teachers will complete Pathway D Phase I – ArkansasIDEAS Learning Path: Science of Reading All instructional paraprofessionals will be trained in the Science of Reading Students in need of receiving dyslexia services/interventions are identified and served Reading intervention – time and support provided for students 	<p>Superintendent Curriculum Coordinator</p> <p>Dyslexia Interventionist</p> <p>Principal</p>	<p>- Summer of 2020 Days 4 and 5 - Fall of 2020 (November or December) Day 6 June 2019 – Ongoing Completion of the ArkansasIDEAS Learning Path: SoR as released</p> <p>By December 2019 – Teachers will have completed and submitted documentation for at least 10 Parts for ArkansasIDEAS Learning Path: SoR (11 hours) Additional Parts will be completed as released November 2019 – May 2020 Instructional Paraprofessionals will participate in facilitated ArkansasIDEAS Learning Path: SoR</p>	<p>Schedules</p> <p>Data</p> <p>Small group instruction</p>
<p>Implementation of literacy curriculum and core literacy instruction in grades K-8 Wit and Wisdom</p>	<p>Superintendent</p> <p>Federal Programs Coordinator</p> <p>Curriculum Coordinator</p>	<p>August 2019 – June 2021</p> <p>September 2019 11, 2019 – Wilson Learning Program Training</p> <p>October 2019 – Wit and Wisdom Launch</p>	<p>- Agenda, sign in sheets, hand-outs</p> <p>- Monitoring for implementation with fidelity</p>

<p>Implementation of Geodes (K-2), Foundations (K-2), and Just Words (4-12)</p>		<p>November-December 2019 – Wit and Wisdom Implemented</p>	
<p>Monitor the implementation (with fidelity) of the Literacy Initiative</p> <ul style="list-style-type: none"> • Instructional practices consistent with and the implementation of SoR in the classroom and instruction • Purchase literacy materials • Provide professional development • Protected 90 minute literacy block • Data analysis > NWEA MAP Growth and Edgenuity 	<p>Superintendent Federal Programs Coordinator DTC/Curriculum Coordinator</p>	<p>August 2019-June 2020 Ongoing</p> <p>CWTs and Observations – at least 20 per week</p> <p>Spring 2020 – Curriculum Review and Recommendations; Planning for 2020-2021 schedules, PD, curriculum, and materials</p> <p>Ongoing – Data driven decisions</p>	<ul style="list-style-type: none"> - Evidence based-data collected - Feedback provided within 24 hours - Discussions/actions during collaborative team meetings; integrate literacy throughout the curriculum and across all content areas - Master Schedule - Required PD for teachers - Plans for 2020-2021 -Goals established, reviewed, and/or revised
<p>Provide literacy support</p> <ul style="list-style-type: none"> • Prioritizing the use of ESA funds, 1003, and other funds to provide additional resources and support • Creating and implementing Literacy Plan • Obtaining feedback from teachers • Support will be provided pursuant to the ESEA • Provide support to strengthen the instructional program, use data to 	<p>Superintendent Federal Programs Coordinator</p>	<p>August 2019 – June 2020</p> <p>Monitored during CWTs and observations conducted weekly</p>	<ul style="list-style-type: none"> - Budgets and allocations -Materials - Literacy Plan - Observational data collected during CWTs and observations - Surveys - Support provided and decisions made

inform decisions, transform the culture, and involve all stakeholders <ul style="list-style-type: none"> • Cabinet/Administrative Support meetings 			-Agenda, sign in sheets, minutes, goals, action plans
Implementation of Wit and Wisdom – Visit a school /model classroom (out of district)	Superintendent	December 2019-January 2020	-Observation of effective instruction -Implementation and teaching strategies -Support teachers with implementation

Goal 2: District administrators, school administrators, and teachers will create a safe, supportive, and collaborative culture through establishment of a Professional Learning Community (PLC).

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Develop and implement a Strategic Plan	ALA Superintendent	August 2019 – Plan Developed September 2019 – June 2020 Monitored monthly during District Leadership Team/Administrative Support Meeting	- Needs Assessment conducted - Plan developed, monitored, and data collected - Support provided
Provide training, professional development, and monitoring the implementation of: <ul style="list-style-type: none"> • Arkansas Leadership Academy (ALA) Organizational Development – Team Institute, Facilitating 	ALA Superintendent Federal Programs Coordinator Team Members	August 2019 – Organizational Development Kick-off & Develop Strategic Plan Administer Surveys to All Stakeholders October 2019 and Spring 2020 – ALA Team Institute	- Agenda - Surveys and Data Analyzed - Artifacts - Change in the environment and practices - Strategic Plan – implementation monitored and cycle of inquiry

<p>Adult Learning, and Student Voice</p> <ul style="list-style-type: none"> Professional Learning Communities (PLC) Positive Behavior Interventions and Support (PBIS) 	<p>Service Learning Teachers and Students</p> <p>Superintendent Principal Federal Programs Coordinator</p> <p>Superintendent Principal Federal Programs Coordinator PBIS Team</p>	<p>November 19-20, 2019 – Facilitating Adult Learning Institute Fall 2019 – Student Voice</p> <p>June and July 2019 – Principal and teachers attend Solution Tree PLC Institute Fall 2019 – Team attend ADE’s PLC in Forrest City, AR</p> <p>July -10 High School attends PLC Institute in Little Rock AR</p> <p>October 2019 – Team attends National PBIS Conference in Chicago, IL</p>	<ul style="list-style-type: none"> - Bringing it back & implementation - Goals – set or revised - “Shared Responsibility” - Student ownership - Effective and productive collaborative/team meetings based upon the 4 guiding questions - Best practices and evidence based practices implemented - Increase in student achievement - Constructive feedback provided <p>Matrix Developed PBIS Implemented Decrease in absences, decrease in discipline referrals, and increase in student achievement</p>
<p>Effectively implement the Teacher Excellence and Support System (TESS) and the Leader Excellence and Development System (LEADS)</p>	<p>Superintendent</p> <p>ALA ADE/DESE GRESO</p>	<p>July 2019-June 2020 Weekly</p> <p>Leadership Quest: PPLC Day 1 – August 29, 2019 Day 2 – November 5, 2019 Day 3 – December 11, 2019</p>	<ul style="list-style-type: none"> - Implementation of continuous system of feedback and support based upon evidence (data collected on educators, students, systems, processes, implementation of programs) - PD plan for district, school, and at the teacher level
<p>Celebrations</p>	<p>Superintendent</p>	<p>October 2019-June 2020 Student of the Month Employee of the Month</p>	<ul style="list-style-type: none"> -Student recognition -Motivation -Increase in staff morale

		Student Growth & Achievement After MAP Growth Administered	-Promotes good decision making, best practices, and shared responsibility
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Goal 3: District administrators, school administrators, and teachers will provide an environment in which effective teaching occurs in every classroom by implementing a guaranteed and viable curriculum.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Develop and implement a schedule for curriculum alignment	Superintendent Curriculum Coordinator Federal Programs Coordinator Principal Teachers Synergy	August 2019 – June 2020 Ongoing Dates for Curriculum Alignment Scheduled Workday #1 - October 14, 2019 #2 - November 25, 2019 #3 - January 20, 2020 #4 - February 17, 2020 #5 - April 10, 2020 Summer of 2020 Curriculum Alignment	Agendas, Sign In Sheets Curriculum Documents – rough drafts, revisions/notations during PLCs, team meetings, and vertical/horizontal curriculum alignment meetings Implementation and Practices – data collected during CWTs and observations Purchase Orders and Materials Pacing Guides, Units of Instruction, CFAs, Year-at-a Glance
Conduct classroom visits – CWTs, focus walks, or observations	Superintendent Federal Programs Coordinator Curriculum Coordinator Principal ALA	October 2019-May 2020 Weekly	-Implementation of best practices, programs with fidelity -Used to develop/revise PGP -PD based upon identified needs or focus
Data Analysis Training - ACT Aspire - MAP Growth Data driven decisions – What does the data say?	Superintendent Federal Programs Coordinator DTC/Curriculum Coordinator Principal	August 2019 - May 2020 During collaborative team meetings – twice monthly Schedule Collaborative Meeting Schedules.docx	PD Sign In Sheets Agenda item during collaborative team meetings Lesson plans developed based upon the data (interventions and enrichment)

	Teachers and Instructional Paraprofessionals	<p>November 25, 2019 NWEA MAP Growth - Analyzing Reports PD (facilitated by NWEA)</p> <p>December 2019-January 2020 Data Analysis</p> <p>Spring 2020 NWEA MAP Growth PD (facilitated by NWEA)</p>	<p>Documentation of student progress, class data, grade level data, and school data</p> <p>Agenda, Sign In Sheets, Hand outs</p>
Implement Edgenuity and GoMath		<p>September 2019 – May 2020 Edgenuity</p> <p>October 2019-May 2020 GoMath</p>	<p>Professional Development – Sign in sheets, agenda, hand-outs Survey Results</p> <p>Documented in lesson plans Observed during CWTs, focus walks, and observations</p>
Collaborate with Arkansas AIMS to provide mentoring for our teachers and support for our students	<p>Superintendent</p> <p>ArkansasAIMS</p> <p>GT Coordinator</p> <p>Curriculum Coordinator</p>	<p>Participate in 5 ACT Prep Saturdays – PAP/AP Teachers and Students</p> <p>November 16</p> <p>January 18, 2020</p> <p>February 20, 2020</p> <p>March 14, 2020</p> <p>April 2020</p>	<p>*Application and relevance Teachers:</p> <ul style="list-style-type: none"> -Classroom and teaching resources - Implementation of best teaching practices to ensure rigor and student achievement <p>Students:</p> <ul style="list-style-type: none"> -Instruction beyond the classroom -Application of concepts -Network with students outside of Marvell-Elaine -Increase in student confidence and knowledge
	Superintendent	August 2019-June 200	

<p>Monitor school for uniformity of curriculum and practices</p> <p>Provide support for the Curriculum Coordinator</p>	<p>Principal</p> <p>Superintendent</p> <p>ADE/DESE</p> <p>Federal Programs Coordinator</p> <p>Curriculum Coordinator</p>	<p>Monthly during support meetings</p> <p>November 2019-June 2020</p> <p>Work with Synergy in aligning the curriculum</p> <p>November 13-14, 2019</p> <p>AR Teaching and Learning Fall Collaborative for Curriculum Coordinators</p>	<p>Clear expectations conveyed and monitored</p> <p>Uniform curriculum programs</p> <ul style="list-style-type: none"> - Curriculum Documents -Lead the process and support the implementation of support for curriculum leaders, development of instructional models, guaranteed and viable curriculums, and literacy plans -Establish a statewide network of curriculum support.
<p>Team attends NWEA Fusion Conference in Denver, CO</p>	<p>Superintendent</p> <p>Federal Programs Coordinator</p> <p>Principal</p> <p>Teacher</p>	<p>June 29-July 2, 2020</p>	<ul style="list-style-type: none"> -Create data-informed cultures -Strategies and plans to drive students, school, and district performance

Evaluation (Check).		
PLAN FOR ANALYZING AND EVALUATING PROVISION OF SUPPORT	MONITORING TIMELINE	EVIDENCE OF MONITORING
District Leadership Team will monitor the implementation of the School Improvement Plans and District Support Plan	November 2020-June 2021 Monthly	<ul style="list-style-type: none"> - Agenda, sign in sheets, minutes - Data: assessment, CWTs/observations, implementation (Look Fors),
Implementation of Wit and Wisdom – Visit a school /model classroom (out of district)	January 2020	<ul style="list-style-type: none"> -Best practices; look fors -Provide support during implementation -Examine decisions (instructional, allocation of resources)
Data – Collection and Review of	August 2019-July 2020 Monthly - Attendance, discipline, CWT/Focus Walks/Observations	

<p>Data Analysis</p> <p>DLT meets to monitor the data collected during CWTs, focus walks, and observations</p>	<ul style="list-style-type: none"> - Surveys - Progression with TESS and LEADS requirements August 2019-July 2020 ACT Aspire – August 2019 July 2020 NWEA Data – September-October 2019 December-January 2020 April 2020 ESSA School Index 2019 – After it is released; January 2020 to project 2020 Report October 2019-June 2020 October 2019-February 2020 Bi-weekly March 2020-June 2020 Monthly 	<p>Implement actions based upon data</p> <p>Practices supported, discontinued, or revised</p>
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The district support plan developed for the school will be used to allocate resources for the school – financial, technological, personnel, equipment, time, instructional support programs, and professional development.