

AR
Hector School District
11520 SR27
Hector AR 72843
479-284-2021

District Support Plan 2022-2023 - Optional Template

Directions: Insert a link to your district support plan, or copy and paste your district support plan in the box below. Please highlight the literacy plan requirements as defined by Act 1082.

District	Hector School District
Superintendent	Mark Taylor
Superintendent Email	mark.taylor@hectorschools.nets
Superintendent Phone	479-284-2021

Please insert the District Support Plan here:

Hector School District

Literacy Support Plan

2022-2023

Hector School District Core Values

The Hector School District is grounded in six fundamental core values. These core values are the guiding principles by which all decisions are made. The Hector School District's core values are the foundation of the implementation of the Hector School District's Literacy Plan. The first core value is "Students First". We recognize that a student's ability to read proficiently is one of the more important predictors of success in all areas of academic achievement and in life. We are committed to reading instruction being grounded in evidence based practices and strategies that help support students who struggle with reading. The second core value is "Commitment to Excellence". The Hector staff is committed to providing all students with The Science of Reading evidence based teaching of literacy. While learning something new is difficult and requires educators taking on new information and pedagogy, Hector educators proudly meet these challenges, as they always do in order to do what is best for their students. Our third core value is "Value and Respect Diversity". As we embark on the Science of Reading literacy initiative, we recognize that all students learn differently. We are committed to providing students with diverse experiences, opportunities, and strategies to optimize each student's level of achievement and engagement. The fourth core value is "Provide innovative educational opportunities". We encourage and support our teachers to have the flexibility to be creative and utilize their talents to meet the needs of their students. Whether it be through genre or methodology, our teachers have professional license and support to follow the district curriculum while simultaneously using innovative techniques to meet the needs and interests of students in order to increase student achievement. Our fifth core value is "Maintaining a safe and caring environment". Without question, we make student safety a top priority in all we do. When thinking about the implementation of our literacy programs, we must create a safe and caring environment within our classrooms where students feel safe and comfortable. Always knowing that no matter what the struggle they will always have a support system in place to help them through. Which leads into our sixth core value of "Family and Community support". The Hector school district provides opportunities for parent and family involvement in every aspect of a student's academic experiences here at Hector. Constant communication between parents and families is key in all we do to support our students through their academics. Having our students know that whether they're at school or at home they always have a support system in place to help them succeed.

Literacy Plan Goals

1. The Hector School District will ensure that all students in grades K-12 will have access to a guaranteed, viable curriculum horizontally and vertically aligned to promote grade level reading proficiency.

- The Hector School District will commit that teachers will be afforded the opportunities for professional growth in evidence-based strategies to equip them to meet the diverse needs of every student.
 - The Hector School District will research and provide the resources necessary for teachers and students to support a viable high quality curriculum that supports and enhances student learning.
 - The Hector School District will continually monitor, assess, and evaluate the effectiveness of the literacy curriculum through curriculum review and in conjunction with student performance data.
2. The Hector School District will screen and assess students appropriately and provide support when needed.
- Elementary PLC teams (K-6) will meet weekly to analyze data from common formative assessments, progress monitoring assessments, and/or interim assessments to determine student progress, instructional practices/strategies, and student grouping for RTI.
 - High School will meet with their content PLC weekly to analyze student progress in Literacy. Data used to analyze student placement in RTI will be prior year summative data. Progress monitoring will be from current interim assessments, and in class formative assessments in each of the core areas of reading. (Key ideas and details, craft and structure, and integration of knowledge and ideas).
 - The District Leadership Team will meet monthly or as needed to evaluate, analyze, and monitor teacher instructional practices and progress, curriculum programs, student data to determine student growth, and discuss next steps. Dyslexia instruction and inclusion
 - K-6 Whole group, small group, and one-on-one Phonics First/Phonics Structures dyslexia program used by classroom teachers and embedded in current reading curriculum and assessed and progress monitored throughout the school year.
 - Take Flight K-12 dyslexia program provided small group and/or individual instruction by a Dyslexia interventionist. Progress monitoring and assessments are given as students progress through the program.
 - Dyslexia screeners are administered for those students who show indicators as well as those who are at the bottom 20%

Assessments and Screenings

Check-quarterly & summative assessment plan: A variety of formal and informal assessments will be utilized to monitor student progress toward mastery.

Assessments:

1. CTOPP
2. Woodcock Reading Mastery III
3. PAST
4. DSA
5. Dibels
6. Phonics Screeners
7. STAR

K-2 Assessments

1. DSA-beginning of year and mid year
2. DIBELS-beginning, middle and end of year
3. Istation-beginning, middle and end of year
4. Common formative assessments-quarterly

3-6 Assessments

1. DIBELS-beginning, middle and end of year (5-6 beginning of year and then as needed)
2. Istation-beginning, and mid-year
3. ACT Aspire spring summative
4. Common formative assessments-quarterly
5. STAR-beginning, middle, and end of year
6. Informal assessments include exit tickets, teacher observations, and quizzes

7-8 Assessments

1. DIBELS-beginning of the year then as needed for progress monitoring
2. Istation-beginning and mid year
3. ACT Aspire spring summative
4. Formative assessments-quarterly
5. informal assessments include exit tickets, teacher observations, and quizzes

9th-12th

1. DIBELS-beginning of the year then as needed for progress monitoring
2. IXL ELA/Math diagnostics
3. 9th-10th grade ACT Aspire spring summative
4. 11th grade ACT assessments
5. Formative assessments-quarterly
6. informal assessments include exit tickets, teacher observations, and quizzes

3. The Hector School District's expectations for building a viable literacy program, is to encourage and promote high expectations for teaching and learning at all grade levels. The Hector School District will continue working towards the support of all teachers and students through the PLC process to analyze current curriculum, resources, and student assessment data to ensure a high quality education for all students.

Curriculum K-12

K-5 will begin implementation on new core reading curriculum using Benchmark Workshop (Benchmark Education Company LLC) approved for the Science of Reading by DESE. (2022-2023)

6th-12th grade literacy teachers will be receiving the My Perspectives reading program to provide a comprehensive consistent reading curriculum across grades 6th through 12th and receiving professional development on the use of the My Perspectives reading curriculum to ensure proper implementation of the curriculum. (2022-2023)

K-1

Will follow a systematic scope and sequence aligned with the essential standards that follows a carefully thought out progression. Focus time and attention on phonological and phonemic awareness.

- Focus all students on the same rich, read aloud anchor text
- Organize units around conceptually related topics that build knowledge through anchor texts and volume of reading.
- Provide and adjust instructional scaffolds so every student is engaged with the anchor text at grade level
- Instructional time will include explicit teacher modeling of new content

- a. Model and support fluent reading by reading with students throughout daily reading instruction
 - Opportunities for student practice of target skills through speaking, writing, and reading, as well as reading decodable text containing previously taught sound/spelling patterns and high frequency words that students will read and reread for automaticity/accuracy.
- a. Focus on decoding grade appropriate texts with accuracy and automaticity before moving to a focus on fluency.
- b. Incorporate regular, repeated reading practice with decodable texts to support accuracy and automaticity with taught sound and spelling patterns
- c. Ensure students have time to discuss the meaning of the text and address text based vocabulary as needed.
- d. Provide sequences of questions that engage students deeply with the anchor text read aloud to build understanding
 - i. Use text based questions
- e. Provide supplemental practice on text based vocabulary
- f. Encourage and use the targeted words from the anchor text throughout discussions and writing assignments
 - Support students' decoding and fluency development through additional small group or individual support; opportunities to practice needed skills within existing instruction or practice opportunities; modify student practice or scaffolding as needed.
 - Connect writing to what students are reading to deepen comprehension
 - Include writing tasks connected to the literary text students are reading
 - Provide opportunities for students to demonstrate command of writing and conventions, including use of capitalization, punctuation, and spelling.

2nd-3rd

Will follow a systematic scope and sequence aligned with the essential standards that follows a carefully thought out progression. Focus time and attention on phonemic awareness and emphasize fluency.

- Focus all students on the same rich, read aloud anchor text
 - Organize units around conceptually related topics that build knowledge through anchor texts and volume of reading.
 - Provide and adjust instructional scaffolds so every student is engaged with the anchor text at grade level
 - Instructional time will include explicit teacher modeling of new content
- a. Model and support fluent reading by reading with students throughout daily reading instruction
 - b. Select grade level anchor text for fluency practice allowing for regular repeated reading to build accuracy, appropriate rate, and expression.
 - c. Modeling identifying and applying knowledge of key ideas and details, craft and structure, and integration of knowledge and ideas of a text.
 - Opportunities for student practice of target skills through speaking, writing, and reading, as well as reading decodable text containing previously taught sound/spelling patterns and high frequency words that students will read and reread for fluency..
 - a. Incorporate regular, reading fluency practice with decodable texts that match the taught sound and spelling patterns.
 - b. Ensure students have time to discuss the meaning of the text and address text based vocabulary as needed.
 - c. Provide sequences of questions that engage students deeply with the anchor text read aloud to build

understanding

i. Use text based questions

d. Provide supplemental practice on text based vocabulary

e. Add student accountability for regularly engaging in a volume of reading both assigned (for research) and chosen by student

f. Encourage and use the targeted words from the anchor text throughout discussions and writing assignments

- Support students' decoding and fluency development through additional small group or individual support; opportunities to practice needed skills within existing instruction or practice opportunities; modify student practice or scaffolding as needed.
- Connect writing to what students are reading to deepen comprehension
- Include writing tasks connected to the literary text students are reading
- Provide opportunities for students to demonstrate command of writing and conventions, including use of capitalization, punctuation, and spelling.

4th-5th

Will read widely and deeply from a variety of challenging fiction and nonfiction text fundamental to grades 4 and 5.

- Through wide reading on topic and attention to vocabulary, students will learn variations in word meanings; synonyms, antonyms, idioms, and words with more than one meaning.
 - Students will build fundamental language skills as they use roots, prefixes, or suffixes to analyze the meaning of complex words.
 - students will explain plainly and in detail what the book says both explicitly and what is implied from its details.
 - Students will produce written pieces over short and extended time frames throughout the year.
 - Students will engage in grade level anchor text features (meaning, structure, language, and knowledge demands)
 - Provide sequence of questions that engage students deeply with the text and build understanding
 - Understand and analyze key ideas and details, craft and structure, and integration of knowledge and ideas of a text
 - Design instruction to cultivate every student's ability to read carefully and understand and apply information-- both what the text says explicitly and when drawing inferences from texts.
 - Students are to cite specific textual evidence (quotes and examples) when supporting their own points of view (even within the writing)
 - Connect writing to what students are reading to deepen their comprehension, check for understanding
 - Promote independent reading K-2 will continue using Phonics First and Heggerty for all phonological and phonemic awareness during whole group instruction as well as supporting instruction in small group and RTI.
- 3-6 will use Phonics First/ Phonics Structures during whole group, small group, and RTI instruction prior to implementation of core reading instruction.

Professional Development K-5 (2021-2022)

Provide PD for new reading curriculum through Benchmark Workshop 2 training first face to face to walk teachers through the new curriculum and each component of the core reading program. Then after 3 months provide 2nd PD to provide additional PD for teacher support to ensure rigor and fidelity in teaching new reading curriculum.

6th-12th grade

- Purchase updated reading materials using the Perspectives reading program.
- Provide training for 6th-12th grade teachers to ensure full understanding of core reading curriculum to implement with high expectations and rigor.
- Use the 3 core curriculum templates provided by Arch Ford cooperative reading specialists covering the 3 key components of reading across all content areas with a focus on the 3 core reading strands; key ideas and details, craft and structure; integration of knowledge and ideas.

6th-8th

- Students will analyze, define, compare, and evaluate ideas with more precision when reading. They will apply skills learned to make sense of a range of more challenging texts across various topics.
- Students will cite specific evidence and make use of academic language and knowledge encountered in their reading when writing in response to a text.
- Students will learn to understand precisely what an author or speaker is saying, students will learn to question an author's or speaker's assumptions and assess the accuracy of their claims
 - They use relevant evidence to support their own point of view; making their reasoning clear
- Teachers will provide sequences of questions that engage students deeply within the text and build understanding
 - Key ideas and details
 - Craft and structure
 - Integration of knowledge and ideas
- Design instruction to engage students' ability to read carefully in order to understand what the text says explicitly and when drawing inferences from the text.
- Students will cite specific textual evidence to support their point of view
- Use text based questions to focus on academic and domain specific words
- Provide supplemental practice on text based vocabulary focused on word parts and their morphology
- Connect writing to what students are reading to deepen their comprehension.
- Promote independent reading

9th-12th

- Students will use a wider range of text evidence to support their inferences.
 - Address different aspects of the same topic
 - make connections about how complex ideas interact and develop within and across texts
- Students will learn through wide and deep reading of literature and literary nonfiction of increasing sophistication, they will be able to expand their literary and cultural knowledge and better understand references and images.
- Teachers will select anchor text with qualitative features such as meaning, structure, language, and knowledge demands
 - Key ideas and details
 - Craft and structure
 - Integration of knowledge and ideas
- Provide sequences of questions that engage students deeply with the text and build understanding

- Design instruction to engage students' ability to read carefully in order to understand what the text says explicitly and when drawing inferences from the text.
- Students will cite specific textual evidence to support their point of view
- Use text based questions to focus on academic and domain specific words
- Provide supplemental practice on text based vocabulary focused on word parts and their morphology
- Connect writing to what students are reading to deepen their comprehension.
- Promote independent reading

Science of Reading

Information regarding SoR pathways utilized by the district for required training and proficiency levels.

What pathways are being followed by grade- band?

What pathway will new hires follow?

What progress is being made towards proficiency?

How is the district keeping track of progress?

Elementary:

All K-2 classroom teachers, special education teachers, and reading intervention teachers are on Pathway A, Phase I. All 3-6 classroom teachers are on Pathway C, Phase 1. All other K-6 teachers (GT, library, music, art) are on the prescribed pathway for awareness credential (ArkansasIDEAS - Science of Reading Learning Path - 14 sessions of instructional content) The new hires are following the same respective pathways as described in the above bullet - depending on their positions.

The elementary school has started completing specific SoR Google forms, which when submitted, send both the teacher and the principal a copy of what was observed. Data graphs are also produced automatically, so each teacher's weaker areas and strengths can be kept track of.

High School:

All 7-12 classroom teachers are on the prescribed pathway for awareness credential (Arkansas IDEAS- Science of Reading Learning Path - 14 sessions of instructional content) with the exception of the 3 SPED teachers that are required to be on Pathway C, Phase 1. The new hires must all follow the same pathways as above in regards to their position. 3 SPED teachers are proficient. 2 new hires are in the process of receiving their awareness credential. All other teachers have received their awareness credential.

The high school is currently working on a SoR walkthrough form that will detail each teacher's strengths and weaknesses with the assistance of Arch Ford reading specialist.

What specific actions will be taken to support school improvement plans?

Who will be responsible for the actions?

Dates when the plan will be monitored.

How will the district evaluate the overall effectiveness of the plan?

Elementary:

The principal and the elementary leadership team will be responsible for the monitoring actions of the school improvement plan. The plan is monitored quarterly: October 2022; December 2022; March , 2023; and May, 2023.

The district will evaluate the overall effectiveness of the school's improvement plan at its March Title 1 Meeting looking at interim data, level screeners (if needed), and formative assessments with the help and support of parent and community input as well as continued PLC meetings with the elementary leadership team throughout the school year.

High School:

The principal, high school leadership team, and intervention team is responsible for monitoring the actions of the school improvement plan.

The plan is monitored quarterly: October 2022; December 2022; March 2023; and May 2023

The district will evaluate the overall effectiveness of the school's improvement plan at its March Title 1 Meeting looking at interim data with the help and support of parent and community input as well as continued PLC meetings with the high school leadership team and intervention team throughout the school year.

DISTRICT:

Who at the district will evaluate the data to determine the effectiveness of the support provided to schools?

What is the timeline for evaluation?

The district leadership team looks at the following data to help determine the focus of the school-level improvement plans. The data is reviewed at the beginning of the year and each quarter throughout the school year.

ESSA Reports

Aspire Data (Composite scores and individual report categories)

K-2 Istation assessment data

3-8 Istation interim assessment data

IXL diagnostic assessment data grades 9-12

ACT Data

CFAs quarterly during the year

Classroom Observations/

Walkthrough

SoR evidence (fluency, vocabulary, comprehension, phonics, phonemic awareness, morphology)

Instructional practices,

Classroom management

The district leadership team meets monthly and reviews the progress of the school-level implementation plans. If the schools are not making progress, or not showing growth, the district leadership team and school leadership teams meet and discuss, according to data, to find out where the barriers are and discuss options for changes/scaffolding that should take place to make improvements in order to help the school adjust the plan or provide resources to move the school towards student literacy success. The data from over the course of the year will also be used to determine if programs will be renewed or discontinued. The data information will also be used to determine what training needs to be put into place for the next year. The district team also reviews student/teacher data quarterly from each of the schools to analyze school needs and make provisions based on the school's needs.

statement that the district will prioritize ESA funds.

To improve literacy across the district, Hector School District is using ESA funds to specifically:

Dyslexia interventionist salaries

Adding paraprofessional to provide dyslexia interventions

Providing state approved curriculum for teachers

Classroom and building library books

Bought a book vending machine to reward student achievement and growth in reading scores.

Professional learning opportunities related to literacy.

Purchased instructional technology for students and teachers.

Added classroom teachers, reducing student/teacher ratios.

District Support Plan posted to District Website under state required information

Link to Hector School District support plan on website under State required information

The ESA Budget is uploaded in the 22-23 folder (ESA Budget for District Support Plan)

Incentives and motivations to engage students in learning

K-6 Reading incentives

1st- 5 AR points

2nd- 10 points

3rd- 10 points (if you are on level it must be chapter books)

4th- 15 points

5th and 6th- is meeting their goals set by Mrs. Clifford

These will go up each semester

- We give students that are not on level tokens for meeting their personal goals.
- Some students get to go to the vending machine as a behavior incentive as well.

Each classroom K-6 also provides individual student incentives (treats) as individual student goals are met.

7th-12th Reading incentives

Every Friday Read day during 4th period. Every student reads during 4th period every Friday and takes AR assessments. Teachers during that time provide students with treats and/or privileges to continue encouraging reading.

Special Services 6th-12th Reading incentives: Administer the San Diego quick assessment. If a student increases their score they are given a reward for improvement. If they increase by grade level and/or increase 25% as a whole class, then they get to have a starbucks cafe day where they get to sit in a special area in the room and do their work and get a special treat.

Allocation of Resources should align with the 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.

Mark Taylor	9/8/2022
Superintendent Signature	Date

ADE Feedback: