

# HERMITAGE SCHOOL DISTRICT

## 2020-2021 District Support Plan

<b>District</b>	Hermitage School District
<b>Superintendent</b>	Dr. Tracy Tucker
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[HSD Ready for Learning and Response Level Plan](#)

[HSD Ready for Learning Quick Glance](#)

[HES Ready for Learning Plan](#)

[HHS Ready for Learning Plan](#)

Ready for Learning Expectations		District Plan
<ul style="list-style-type: none"> <li>Ensure the continuity of teaching and learning by providing:</li> </ul>	<ul style="list-style-type: none"> <li>a guaranteed and viable curriculum that includes: K-12 Essential Standards</li> </ul>	<ul style="list-style-type: none"> <li>Both Principals have participated in the Master Principal Institute with ALA and HSD has participated in the Organizational Development Institute with ALA. This work has guided the curriculum work in our district.</li> <li>Professional Development has been on-going to support teachers in developing essential standards for core subjects as part of our curriculum, as well as lesson and unit plans. Pacing guides have been developed or reorganized to address missed learning and to include the identified essential standards.</li> <li>Professional Development has been provided on Professional Learning Communities and the benefits of these processes in our schools.</li> <li>Essential Standards were identified by grade level or core subject area teams, with assistance from specialists at our local co-op and ERZ, resource documents, and our ALA Coach.</li> <li>Professional Development was provided to staff on the benefits and processes of</li> </ul>

		<p>developing common assessments. Assessments aligned to those standards are being created or updated in order to assess student mastery of these standards and identify potential learning gaps. On-site and virtual students will complete the assessments.</p> <ul style="list-style-type: none"> <li>Monitoring of the use of the agreed upon curriculum is done through the PLC process, observations, review of lesson and unit plans, and assessment data review.</li> </ul>
	<ul style="list-style-type: none"> <li>blended learning (K-12), and</li> </ul>	<p>Google classroom and/or Canvas will be used by teachers as a LMS to post assignments and instructional content. Students will use this platform daily whether on-site or off-site in order to ensure continuity between the two delivery methods.</p> <p>K-6: Teacher created content on Google Classroom with digital support from resource providers will be used.</p> <p>7-12: Teacher created and Virtual Arkansas content on Canvas will be used.</p> <p>Students opting for Virtual Learning will use the same platforms as on-site/blended learners.</p> <p>9-12 students in Virtual Learning will be registered with Virtual Arkansas for most classes.</p>
	<ul style="list-style-type: none"> <li>diagnostic assessments (K-10)</li> </ul>	<p>iReady diagnostics will continue to be used to measure individual students' progress towards mastery in reading and mathematics.</p>
<ul style="list-style-type: none"> <li>Identify how to address unfinished learning from the prior year by using:</li> </ul>	<ul style="list-style-type: none"> <li>Arkansas <a href="#">Playbook: Planning for Re-engagement</a></li> </ul>	<p>Staff began the work on preparing for students to re-enter schools for the 2020-2021 school year during the Spring of 2020 when school was dismissed. Here are some of the actions we have taken in planning for learning when school begins on August 24:</p> <ul style="list-style-type: none"> <li>Identify missed essential standards from the Spring of 2020;</li> <li>Alter pacing guides so that teaching of missed essential standards occurs;</li> <li>Utilize diagnostic assessments to identify learning gaps (iReady, PAST, Phonics First);</li> <li>Utilize intervention time to target those students needing interventions; and</li> <li>Progress-monitor student learning continuously.</li> </ul>
	<ul style="list-style-type: none"> <li>district-developed resources</li> </ul>	<p>Essential standards that were not taught in the 4th quarter of the previous year have been identified for each core content area. Modified pacing guides for 2020-2021 will be completed prior to the school year (using PD days on the school calendar) in order to accommodate for instruction of these standards. Student progress will be monitored through common classroom assessments, formative assessments from providers, and interim assessments from providers.</p> <p><i>From Q and A document: When schools were closed by Governor Asa Hutchinson in March, we were not allowed to teach any new content or learning. Since that time, teams of teachers have worked to revise our curriculum so that missed skills are addressed when students return to school in August. Additionally, students will be assessed to determine individual strengths and deficits. These assessments will help us</i></p>

		<p><i>determine which students need additional support. At the secondary level, missed skills will be embedded into the next course in the sequence. For the 2020-2021 school year, learning that occurs IF we are closed due to the pandemic will follow the currently developed curriculum documents, so new learning skills (content) will occur. It will be imperative for students to stay current on their school work!!</i></p>
<ul style="list-style-type: none"> <li>Utilize a Learning Management System</li> </ul>		<p>Canvas will be used as the LMS for all classes taught by Hermitage High School. Other LMS platforms may be used for students enrolled in Virtual Arkansas courses.</p> <p>HES students will use Google Classroom. Students will also log into other platforms for lessons that support student learning.</p>
<ul style="list-style-type: none"> <li>Schedule teacher training for how to use the LMS</li> </ul>		<p>PD days on the school calendar have been rearranged to give staff time needed to prepare for using the LMS and blended learning. This will occur August 6-21, on varying schedules by building, content area, etc.</p> <p>HES certified staff received training on Google Classroom on August 7, 2020. This training was facilitated by Rosalynda Ellis. Additional training for staff was provided on our district PD Flex Days, which occurred the week of August 17.</p> <p>All HHS classroom teachers received a 6 hour training on Canvas through a Virtual Arkansas' module, Growing with Canvas. This training was facilitated by Mistie McGhee on August 6-7, 2020.</p>
<ul style="list-style-type: none"> <li>Schedule teacher training for blended learning (delivery of instruction)</li> </ul>		<p>All HES certified staff received Blended Learning training on August 10, 2020. This training was facilitated by Rosalynda Ellis. Additional training for staff was provided on our district PD Flex Days, which occurred the week of August 17.</p> <p>All HHS classroom teachers received a 6 hour training on Blended Learning through a Virtual Arkansas' module, Building Your Online Course. This training was facilitated by Mistie McGhee on August 10-11, 2020.</p> <p>The HSD 2020-2021 calendar has been developed to allow for remote learning days on Wednesdays of most weeks of the school year. These days will allow teachers to assess the capabilities of students and families to continue learning from home to be prepared for learning in the event of a shutdown of on-site learning.</p>
<ul style="list-style-type: none"> <li>Provide support for parents and students</li> </ul> <p><a href="#">Family and Community Engagement Plan Support</a></p> <p><a href="#">Parent Page on DESE Website</a></p>		<ul style="list-style-type: none"> <li>Information will be communicated on our Facebook page and sent out through our messaging system.</li> <li>School officials and school offices will be available to answer any questions that may arise.</li> <li>Back-to-School Videos will be posted on the district YouTube channel so that important information can be communicated with parents and students.</li> <li>Students will be taught how to access and use</li> </ul>

	<p>the LMS during the first 2 weeks of school, as well as educated on the expectations of blended learning. Remote Wednesdays will allow teachers and students the opportunity to use what they have learned about blended learning to better prepare for a closure to on-site learning.</p> <ul style="list-style-type: none"> <li>• Parents will be provided training on Google Classroom and/or Canvas during the first quarter of the school year. How-to videos will be sent to parents and in-person training will be offered.</li> <li>• Technology teams have been formed at each school to assist teachers, students, and parents in accessing and utilizing the LMS, troubleshooting issues with Chromebooks, and/or any other assistance needed.</li> <li>• HSD will develop a Quick Reference Guide for parents and students to offer assistance in accessing and utilizing the LMS.</li> <li>• The District Technology Coordinator will be available to support each school as needed.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide a communication plan for interacting with parents, students, and the community</li> </ul>	<p>We will utilize our Facebook page and messaging system to share information with all patrons. The Superintendent, both Principals, and the District FCE Facilitator have access to post information. All 2020-2021 school year information is posted on our district webpage at <a href="http://www.hermitageschools.org">www.hermitageschools.org</a>. HSD also has an app for easy access to information, as well as push notifications and a text messaging system.</p> <p>Information will also be shared via student and staff email accounts, which are provided for and maintained by the district.</p> <p>Tucker’s Tidbits are shared with staff that offer timely communication on information/issues related to the current situation at school.</p> <p>The Superintendent will be in frequent communication with the Mayor for the City of Hermitage concerning issues related to school and community.</p> <p>All district phone lines are answered daily between 7:30 AM and 4:00 PM. Phones roll over to the Central Office if not answered at the school level, where messages may be left. Phone calls will be made, as needed, but especially during virtual learning.</p> <p>Parents have the ability to log into the Home Access Center (HAC) for information about their student’s grades and attendance. HES will utilize weekly folders to assist in communication with parents.</p> <p>HES teachers create a “Week-at-a-Glance” document with a guide for learning for the week and also includes how to contact staff if assistance or</p>

	<p>information is needed. This should be helpful for parents and students.</p> <p>Students at HHS will receive a weekly message from the Principal that will have information about school events, activities, etc.</p>
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**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.

<b>Waivers</b>	<b>Explanation for waivers the district chooses to use. For any left blank, the district has chosen not to use.</b>
Ark. Code Ann. 6-17-117 (Non Instructional duties - only for the purpose of implementing ADH requirements and guidelines regarding health and safety)	<p>Teachers may be assigned non-instructional duties during the school day for more than 60-minutes per week, without additional compensation, if necessary to implement ADH requirements or guidelines (such as sanitation, supervision of students due to scheduling changes that allow greater chances of social distancing during times like recess, lunch, arrival, dismissal, etc.).</p> <p>A para-professional has been added to the elementary school staff to assist with supervision as much as possible. A para-professional position already exists at HHS for this purpose.</p>
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)	The HSD Board of Directors adopted the Covid-19 Emergency Resolution provided by ASBA, as well as an Exposure Control Plan for the 2020-2021 school year. Changes to policies on or after July 1, 2020 will not be required to have approval from a majority of licensed personnel, but will be shared with the new committee once members are elected.
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)	The HSD Board of Directors adopted the Covid-19 Emergency Resolution provided by ASBA, as well as an Exposure Control Plan for the 2020-2021 school year. Changes to policies on or after July 1, 2020 will not be required to have approval from a majority of licensed personnel, but will be shared with the new committee once members are elected.
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)	The HSD Board of Directors adopted the Covid-19 Emergency Resolution provided by ASBA, as well as an Exposure Control Plan for the 2020-2021 school year. Changes to policies on or after July 1, 2020 will not be required to have approval from a majority of classified personnel, but will be shared with the new committee once members are elected.
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)	The HSD Board of Directors adopted the Covid-19 Emergency Resolution provided by ASBA, as well as an Exposure Control Plan for the 2020-2021 school year. Changes to policies on or after July 1, 2020 will not be required to have approval from a majority of classified personnel, but will be shared with the new committee once members are elected.

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"> <li>Ark. Code Ann. 6-16-102(a)(1) through (a)(5)(E)(i)(b), and (c) (School Day)</li> <li>Standard for Accreditation 1-A.4.2 and 1-A.4.3 (School Day)</li> </ul>	<p>HSD is pleased to offer 2 options for learning for the 2020-2021 school year:</p> <ol style="list-style-type: none"> <li>Virtual learning with content and instruction provided by HSD teachers or through Virtual Arkansas;</li> <li>On-site/remote/blended learning with approved days on the school calendar for weekly remote learning (Wednesday) to allow students, staff, and parents to prepare for remote learning if necessary due to situations related to Covid-19.</li> </ol> <p>These instructional approaches to learning in the 2020-2021 school year require this waiver, relative to average time of learning in the school day when virtual or blended approaches are used for instruction (6 hrs/day; 30 hrs/week). Recess/physical activity time (40 minutes) will be waived on days or portion of days when virtual instruction is the primary instructional delivery method.</p>
<p>Ark. Code Ann. 6-17-111(a) (Duty-free lunch)</p>	<p>The district will not be required to provide a 30-minute duty free lunch if employees are providing instruction virtually at an off-site location or performing other duties as directed away from school premises, or when necessary to implement ADH requirements or guidelines, nor to compensate employees for not receiving a duty-free lunch.</p>
<p>Ark. Code Ann. 6-17-114 (Planning time)</p>	<p>The district will not be required to provide 200 minutes of planning time weekly to teachers who are providing instruction virtually at an off-site location, when performing other duties as directed away from school premises, or when necessary to implement ADH guidelines, nor to compensate teachers for not receiving planning time.</p>
<p>Ark. Code Ann. 6-17-211 (Employee leave)</p>	<p>Employees providing instruction virtually at an offsite location or performing other duties as directed by their supervisor away from school premises, should not be required to use leave.</p>
<p>Ark. Code Ann. 6-17-812(a)(2) (Class size)</p>	<p>In grades 5 - 12, if a teacher agrees to teach more than the maximum teaching load set forth in the Standards for Accreditation and DESE Rules, then the class size may be exceeded.</p>
<ul style="list-style-type: none"> <li>DESE Rules Governing Class Size and Teaching Load, Sec. 3.00 and 4.01 through 4.03</li> </ul>	<p>HSD may exceed class size maximums on days, or portions of days, when virtual approaches are the primary instructional delivery, for specific groups of students that are receiving their instruction primarily through virtual approaches, or for staff providing instruction primarily through virtual approaches.</p> <p>K: 20:1; 22 with ½ time aide; Grades 1-3: 25:1; Grade 4: 28:1; Grades 5-6: 28:1; Grades 7-12: 30:1; K-6 PE: 30:1.</p>
<ul style="list-style-type: none"> <li>DESE Rules Governing Student Special Needs Funding, Sec. 4.03.2 through 4.03.2.2.1</li> </ul>	<p>This waiver may be needed in the event that ALE students work in a virtual setting: ALE students class sizes: K-6: 10:1; 12 with a para 7-12: 15:1; 18 with a para; 30 with para if PE</p>
<ul style="list-style-type: none"> <li>DESE Rules</li> </ul>	<p>Class sizes may be exceeded in the event that PE is delivered in a virtual setting:</p>

<p>Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, Sec. 7.10.1 and 7.10.2</p>	<p>K-6: 30:1</p>
<ul style="list-style-type: none"> <li>Standard for Accreditation 1-A.5</li> </ul>	<p>HSD will not be required to comply with the laws of the State of Arkansas and the rules from DESE regarding class size and teaching load, as waived specifically above.</p>

## 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]

<p>HSD will review data available to prioritize goals for improving literacy.</p> <ul style="list-style-type: none"> <li>ESSA Index Reports (2018, 2019 data)</li> <li>iReady assessment results (K-8)</li> <li>Survey results from staff, students, and parents (done in partnership with ALA)</li> <li>Virtual Arkansas reports from staff to HSD staff/student about grades</li> <li>ACT Aspire Interim Assessment Data</li> <li>Common formative assessment results</li> <li>Progress monitoring and/or screening data (MindPlay, iStation, Phonics First, RAN, PAST, etc.)</li> <li>Student grades</li> </ul>
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District Literacy Plan	
<p>(1) Goals for improving reading achievement throughout the district</p>	<p>(1) To create a positive school culture of and for learning, staff will continue to work with ALA, our cooperative, and our ERZ to implement PLCs that focus on data-based decision making practices by the end of the 2020-2021 school year.</p> <p>(2) To improve student growth and achievement in reading, science, and math through the use of a rigorous, challenging, and aligned curriculum that embraces instructional practices that engage students in learning, whether virtually or on-site, by the end of the 2020-2021 school year (compared to the latest state results).</p> <p>(3) To provide opportunities for staff to share the results of their implemented instructional practices used in their classrooms upon</p>

	completion of the professional development in an awareness of (7-12) or proficiency in (K-6) reading foundational skills.
(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.	<ul style="list-style-type: none"> <li>• Under Title 1 funding, HSD employs 2 full-time literacy specialists/interventionists.</li> <li>• HSD will use funds available to support the improvement of reading achievement in our district through the purchase of supplemental materials and supplies as requested by staff.</li> <li>• HSD will utilize these resources to improve reading achievement in our district: Phonics First, Empowering Writers, EL, Journeys, iReady, MindPlay, Virtual Arkansas, Structures, Heggerty, Equipped for Reading Success,</li> <li>• HSD received a Comprehensive Literacy Grant from DESE to implement best practices from SoR training, provide interventions, and develop a culture of independent reading. Funds from this grant will be used to improve literacy achievement.</li> </ul>

Name of School(s)	Support Requested	District Support	Strategy Code
Hermitage Elementary School	Salaries (or portions) of: <ul style="list-style-type: none"> <li>• ½ time school improvement specialist</li> <li>• Technology Coordinator</li> <li>• Literacy Instructional Facilitators</li> <li>• Computer Lab Attendant</li> <li>• Social Worker</li> <li>• District Parent and Family Engagement Coordinator</li> <li>• Class-size reduction teacher</li> </ul> Funds for needed professional development	HSD has a strategic plan, with a focus on meeting the needs of the whole child - making sure our students are healthy, safe, engaged, supported and challenged. The district is constantly seeking ways to support our staff as they support our students and their families.  Needs during the 2020-2021 school year will be vastly different than previous years. HSD will ensure that staff has: <ul style="list-style-type: none"> <li>• PD to meet their needs to be able to deliver on-site and virtual instruction;</li> </ul>	1: safe/collaborative 2: effective instruction 3: viable curriculum  SAFE/COLLABORATIVE <ul style="list-style-type: none"> <li>• HSD will ensure that staff is aware of the process that should be utilized if there are concerns about a student or if they see a need. The Rtl process should be fully operational at each school. Additionally, the HSD Student Services team meets weekly to discuss students experiencing known difficulties and formulates a</li> </ul>



	<p>Funds to purchase needed materials for instruction for all content areas</p> <p>Funds to support technology needs for staff and students who are attending virtually or on-site</p> <p>Funds and time to continue the development of each school's instructional model, curriculum documents-including identification of essential standards, development of assessments, pacing documents, and performance indicators</p>	<ul style="list-style-type: none"> <li>● PD to learn to navigate the LMS;</li> <li>● Resources needed to effectively teach to and in both settings;</li> <li>● As much time as possible to plan lessons and record videos to support student learning, whether a virtual learner or on-site learner;</li> <li>● Time to spend with peers in the PLC process aimed to continue the work started last year in partnership with ALA;</li> <li>● Time to spend with peers and the local SPRINT teams to consider students at-risk in learning and how to better meet their needs (Rtl);</li> <li>● Access to Diagnostic Assessments that will inform teachers of the needs of individual student learners and allow for timely intervention or remediation;</li> <li>● Opportunities to attend PD at the Co-op or be supported by the specialists and ERZ personnel; and</li> <li>● Opportunities to use data (surveys, assessments, etc.) to make better</li> </ul>	<p>plan to assist students and families. The social worker, counselors, ELL coordinators, migrant coordinator, school nurse or POC, dean of students, 21st CCLC after-school coordinator, and family and community engagement facilitator are all examples of staff that could be called into a Student Services meeting to help develop a plan for a student and/or family.</p> <ul style="list-style-type: none"> <li>● HSD will be sensitive to the demands and impacts of the pandemic on our staff and students and will respond to needs as quickly as possible. We view our role as one of support and will ensure that resources are available when needed to foster learning and teaching.</li> </ul> <p>EFFECTIVE INSTRUCTION:</p> <ul style="list-style-type: none"> <li>● HSD will provide PD and</li> </ul>
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informed decisions.

materials/supplies to staff as needed to teach virtually or on-site.

- HSD will provide support personnel to enhance learning for all students.
- HSD will assist school principals in monitoring instruction and providing feedback to teachers, and will ensure compliance with laws, rules and regulations.

VIABLE CURRICULUM:

- HSD will provide the opportunity for principals to attend Master Principals Institute, Phase 3, with ALA and will support their efforts to implement the PLC process, which allows for the development of a sustainable and viable curriculum.
- HSD will collaborate with ALA, our co-operative, our ERZ, and others as needed to continue the work on the development of or identification of essential standards,

			<p>assessments, unit and lesson planning, and performance indicators or rubrics to assess student learning.</p> <ul style="list-style-type: none"> <li>● HSD will ensure that data is available and used to improve student achievement and further each school's strides to reach their goals.</li> </ul>
<p>Hermitage High School</p>	<p>Salaries (or portions) of:</p> <ul style="list-style-type: none"> <li>● ½ time school improvement specialist</li> <li>● Technology Coordinator</li> <li>● Literacy Instructional Facilitators</li> <li>● Computer Lab Attendant</li> <li>● Social Worker</li> <li>● District Parent and Family Engagement Coordinator</li> <li>● Class size reduction teacher</li> </ul> <p>Funds for needed professional development</p> <p>Funds to purchase needed materials for instruction for all content areas</p> <p>Funds to support technology needs for staff and students who are attending virtually or on-site</p> <p>Funds and time to continue the development of each</p>	<p>HSD has a strategic plan, with a focus on meeting the needs of the whole child - making sure our students are healthy, safe, engaged, supported and challenged. The district is constantly seeking ways to support our staff as they support our students and their families.</p> <p>Needs during the 2020-2021 school year will be vastly different than previous years. HSD will ensure that staff has:</p> <ul style="list-style-type: none"> <li>● PD to meet their needs to be able to deliver on-site and virtual instruction;</li> <li>● PD to learn to navigate the LMS;</li> <li>● Resources needed to effectively teach to and in both settings;</li> <li>● As much time as possible to plan lessons and</li> </ul>	<p>SAFE/COLLABORATIVE</p> <ul style="list-style-type: none"> <li>● HSD will ensure that staff is aware of the process that should be utilized if there are concerns about a student or if they see a need. The Rtl process should be fully operational at each school. Additionally, the HSD Student Services team meets weekly to discuss students experiencing known difficulties and formulates a plan to assist students and families. The social worker, counselors, ELL coordinators, migrant coordinator,</li> </ul>

	<p>school's instructional model, curriculum documents-including identification of essential standards, development of assessments, pacing documents, and performance indicators</p>	<p>record videos to support student learning, whether a virtual learner or on-site learner;</p> <ul style="list-style-type: none"> <li>● Time to spend with peers in the PLC process aimed to continue the work started last year in partnership with ALA;</li> <li>● Time to spend with peers and the local SPRINT teams to consider students at-risk in learning and how to better meet their needs (Rtl);</li> <li>● Access to Diagnostic Assessments that will inform teachers of the needs of individual student learners and allow for timely intervention or remediation;</li> <li>● Opportunities to attend PD at the Co-op or be supported by their specialists and ERZ personnel; and</li> <li>● Opportunities to use data (surveys, assessments, etc.) to make better informed decisions.</li> </ul>	<p>school nurse or POC, dean of students, 21st CCLC after-school coordinator, and family and community engagement facilitator are all examples of staff that could be called into a Student Services meeting to help develop a plan for a student and/or family.</p> <ul style="list-style-type: none"> <li>● HSD will be sensitive to the demands and impacts of the pandemic on our staff and students and will respond to needs as quickly as possible. We view our role as one of support and will ensure that resources are available when needed to foster learning and teaching.</li> </ul> <p>EFFECTIVE INSTRUCTION:</p> <ul style="list-style-type: none"> <li>● HSD will provide PD and materials/supplies to staff as needed to teach virtually or on-site.</li> <li>● HSD will provide support personnel to</li> </ul>
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			<p>enhance learning for all students.</p> <ul style="list-style-type: none"><li>● HSD will assist school principals in monitoring instruction and providing feedback to teachers, and will ensure compliance with laws, rules and regulations.</li></ul> <p>VIABLE CURRICULUM:</p> <ul style="list-style-type: none"><li>● HSD will provide the opportunity for principals to attend Master Principals Institute, Phase 3, with ALA and will support their efforts to implement the PLC process, which allows for the development of a sustainable and viable curriculum.</li><li>● HSD will collaborate with ALA, our co-operative, our ERZ, and others as needed to continue the work on the development of or identification of essential standards, assessments, unit and lesson planning, and performance indicators or rubrics to assess student learning.</li></ul>
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			<ul style="list-style-type: none"> <li>• HSD will ensure that data is available and used to improve student achievement and further each school's strides to reach their goals.</li> </ul>
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Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s). [DO]

<p>HSD will:</p> <ul style="list-style-type: none"> <li>• Require each school to submit to HSD Literacy Team a review of progress made toward goals once per quarter that includes data reviewed/used for the review;</li> <li>• Monitor the collaboration of staff during PLCs with the ALA Performance Coach and Principals (monthly);</li> <li>• Continue to prioritize funding (operating, ESA, other) to meet needs for the improvement of achievement in literacy (initially during budget preparations in September, Superintendent and Business Manager);</li> <li>• Monitor the implementation of interventions and the Rtl programs and processes at each school (quarterly; Principals, Instructional Facilitators, Dean of Students, and/or Student Services Coordinator);</li> <li>• Provide opportunities/time for collaboration and observations between buildings and/or content areas (monthly; Principals);</li> <li>• Utilize specialists (co-operative, ERZ) to facilitate work to reach school goals, (as schedule allows; Principals and/or Instructional Facilitators); and</li> <li>• Ensure the development of school-level plans that are visionary, yet obtainable (Principals, by September 1).</li> </ul>
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Explain how the district will evaluate the school-level improvement plan for progress. This explanation should include clearly defined expectations. [check]

<p>HSD will:</p> <ul style="list-style-type: none"> <li>• Require school-based teams to review the school plans and make changes or adjustments on a monthly basis;</li> <li>• Document quarterly reviews by the DLT of school progress towards goals and the offered suggestions for further implementation (October, January, April, June);</li> <li>• Document monthly the collaboration efforts seen in each school, including data obtained or reviewed, with the goal of improving student learning in literacy (completed by the ALA Performance Coach and Principals in Master Principal Phase 3); and</li> </ul>
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- Review financials monthly to identify funds that may be used by schools for needs to meet identified goals.

**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.