

District Support Plan
Smackover-Norphlet School District
2020-2021

The Smackover-Norphlet School District is a Level 1 District receiving General Collaborative Support from the Division of Elementary and Secondary Education.

Ensure the continuity of teaching and learning by providing a guaranteed and viable curriculum that includes blended learning (K-12) and diagnostic assessments (K-8)		
Action(s)	Notes	Contact Person
Selected Renaissance as the provider for the K-8 diagnostic assessments.	Completed	Jennifer Lee
Early Literacy, STAR Reading, and STAR Math assessments will be administered to appropriate K-8 students three times during the 2020-2021 school year and as determined by identified campus needs.	September 7 – October 2, 2020 January 4 – 29, 2021 April 1 – April 30, 2021	Jennifer Lee
Teachers will align math curriculum to Khan Academy lessons for 2 nd through 12 th grade.	September 30, 2020	<ul style="list-style-type: none"> SES – Meghan Preston NMS – Amber Holloway SHS – Amber Holloway
The district is making three differing plans for providing a guaranteed and viable curriculum that includes blended learning for K-12 students.		
<p>On Campus Instruction</p> <p>Students will engage in direct face-to-face instruction with classroom teacher(s) which is supplemented with blended learning using online resources including Google Classroom, Khan Academy, and other digital content as determined by the classroom teacher.</p> <ul style="list-style-type: none"> Students who must quarantine for a designated time period will be allowed to utilize a Virtual Seat in the classroom and return to on-campus instruction immediately after the student’s quarantine is lifted. 	<p>August, 2020 – May, 2021</p> <p>Waiver: Ark. Code Ann. 6-17-117 Waiver: Ark. Code Ann. 6-17-204 Waiver: Ark. Code Ann. 6-17-205 Waiver: Ark. Code Ann. 6-17-2304 Waiver: Ark. Code Ann. 6-17-2305</p>	<ul style="list-style-type: none"> SES – Holly Strickland NMS – Larry Beasley SHS – Bernadette O’Guinn

<p>Virtual Seat in the Classroom</p> <p>Students will engage remotely in classroom instruction using online resources including Google Classroom, Khan Academy, and other digital content as determined by the classroom teacher. Students will be expected to complete and submit assignments remotely. Grades will be assigned based on mastery of assignments as well as the level of student engagement in the remote classroom instruction.</p> <ul style="list-style-type: none"> • Parents/guardians choosing this option will sign an agreement identifying student responsibilities, parent/guardian responsibilities, and school district responsibilities. • This is a nine-week commitment which may be extended each nine weeks at the request of the parent/ guardian. <p><i>No paper packets will be distributed.</i></p>	<p>August, 2020 – May, 2021</p> <p>Waiver: Ark. Code Ann. 6-17-117</p> <p>Waiver: Ark. Code Ann. 6-17-204</p> <p>Waiver: Ark. Code Ann. 6-17-205</p> <p>Waiver: Ark. Code Ann. 6-17-2304</p> <p>Waiver: Ark. Code Ann. 6-17-2305</p> <p>Waiver: Ark. Code Ann. 6-16-102</p> <p>Waiver: Standards for Accreditation 1-A.4.2 and 1-A.4.3</p>	<ul style="list-style-type: none"> • SES – Holly Strickland • NMS – Larry Beasley • SHS – Bernadette O’Guinn
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At Home Instruction

Upon the issuance of a directive from the Governor or the Department of Health, in-school instruction will be canceled and all students will engage remotely in classroom instruction using online resources including Google Classroom, Khan Academy, and other digital content as determined by the classroom teacher. Students will be expected to complete and submit assignments remotely. Grades will be assigned based on mastery of assignments as well as the level of student engagement in the remote classroom instruction.

At the beginning of the school year, classroom teachers will develop 3-5 days of “bridge” assignments which will be able to be accessed through Google classroom in case a shift must be made to At Home Instruction.

Upon the issuance of a directive from the Governor or the Department of Health

Waiver: Ark. Code Ann. 6-17-117

Waiver: Ark. Code Ann. 6-17-204

Waiver: Ark. Code Ann. 6-17-205

Waiver: Ark. Code Ann. 6-17-2304

Waiver: Ark. Code Ann. 6-17-2305

Waiver: Ark. Code Ann. 6-16-102

Waiver: Standards for Accreditation 1-A.4.2 and 1-A.4.3

Waiver: Ark. Code Ann. 6-17-114

Waiver: Ark. Code Ann. 6-17-211

Waiver: Ark. Code Ann. 6-17-812

Waiver: DESE Rules Governing Class Size and Teaching Load, Sec. 3.00

Waiver: DESE Rules Governing Student Special needs Funding, Sec. 4.03.2 through 4.03.2.2.1

Waiver: DESE Rules 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

Waiver: Standards for Accreditation 1-A.5

- SES – Holly Strickland
- NMS – Larry Beasley
- SHS – Bernadette O’Guinn

Identify how they will address unfinished learning from the prior year by using the *Arkansas Playbook: Addressing Unfinished Learning* or district developed resources

The district will use the following four questions to determine how they will address unfinished learning from the prior year:

- What do we expect our students to learn? (Goals/Expectations)
- How will we know they are learning? (Assessment)
- How will we respond when they don't learn? (Intervention)
- How will we respond if they already know it? (Gifted)

Action(s)	Notes	Contact Person
<p>Each school leadership team will review the Arkansas Playbook and identify which resources, lesson, and templates will best support the work of teachers in Professional Learning Communities to address unfinished learning and close learning gaps.</p>	<p>June, 2020 to July, 2020</p>	<ul style="list-style-type: none"> • SES – Meghan Preston • NMS – Amber Holloway • SHS – Amber Holloway
<ul style="list-style-type: none"> • Smackover Elementary School teachers have already met in Professional Learning Communities to identify which essential standards were not mastered and/or which essential standards were not introduced when schools shifted to at-home instruction. Grade level teacher teams are designing lessons to be taught at the beginning of the year or at the most relevant time to close the learning gap. • Smackover Elementary School teachers will use Renaissance assessments including STAR Early Literacy, STAR Reading, and STAR Math as formative assessments to identify strengths and weaknesses individually and collectively. Individual student plans will be developed to remediate and/or intervene as necessary based on the data. 	<p>May, 2020 to September, 2020</p>	<p>Meghan Preston</p>

<ul style="list-style-type: none"> • As a Professional Learning Community, Norphlet Middle School teachers will determine which essential standards were not mastered and/or which essential standards were not introduced when schools shifted to at-home instruction. Teachers will design lessons to be taught at the beginning of the year or at the most relevant time to close the learning gap. • Norphlet Middle School teachers will use Renaissance assessments including STAR Reading and STAR Math as formative assessments to identify strengths and weaknesses individually and collectively. Individual student plans will be developed to remediate and/or intervene as necessary based on the data. 	<p>July, 2020 – September, 2020</p>	<p>Amber Holloway</p>
<ul style="list-style-type: none"> • As a Professional Learning Community, Smackover High School teachers will determine which essential standards were not mastered and/or which essential standards were not introduced when schools shifted to at-home instruction. Teachers will design lessons to be taught at the beginning of the year or at the most relevant time to close the learning gap. • Smackover High School teachers will create and utilize formative assessments as necessary to identify strengths and weaknesses individually and collectively. Individual student plans will be developed to remediate and/or intervene as necessary based on the data. 	<p>July, 2020 – September, 2020</p>	<p>Amber Holloway</p>

Utilize a Learning Management System

Action(s)	Notes	Contact Person
The district will use the following Google Apps as part of our comprehensive K-12 Learning Management System: <ul style="list-style-type: none">• Google Classroom• Google Hangout/Meet• Google Calendar• Gmail	Currently in place	Jana Reynolds
The district will upgrade the Google Suite to Google Enterprise.	\$24 per year for each faculty member Submit order by July 15, 2020.	Jana Reynolds
Teachers will incorporate digital content from Lincoln Learning for students using Buzz as a supplementary LMS if needed.	July, 2020 – May, 2021	<ul style="list-style-type: none">• SES – Shannon Black• NMS – Jerry Langston• SHS – Andrew Schroeder

Schedule teacher training for how to use the LMS

Action(s)	Notes	Contact Person
The assistant principal on each campus will attend the train-the-trainer sessions held at the South Central Service Cooperative and online webinars presented by the Arkansas Public School Resource Center.	July, 2020	<ul style="list-style-type: none"> • Jennifer Lee
Teachers and administrators will participate in training presented by the assistant principals to learn how to use Buzz and the digital content from Lincoln Learning.	July, 2020 to August, 2020 Ongoing (as needed)	<ul style="list-style-type: none"> • SES – Shannon Black • NMS – Jerry Langston • SHS – Andrew Schroeder
With support from Team Digital, the district will create a digital course with professional learning for teachers to use specific to utilizing an LMS.	July, 2020	<ul style="list-style-type: none"> • Jennifer Lee
Assistant principals will facilitate the digital course created with the support of Team Digital that is specific to the learning needs of the teachers and faculty on each campus.	August, 2020 Ongoing (as needed)	<ul style="list-style-type: none"> • SES – Shannon Black • NMS – Jerry Langston • SHS – Andrew Schroeder

Schedule teacher training for blended learning (delivery of instruction)

Action(s)	Notes	Contact Person
Each campus will develop a digital learning engagement rubric which will be used for participation grades. (Reminder: Grades will be assigned based on mastery of assignments as well as the level of student engagement in the remote classroom instruction.)	August, 2020	<ul style="list-style-type: none"> • Facilitated on each campus by the principal, assistant principal, and instructional facilitator
With support from Team Digital, the district will create a digital course with professional learning for teachers to use specific to providing blended learning (delivery of instruction).	September, 2020	<ul style="list-style-type: none"> • Jennifer Lee
Assistant principals will facilitate the digital course created with the support of Team Digital that is specific to the learning needs of the teachers and faculty on each campus.	September, 2020 Ongoing (as needed)	<ul style="list-style-type: none"> • SES – Shannon Black • NMS – Jerry Langston • SHS – Andrew Schroeder
Topics for training include, but are not limited to: <ul style="list-style-type: none"> • How to use Google offline • How to embed Khan Academy into Google classroom • Expectations for submission of assignment and grading for students using a virtual seat in the classroom (This includes setting appropriate deadlines for submission of assignment which may be impacted by students having to upload assignments weekly in a hot spot or access point.) • How to greet students entering a virtual classroom (Think about how Harry Wong greets students before entering a physical classroom. How do we do this virtually?) 	August, 2020 Ongoing (as needed)	<ul style="list-style-type: none"> • SES – Shannon Black • NMS – Jerry Langston • SHS – Andrew Schroeder

<ul style="list-style-type: none">• Classroom management and virtual instruction• How to handle an immediate virtual classroom disciplinary issue remotely• When and how to make an online referral for discipline with virtual instruction• How to use breakout rooms• How to prevent cheating• How to record videos• How to create tests• What is a digital footprint? Teaching students about a digital footprint specifically in relationship to email, chat, etc.• How to use the Google Enterprise suite for teachers who did not use it previously (including how to make assignments, how to schedule Meet, etc.)		
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Use effective technology for parents and students

Action(s)	Timeline	Contact Person
Kindergarten and first grade students will use Chrome Tablets for online and/or blended learning.	Requisition for 180 Chrome Tablets submitted the week of June 8. Expected arrival middle of August	Jana Reynolds
Second grade students will use Touchscreen Chromebooks for online and/or blended learning.	Requisition for 90 Touchscreen Chromebooks submitted the week of June 8. Expected arrival middle of August	Jana Reynolds
Third through twelfth grade students will use Chromebooks for online and/or blended learning.	Requisition for 125 Chromebooks submitted the week of June 8. Expected arrival middle of August	Jana Reynolds
Teacher will utilize remote learning tools on a weekly basis to ensure that students have mastered logging into the LMS, accessing digital content, and submitting assignment remotely.	Beginning in August, 2020	<ul style="list-style-type: none"> • SES – Holly Strickland • NMS – Larry Beasley • SHS – Bernadette O’Guinn
Create and implement an on-campus orientation for parents and students electing Virtual Seat in the Classroom option.	August, 2020	<ul style="list-style-type: none"> • SES – Shannon Black • NMS – Jerry Langston • SHS – Andrew Schroeder

Provide a written communication plan for interacting with parents, students, and the community regarding day-to-day expectations

Action(s)	Timeline	Contact Person
The written communication plan will be written and posted on the district website, The Buckaroo Blog, the district Facebook page, and the district Twitter account.		Jennifer Lee
The phone and text messaging system will be utilized to notify parents when important announcements need to be communicated.		Jana Reynolds

Written Communication Plan

The Smackover-Norphlet School District has created the Buck Stop Landing Page on the district website to serve as a centralized location for information to be disseminated to parents, students, community members, etc. regarding its Ready for Learning plans.

To access the Buck Stop Landing Page, go to <https://sites.google.com/smackover.net/20-21-buck-stop-landing-page/home>

Below is a table of contents which can be accessed on the Buck Stop Landing Page:

[Return To School Overview](#)

[20-21 Learning Options \(On Campus v. Virtual side by side\)](#)

[Additional Information for Virtual Seat in the Classroom](#)

[At Home Learning In the Event of Mandatory Closing](#)

[Instructional Expectations and Logistics](#)

[Wifi Access Locations](#)

[Meal Service Locations](#)

[FAQ's \(consistently updated\)](#)

[SNSD Ready For Learning Plan \(in depth plan required for DESE submission\)](#)

[Ready for Learning Plan - Curriculum & Instruction](#)

[Ready for Learning Plan - Logistics](#)

[Important information, articles and guidance regarding Covid 19 and schools](#)

In addition to the Buck Stop Landing Page, the district also regularly communicates to the public through the use of the following:

- The Buckaroo Blog - <https://thebuckaroblog.wordpress.com/>
- Facebook Account – Smackover-Norphlet School District
- Twitter - @Smackover_Bucks

The Smackover-Norphlet School District has a phone and text message system which is integrated through eSchool to provide an additional layer of communication to parents.

School District Support Plan for School Improvement Planning

Month	August, 2020
Guiding Question	<p>If you were to target one specific area which you believe would have the greatest impact on student achievement on your campus in 2020-2021, what would it be?</p> <p>Said another way, “What is the ONE next most important thing your students need to know in order to be successful?”</p>
Assignment	<p>All Campuses:</p> <ol style="list-style-type: none"> 1. With your school’s leadership team, determine what will be your one area of focus for student achievement for the 2020-2021 school year. <ul style="list-style-type: none"> • If you have different needs at different grade levels or subject areas, then you may select more than one focus. • No more than three focus points for your campus. (2 focal points related to student achievement and 1 focal point related to family and student engagement) 2. With your school’s leadership team, select an Indistar indicator(s) that supports your focus. <ul style="list-style-type: none"> • If you have an idea of what you want your focus to be, but can’t find an indicator, let Jennifer know and she will help you look. 3. With your school’s leadership team, assess only (do not create tasks, etc.) the selected Indistar indicator(s). 4. Bring selected indicator(s) and the current assessment of the indicators to the September administrative leadership team meeting.

Month	September, 2020
Report	<p>All Campuses:</p> <p>Each campus will report the decision of their school’s leadership team for the focus points and the Indistar indicator(s) for the 2020-2021 school year.</p>
Guiding Question	How can I select tasks that will have an impact on student achievement?
Assignment	<p>All Campuses:</p> <p>With your school’s leadership team, read the Wise Ways for the Indistar indicator(s) which have been selected.</p> <p>With your school’s leadership team, determine all of the tasks necessary to successfully implement your plan. Be sure to consider the following:</p> <ul style="list-style-type: none"> • Professional Development needs • Resources, materials, and supplies needed <p>Enter each of the tasks into Indistar and assign a person who is responsible for doing each thing. Bring a copy of your Indistar indicator(s) and the tasks to the October District Indistar Meeting</p> <p>Elementary and Middle School Campuses - Discuss reporting of reading levels for K-8 students.</p> <ol style="list-style-type: none"> 1. Administer K-8 Renaissance benchmark to K-8 students. 2. With your campus leadership team, review Renaissance Data for K-8 from 1st testing window. Identify strengths, weaknesses, and gaps observed at this time. 3. What gaps in learning are present due to remote learning? How is your current school improvement plan working to support weaknesses and gaps? Do additional tasks need to be added to your Indistar indicator(s) to address these weaknesses or gaps? 4. Be prepared to present the data of K-8 students from Renaissance Early Literacy, STAR Reading, and STAR Math during the October District Indistar Meeting. For STAR Reading and STAR Math, use the ACT Aspire Benchmark Cut Scores.

Month	October, 2020
Report	<ul style="list-style-type: none"> • Each campus will report the tasks that accompany the selected Indistar indicator(s). • SES and NMS campus will report on Renaissance testing.
Guiding Question	How can we obtain buy-in from our school regarding the focus point selected for the upcoming school year?
Assignment	<p>All Campuses:</p> <ol style="list-style-type: none"> 1. With the school's leadership team, determine a plan for presenting the focus, Indistar indicator(s), and tasks to your campus. 2. Present the plan to your campus. 3. Obtain input from your campus. 4. With the school's leadership team, edit, revise, add, and/or delete tasks for the 2020-21 school year in Indistar. 5. Bring a copy of the updated Indistar indicator(s) and tasks to the November District Indistar Meeting. 6. Prepare a two-minute presentation about the school's plan which will be presented at the October school board meeting. <p>All Campuses:</p> <p>District Baseline Cut Scores for ACT Aspire Interim Assessments</p> <ul style="list-style-type: none"> • 1st – 25% meeting benchmark • 2nd – 50% meeting benchmark • 3rd – 75% meeting benchmark <ol style="list-style-type: none"> 1. Administer 1st ACT Aspire Interim Assessments during October. 2. With your campus leadership team, review ACT Aspire Interim Assessment data. Identify strengths, weaknesses, and gaps observed at this time. 3. How is your current school improvement plan working to support weaknesses or gaps? Do additional tasks need to be added to your Indistar indicator(s) to address these weaknesses? 4. Be prepared to present the raw number and percentage of students meeting the 1st benchmark and next steps for your campus at the November District Indistar Meeting.

Month	November, 2020
Report	<p>All Campuses:</p> <p>Each campus will report on the raw number and percentage of students meeting the 1st benchmark and next steps for their campus.</p>
Guiding Question	What district level support do you need to support the tasks for your Indistar indicator(s)?
Assignment	<p>All Campuses:</p> <ol style="list-style-type: none"> 1. Administer 2nd ACT Aspire Interim Assessment after Thanksgiving break 2. With your campus leadership team, review ACT Aspire Interim Assessment data. Identify strengths, weaknesses, and gaps observed at this time. 3. How is your current school improvement plan working to support weaknesses or gaps? Do additional tasks need to be added to your Indistar indicator(s) to address these weakness or gaps? 4. What district level support do you need to support the tasks for your Indistar indicator(s) 5. Be prepared to present the raw number and percentage of students meeting the 2nd benchmark and next steps for your campus at the January District Indistar Meeting.

Month	December, 2020
Report	<p>All Campuses:</p> <p>Each campus will present the raw number and percentage of students meeting the 2nd benchmark and next steps for their campus.</p>
Guiding Question	Based on interim assessment data, what immediate steps need to be taken to ensure success on the standardized achievement tests in the spring?
Assignment	<p>Elementary and Middle School Campuses</p> <ol style="list-style-type: none"> 1. Administer 2nd Renaissance benchmark assessment to K-8 students in January 2. With your campus leadership team, review Renaissance Data for K-8 from 2nd testing window. Identify strengths, weaknesses, and gaps observed at this time. 3. How is your current school improvement plan working to support weaknesses/gaps? Do additional tasks need to be added to your Indistar indicator(s) to address these weaknesses/gaps? <p>All Campuses:</p> <p>With the leadership team on your campus, discuss options for immediate remediation on your campus.</p> <p>Remember that the new accountability model is a growth model. We need to be looking at individual student growth. We do not need to focus on growth just for “bubble” students anymore; we need to focus on growth for ALL students.</p> <p>Be prepared to:</p> <ul style="list-style-type: none"> • Present your short term plan for immediate remediation on your campus at the February District Indistar Meeting. • Present a two minute presentation of your short term plan for immediate remediation on your campus at the February school board meeting.

Month	January, 2021
Report	<ul style="list-style-type: none"> • All Campuses: Each principal will present their short term plan for immediate remediation for their campus. • Elementary and Middle School Campuses: Present Renaissance data from January administration.
Guiding Question	<p>If you were to target one specific area which you believe would have the greatest impact on student achievement on your campus in 2021-2022, what would it be?</p> <p>Said another way, “What is the ONE next most important thing your students need to know in order to be successful?”</p>
Assignment	<p>All Campuses:</p> <ol style="list-style-type: none"> 1. With your school’s leadership team, determine what will be your one area of focus for student achievement for the 2021-2022 school year. <ul style="list-style-type: none"> • If you have different needs at different grade levels or subject areas, then you may select more than one focus. • No more than three focus points for your campus. 2. With your school’s leadership team, select an Indistar indicator(s) that supports your focus. <ul style="list-style-type: none"> • If you have an idea of what you want your focus to be, but can’t find an indicator, let Jennifer know and she will help you look. 3. With your school’s leadership team, assess only (do not create tasks, etc.) the selected Indistar indicator(s). 4. Bring selected indicator(s) and the current assessment of the indicators to the February District Indistar Meeting.

Month	February, 2021
Report	<ul style="list-style-type: none"> • All Campuses: Each principal will present their short term plan for immediate remediation for their campus. • Elementary and Middle School Campuses: Present Renaissance data from January administration.
Guiding Question	<p>If you were to target one specific area which you believe would have the greatest impact on student achievement on your campus in 2021-2022, what would it be?</p> <p>Said another way, “What is the ONE next most important thing your students need to know in order to be successful?”</p>
Assignment	<p>All Campuses:</p> <ol style="list-style-type: none"> 1. With your school’s leadership team, read the Wise Ways for the Indistar indicator(s) which have been selected. 2. With your school’s leadership team, determine all of the tasks necessary to successfully implement your plan. Be sure to consider the following: <ul style="list-style-type: none"> • Professional Development needs • Resources, materials, and supplies needed 3. Enter each of the tasks into Indistar and assign a person who is responsible for doing each thing. Remember that this plan is for the 2021-2022 school year. Do not assign a date earlier than June 1, 2021 for any given task. 4. Bring a copy of your Indistar indicator(s) and the tasks to the March District Indistar Meeting. <p>All Campuses:</p> <ol style="list-style-type: none"> 1. Administer 3rd ACT Aspire Interim Assessment in March. 2. With your campus leadership team, review ACT Aspire Interim Assessment data. Identify strengths, weaknesses, and gaps observed at this time. 3. How is your current school improvement plan working to support weaknesses or gaps? Do additional tasks need to be added to your current Indistar indicator(s) to address gaps and weaknesses/gaps? 4. What district level support do you need to support the current tasks for your Indistar indicator(s)? 5. Be prepared to present the raw number and percentage of students meeting the 3rd benchmark and next steps for your campus at the March District Indistar Meeting.

Month	March, 2021
Report	<p>All Campuses: Each campus will present the raw number and percentage of students meeting the 3rd benchmark and next steps for their campus.</p> <p>All Campuses: Each campus will report the decision of their school's leadership team for the focus points and the Indistar indicator(s) for the 2021-2022 school year.</p>
Guiding Question	How can I select tasks that will have an impact on student achievement?
Assignment	<p>All Campuses:</p> <ol style="list-style-type: none"> 1. With the school's leadership team, determine a plan for presenting the focus, Indistar indicator(s), and tasks to your campus. 2. Present the plan to your campus. 3. Obtain input from your campus. 4. With the school's leadership team, edit, revise, add, and/or delete tasks for the 2021-2022 school year in Indistar. 5. Bring a copy of the updated Indistar indicator(s) and tasks to the May administrative leadership team meeting. 6. Prepare a two-minute presentation about the school's plan which will be presented at the April school board meeting.

Month	April, 2021
Report	Each campus will report the tasks that accompany the selected Indistar indicator(s).
Guiding Question	How can we obtain buy-in from our school regarding the focus point selected for the upcoming school year?
Assignment	<p>Elementary Campus:</p> <ol style="list-style-type: none"> 1. Administer 3rd K-2 Renaissance benchmark to K-2 students. 2. With your campus leadership team, review Renaissance Data for K-2 from 3rd testing window. Identify strengths, weaknesses, and gaps observed at this time. 3. How is your current school improvement plan working to support weaknesses and gaps? Do additional tasks need to be added to your Indistar indicator(s) to address these weaknesses? <p>Be prepared to present the data from the 3rd administration during the summer District Indistar Meeting. For STAR Reading and STAR Math, use the ACT Aspire Benchmark Cut Scores.</p> <p>All Campuses:</p> <ol style="list-style-type: none"> 1. Administer ACT Aspire Summative Assessment. 2. Student achievement data will come in during the summer. Review the data. Be prepared to discuss strengths and weaknesses during the summer District Indistar Meeting.

Month	Summer, 2021
Guiding Question	How can the staff at each campus collaborate together to review student achievement data, identify strengths and weaknesses, and create a plan to support student achievement for the 2020-2021 school year?
Assignment	<p>All Campuses:</p> <p>During your campus professional development days, set aside time to review the student achievement data as a group.</p> <p>For each of the following groups or subgroups, what was the raw number and what was the percentage of students who were identified as exceeding, ready, close, or in need of support:</p> <ul style="list-style-type: none"> • All students • Special education students • ELL students • Economically disadvantaged students • GT students <ol style="list-style-type: none"> 1. Are there any tasks which need to be added to or deleted from your current Indistar indicator(s) based on the student achievement data? 2. Do you need to add another Indistar indicator to your plan to address concerns observed in student achievement data? If so, what indicator? 3. Review the current Indistar indicator(s) and tasks with your staff so that all staff clearly know your school improvement plan for the 2018-2019 school and so that all staff know who is responsible for each of the tasks. 4. Revise Indistar plan based on input from staff. <p>As a reminder, at least one focus point needs to be regarding curriculum/instruction. Another instruction should focus on family and community engagement.</p>