

## 2020-2021 Cutter Morning Star Support Plan

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### ARKANSAS 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:</li> </ul>	Arkansas Standards District Grade Level Essential Standards Grade and Course Pacing Guides Individual Teacher's Lesson Plans
	<ul style="list-style-type: none"> <li>o blended learning (K-12), and</li> </ul>	ALL teachers and students will receive training and will utilize our Learning Management System. All students will have access to individual devices
	<ul style="list-style-type: none"> <li>o diagnostic assessments (K-8)</li> </ul>	K-2: NWEA, DIBELS, PAST, and Grade Level Formative Assessments 3-6: NWEA, ACT-Aspire Interims, Accelerated Reader STAR, and Grade Level Formative Assessments 7-12: NWEA, ACT-Aspire Interims, and Course Specific Formative Assessments
<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</a>:</li> <li><a href="#">Planning for Re-engagement</a></li> </ul>	Each teacher will use their curriculum guides to list the DESE Standards that they did not get to teach in the 4th quarter.  Each teacher will highlight their grade level/course Essential Skills that students did not get taught to mastery.  Each teacher will utilize the Arkansas Playbook for their grade level to see if they left out any standards/skills/content that should have been taught.  Teachers will share these lists AND the results of their review of their grade level Arkansas Playbook with the next grade level or next course teacher.

		All teachers will review those “non-taught” lists and utilize the Arkansas Playbook to collaborate with the other teachers in their grade level or who also teach that course to develop a pacing guide for the first nine weeks that will include those “non-taught” standards, skills, and content.
	<ul style="list-style-type: none"> <li>district-developed resources</li> </ul>	The district will develop Grade Level and Course Specific Curriculum Documents that include Pacing Guides, List of Resources, Assessments, and Interventions for each Grade Level and Course. These Curriculum Documents will integrate those “non-taught” standards/skills/content from the 2020 4th quarter into our 2020-2021 Curriculum Documents.
<ul style="list-style-type: none"> <li>Utilize a Learning Management System</li> </ul>		K-4 SeeSaw 5-6 Summit 7-12 Canvas
<ul style="list-style-type: none"> <li>Schedule teacher training for how to use the LMS</li> </ul>		Lead Teachers were provided access and training during the month of July. ALL staff received access and training starting on July 27th and we will continue to provide training and support throughout the school year.
<ul style="list-style-type: none"> <li>Schedule teacher training for blended learning (delivery of instruction)</li> </ul>		Each staff member completed a survey to determine which blended learning training modules they needed. Based on those survey results, we worked with our DESE Virtual coach to set up those modules. ALL teachers were given access to these blended learning modules on Tuesday, August 4th.
<ul style="list-style-type: none"> <li>Provide support for parents and students <a href="#">Family and Community Engagement Plan Support</a> <a href="#">Parent Page on DESE Website</a></li> </ul>		Training and Support for ALL Parents on our LMS’s were provided in August: Virtual Academy Parents: August 17, 18, 19, 20 On-Site Students Parents: August 18 and 20 and 27 Parent Support Groups Trainings will be offered throughout the year as needed. We will share the link to the Arkansas DESES Parent Page on our Cutter Morning Star Website
<ul style="list-style-type: none"> <li>Provide a communication plan for interacting with parents, students, and the community</li> </ul>		<p>We began in March to use Social Media, e-mails, phone calls, and our District Website as well as mailed letters to share information with our parents, students and community.</p> <p>We also developed a survey in June to provide parents with information on their options for School Reentry for the 2020-2021 School Year.</p> <p>A district Ready for Learning Team was formed in June and worked together to develop a “Frequently Asked Questions” document which was shared with our students, parents, and Communityour community.</p> <p>A Ready for Learning Plan was developed and shared with all our Parents, Students, and Community in August.</p> <p>Revisions were made to our Ready for Learning Plan based on guidance from DESE, the CDC, and our State Department of Health. These revisions were</p>

	also shared via Social Media, e-mails, phone calls, and our District Website.
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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)	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
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)	Changes may need to be made to policies adopted after July 1, 2020 for the purpose of implementing the Arkansas Ready for Learning Plan.
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)	Changes may need to be made to policies adopted after July 1, 2020 for the purpose of implementing the Arkansas Ready for Learning Plan.
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)	Changes may need to be made to policies adopted after July 1, 2020 for the purpose of implementing the Arkansas Ready for Learning Plan.
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)	Changes may need to be made to policies adopted after July 1, 2020 for the purpose of implementing the Arkansas Ready for Learning Plan.

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>We will set aside an hour during each instructional day to allow that portion of our instructional day to be used for the primary delivery of blended instruction through technology based approaches for all students.</p> <p>We will set aside at least one hour each school day When technology based approaches are the primary instructional delivery method for all students (blended learning).</p>
<p>Ark. Code Ann. 6-17-111(a) (Duty-free lunch)</p>	<p>Teachers will perform additional duties on an as needed basis when necessary to implement ADH requirements without compensation.</p>
<p>Ark. Code Ann. 6-17-114 (Planning time)</p>	<p>Teachers may not receive 200 minutes of planning time weekly when necessary to implement ADH requirements without compensation.</p>
<p>Ark. Code Ann. 6-17-211 (Employee leave)</p>	<p>Employees providing instruction virtually from an offsite location or performing other duties as directed away from the school site, shall not be required to use leave.</p>
<p>Ark. Code Ann. 6-17-812(a)(2) (Class size)</p>	<p>If a teacher in grades 5-12 agrees to teach more than the maximum teaching load set forth in the Standards of Accreditation and rules, the maximum 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>In order to provide virtual instruction and support to those students who are learning remotely/off-site OR when necessary to implement ADH requirements and guidelines</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>We may exceed class size on days when all or a portion of our school day uses technology based approaches as the primary instructional delivery.</p>
<ul style="list-style-type: none"> <li>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</li> </ul>	<p>On days or portions of days when technology based approaches are the primary instructional delivery or when necessary to implement ADH requirements and guidelines</p>

<ul style="list-style-type: none"> <li>Standard for Accreditation 1-A.5</li> </ul>	<p>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:</p>
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## 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]

We use DIBELS, PAST, NWEA and our local formative assessments as well as Accelerated Reader STAR assessment to screen all K-2nd graders. We also use DIBELS, PAST, NWEA, ACT-Aspire Interims, and local formative assessments to monitor those 3rd-6th graders who their teachers identify as struggling readers. Students who continue to fail to make adequate progress are referred for further assessments through the C-TOP or Special Education.

For our 7th-12th graders, we use NWEA and ACT-Aspire and local formative assessments to identify specific learning or support needs. Students who continue to fail to make adequate progress are referred for further assessments through the C-Top or Special Education.

<b>District Literacy Plan</b>	
(1) Goals for improving reading achievement throughout the district	80% of all students are demonstrating proficiency on grade level assessments including NWEA and ACT-Aspire
(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.	ESA state categorical funds will be prioritized and used to improve reading achievement throughout our district.

Name of School(s)	Support Requested	District Support	Strategy Code
		Provide a brief description of resources and support to school(s) to meet evidence based practice	1: safe/collaborative 2: effective instruction

			3: viable curriculum
Cutter Morning Star Elementary School	<p>Additional Funding for Staff and Training of Staff</p> <p>On-Site Support from Dawson Cooperative Reading Specialist</p>	<p>Funding for Hiring Reading Specialist shared with High School.</p> <p>Funding for hiring paraprofessionals trained to provide reading support to struggling readers and students identified with Markers of Dyslexia.</p> <p>Training of staff in Heggerty, Wit and Wisdom, SuperKids, Sondag and Take Flight Reading Programs.</p> <p>Purchase of materials and supplies for implementation of Heggerty, Wit and Wisdom, SuperKids, Sondag and Take Flight Reading Programs</p>	<p>1 and 2</p> <p>1 and 2</p> <p>1 and 2</p> <p>2 and 3</p>
Cutter Morning Star High School	<p>Additional Funding for Staff and Training of Staff</p> <p>On-Site Support from Dawson Cooperative Reading Specialist</p>	<p>Funding for Hiring Reading Specialist shared with our Elementary School.</p> <p>Funding for hiring paraprofessionals trained to provide reading support to struggling readers and students identified with Markers of Dyslexia.</p> <p>Training of staff in Sondag and Take Flight Reading Therapy Programs.</p> <p>Purchase of materials and supplies for implementation of</p>	<p>1 and 2</p> <p>1 and 2</p> <p>2 and 3</p> <p>2 and 3</p>

		Sunday and Take Flight Reading Therapy Programs	
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Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s). [DO]

We will use Progress Monitoring through DIBELS, PAST, NWEA, ACT-Aspire and formative assessments to monitor the fidelity of implementation. Our administrators will also conduct walk-thoughts, informal, and informal observations and read lesson plans in order to monitor fidelity.

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

Each school will develop a spreadsheet that includes relative data for each student who is identified as a struggling reader or a student with Markers of Dyslexia. Each student will also have an individual Reading Support Plan or a 504 plan or an IEP that includes goals, instructional strategies and resources, dates for monitoring, guidelines for monitoring, and scheduled reviews. . These plans will be monitored and evaluated by District level Administrators.

**Rubric for district support plan (for information only):**

Status	Support Plan [plan]	Monitoring Timeline and written expectations [do]	Evaluation timeline and expectations [check]
Approved	Systems are examined and supports are identified that will ensure full implementation of the evidence based practices at the school level.  District literacy plan addresses goals and prioritization of funding.	Monitoring the timeline is explicit and written expectations are clear.	Evaluation timeline is explicit and written expectations are clear.

Needs Improvement	Support plan does not address the identified needs of the schools and district.  No support plan submitted.	Monitoring timeline and written expectations are not provided or need clarity.	Evaluation timeline and written expectations are not provided.
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**DISTRICT PLAN FOR SCHOOLS RECEIVING 1003 FUNDS (Only required for schools receiving those funds) This plan is in Indistar.**