

# 2020-2021 Stuttgart School District

## District Plan of Support

Board Approved: September 2020

<b>District</b>	Stuttgart
<b>Superintendent</b>	Dr. Rick Gales
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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>	Instructional plans for students in K-12 are aligned to the Arkansas Department of Education curriculum frameworks. All teachers received professional development in blended learning, utilizing Google Classroom. The district will provide time and resources for teachers to develop on-line lessons and unit plans.
	<ul style="list-style-type: none"> <li>blended learning (K-12), and</li> </ul>	Students and families were given the option to enroll in the Stuttgart Academy, a virtual learning experience utilizing Engenuity (K-8), Virtual Arkansas (9-12) and Teachtown for K-12 self-contained SPED students. Families were asked to enroll before August 1st to assist with planning purposes for the district.
	<ul style="list-style-type: none"> <li>diagnostic assessments (K-8)</li> </ul>	IReady K-8 will be used to progress monitor students throughout the school year.
<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>	Administer a beginning of the year diagnostic assessment through i-Ready to measure the amount of learning loss to guide instructional decisions and plan professional development opportunities to address the essential standards from the previous year.
	<ul style="list-style-type: none"> <li>district-developed resources</li> </ul>	Curriculum alignment documents 600 additional chromebooks to provide 1-1 chromebooks for each student

<ul style="list-style-type: none"> <li>Utilize a Learning Management System</li> </ul>	K-12 Google Classroom/Google Meet/Zoom
<ul style="list-style-type: none"> <li>Schedule teacher training for how to use the LMS</li> </ul>	Team digital provided two self-paced Google Classroom professional development during June and August. Teachers completed the training August 10th. On August 3. Ongoing support will be offered as needed.
<ul style="list-style-type: none"> <li>Schedule teacher training for blended learning (delivery of instruction)</li> </ul>	August 3-21, time was given to all campuses to allow staff the opportunity to learn and support each other on technology lesson development.
<ul style="list-style-type: none"> <li>Provide support for parents and students</li> </ul> <p><a href="#">District Family and Community Plan</a></p> <p><a href="#">Parent Page on DESE Website</a></p> <p><a href="https://docs.google.com/spreadsheets/d/1zWbzS2b3V0Vzp7qUpTjwf25dieUJ5qEMeSL6HtKGGZQ/edit#gid=0">https://docs.google.com/spreadsheets/d/1zWbzS2b3V0Vzp7qUpTjwf25dieUJ5qEMeSL6HtKGGZQ/edit#gid=0</a></p>	Support will be given to parents and students throughout the year. Chromebooks will be provided to all virtual students. Chromebooks and ipads will be used at school using the blended learning model, virtually for those learning remotely days, and available to students to “pivot” to learning at home. We will continue to provide Grab & Go Meals, mental health services, intervention services, and related services to students who are learning remotely
<ul style="list-style-type: none"> <li>Provide a communication plan for interacting with parents, students, and the community</li> </ul>	Student Handbooks, district website, , District and School Facebook pages, Stuttgart Ready for Learning Plan, phone messenger, emails, and phone calls.

**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)	Staff may exceed their number of allowed minutes for non-instructional duty. As needed to implement ADH requirements and guidelines regarding health and safety.
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)	We will use this waiver if needed in order to implement the Arkansas Ready for Learning Model.
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)	We will use this waiver if needed in order to implement the Arkansas Ready for Learning Model.
Ark. Code Ann. 6-17-2304(b) (Classified employee policies -	We will use this waiver if needed in order to implement the Arkansas Ready for Learning Model.

only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	
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)	We will use this waiver if needed in order to implement the Arkansas Ready for Learning Model.

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:

<b>Waivers</b>	<b>For the waivers you choose to use, explain what that looks like in the district.</b>
<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>	Students learning from home will not have a standard, 6-hour day of instruction.
Ark. Code Ann. 6-17-111(a) (Duty-free lunch)	It is our intent to provide a duty-free lunch for all licensed staff. It is currently scheduled. However, if it became necessary due to the need to implement ADH requirements or guidelines, we would utilize this waiver as allowed.
Ark. Code Ann. 6-17-114 (Planning time)	It is our intent to provide the required planning time for all licensed staff. It is currently scheduled. However, if it became necessary due to the need to implement ADH requirements.
Ark. Code Ann. 6-17-211 (Employee leave)	If staff members are working off-site they will not be required to take personal leave or leave without pay.
Ark. Code Ann. 6-17-812(a)(2) (Class size)	It is our intent to follow class-size requirements for all licensed staff. However, if it became necessary due to the need to implement ADH requirements or guidelines, we would utilize this waiver as allowed.
<ul style="list-style-type: none"> <li>DESE Rules Governing Class Size and Teaching Load, Sec. 3.00 and 4.01 through</li> </ul>	It is our intent to follow class-size requirements for all licensed staff. However, if it became necessary due to the need to implement ADH requirements or guidelines, we would utilize this waiver as allowed.

4.03	
<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>It is our intent to follow class-size requirements for all licensed staff. However, if it became necessary due to the need to implement ADH requirements or guidelines, we would utilize this waiver as allowed.</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>It is our intent to follow class-size requirements in Physical Education classes. However, if it became necessary due to the need to implement ADH requirements or guidelines, we would utilize this waiver as allowed.</p>
<ul style="list-style-type: none"> <li>Standard for Accreditation 1-A.5</li> </ul>	<p>It is our intent to follow class-size requirements and teacher load for all courses and licensed staff. However, if it became necessary due to the need to implement ADH requirements or guidelines, we would utilize this waiver as allowed.</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]

Each campus studied various data sources including, but not limited to, Phonics Awareness Skills Screener, Rapid Automatized Naming assessment, iReady, ACT Aspire summative assessments, ACT Aspire interim assessments, anecdotal data resulting from classroom observations, etc. The data revealed weaknesses in reading proficiency, which were in turn used to inform instructional practices and curriculum selection. iReady, and ACT Aspire interim assessments will be conducted three times a year for progress monitoring.

Literacy Curriculum List

K-2 Amplify-Core Knowledge, Heggarty, Big Bob decodable text, LETRS Foundation Module

3-Phonics for Reading, EngagedNY Literacy

All 4-12 EngageNY Literacy

5-6 Struggling Readers have a class using Language Live, 95% group is completed in small groups

7-8 Struggling Readers have a class using Language Live

9-10 Struggling readers have a class using Language Live

3-8 iReady diagnostic

3-8 Ready Reading by Curriculum Associates for intervention.

<b>District Literacy Plan</b>	
<p>(1) Goals for improving reading achievement throughout the district</p>	<p>Stuttgart School District literacy goals: Increase the number of students in each grade K-2 who are reading on grade level based on the state approved assessment (currently iReady) by 10% yearly. Increase the number of students in grades 3-10 who meet the ACT Aspire readiness benchmark by 15% within 3 years (2023) Increase the number of graduates meeting the ACT reading readiness benchmark by 20% within five years. (2025)</p> <p>Park Avenue Elementary: K-2 By the end of the 2020-21 academic year, 10% more students in each of K-2 grades will demonstrate reading on grade level. Increase the percentage of students in grades 3 and 4 scoring ready or exceeding on the ACT Aspire. Gr. 3 -23.4% - Targeted level 35% Gr. 4 -29.5% - Targeted level 35%</p> <p>Meekins Middle School: Increase the percentage of fifth and sixth grade students meeting the reading readiness benchmarks as measured by the annual ACT Aspire summative assessments by 7%.</p> <p>Stuttgart Junior High: Increase the percentage of students meeting the projected growth in reading on the ACT Aspire by 7%</p> <p>Stuttgart High School: Increase the percentage of students meeting the College and Career Readiness Standards for reading as measured by the ACT Aspire and ACT assessments by 7%.</p> <p>Building level principals will attend the six days of RISE Proficiency training by the end of the school year 2021. All certified staff will attend either the RISE Proficiency or RISE Awareness by the end of the school year 2021. 7-12 Literacy teachers were required to participate in the six days of RISE proficiency training. (2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.</p> <p>The Stuttgart School District is a recipient of the CLSD Grant. The majority of the funds allocated for this school year will be utilized to contract with a literacy coach from Solution Tree to meet with the grades 5-12 literacy teachers, 5-12 literacy resource teachers, 5-12 principals, the district 5-12 literacy coach and the assistant superintendent for the development of essential standards and common formative assessments. The K-4 building is in cohort 3 of the Arkansas PLC grant.</p>
<p>(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to</p>	<p>ESA state categorical funds will be used first to provide support and resources to improve reading instruction. *A portion of three Prek teachers' salaries and benefits</p> <ul style="list-style-type: none"><li>* Support the summer book mobile program</li><li>*Employee Dyslexia Coordinator</li><li>*Employee Dyslexia CALT</li><li>*Employee Dyslexia paraprofessional</li><li>*Employee Two literacy facilitators</li></ul> <p>*Purchase instructional materials and supplies for literacy classes Title I funds will be used to supplement any additional curriculum and</p>

improve reading achievement throughout the district.	materials to enhance learning. Title I funds will be used to hire a K-2 literacy interventionist. Title I funds will be used to provide additional time through before and after school tutoring and summer school. Title IIa funds will be used to partner with the Arkansas Leadership Academy to hire a coach to support the principals and to provide professional development. Title IIa funds will be used to pay mentors to support the new hires. ELL state categorical funds are used to hire a paraprofessional to give support to our ELL students.
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<b>Name of School(s)</b>	<b>Support Requested</b>	<b>District Support</b>	<b>Strategy Code</b>
Park Avenue Elementary	Phonics materials, writing materials	Provide a brief description of resources and support to school(s) to meet evidence based practice  Academics: Purchased Bob Books Beginning Readers; Phonics for Reading - second and third level, Voyager Sopris; Heggarty materials for Prek-2; Ready Writing, Curriculum Associates	1: safe/collaborative 2: effective instruction 3: viable curriculum  3
Park Avenue Elementary	Professional Development materials to support the RISE training	Purchased books for RISE Training that exceeded the number provided by ADE: LETRS Foundation Module, Equipped for Success, Essentials of Assessing, Preventing, and Overcoming Reading Difficulties, Uncovering the Logic of English: A Common Sense Approach to Reading, Spelling and Literacy	2
Park Avenue Elementary	Additional literacy interventionist/support	Hired an additional literacy interventionist for K-2.	2
Park Avenue Elementary	Reading and family engagement	Stakeholder Communication/Family and Community	1

		Engagement: Purchased a book for each student attending Park Avenue to participate in One School, One Book: Friendship According to Humphrey. CLSD funded	
Meekins Middle School	School Reading and family engagement	Stakeholder Communication/Family and Community Engagement: Purchased a book for each student to participate in One School, One Book: Ghost by Jason Reynolds CLSD funded	1
Meekins Middle School	Reading materials	Academics: Purchased Ready Reading materials for grades 5-6	3
Meekins Middle School	Additional literacy/dyslexia support	Hired another literacy paraprofessional to give additional phonics and phonemic awareness support to students.	2

Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s). [DO]

All principals will conduct weekly classroom observations to observe the implementation of literacy curriculum and supplemental materials/programs, and attend PLC meetings in which they will talk with teachers about pacing, and any successes and/or challenges of implementing curriculum and supplemental materials/programs, as well as best instructional practices. Principals will provide reports and feedback regarding fidelity and implementation to their direct supervisor during the monthly team leader meeting.

District will work with ARES support staff and Arkansas Leadership Academy to provide additional support to staff.

Using the school improvement plan timelines, the district will monitor the implementation of the tasks monthly : Sept. 2, Oct. 7, Nov. 4, Dec. 2, Jan. 4, Feb. 3, Mar. 3, Apr. 7, and May 5. District staff will monitor the fidelity of implementation on each campus by conducting classroom site visits monthly. The district staff, principal and the literacy specialist will review the evidence of each priority. All K-6 content teachers, K-12 special education teachers, 7-12 literacy teachers and building administrators will complete RISE training by May 27, 2021. March All other teachers (7-12 Content specific, coaches, library media specialists, CTE, counselors, K-12 art, pe, music) will complete the Awareness training by August 21st.

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

Principals will attend leadership team meetings on the second and fourth Tuesday of each month, in which each principal will bring pertinent data to analyze among peers in order to determine the success, ineffectiveness, or need for modification of curriculum, supplemental programs/materials, and instructional strategies.

The district staff will examine the reading diagnostic (iReady) exam results for all kids in grades K-8 given in late August-early Sept., Dec. and May to check for growth. The district will check ACT interim and standards mastery assessments for student improvement for grades 3-10. These are done at least three times a year.

Park Avenue Elementary is part of the PLC cohort 3. The (building and district) are working with a literacy coach, PLC coach, assessment coach, etc to conduct instructional cycles in literacy. We have completed one round and compared the two different assessments for all grades in K-4. Growth was made in each grade level from the first assessment to the second assessment.

The district has contracted with Solution Tree to provide a literacy coach to assist with unwrapping literacy standards in grades 5-12, select essential/power standards, and develop common formative assessments. The contracted dates are: August 7, Sept. 21, Oct. 12, Dec. 7, Jan. 11, Mar. 15, and May 3.

Quarterly for grades 5-12 the literacy specialist and the district staff reflect on the EngageNY assessments and act for improvement. Grades 5-10 have classes for struggling readers with growth monitoring embedding into the curriculum. The district will evaluate the success of the curriculum programs by checking student reading improvement.

**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.	Monitoring timeline and written expectations are not provided or need clarity.	Evaluation timeline and written expectations are not provided.

	No support plan submitted.		
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**DISTRICT PLAN FOR SCHOOLS RECEIVING 1003 FUNDS (Only required for schools receiving those funds)** This plan is in Indistar.