



<b>District</b>	Marvell-Elaine School District
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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>	<p>In collaboration with Solution Tree the district will work through the PLC process and identify essential standards for each grade level and content. Solution Tree will be on site and begin the PLC process for the district.</p> <p>The district has purchased Heggerty (K-2), Foundations (K-2), Wit and Wisdom (K-8), GoMath (K-8)</p> <ul style="list-style-type: none"> <li>Teachers will be instructing all students virtual and F2F. All teachers will be part of the professional learning in each of the curriculums as well as identifying essential standards.</li> <li>RTI will be provided to all students identified using Edgenuity (Pathblazer K-5, My Path 6-12) .</li> <li>Building administration will conduct focus walks and will closely monitor student/teacher contact of students who are virtual to ensure student learning is taking place.</li> </ul>
	<ul style="list-style-type: none"> <li>blended learning (K-12), and</li> </ul>	

Lincoln Learning will be utilized as a K-12 resource for all teachers.  
K-8 students will utilize Wit and Wisdom for Literacy. K-6 students will utilize Go Math for mathematics. To maximize the focus on literacy, social studies and science are embedded in the extended literacy block in the daily schedule for grades k-5. Special needs students will be in Co-Taught inclusion classes unless they are designated for Direct/RESOURCE instruction. The inclusion students will also receive support on Enrichment/Intervention Fridays to support mastery of concepts taught during the week.

**Students who choose face-to-face:**

- *What does blended learning look like for face-to-face students?*

Students participating in blended learning can come to school 5 days per week to receive instruction. They are required to be on site for a minimum of 2 days per week. During the days when the students are not on site, they are expected to actively engage and participate in the assigned or predetermined activities in Google Classroom, virtual meetings, or completing assignments offline.

The student's teacher of record will provide the instruction in accordance with the student's schedule for each subject or course.

Locally developed curriculum along with Wit and Wisdom (K-8), GO Math (K-6), Heggerty (K-2), and Foundations (K-3) will be utilized. K-8 teachers will also utilize Lincoln Learning's Lincoln Empowered curriculum as a resource.

Face-to-face and virtual instruction in the Science of Reading will be provided for all K-2 students. When possible, the students will be administered the appropriate phonological awareness and early literacy assessments on site. Through the use of Google Meet and ZOOM, students will be administered the appropriate assessments and provided 1-on-1 instruction/modeling/feedback. Manipulative kits will be provided to all the students to use during instruction, the completion of assignments, and to promote at-home learning.

**K-12 Students.** Locally developed curriculum along with Wit and Wisdom (K-8), GO Math (K-6), Heggerty (K-2), and Foundations (K-3) will be utilized. K-12 teachers will also utilize Lincoln Learning's Lincoln Empowered curriculum as a resource.

**Students who choose virtual:**

**K-5 Students.** Grades K-5 are self-contained and teacher Instruction will be provided by the district's/school's teacher of record for each student. Each grade level teacher provides literacy, math, science, and social studies instruction. Instruction for art, music, PE/health, and Spanish will be provided by the teacher of record for those content areas. Special education instruction and services will be provided by the special education teacher.

**6-8 Students.** The students' teacher of record will provide instruction in all content areas.

**9-12 Students.** Virtual instruction for these students will be provided through Edgenuity. Edgenuity's teacher will provide the instruction. Edgenuity's Concept Coaches will be available to provide additional support for the students.

Locally developed curriculum along with Wit and Wisdom (K-8), GO Math (K-6), Heggerty (K-2), and Foundations (K-3) will be utilized. K-8 teachers will also utilize Lincoln Learning's Lincoln Empowered curriculum as a resource.

Virtual instruction in the Science of Reading will be provided for all K-2 students. Through the use of Google Meet and ZOOM, students will be administered the appropriate assessments and provided 1-on-1 instruction/modeling/feedback. Instruction for Heggerty and/or Foundations will be delivered virtually or through the use of pre-recorded lessons which will be uploaded to Google Classroom. The students will be required to record and upload videos which will be used to assess and monitor their progress. Manipulative kits will be provided to all the students to use during instruction, the completion of assignments, and to promote

		<p>at-home learning.</p> <p>On-site learning opportunities will be available for the virtual students.</p> <p>Flexibility for face-to-face re-entry is permissible for K-8 students. Students in grades 9-12 will be encouraged to resume on-site learning with the district's teachers of record at the beginning of the spring semester, if possible. If a high school is struggling with virtual instruction, supports will be provided such as additional assistance provided by school personnel, coming onsite to complete assignments, or the provision of additional resources.</p>
	<ul style="list-style-type: none"> <li>o diagnostic assessments (K-8)</li> </ul>	<p>NWEA will be used K-8 for Reading, Math, Science and Language for grades 3-11.</p> <p>NWEA will be used for grades K-2 for Reading and Math.</p> <p>Additional diagnostic assessments include PAST (for grades 1-5), DIBELS (for grades 1-5), DSA assessments will be done during the second semester.</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</a>:</li> <li>● <a href="#">Planning for Re-engagement</a></li> </ul>	<p>During the first three weeks of school, students will utilize MyPath and PathBlazer as tools for intervention tied to their most recent NWEA assessment. Teachers and Reach Associates will use the Refrigerator Curriculum to do an additional cursory level assessment of where students are.</p>
	<ul style="list-style-type: none"> <li>● district-developed resources</li> </ul>	<p>Common Formative Assessments will be used as tool for learning and reteaching</p> <p>The district has partnered with Save The Children to work with students in grades K-3 and incorporate Accelerated Reader into the afterschool program and Enrichment/Intervention Fridays.</p>
<ul style="list-style-type: none"> <li>● Utilize a Learning Management System</li> </ul>		<p>Google Classroom K-12 (Blended Instruction)  Google Classroom for Virtual (grades K-8)  Edgenuity for Virtual (grades 9-12)</p>
<ul style="list-style-type: none"> <li>● Schedule teacher training for how to use the LMS</li> </ul>		<p>Google Classroom Training through Team Digital -  May 15, 2020 (Google Classroom 101)  May 20, 2020 (Google Classroom 201)</p> <p>Google Classroom Revisited (June 22, 2020) with Synergy</p>

	<p>Teaching Essential Standards in a Blended Classroom using UbD (June 23-25, 2020),</p> <p>Edgenuity PD on My Path and Pathblazer  Presenter: Harry Dickens  March 31, 2020 (MEES)  April 1, 2020 (MEHS)</p>
<ul style="list-style-type: none"> <li>Schedule teacher training for blended learning (delivery of instruction)</li> </ul>	<p>Harry Dickens-Edgenuity, Screen Castify, Schoology  June 18-19</p> <p>Harry Dickens- How to integrate other LMSs into Google Classroom August 20, 2020</p> <p>Using Snipping Tool and other tools to enhance your google classroom resources for students  Presenter: Nicolas Murry  August 26-27, 2020 during PLC- week 1</p>
<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>	<p>We will host the following Parent Connect Meetings (Each of these will be recorded and posted to Facebook and the District Webpage)</p> <p>Marvell-  September 16, 2020 6pm (On-site)  September 17, 2020 6pm (Virtual)</p> <p>Elaine-  September 15, 2020 (On-site)  September 17, 2020 (Virtual)</p> <p>Make-up Session- September 18, 2020 6pm (Virtual)  The district will provide videos on the Facebook page for parents to access for more google classroom learning.</p> <p>Student Supports:  The district has a virtual hub available for any student needing assistance or access. Student schedules include specific F2F support and interventions on Fridays.  Dyslexia and special education services will be provided F2F and virtually.  Mental Health providers will schedule F2F and virtual support.</p>
<ul style="list-style-type: none"> <li>Provide a communication plan for interacting with parents, students, and the community</li> </ul>	<p>FACE plan to be posted to the district website.</p> <p><a href="#">MESD Face Plan</a>  <a href="#">MEES Face Plan 20-21</a>  <a href="#">MEHS Face Plan 20-21</a>  <a href="#">Family and Community Engagement Summary</a></p>

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.

Waivers	Explanation for waivers the district chooses to use. For any left blank, the district has chosen not to use.
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 (such as but not limited to: sanitation, duty to ensure physical distancing of students for learning, recess, lunch, arrival and dismissal times).
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 district adopted the ASBA Model Policy for Covid-19 Emergency-Resolution in-order to implement the Arkansas Ready to Learning Model for the 2020-2021 school year. Changes to policies on or after July 1, 2020 will not be required to have approved by the majority of licensed personnel .
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 district adopted the ASBA Model Policy for Covid-19 Emergency-Resolution in-order to implement the Arkansas Ready to Learning Model for the 2020-2021 school year. Changes to policies on or after July 1, 2020 will not be required to be submitted to the personnel policy committee before the board votes.
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 district adopted the ASBA Model Policy for Covid-19 Emergency-Resolution in-order to implement the Arkansas Ready to Learning Model for the 2020-2021 school year. Changes to policies on or after July 1, 2020 will not be required to have approved by the majority of classified employees.
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 district adopted the ASBA Model Policy for Covid-19 Emergency-Resolution in-order to implement the Arkansas Ready to Learning Model for the 2020-2021 school year. Changes to policies on or after July 1, 2020 will not be required to have approved by the classified personnel policy committee before the board votes.

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),</li> </ul>	<p>The district offering the following options for families:</p> <ol style="list-style-type: none"> <li>All virtual with the district providing content and instruction for grades K-12.</li> <li>All face to face instruction with the ability to go remote if necessary for grades K-12.</li> </ol>

<ul style="list-style-type: none"> <li>and (c) (School Day)</li> <li>Standard for Accreditation 1-A.4.2 and 1-A.4.3 (School Day)</li> </ul>	<p>3) Face-to-face/Hybrid model for grades 6-12.</p> <p>These modalities will require this waiver for virtual pathway, hybrid pathway and in the event all student learning goes remotely as determined by the state.</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 offsite location or perform other duties as directed away from school premises or when necessary to implement ADH requirements or guidelines, nor to compensate those 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 providing instruction virtually from an offsite location, or performing other duties as directed away from school premises, or when necessary to implement ADH requirements or 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 perform other duties as directed 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 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>In the virtual class setting or blended/remote setting, the class size may need to exceed maximum class size for part of the day or all day. Maximum class sizes: K- 20:1; 22 with ½ time aide; 1-3- 25:1; 4-6- 28:1; 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 students work in a virtual setting off-site. ALE; K-6-- 10:1, 12 with para; 7-12- 15:1, with para 30 with para if PE.</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>Class size may need to be exceeded in the event PE instruction is primarily through a virtual platform. K-6: 30:1</p>
<ul style="list-style-type: none"> <li>Standard for Accreditation 1-</li> </ul>	<p>Class size may need to be exceeded in the event PE instruction is primarily through a virtual platform.</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]

MESD utilized the NWEA Map Growth to identify standards in literacy/reading that are deficit areas for students. Additional data will be used from the ACT Aspire Summative Assessment ( Spring 2018).

[NWEA Data](#)

[ACT Aspire Data 2019](#)

<b>District Literacy Plan</b>	
(1) Goals for improving reading achievement throughout the district	Marvell-Elaine School District will move 3% of students out of In Need of Support in Reading: <ul style="list-style-type: none"> <li>● Identify essential standards</li> <li>● Utilize core curriculum that is aligned to the science of reading</li> <li>● Provide teacher support in blended learning and curriculum program</li> <li>● Implement the science of reading</li> </ul>
(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.	The district will utilize ESA funds to provide curriculum and professional learning and curriculum programs and supplements such as Heggerty, Foundations, Wit and Wisdom, authentic texts, audio books, and the dyslexia specialist.



Name of School(s)	Support Requested	District Support	Strategy Code
Marvell Elaine Elementary School	<ul style="list-style-type: none"> <li>• Training in RISE for grades K-6 and all SPED <a href="#">SOR Professional Development</a></li> <li>• Training for Phonics Program</li> <li>• Training for Heggerty</li> <li>• Training for RISE Assessors</li> </ul>	<p>District will secure trainers for RISE and support this PD on site or via GRESC</p> <p>Training will be provided onsite for Heggerty and Phonics programs</p> <p>RISE Assessor Training will be afforded all administrators in an effort to evaluate the use of RISE in classroom instruction.</p>	1: safe/collaborative 2: effective instruction 3: viable curriculum  2 and 3
Marvell-Elaine High School	<ul style="list-style-type: none"> <li>• Training will be provided on Critical Reading</li> <li>• <a href="#">All staff will be trained in the Science of Reading</a></li> </ul>	<p>District will secure PD for Secondary Teachers on the use of Critical Reading</p> <p>A Critical Reading Curriculum will be developed for using during the 2021-2022 school year.</p>	2 and 3

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

This will be monitored through staff and administrator attendance in all training. Additionally, all administrators will be trained as RISE Assessors.

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

We will use the results from NWEA Formative Assessments and Lexile reading scores to determine the impact of the efforts on student achievement.

**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.

**DISTRICT PLAN FOR SCHOOLS RECEIVING 1003 FUNDS (Only required for schools receiving those funds) This plan is in Indistar.**