

El Dorado

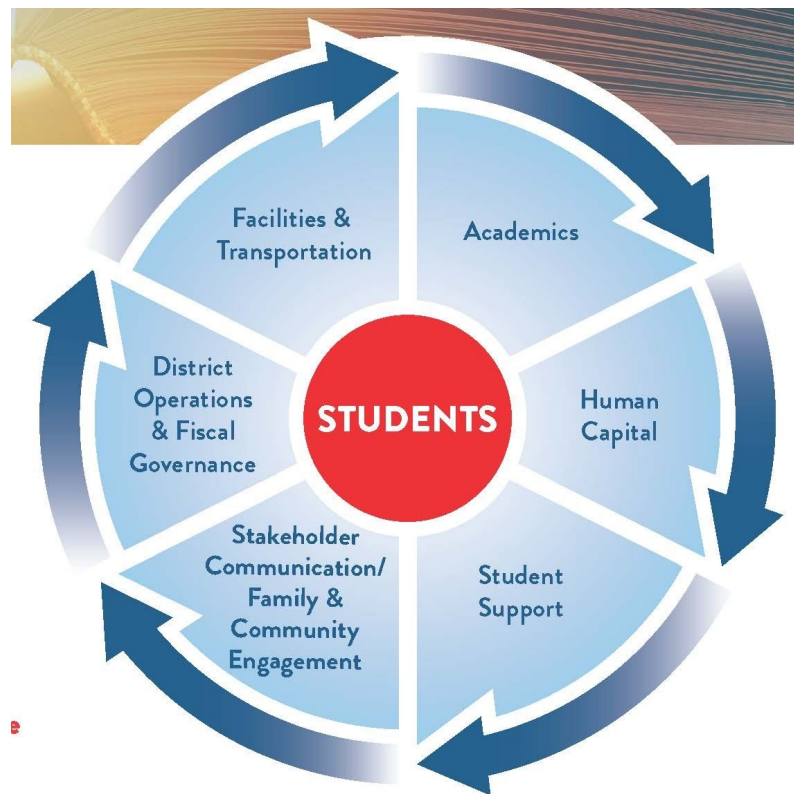
SCHOOL DISTRICT

DISTRICT SUPPORT PLAN
2020-2021



DISTRICT READY FOR LEARNING COMMITTEE

The Arkansas Department of Education specifies that the District Ready for Learning Committee should consist of members who have specialized skills to address each of the six systems within the District. This might include: teachers, principals, central office staff, partner organizations, IT, student support services, chief academic officer, food service, family/community, medical professionals, higher education partners, etc.





ESD READY FOR LEARNING PLAN: ACTIONS & ASSURANCES

El Dorado School District will demonstrate its Ready for Learning Plan through the following actions:

1. ESD will 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);
2. ESD will identify how they will address unfinished learning from the prior year by using the *Arkansas Playbook: Addressing Unfinished Learning* or district developed resources;
3. ESD will utilize a Learning Management System;
4. ESD will schedule teacher training for how to use the LMS;
5. ESD will schedule teacher training for blended learning (delivery of instruction);
6. ESD will use effective technology and provide support for parents and students; and
7. ESD will provide a written communication plan for interacting with parents, students, and the community.



ACTION #1

ESD will 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).



GUARANTEED & VIABLE CURRICULUM

A guaranteed and viable curriculum will be implemented through:

- Onsite/Blended Learning
- Wildcat Online Academy

MATH

A guaranteed and viable curriculum will be implemented through math classrooms across the district. Diagnostics assessments will be given through Renaissance STAR assessments (K-12) to help identify strengths and weaknesses while developing growth plans to address gaps.

Through the use of digital platforms, the same curriculum will be used for face-to-face, hybrid, and virtual classrooms. Locally designed common formative assessments that align with the state standards and the curriculum will be used to identify current needs for remediation and extension.

LITERACY

Local common formative assessments and reading screeners that align with the Science of Reading will be used to identify areas of need for point-in-time remediation and enrichment needs in all grades and subject areas. Students in grades K-8 will be assessed through Renaissance STAR tests. Online students will go to a testing center for on-site assessments. These assessments will identify learning gaps or accelerations.



GUARANTEED & VIABLE CURRICULUM

Lessons created will be used for both onsite/blended and online teaching and learning.

Essential standards will be incorporated into activity or rotation (Music, Art, PE, STEAM, etc.) classes for grades K-8.

Common formative assessments and reading screeners will be used to identify gaps and support enrichment activities and RTI practices.



LEARNING OPTIONS: BLENDED & ONLINE

El Dorado School District recognizes that blended learning may now replace what was previously considered “traditional” learning. With this in mind, the district will offer families choices for schooling in the fall.

- Onsite/Blended Learning
- 100% virtual learning through Wildcat Online Academy

Onsite/Blended Learning is a combination of face-to-face instruction along with online instruction in the classroom. The main mode of delivery will still be face-to-face instruction. While in the classroom, students will complete some of their assignments in Google Classroom. A teacher, or support staff, will be in the classroom at all times to provide instruction and individual or group support. A Google Chromebook will be provided to all students in grades K-12 for the 2020-2021 school year.

Virtual Learning will be offered through the Wildcat Online Academy. The Wildcat Online Academy option allows ESD students in grades K-12 to choose online instruction that is designed and monitored by our certified teachers and/or support staff. While the instruction is mainly delivered via Google Classroom, teacher, student, parent, and peer interaction may occur through video conferencing, email, online classroom chat and comment features, phone calls, and face-to-face meetings. The curriculum of the Wildcat Online Academy will align with state standards to provide a rigorous educational environment for students.

For more information on our learning options for 2020-21, read our Ready for Learning Plan at <http://bit.ly/ESDRFLPlan>.



ONLINE LEARNING PLATFORMS & CONTENT

El Dorado Schools will utilize Google Classroom as the learning management system for all K-12 remote and online learning.

Many other learning and teaching platforms will be utilized in addition to Google Classroom. Such platforms include:

- EdPuzzle
- Kami
- Gizmos
- Edulastic
- Lightspeed
- Loom
- Pear Deck
- Flipgrid
- Kahoot
- Khan Academy
- Moby Max
- Reflex Math



ACTION #2

El Dorado School District will
address unfinished learning from the prior year
by using district developed resources and
the Arkansas Playbook: Addressing Unfinished Learning.



ADDRESSING UNFINISHED LEARNING

STUDENT RE-ENTRANCE NEEDS FOR ON-SITE INSTRUCTION

The El Dorado School District is committed to ensuring a smooth re-entry into the learning environment by creating a supportive and safe culture that eases the transition back to on-site learning.

To provide supports for our students, the first few days of school will be used for:

- Student procedural review
- Social-emotional support
- New learning processes
- On-site instruction guidelines and expectations
- Technology use and safety
- Pivoting considerations

Procedural review will be embedded continually in lessons throughout the year to provide continued support to students.

Specific items to be addressed will vary by grade level but will include, at a minimum:

1. Building procedures and rules
2. Technology considerations
3. Blended learning
4. PPE etiquette, social distancing, new safety requirements
5. Social-emotional supports



ADDRESSING UNFINISHED LEARNING

Those missing essential standards have been identified and will be taught as a foundational skill leading up to current and appropriate standards. Diagnostic assessments (Renaissance STAR testing in K-12) and pretesting will be conducted as close to the beginning of the year as possible in order to help identify those Essential Skills that students may be missing or struggling with. Along with Tier 1 interventions in the classroom, additional intervention times (7-12) have been set up that will also help address these skills that may be weak or missing. K-6 will use the time that is already in place throughout the day to address these gaps as well.

Within the core units of math instruction, spirals, math meetings and bell ringers have been created in lesson planning to implement essential standards that were missed when school was halted in the spring.

Elementary (K-4) level Instructional Facilitators have incorporated all missed standards into the curriculum scope and sequence for the current school year.

Middle School (5-6), Junior High (7-8) and High School (9-12) will utilize homeroom or supplemental instruction periods to make up for unfinished learning through spiral, live or recorded lessons.



ARKANSAS PLAYBOOK: ADDRESSING UNFINISHED LEARNING

The Arkansas Playbook provided by the Arkansas Department of Education will be used to address unfinished learning through the following:

1. Unit Plans
2. Social/emotional strategies and support plans and resources
3. Family and Community Engagement resources
4. Documents to support the Professional Learning Community process
5. Master schedule examples
6. Support documents and resources for developing common formative assessments



ACTION #3

El Dorado School District will utilize a Learning Management System.



LEARNING MANAGEMENT SYSTEM

El Dorado Schools will utilize Google Classroom as the Learning Management System for all K-12 classes. Other online resources may be used for virtual classrooms including but not limited to: Pear Deck, Loom, Kami, and Ed Puzzle.



Google Classroom



ACTION #4

El Dorado School District will offer ongoing teacher training for how to use the Learning Management System.



LEARNING MANAGEMENT SYSTEM TRAINING

Training Opportunities

- Beginning in Spring 2020, teachers received weekly Tech Tuesday emails from the IT Department with training videos and tips for using Google Classroom and other online resources.
- A Digital Learning Guide for Teachers has been provided on the district website and is updated regularly with new information as it becomes available.

<https://docs.google.com/document/d/1GmJelUZ23HpbVnXV0BZ0jGOJFoPodCYzU3dpfzR5i9I/edit>

- Ongoing support will be provided as needed.



ACTION #5

El Dorado School District will schedule teacher training for the delivery of instruction.



TEACHER TRAINING ON BLENDED (REMOTE) LEARNING

Training Opportunities

- Beginning in Spring 2020, teachers received weekly Tech Tuesday emails from the IT Department with training videos and tips for using Google Classroom and other online resources.
- A Digital Learning Guide for Teachers has been provided on the district website and is updated regularly with new information as it becomes available.

<https://docs.google.com/document/d/1GmJeIUZ23HpbVnXV0BZ0jGOJFoPodCYzU3dpfzR5i9I/edit>

- Teachers received professional development training regarding teaching online classes between August 10 and 21.
- Ongoing support will be provided as needed.



ACTION #6

El Dorado School District will provide support
for parents and students.



SUPPORT FOR PARENTS & STUDENTS

Technology Support

- Students and families will review and sign the Acceptable Use Policy found in the Student Handbook.
- All Wildcat Online Academy students will receive a district Chromebook for use in their classes.
- All K-12th grade students will receive a district Chromebook or will be allowed to utilize their own personal device for use in blended learning classes.
- All students will have access to Chromebooks or iPads while on-site to complete assignments through Google Classroom.
- Homeroom teachers will serve as a point of contact for any district device issues.
- A Distance Learning Guide for Students & Parents is available on the district website.
https://docs.google.com/document/d/1-1-W7lYydkjniM586SxuEJ28bXT4k-l7RKXwN_4Xj8/edit
- Videos for using Google Classroom and other online resources are available on the district website.
- The district will provide Parent Nights two evenings a week in September for any parent that needs help with technology related to Wildcat Online Academy or remote learning
- District wi-fi will be accessible from any school parking lot.
- Wi-fi buses will be parked in areas throughout the district.
- Hot Spots will be available for students who are designated as homeless or for families in extreme situations or hardship.



SUPPORT FOR PARENTS & STUDENTS

Academic & Other Support

- All students will attend Orientation at their respective schools to get important information about the school year.
- Wildcat Online Academy students will attend Orientation onsite with a parent and their learning coach.
- Teachers will be available to answer questions through:
 - Email
 - Phone calls
 - Zoom/Google Meet Conferences
 - Google Classroom messages
 - Class Dojo or Remind app messages
 - In-person meetings by appointment with health and safety guidelines in place
- Special populations will be continually supported through implementation of individualized plans. Teachers will be in contact with families to ensure continuity of services. A translator will be present to assist non-English speaking families.
- Breakfast and lunch will be provided for students in Wildcat Online Academy at pick-up locations.
- The District Parent, Family and Community Engagement Plan outlines additional supports for students and families. <https://5il.co/jcxr>



ACTION #7

El Dorado School District will provide a written communication plan for interacting with parents, students and the community.



COMMUNICATION PLAN

El Dorado Schools will communicate with parents, students and the community through a variety of channels including but not limited to the emails, phone calls, surveys, social media sites (Facebook and Twitter), and the district website (www.eldoradopublicschools.org). When feasible, video messages will accompany written communications in an attempt to support clear explanation and understanding.



COMMUNICATION PLAN

Communication regarding the 2020-21 school year, learning options and plans for re-entry will be delivered through a phased approach as follows:

Phase One: (June)

- Distributed Stakeholder Survey about delivery in Spring 2020 and concerns for Fall 2020
- Published Instruction Options FAQs for Blended Learning and Wildcat Online Academy

Phase Two: (July)

- Survey teachers and administrators
- Parent Survey regarding method of delivery
- Engage stakeholders in providing feedback on Draft Ready for Learning Plan
- Provide general information on re-opening of schools
- HR COVID-19 FAQs disseminated to employees

Phase Three: (late July/early August)

- Release detailed Ready for Learning Plan
- Social media and website postings related to re-opening information
- Beginning of school video to staff from Superintendent



WAIVERS

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 sixty (60) minutes per week, without additional compensation, if necessary to implement ADH requirements or guidelines. <i>El Dorado School District will not use this waiver unless it is unavoidable in order to meet the needs of our students.</i>
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 to policies adopted on or after July 1, 2020, for the purpose of implementing the Arkansas Ready for Learning Model shall take effect for the 2020-2021 school year, and are not required to be approved by a majority of licensed personnel. <i>El Dorado School District will consult our Personnel Policies Committee prior to any policy change.</i>
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 to policies adopted on or after July 1, 2020, for the purpose of implementing the Arkansas Ready for Learning Model shall take effect for the 2020-2021 school year, and are not required to be submitted to the personnel policy committee before the board votes. <i>When feasible, El Dorado School District will consult our Personnel Policies Committee prior to any policy change going before the El Dorado School Board for vote.</i>



WAIVERS

<p>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)</p>	<p>Changes to policies adopted on or after July 1, 2020, for the purpose of implementing the Arkansas Ready for Learning Model shall take effect for the 2020-2021 school year, and are not required to be approved by a majority of classified employees.</p> <p><i>When feasible, El Dorado School District will consult our Personnel Policies Committee prior to any policy change going before the El Dorado School Board for vote.</i></p>
<p>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)</p>	<p>Changes to policies adopted on or after July 1, 2020, for the purpose of implementing the Arkansas Ready for Learning Model shall take effect for the 2020-2021 school year, and are not required to be submitted to the personnel policy committee before the board votes.</p> <p><i>When feasible, El Dorado School District will consult our Personnel Policies Committee prior to any policy change going before the El Dorado School Board for vote.</i></p>



WAIVERS

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">Ark. Code Ann. 6-16-102(a)(1) through (a)(5)(E)(i)(b), and (c) (School Day)Standard for Accreditation 1-A.4.2 and 1-A.4.3 (School Day)	<p>Districts are not required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches. Districts are not required to provide forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches.</p> <p><i>El Dorado School District Remote Learning for the 2020-21 school year will be rigorous and aligned with the curriculum being taught in El Dorado Schools for students choosing the online option and if/when it becomes necessary for schools to close. New curriculum will be introduced during Remote Learning and student participation and motivation to stay on track will be critical. El Dorado School District will give virtual direction (provide plans) for physical activity, art, and music.</i></p>
Ark. Code Ann. 6-17-111(a) (Duty-free lunch)	<p>Districts are not required to provide a 30-minute duty-free lunch to licensed employees 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 those employees for not receiving a duty-free lunch.</p> <p><i>During Remote Learning (when all students must pivot home), El Dorado School District teachers may be required to be on campus for a portion of the day to provide virtual instruction. El Dorado School District will make every effort to ensure that the teacher gets a duty-free 30 minute lunch while still meeting the needs of our students.</i></p>



WAIVERS

Ark. Code Ann. 6-17-114 (Planning time)	<p>Districts are not 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><i>During Remote Learning (when all students must pivot home), El Dorado School District teachers may be required to be on campus for a portion of the day to provide virtual instruction. El Dorado School District will make every effort to ensure that the teacher gets 40 minutes per day of planning time while still meeting the needs of our students. El Dorado School District will compensate teachers for lost planning time as long as funding is available.</i></p>
Ark. Code Ann. 6-17-211 (Employee leave)	<p>Employees providing instruction virtually from an offsite location, or performing other duties as directed away from school premises, should not be required to use leave.</p>
Ark. Code Ann. 6-17-812(a)(2) (Class size)	<p>If a teacher in grades five through twelve (5-12) agrees to teach more than the maximum teaching load set forth in the Standards for Accreditation and rules, the maximum class size may be exceeded.</p> <p><i>El Dorado School District will make every effort to avoid exceeding the class size maximum and still meet the needs of all of our students.</i></p>



WAIVERS

<ul style="list-style-type: none">• DESE Rules Governing Class Size and Teaching Load, Sec. 3.00 and 4.01 through 4.03	<p>Districts may exceed class size maximums 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.</p> <p>K – 20:1; 22 with ½-time aide 1-3 – 25:1 4 – 28:1 5-6 – 28:1 7-12 – 30:1 K-6 PE – 30:1</p> <p><i>El Dorado School District will make every effort to avoid exceeding the class size maximum and still meet the needs of all of our students.</i></p>
<ul style="list-style-type: none">• DESE Rules Governing Student Special Needs Funding, Sec. 4.03.2 through 4.03.2.2.1	<p>ALE: K-6 – 10:1; 12 with para 7-12 – 15:1; 18 with para; 30 with para if PE</p> <p><i>El Dorado School District will make every effort to avoid exceeding the class size maximum and still meet the needs of all of our students.</i></p>
<ul style="list-style-type: none">• 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	<p>K-6 PE – 30:1</p> <p><i>El Dorado School District will make every effort to avoid exceeding the class size maximum and still meet the needs of all of our students.</i></p>



WAIVERS

- Standard for Accreditation 1-A.5

Districts are not required to comply with the provisions of laws and rules regarding class size waived as specified above.

El Dorado School District will make every effort to avoid exceeding the class size maximum and still meet the needs of all of our students.



DISTRICT PLAN FOR SCHOOLS RECEIVING 1003 FUNDS

1. Identified schools will be required to implement a continuous cycle of inquiry (plan, do, and check) within the school-level improvement plan. The plan must address the needs of the students for which the school is identified in need of support. At this time, 1003 funds are building specific and may not be utilized in feeder pattern schools.

Explain the needs assessment process used to identify the focus of the school level improvement plan(s) and any resource inequities that need to be addressed.

[plan] Needs Assessment: Yocum Elementary (K- 4), Washington Middle School (5- 6), and Barton Junior High School (7- - 8) were identified by the Arkansas Department of Education as needing to review and to improve ACT Aspire scores for students in the special education subgroup. School and district teams, including Special Education, counselors, teachers, instructional facilitators, educational examiners, speech pathologist, principals, and superintendent are a part of a teaming process looking at various data such as ACT Aspire scores, TESS data, formative assessment data, parent surveys, teacher surveys, student surveys, and other relevant descriptors. After review of this data, all three schools decided to set a goal to decrease the percentage of students falling into the "In need of support" level on ACT Aspire by 5% over the next year. This decision was based on conclusions gleamed from the needs assessment review of the relevant data by the participating stakeholders. The three teams met again with their building level teams and then together as a district team. After continued review of individual school data, the team developed a plan to address each school's needs. At the individual schools, the team is looking to address the inequities between special education and non-special education students in meeting grade level achievement or targeted growth targets. Additional professional development in the areas of RTI, and PLC's was determined to be a need at all three schools. Washington Middle School (Targeted Support) Data shows that WMS is already exceeding state target areas for students in a inclusive setting. Therefore, the building team is planning to improve the Tier 2 and Tier 3 intervention methods by doing the following: A WMS Team that has been trained in the Strategic Instructional Model Process will present ways to continue to incorporate work on essential standards development into our existing RTI program. This is a research based program for helping struggling learners by organization with graphic organizers and by the teachers using task analysis to identify essential learning. The components learned from this program will be implemented into the program to help struggling learners. Solution Tree will be utilized in order to offer training to staff members regarding ways to improve our existing RTI program. Teams will focus on improving in the area of creating formative assessment tied to the essential standards. Yocum Elementary School (Comprehensive Support) Yocum's Needs Assessment data was provided to teachers on a Google form. The Needs Assessment Summary indicated that the majority of teachers are in need of professional development in RTI and additional



DISTRICT PLAN FOR SCHOOLS RECEIVING 1003 FUNDS (continued)

support for curriculum planning. This support will equip teachers to meet individual students' needs. The indication is that the staff is in need of professional development in order to fully and effectively implement intervention beginning in the classroom for Tier I and II support.

Solution Tree will train and support teachers in effectively constructing a strong RTI program to increase student achievement. Embedded professional development will occur from Solution Tree. Consultant will work with staff on developing a PLC and implementing it throughout the school and district. In addition a culture of RTI will be implemented throughout the school. Yocum's staff will be trained on RTI Solution Tree. Classroom teacher's use of Tier I interventions will be specifically targeted for improved effectiveness and student achievement. PLC training will be provided by Solution Tree. It will provide a road map for more data driven information to identify individual student needs and more evidence based instructional strategies to support those student needs. Staff will work to develop essential standards and fully implement a strong PLC environment among the school. • Response To Intervention Leadership team consisting of principal, assistant principal, literacy instructional facilitators and math instructional facilitator will review student data and assess progress toward identified student goals. ESSA indicates using the cycle of inquiry for improvement. We are following this by planning (in team and leadership meetings), doing (teaching & assessing target skills), and checking (analyzing student data spreadsheets & classroom walk through data). The continual cycle of monitoring student data will occur monthly in grade level data meetings. Here student instructional groups are identified and updated according to specified data to most effectively meet individual student needs with immediate implementation according to analysis of data. Interim surveys will be conducted quarterly to assess teacher competencies regarding the RTI process. • PLCs – Leadership team (consisting of principal, assistant principal, literacy instructional facilitators and math instructional facilitator) will meet monthly and review data from teacher team meetings. Agendas, minutes, and sign ins from team meetings will be checked. These will reflect the effective use of student data to drive curriculum planning and individualize instruction to ensure the focus remains on improving student achievement. Interim surveys will be conducted quarterly to assess teacher competencies regarding the PLC process and its impacts. Barton Junior High (Targeted Support): Barton's ACT/Aspire scores over the past three years yielded unsatisfactory scores for special education students. A lack of inclusion is not the root issue for Barton's SPED students as it has a LEA rate which is above the state rate. Barton conducted a professional development needs assessment via survey format of the teaching staff to determine the proficiency level of classroom teachers with RTI and PLCs. The Building Leadership Team (BLT) met to review the needs assessment data and decided to incorporate PLC and RTI training into the upcoming staff professional development calendar. Training will continue with Solution Tree in the



DISTRICT PLAN FOR SCHOOLS RECEIVING 1003 FUNDS (continued)

areas of RTI and the PLC process. Strategies and interventions provided during the RTI training will be incorporated into all core classrooms. Additional time will be devoted to Tier 2 and Tier 3 interventions through Selective Instruction, a 28 minute period of time between the afternoon classes. Literacy and math teachers will meet in PLCs bimonthly and other core content areas will meet in PLCs monthly to report progress, share what works and what doesn't, deliver professional development, and to review common assessment and STAR data in order to make improvements on the delivery of RTI. Students will be STAR tested 3 times per year to determine growth in literacy and math. Administrators and Instructional Facilitators will observe teachers using those strategies and provide feedback to the teachers.

Explain how the district will monitor the fidelity of implementation of the school-level improvement plan. [do]

The District Leadership Team (which consists of the Superintendent, Assistant Superintendent for Curriculum, Personnel Director, Federal Programs Director, G/T Director, Special Education Director, District Math Chair, District Literacy Chair, District Science Chair, and School Safety Director) developed a timeline, in conjunction with the school level teams, to review data collected from the identified sources. District Leadership Team (DLT) members will serve as resources and provide support for the Building Leadership Teams (BLTs) as needed for professional development sessions and implementation of learned skills. All DLT members are trained in walk through skills and will be resources to assist the building principal in completing data collection for evaluating implementation with fidelity. Data will be collected and reviewed each month to assess progress towards the identified goals for each school. The Evidence Based improvements at Yocum, WMS and BJHS are as follows: 1) Improve the implementation of RTI to meet the needs of struggling learners, including special education students at the elementary, middle school and junior high level. Further development of this process will continue through June 2021. 2) Monitor professional learning communities and use of the RTI Implementation Tool. A systematic approach will be utilized with monthly checks. This will be continued through June 2021. Timeline: Professional Development began spring of 2019. This will be continually monitored through the use of professional learning communities at all schools through June 2021.

PLC Implementation at Washington, Yocum and BJHS: Team meetings will be expected to be held at least twice per month. These meetings will utilize student performance data as indicated in agenda and minutes. Timeline: Professional development on building a PLC/RTI culture began during spring of 2019 for all schools. Although there has been some training across the district, this continues to high priority to commitment, and is a process that is under continual improvement. Improvement of this process will continue to be monitored through June



DISTRICT PLAN FOR SCHOOLS RECEIVING 1003 FUNDS (continued)

2021. Washington Middle School: Staff development will be held during summer of 2020 to further develop SMI and essential standards. Methods learned from SMI will be implemented through May 2021. Staff that have been trained and credentialed in the Strategic Instruction

Model will do fidelity checks and monitor implementation with feedback reported to the school's Guiding Coalition. Timeline: Training will continue through August 2021. District Monitoring 2020-2021: The superintendent and assistant superintendent will meet monthly with the principal of BJHS, WMS, and YO to discuss the progress of the SIP and conduct a "check" of 1003 plan progress. Walk throughs and observations conducted at the three schools are shared with the District Leadership Team through a Google doc. This data is reviewed and discussed at the DLT meetings and with building principals to make sure teachers are being observed on a regular basis and issued are being addressed. The assistant superintendent meets with the district chairs (math, literacy and science) each month to discuss areas of progress and concern at each of the 1003 grant schools. Each principal presents to the school board twice a school year (October, February) the progress being made on their SIP, Targeted Support Plan and Comprehensive Support Plan. Money is provided to each elementary building to be used in their RTI programs. Each school has developed an RTI plan that directly correlates with the money being spent. Various DLT members (superintendent, assistant superintendent, federal program director, district chairs) regularly attend school leadership meetings and grade level meetings to monitor progress, provide feedback

Explain how the district will evaluate the school-level improvement plan for progress. This explanation should include clearly defined expectations. [check] RTI Check: A systematic approach to the monitoring of the RTI program occur. For this, the district literacy chair will use an RTI Implementation Tool to do RTI walk through's at each building. This data will be shared with district and building level teams. Student achievement data will be checked by use of STAR and ACT P Aspire Interim data being monitored at Building Level Team Meetings. PLC Check: At the school Improvement Plan Meetings, agendas minutes and sign ins from PLC meetings will be checked. These will reflect the use of effective use of data to address the needs of struggling learners, including SPED students. These minutes/agendas will be monitored by district level team members. District team members will attend some of these meetings, as well. Student achievement data will be checked by use of STAR and ACT Aspire Interim data being monitored for improvement of special education subgroup at Building Level Team Meetings. Strategic Instructional Method Check: Upon observations, SIM organizers will be visible and used in classrooms.

2. The district will be required to develop a district support plan that identifies how the educational systems will support the school-level improvement plan(s) to ensure all students progress. Link to district support plan posted on the district website:

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/319180/District_Support_Plan.pdf



READY FOR LEARNING PLAN CONTACTS

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For school specific questions, please contact your building administrators.