202O-2021 DISTRICT SUPPORT PLAN

District	Pocahontas School District
Superintendent	Jerry Martens
email	jerry.martens@pocahontaspsd.com
phone	(870) 892-4573

ARKANSAS READY FOR LEARNING PLAN

Ready for Learning Expectations		District Plan
Ensure the continuity or teaching and learning by providing:	A guaranteed and viable curriculum that includes:	To prepare for face-to-face learning to begin in the Fall of 2020, the Pocahontas School District established a Ready for Learning Committee. This committee was made up of district and building level administrators, school nurses, ESL staff, teachers, counselors, transportation staff,test coordinators, special education staff, maintenance, food services, paraprofessionals, coaches, and parents. The goal of the committee was to prepare a safe environment for students,staff and teachers, to ensure the equity of access for all students regardless of race, gender, national origin, color, disability or age for the 2020-2021 school year. The Pocahontas School District curriculum is based on Arkansas State Standards. Planning, instruction, and assessments are aligned to ensure both face-to-face and virtual learners will be able to master desired learning objectives. The Pocahontas School District will begin classes on Monday, August 24, 2020. Changes in the day to day operations of the school have been made to help maintain social distancing include but are not limited to: splitting classes into smaller

		cohorts, moving teachers instead of students, making hallways one direction, splitting lunch times to reduce student interaction, and leaving class on two minute intervals. Masks will be worn on buses and at school when social distancing is not possible. Cleaning regimens will be changed to include daily disinfecting of classrooms, restrooms, cafeterias,hallways and other common areas using ionized misters. Visitors will not be allowed to enter district school buildings. Two surveys were sent to parents over the summer. The first asked if internet services were available at each family's house and who the provider was. The second survey gave parents the ability to choose if they wanted their students to attend school fact-to-face or virtually. Responses to the second survey were due August 14.
	Face-to-face (K-12) and Virtual Learning	Face-to-face learning students will attend school as normal five days a week. Students and teachers will be prepared to pivot to virtual learning when it is deemed necessary. Face-to-face students will follow safety guidelines as determined by the building safety plans. Virtual learners will participate in school from home utilizing district supplied chromebooks and Google Classroom and Meets. Virtual students attendance will be taken by virtual log-ins and homework turned in if they are unable to attend live sessions. Transportation to activities will be the responsibility of the parents for virtual students.
	Diagnostic Assessments (K-8)	Student learning gaps will be determined by the use of NWEA Map assessments in grades K-2 and AIMSweb will be used in grades 3-8.

	Diagnostic Assessments (9-12)	Student learning gaps will be determined by utilizing teacher generated diagnostic tests. Grade level and same subject teachers worked over the summer to identify power standards students would be required to know to move onto the next level of learning. Common assessments were then created to determine if students had mastered those standards or where gaps in learning were located.
Identify how to address unfinished learning from the prior year by using:	Arkansas Playbook	DESE is creating a statewide guiding coalition of educators to develop a playbook to guide the return to onsite learning efforts. This involves educators across the state who have proven expertise in the Professional Learning Communities at Work process. This playbook will be a valuable resource in helping administrators and teacher teams develop a pathway for closing knowledge gaps in order to jumpstart the school year. Collaborative teacher teams are currently developing resources, including assessing current knowledge and model units.This playbook includes unit plans with activities, assessments, rubrics, interventions, extensions, and instructional videos aligned to Arkansas Academic Standards and essential learning outcomes, and may be utilized immediately by classroom teachers. This playbook is intended to serve as a valuable structure to facilitate dialogue among collaborative teams as they plan to meet the needs of ALL Arkansas students. Our teachers can access the playbook for delivery of instruction to use with their students on site or virtually.
	District-developed resources	Through diagnostic testing NWEA and AIMSweb will be used to develop individualized instructional plans for students. These plans will be utilized during scheduled remediation times for all

		students K-8.
		Students in grades 9-12 will utilize lessons developed by PLC teams to provide for remediation of identified power standards.
Utilize a Learning Management System		All teachers in the district will utilize Google Classroom as their LMS for both face-to-face and virtual students. Google Meets will be used to provide interaction with virtual students
Schedule teacher training on how to use the LMS		Principals on each campus have scheduled professional development throughout the summer for teachers on Google Classroom. Teachers proficient in the utilization of the LMS will provide training and supervised practice time. Videos located on the Google for Education Teacher Center will also be utilized.
Schedule teacher training for blended learning (delivery of instruction)		August 17-21 will be scheduled for teacher training on Google Classroom and Google Meets. The district technology coordinators will be meeting with each campus on different days to provide hands on training. They will also develop "how to" videos that teachers will be able to access throughout the year.
Provide support for parents and students		Prior to the start of the year, the district provided resources on the district website including virtual campus tours and orientations, open house presentations, videos related to virtual learning, transportation and food services. The week before school, chromebooks were distributed to students utilizing a 'drive-by' concept. Students and parents will be able to communicate with teachers utilizing the following methods: Email Messages through Remind 101 Classroom Dojo

	Phone calls Google Classroom/Meets
Provide a communication plan for interacting with parents, students, and the community	Communication with students, parents and the community will be imperative in order to relieve anxiety and provide a feeling of safety. Information must be relayed regularly and promptly as changes are made by the ADH and DESE related to COVID-19 and student learning. Our goal is to not only provide information, but to include parents and community stakeholders in school decision making. The district will utilize the following media platforms to communicate with parents and community members: Pocahontas Apptegy App District website (https://www.pocahontaspsd.com) District and building Facebook pages District and building Twitter accounts\ Email A COVID-19 tab has been placed on the district webpage for parents and community members to access related information.

To support virtual learning for our students that do not have internet access at home, the Pocahontas School District has taken the following steps:

1) The district purchased exterior wifi devices so that students can log onto the district network from each school's parking lot.

2) The district purchased wifi devices for each bus in our bus fleet. Students will be able to log onto the district network traveling to and from school, on school trips and away athletic events. In the event the district pivots to virtual learning, buses will parked in strategic locations throughout the district so students can access our network using their school issued chrome books.

3) The district purchased wifi devices that will be installed in the three resource officers patrol vehicles. This will allow our SROs to visit at-risk students at their homes that do not have internet services.

4) The district has been allotted 100 internet hotspots from DESE that will be distributed to designated students following the district developed criteria.

Pocahontas School District Literacy Plan 2020-2021

Purpose:

Act 1082 of 2019 requires the Department of Education to provide certain levels of support to school districts based on reading scores from the state assessment. Pocahontas Public School District is considered a Level 3 under Act 1082. Level 3 — Coordinated support to a public school district in which forty percent (40%) or more of the public school district's students score "in need of support" on the state's prior year summative assessment for reading.

Pocahontas Public Schools will work to increase our reading scores across the district on the ACT Aspire. Our goal is to assist our students and help them to become better readers. In 2018-2019, 40% or more of our students are scoring "in need of support." We wanted to decrease that percentage. We wanted to see students' scores increase across the board as their reading scores improved. Unfortunately, due to COVID, we were unable to collect summative data for the 2019-2020 school year.

Statement of Literacy Goals:

Pocahontas Public Schools is devoted to ensuring that all students show growth in reading. We understand that all students are unique and are at different levels in their reading ability.

We will prepare students for life through academic, social, and emotional development. Literacy is a key piece in this mission. The ability to read and use language will affect students' success at every grade level and into life. It is our goal to increase reading scores from first grade through the eleventh grade. Our commitment to helping our students read proficiently and increasing test scores is grounded in:

- Each school within our district will develop a literacy plan to meet the needs of educators and students to improve reading ability. (Alma Spikes Elementary, MD Williams Intermediate, Pocahontas Junior High, Pocahontas High School) August 2020 - September 1, 2020. The plans will be living documents; therefore, changes may be made as needed.
- Students will be assessed through common formative assessments and an end of year evaluation. End of year evaluation will be in April 2021.
- Our School Improvement Plan will include our District Literacy Plan. (Act 83)
- Alignment of the reading curriculum in grades 1- 4 will be implemented over a three year period (August 2019 - May 2022). Connections (Science of Reading Approved as supplemental material), Journeys, and Heggerty will be the primary curriculums.
- We are searching for an approved literacy curriculum that addresses the five components of literacy.

(Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension).

How do we do this?

District Level Timeline

- The District Literacy Team has been established to work as a foundation group to examine data and look for gaps. (District Level Literacy Team includes:District Curriculum/Instructional Coordinator, Building Principals, District Test Coordinator, District ESOL/Migrant Coordinator, ELD Instructors/Coordinators, Literacy Special Education teacher from each building, lead literacy teacher from each building, and elementary RTI Specialists
  - July 28, 2020 - District Curriculum/Instructional Coordinator met with Co-op Literacy Specialists via phone.
  - August 13, 2020 District Test Coordinator, MD Williams RTI Specialist, and District Curriculum/Instructional Coordinator met together to discuss reading programs.
  - August 15, 2020 -District Test Coordinator and District Curriculum/Instructional Coordinator met to analyze literacy data via Zoom.
  - September 2020 - District Literacy Team and Co-op specialists
  - October 2020 - Principals with District Curriculum/Instructional Coordinator
  - December 2020 - District Literacy Team
  - February 2021- District Literacy Team
  - March 2021- District Literacy Team
- Work with Literacy Specialists from the NEA Co-op to analyze data and help teachers and administrators recognize what needs to be taking place in classrooms throughout the school year.
- Meet with Literacy Specialists from the co-op to discuss where we are and how we move forward. We will meet at various times throughout the year.
- Participating in Equity Lab, with a focus on Literacy, with the District Literacy Team.
  - September 2020
  - October 2020
  - February 2021
  - June 2021
- Dyslexia screening-All K-2 students are screened yearly -Dyslexia Assessment are administered as needed at grades 3-12. The Dyslexia Screener used in the District is Lexercise. Dyslexia Level 2 Assessments include CTOPP, TWS, GORT, and Woodcock Reading Mastery. Aims Web is used as a universal screener, for progress monitoring, and biannual reading reports sent to parents.
  - August-September 2020 - Elementary Grades K-6
  - As needed - secondary Grades 7-12

- Journeys, Connections, and Heggerty are being used at elementary grade levels. Use a curriculum that addresses: Phonological Awareness to the Advanced Level, Phonics, fluency, vocabulary, and comprehension that meet the Science of Reading requirements and are on the ADE approved curriculum list. Systematic and Explicit Phonics Program, Morphological Units and Decodable Text will also be used. Connections is a structured supplemental phonics program.
- Elementary - At Alma Spikes some paraprofessionals are Connections trained. At MD Williams all regular education paraprofessionals are trained in Connections or Phonics First. These paraprofessionals use Connections while working with students
- Elementary - Connections training
  - 1st grade teachers - 2018-2019 school year
  - 2nd grade teachers and new teachers - September and October 2019
  - 3rd grade teachers and Assistant Superintendent - October and November 2019
  - 4th grade teachers, paraprofessionals, support staff, and District Curriculum/Instructional Coordinator- July 2020
- Elementary Professional Development
  - RISE training - June and August 2019
  - RISE training - June and August 2020
  - Rise training - Select few teachers completion of steps/processes - Summer 2020
  - NEA Co-op Specialists trained MD Williams Staff Members in RTI/Processes/Procedures/Data Collection - Via Zoom - August 2020
  - Rise Training - June and August 2021
- PHS and PJHS - focus on vocabulary, background knowledge, morphological units - study prefixes and suffixes
- Secondary Professional Development concerning Science of Reading, Vocabulary, Background Knowledge, Morphological Units
  - Professional Development - June 2019
  - Professional Development - June 2020
  - Professional Development -June 2021
  - RISE modules as they are released:
    - Part 9 - August 2019
    - Part 10 - October 2019
    - Part 11 - December 2019
    - Part 12 - February 2020
    - Part 13 - April 2020
    - Part 14 - June 2020
- Science of Reading Assessors in the District.
  - Alma Spikes Principal - (Pathway T) Connections training - Phase 1 completed October 2019 - Assessor training - January 2020
  - MD Williams Intermediate (Pathway T) Principal - Connections training - Phase 1 completed November 2019 - Assessor training - January 2020 (In process of completion)

- ○ Pocahontas Junior High Principal - RISE Science of Reading Modules on IDEAS are Completed. Phase 1 and phase 2 of the Assessor Training are complete. (Pathway D)
- ○ Pocahontas High Principal - (Pathway T) Connections training - Phase 1 completed October 2019 - Assessor training - January 2020 (Currently working on phase 2. Phase 2 will be completed by September 15 and she will be certified as an assessor.)

Financial

First through third-grade teachers will be attending Connections training. Approximately $2,100 per person. Previously trained teachers are half the cost for first-time trainees.

- 1st grade teachers - 2018-2019 school year
- 2nd grade teachers and new teachers - September and October 2019
- 3rd grade teachers and Assistant Superintendent October and November 2019
- 4th grade, paraprofessionals, support staff, and District Curriculum Instructional Coordinator - July 2020

Connections materials are being taken from Title 1. (Amount varies depending on need.)

- Substitutes for those who are attending Connections training is being paid from Title 1. ($75.80 a day per substitute per day - usually 3 to 6 days out of class for training)
- Paraprofessional for RTI - Alma Spikes Elementary - $5,844.95 (partial salary and benefits)
- RTI Coordinator - Alma Spikes Elementary - $14,677.10 (partial salary and benefits)
- Paraprofessional for RTI - MD Williams Intermediate - $6,136.32 (partial salary and benefits)
- RTI Coordinator - Pocahontas Junior High - $16,055.34 (partial salary and benefits)
- School Psychology Specialist/District RTI Coordinator - $7615.62 (partial salary and benefits)
- Supplies for intervention - testing forms, protocols, etc - $3,438.69

The District will use ESA funds to purchase a core, state approved reading program. Also, additional phonics and RTI materials will be purchased.

Building Level

Each building will have its own specific plan.

- Work with Building Level Leadership Teams
- Work with Building Level PLCs

- Dig down in the data and look for problems - gaps
  - What are the problems? Where are students the weakest? What grade levels are the weakest? What are we missing? Not pointing the finger. We are in this together. We have to find the gaps.
- Peer Observations - modeling of good instructional strategies
- Building Principals will work with teachers and accountability.
- Questions we will address at the building level:
  - Are all classrooms adequately teaching?
    - Why or why not?
  - What are we doing for the curriculum in our buildings?
    - How do we know what is working?
    - What is working at each building and what is not working? We will analyze data to find what is working and what is not working.
- Build a safe environment to play off each other's strengths. Willing to share, work together, and peer observations.
- Professional Development:
  - K-6 - proficiency pathways
  - 7-12 - awareness
  - admin (building and district level) - awareness Have dates for PD and completion dates.
- Building level principals have a spreadsheet with RISE proficiency or awareness - can link it to your School Improvement Plan.
- Prefer to use intervention rather than remediation, but will use remediation as needed.

Assessing Literacy Proficiency with Timeline

- Alma Spikes Elementary - K-2 - AimsWeb, NWEA, Dyslexia screener
- MD Williams - 3-6 - AimsWeb, Common Formative Assessments, ACT Aspire End of Year Assessments
- PJHS - AIMSWeb, Common Formative Assessments, ACT Aspire End of Year Assessments
- PHS - Common Formative Assessments, ACT Aspire End of Year Assessments (10th grade),ACT (11th grade)

Response to Intervention - provided as needed (Level 1, 2, or 3)

Monitoring Plan

- Progress Monitoring of students in K-2 (every 4-6 weeks)
- Progress Monitoring of students in 3-6 (every 4-6 weeks)
- Progress Monitoring of students 7-9 (every 4-6 weeks)
- Progress Monitoring of students 10-12 (every 4-6 weeks)
- Classroom observations by principals.
  - Principals will observe classrooms at least once per semester.

- ○ Principals will make note of instructional strategies being used in the classroom.
  - ○ Principals will collect data for review with the building leadership team. Principals will meet with the leadership team at least once a semester to discuss literacy strategies being used in the classroom. (Based on observations the principal has conducted.)
  - ○ Principals will be able to assist teachers who are not implementing the literacy plan.

Evaluation Plan

- Survey teachers*
- Classroom data showing student growth - nine week intervals
- Assessment tools - Common Formative Assessments, Aimsweb, classroom assessments
- Administrator meetings discussing the results of teacher surveys, classroom data, and assessment tools (every other month)

*The survey will be administered in December or January 2021. Principals may administer the survey either in December or January. We will review the results of the survey as an administrative team first and then as the District Literacy team. We will make adjustments as to how to help teachers, which may include professional development, peer observation, or other strategies.

The survey will include the following:

Teachers will be asked:

- if they have read their school's literacy plan and district literacy plan.
- if they have attended PLC meetings concerning the literacy plan and implementation.
- if they are aware of professional development concerning the literacy plan.
- if they have used at least one strategy to improve literacy in their classroom.
- if they have used more than one literacy strategy.
- if they have used literacy strategies multiple times in their classroom.
- how often they progress monitor
- if 80% of their students show growth in their content area
- if they understand how to help students with literacy.
- if they are willing to show others how to use literacy instructional strategies.
- if they are willing to observe other teachers as they use literacy instructional strategies.
- if they need professional development on how to assist students with literacy skills.

<u>**Where would we like to be next year?**</u>

We challenge ourselves to have 35%, or less, of students who are "in need of support." We hope that we will have far less in need of support. We will work steadily and efficiently to increase the percentage of students who are ready and exceeding.

_____

Resources being used:

Alma Spikes - Connections, Heggerty

MDW - Connections, Heggerty, Spire, Aims Web, and Journeys

PJHS - Similar Academic Vocabulary with emphasis on morphology and etymology, After

       School Connections Tutoring, Book Club, AIMS Web

     PHS - Teachers will use a variety of resources. Will focus

       on Background Information, Similar Academic Vocabulary with emphasis on morphology and etymology, Connections tutoring after school

Alma Spikes Elementary Literacy Plan

Purpose:

Our goal is to assist our students and help them to become better readers. Currently, 50% or more of our students are scoring below grade level proficiency. We want to steadily decrease that percentage. We should see students' scores increase across the board as their reading scores increased.

School Improvement Plans

Act 83 - we have to include our Literacy Plan in the School Improvement
Plan
     -Curriculum program-Connections and Heggerty
     Curriculum -Professional development
     programs-Connections
        -Aligned with school literacy needs to improve fundamental reading
        skills. -Based on the science of reading provided by Orton Gillingham

Building Level Work

- Work with Literacy Specialists from the NEA co-op to analyze data and help teachers and administrators recognize what needs to be taking place in classrooms. Use Checklist for fidelity.
- Focus on the three pieces - Phonological Awareness, Systematic and Explicit Phonics Program, and Decodable Text -Work with Building Level Leadership Teams -Work with Building Level PLCs -Dig down in the data and look for problems - gaps -Building Principals need to work with teachers and accountability. -Are all classrooms adequately teaching? -Why or why not?
- Peer Observations - modeling of good instructional strategies
- Build a safe environment to play off each other's strengths. Willing to share, work together, and peer observations.
- Tutoring

Where would we like to be next year? We challenge ourselves to have 50%, or more students scoring above grade level proficiency. This will reduce the number of students in need of support. Our end goal is to have 80% of all students at grade level proficiency with regular classroom instruction.

_____

Assessment Tools: Progress Monitoring/Formative Data Collection: AimsWeb, Connections Mastery, NWEA

_____

Resources being used: Connections, Heggerty, Compass Learning, NWEA Data

_____

Alma Spikes Elementary Interventions: RTI Outline

Screener is given to First, Second Grade and Kindergarten in the fall and rescreened in January.

1. The Screening Tool is AimsWeb.
   a. At Risk-Lowest 1-5%
   b. Some Risk-Lowest 6-15%
2. Service Levels based on the Screening Identifiers.
   a. Tier 2- Some Risk(on screener)
      i. Classroom Specific Interventions
      ii. Interventions directly guided by Risk Areas Identified on the screener.
      iii. Progress Monitored with AimsWeb.
      iv. Collecting at least four points of data for review.

        v.   Review of interventions/data monthly. (PLC)
- b. Tier 3 - At Risk(on screener)
    - i. Lack of Growth in Level 1 can promote to Level 2.
    - ii. Given Level 2 Screening Assessment.
    - iii. Two-Four Day/Week interventions with pull out.
    - iv. Progress Monitored with AimsWeb.
    - v. Collecting at least four points of data for review.
    - vi. Lack of Growth can refer to the District Review Team too.

District Review Team

    Building Principal
    Intervention Director
    Interventionist

    Student's Classroom Teacher

Data For Review

    Teacher Narrative

    Classroom Performance Records
    Intervention Data-Progress Monitoring
    Data

Alma Spikes Elementary Interventions: Dyslexia Program Outline

Dyslexia Screener is given to First and Second Grade in the Fall. Kindergarten is screened in January.

1. The Screening Tool is Lexercise. Three identifying levels.
    a. No Risk
    b. Some Risk
    c. At Risk
2. Service Levels based on the Screening Identifiers.
    a. Level 1- Some Risk(on screener)
        i. Classroom Specific Interventions
            1. Interventions directly guided by Risk Areas Identified on the screener. Implemented by classroom teacher or parapro.
            2. Progress Monitored with AimsWeb. Collecting at least four points of data for review.
3. Review of interventions/data monthly. (PLC)
    a. Level 2 - At Risk(on screener)
        i. Lack of Growth in Level 1 can promote to Level 2.

ii. Given Level 2 Screening Assessment.
iii. Four Day/Week interventions with pull out. Implemented by Dyslexia interventionist.
iv. Progress Monitored with AimsWeb.

Collecting at least four points of data for review.

v. Lack of Growth can cause referral to the District Review Team.
vi. The District Review team can refer for Special Ed. Testing or recommend more interventions.

District Review Team

a. Building Principal

b. Intervention Director

c. Interventionist

d. Student's Classroom Teacher

4. Data For Review

a. Teacher Narrative

b. Classroom Performance Records
c. Intervention Data

d. Attendance Data

MD Williams Intermediate Literacy Plan

- Review of our performance Data - "My School Info"
  - Dig down in the data & identify any problems/GAPS
  - What are the problems?
  - Where are students the weakest?
  - What grade levels are the weakest?
  - What are we missing?
- What are we using to assess proficiency at each level?
- We collaborate with the specialists from our NEA Co-op in order to help us in focusing on items that we need to be focusing on.
- Welcoming their expertise, their time in visiting & working with us.
  - Expectations/Guidance
  - Look at our data, Introduce/go through the process.
  - Professional Development
  - Classroom observations
  - PLC's
  - Targeted Feedback - to teachers & administration
  - Collaboration with teachers and facilitators.
  - Peer observations - Lead teacher sees a correct demonstration.
  - Accountability / Checks/ Balances - Progress Monitoring
  - Are all classrooms adequately teaching?
    - Why? Or Why Not?

- Regular meetings throughout the school year as a building and as the district team.
- Resource Inventory?
  - What is being used? Review Survey results?
  - May need to determine consistency, and uniform use of resources?
  - Is it a curriculum issue?
    - Yes, with inconsistency.
    - Spelling?
- AR Standards:
  - Breakdown of the Standards
  - Identify vocabulary, use of vocabulary, make a master list related to standards.
    - As a goal: the use of this common vocabulary in instruction throughout the building.
    - Word Study
- ALL 4th grade teachers will be trained in "Connections".

  July 2020 - Jonesboro APPLE group - Virtual Training due to COVID-19

  - This will help us in closing GAPS from 3rd grade to 4th grade.
  - Will help prepare our 4th grade teachers in curriculum, instruction, & intervention with students
- In planning for Reading instruction teachers will review and implement steps in the "Diagnostic Decision Tree":

  https://drive.google.com/file/d/1VjCANFwczm16gbqg5sfueOjW-gwPhgpQ/view

Pocahontas Junior High Literacy Plan

POCAHONTAS JR. HIGH SCHOOL VISION

To become the premiere school in the state, while developing well-rounded leaders.

POCAHONTAS JR. HIGH SCHOOL MISSION STATEMENT

Using academics, activities, and accountability as tools, we will prepare today's students for tomorrow.

ADMINISTRATION & STAFF CORE BELIEFS

1. All students can learn (each may have an individual pace) and will be promoted on merit alone.
2. The student is more important than the score and has their own, individual talents.
3. Fundamentals and accountability are the foundation of success.
4. Reading, writing, and communication skills are the basic tools in which knowledge is acquired.
5. A cooperative partnership must exist between the home, community, and school.

2020-2021 SCHOOL IMPROVEMENT GOALS:

1. **Literacy**
   1. All students will have mandatory vocabulary instruction/testing over Greek/Latin Root Words, Prefixes, and Suffixes in every classroom.
      1. The roots, prefixes, and suffixes were chosen from the Reading Rockets website and example words were selected from both Reading Rockets as well as the Etymology.com website.
      2. Students are assessed on one root, prefix, suffix at a time as well as four example words at a time.
         1. There must be a minimum of 80% student mastery to move on from each set of words (*at Week 1, % mastery*).
         2. Students are also cumulatively tested on sets of roots, prefixes, suffixes in multiples of five (*at Week , % mastery*).
   2. All teachers will need either awareness or proficiency in the Science of Reading as well as a login to AIMSWeb.
      1. Administrators will be trained as assessors (via ArkansasIDEAS portal & Science of Reading Categorical Training).
         1. Administrators will incorporate these assessments into the existing, monthly evaluation schedule.
      2. General Education Teachers grades 7-9 will need an awareness of the Science of Reading (via ArkansasIDEAS portal).
      3. Special Education Teachers grades 7-9 will attend Connections training (via the APPLE Group) or SPED RISE training (via the Northeast Arkansas Educational Cooperative).
   3. Students identified with the characteristics of Dyslexia will have access to Connections-based remediation led by Mrs. Deb Kester focusing on Structured Reading.
      1. Students are tested for Dyslexia characteristics first at the Elementary level by Mrs. Lillie Sutton.
      2. PJHS teachers who spot signs of struggling readers have been instructed to report it to the office.
      3. The PJHS Principal, Mack Skelton, will then follow up with the student to determine whether or not additional Special Education testing will follow (via 504 and/or IEP referral).
   4. Students are also offered enrichment (Book Study Club) through the Library/Media Center led by Mrs. Emily Hausman.
      1. Mrs. Hausman both visits the English Language Arts classrooms as well as hosts book talks in the Library Media Center.
      2. Students are then allowed to check out the book being discussed or books of similar genre/subject.
   5. All PJHS teachers have been trained in Level 1 Interventions, including, but not limited to, the following strategies in the Summer of 2019 by Mrs. Tracy Leone of the NEA Co-Op:
      1. Fist to Five

2. Clock Appointments
3. Anticipation Guide
4. Word Wall with Pictures
5. Total Physical Response
6. Chunk & Chew
7. Talking Points/Fish Bowl
8. Give One/Get One
9. Thumbs Up/Sideways/Down
10. Golden Line Response
11. Think, Pair, Share

6. Rationale & Progress Monitoring (*Percentages in Bold/Italics*)
    1. This is due to our low student reading scores identified via AIMSWeb Reading Testing as well as ACT Aspire Reading Testing.
        1. Data is collected and evaluated in August, December, and May via both AIMSWeb and ACT Aspire.
        2. According to 2018-2019 data, *70% of our students were below grade level in reading. *2019-2020 data was not collected due to COVID-19.*
    2. We will progress monitor on a weekly, quarterly, and summative basis through testing.
        1. We will have testing on both Google Forms as well as AIMSWeb.
            1. Data from AIMSWeb Reading Data will be reported to stakeholders in December and May per state law. **May reporting was not collected/distributed due to COVID-19.*
    3. We are looking for an increase in every student's reading score as well as a 5% overall increase on the AIMSWeb (*8.5% increase as of the Winter Assessment*) & ACT Aspire Summative Assessments (*was not taken in 2019-2020 due to COVID-19*), and an overall 80% mastery level of selected vocabulary (*88% of students showed mastery on building vocabulary in 2019-2020 - cut short due to COVID-19*).

2. **Student Success Plans**
    1. All students will have a Student Success Plan prior to leaving our campus.
        1. We are looking for 100% mastery of this goal by the end of the school year for current students (**data was not collected due to COVID-19**).
    2. All teachers will need Student Success Plan training and training on the Xello program we purchase to use to store Student Success Plans (**training will be moved to 2020-2021 due to COVID-19**).
    3. Rationale & Progress Monitoring
        1. This is due to state law and will be monitored closely for all students, but especially transfer students.
        2. We will track this both through our online Student Success Plan program (Xello) and via our SEGP meetings.

1. Stakeholders will be involved in the entirety of the process (**2019-2020 SEGP Meetings were cancelled due to COVID-19 - Course Requests/Schedules mailed out instead**).

3. **Student Schedules**
    1. All students will have a schedule in place prior to the end of the current school year.
        1. We are looking for 100% mastery of this goal by the end of the school year for current students.
    2. There is no teacher training required for this initiative.
    3. Rationale & Progress Monitoring
        1. This is due to state law and connected to the Student Success Plan and will be monitored closely for all students, but especially transfer students.
            1. We will track this both through our online Student Success Plan program (Xello), Home Access Center, and via our SEGP meetings (*this data was not collected due to COVID-19*).
            2. Stakeholders will be involved in the entire process (**2019-2020 SEGP Meetings were cancelled due to COVID-19 - Course Requests/Schedules mailed out instead**).

4. **Blended Learning**
    1. On-Site
        1. Offered Grades K-12
        2. Meet 5 Days Per Week
        3. Bus Transportation If Needed
        4. Chromebook Provided by District
        5. Breakfast & Lunch Provided
        6. Cloth Masks Provided by District
        7. Masks Must Be Worn Without Distancing
        8. Extracurricular Activities Eligible
        9. Students Move to Off-Site If School Closes
    2. Off-Site (Remote/Virtual Learning)
        1. Offered Grades K-12
        2. Meet 5 Days Per Week
        3. Instruction Presented Live or Recorded
        4. Chromebook Provided by District
        5. Internet Access Available on Campus Parking Lots and Buses Placed Throughout District
        6. Students Have Ability to Move Back into On-Site Learning
        7. Extracurricular Activities Available
    3. Teachers received training on Google Meet during the summer of 2020 and Google Classroom since 2017.
    4. Rationale & Progress Monitoring
        1. This is in response to the State of Arkansas' Ready For Learning Plan during the COVID-19 pandemic.
            1. We will monitor the progress of our program throughout the year through parental contact.

2. Stakeholders will be involved in the entirety of the process.

PRIOR GOAL COMPLETION:

1. All students will receive their annual immunizations according to state law.
2. All students will have access to Chromebooks in every classroom.
3. 88% of students showed mastery on building vocabulary in 2019-2020 (cut short due to COVID-19).
4. 100% master of students having a schedule in place prior to the end of the 2019-2020 school year.

Pocahontas High School Literacy Plan

Purpose	This simplified planning tool provides a focused process for HR/HC to improve **in one priority area** with a sample completed plan. Teams can use this tool when working on a segment of a strategic plan.
Intended User(s)	HR/HC Leads and Teams

STEP 1: IDENTIFY YOUR PRIORITY AREA

What is the key priority area you want to focus on?	Literacy
How does this key priority fit into our district's broader goals?	Students must be literate to master grade level content and perform at their highest academic ability.
Does the long-term strategy impact TEACHER or PRINCIPAL quality?	☒ **Teacher Quality** ☒ **Principal Quality**

What is our current performance in this priority area? Document baseline performance.	37% of our students in 10th grade were below grade level in reading according to 2018-2019 ACT Aspire test.
How will we measure our progress at the end of the year? List at least one measurable goal.	We will measure our progress at the end of the year by looking for a decreased percentage of students below grade level in reading on the ACT Aspire test.

*The summative data was not collected due to COVID-19.

STEP 2: OUTLINE YOUR PLAN OF ACTION FOR HR IMPROVEMENT

[List all actions needed to make improvement]		
Literacy Teachers Working With History and Science teachers to incorporate more literacy into their lessons	Lesa Grooms	In Place
Connections Tutoring	Jenniet Galvan	August 2020
Literacy Teachers who are going to be working with History and Science Teachers to incorporate more literacy into lessons.	Jenniet Galvan Madison Casillas Amanda Baltz Whitney Crutcher	In Place
Level 1 Interventions	All Teachers	August 2020
Remediation/Enrichment Block	Lesa Grooms	August 2020

* Due to COVID-19 and the changing of administrators, the High School Literacy Plan needs to be reworked. It is not reflective of the PHS Teachers or the current Principal. They did not have any input into this plan. They will be working on their new plan during the 2020-2021 school year.