

## 2019-2020 District Support Plan

District	Jasper School District
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Explain the needs assessment process used to identify the focus of the school level improvement plan(s).

Jasper Elementary – ACT ASPIRE, PAST, DIBELS, and Istation data were all analyzed to identify gaps in literacy. Jasper was second in the state for growth in reading readiness. However, reading scores are still lower than desired. Since the school is in targeted school improvement status due to consistently low achievement scores in literacy among our Special Education sub-population, the data was broken down specifically for these students to identify gaps in literacy. Individual student assessment data will be compared to the students' IEP goals to ensure that they receive the needed targeted support.

Oark Elementary – Oark Elementary is receiving comprehensive support. ACT ASPIRE, PAST, DIBELS, and Istation data were all analyzed to identify gaps in literacy. While Oark Elementary had the highest growth in the state in reading readiness, student achievement in literacy is still a concern. With too many students needing intervention, the need for solid core instruction, as well as a systematic RTI process, was evident. Teachers will meet weekly in PLCs to look at individual student data and track their progress.

<p>District Literacy Plan</p>	
<p>(1) Goals for improving reading achievement throughout the district  (2) Supports Provided by the District</p>	<p><b>1. Implement a Guaranteed and Viable Curriculum:</b> The district led the process for teachers from across all three campuses to collaboratively identify essential standards for all grade levels and core subject areas. These essential standards will help ensure that all students have access to a guaranteed and viable curriculum. With district support and guidance, teachers will work to create common, formative assessments based on the essential standards. This work will guide the RTI and PLC process in each building. The teaming and data-sharing across the district will help increase teacher support and accountability.</p> <p><b>2. Implement a System of Support and Accountability:</b> The district will provide each building with the time and support to establish a daily, systematic RTI process so that every student receives intervention and/or enrichment on the essential learning standards. With district support and guidance, teachers will meet weekly in PLCs to share data, identify needs, and target intervention to close the gaps in literacy. District administration and building principals will be in classrooms to observe instructional practices and ensure that the curriculum is being taught with fidelity, based upon the science of reading and other evidence-based strategies. The district will purchase an intensive reading program for students needing Tier 3 intervention.</p> <p><b>3. Close the Gap in Literacy Achievement:</b> Through the implementation of an inclusion model, the district will ensure that special</p>

education students will have access to strong core (Tier 1) literacy instruction, using evidence-based instructional practices, in the regular classroom setting. Students will be provided support and scaffolding by a special education teacher as needed to help master essential standards and IEP goals. Monitoring will occur weekly to track student progress toward these goals.

#### **4. Provide Evidence-Based Literacy**

##### **Professional Development to All Teachers:**

All teachers (K-6 and SPED) were trained in the Science of Reading (SoR) through RISE training this summer. Through SoR observations and feedback, the district will ensure that SoR strategies used to improve decoding and reading comprehension will be employed in every classroom. This, along with other evidence-based instructional practices, will be imperative for strengthening core (Tier 1) literacy instruction across the district. The district will utilize Professional Growth Plans for teachers who need extra training and support with this implementation process.

##### **5. Provide Ongoing Teacher Support:**

Jasper School District will continue to partner with OUR Educational Cooperative to provide ongoing support to K-6 teachers in the implementation and sustainability of literacy instruction based upon the Science of Reading. OUR Literacy Specialists will observe classrooms, perform coaching cycles, assist with data analysis, and provide other supports to help increase literacy achievement.

(3) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.

### **1. Professional Development**

Funds will be used to provide evidence-based literacy professional development to the school teachers and staff. The professional development will focus on the science of reading and best instructional practices. The training will be conducted both onsite and regionally using a variety of methods. Training activities will provide up to date strategies and practices and will be ongoing and directly related to student learning.

### **2. Personnel**

Funds will be used to employ certified interventionists and paraprofessionals. These positions will provide extra instructional services/support in literacy. All certified interventionists meet the highly qualified status. The paraprofessionals will provide instructional services/support in the classroom and in close and frequent proximity to a supervising teacher. All paras also meet the Arkansas qualified status. These positions will provide extra help to students who demonstrate difficulty in literacy achievement.

### **3. Materials and Supplies**

Funds will be used to provide specific materials and supplies as needed to target and directly support the literacy instruction and interventions. Supplies will include testing materials, technology manipulatives, decodable texts, and literature for students. Programs such as STAR reading, AR, BrainPOP, Istation reading and Learning A to Z will be purchased to support literacy instruction and intervention.

## Implementation and Monitoring Timeline

August 2019 –

- Grade levels/core subject areas will submit their essential standards to the district Beginning of the year assessments will be completed and data entered into the district data spreadsheet for analysis.
- PLCs begin and norms are established.
- BOY assessments are administered and data collection begins.

September 2019 –

- Student data is analyzed and intervention groups are created.
- The systematic RTI process begins and each building implements a daily intervention period into their school day.
- PLCs meet weekly to analyze student data and group students for intervention/enrichment.
- Weekly/bi-weekly progress monitoring (ongoing)
- Building-wide SMART goals are set for first semester

October 2019 –

- RTI/PLC process continues
- Progress monitoring continues
- First standards-based report card is completed (K-6) and are presented/explained at Parent-Teacher conferences and to provide parents with an accurate understanding of which essential standards have been covered in their child's classroom, as well as which essential standards their child has/has not yet mastered.
- Independent reading levels are reported and explained to parents.

November 2019 –

- Ongoing PLC/RTI – students receiving targeted assistance/interventions
- Progress monitoring continues

December 2019 –

- MOY assessments begin

- Second quarter ends and standards-based report cards with new essential standards for mastery are reported to parents and students
- Building-wide SMART goals are assessed to determine first semester success

January 2020 –

- MOY assessments continue and data analysis begins
- BOY and MOY data are compared and used to adjust instruction in classrooms and to help plan for intervention.
- Building-wide SMART goals are established for second semester
- Principals will begin observations as SoR assessors to ensure that teachers demonstrate proficiency in the SoR.

February 2020 –

- RTI/PLC process continues and students are grouped for intervention based on data
- Progress monitoring continues

March 2020-

- RTI/PLC process continues and students are grouped for intervention based on data
- Progress monitoring continues

April 2020 –

- EOY testing begins
- Students continue to receive daily targeted interventions
- PLCs continue to meet weekly

May 2020 –

- EOY testing continues
- Data is collected and compared to BOY and MOY scores

In addition, monthly leadership meetings will be held at the district level. Periodically, we will have district data meetings to monitor growth throughout the year.

Each building will conduct weekly leadership meetings to discuss short and long-term SMART goals at classroom and building levels. A district representative will attend those meetings to make sure they are aligned with district goals and student needs.

## **Ongoing Evaluation**

- SMART goals will be established in individual classrooms and building-wide in each school. Progress toward these goals will be tracked and reported to the district either monthly or quarterly, depending on the nature of the goal(s).
- Monthly meetings will be held by the District Leadership Team. Data from each building will be analyzed.
- District personnel will attend PLCs in each building, will observe classroom instruction, and will make recommendations for improvement to the building principals.
- WATCH meetings will be held for each child who is receiving all three tiers of instruction/intervention but not making progress. These meetings will consist of the building principal, counselor, teacher, interventionist(s), district representative, and anyone else who has knowledge of the child. The goal of these meetings will be to take a whole child approach to analyze data, talk to parents, and brainstorm ideas for creating an intensive, individual student improvement plan.

## **Assurance**

**I assure that administration of the District Plan of Support and the programs, practices, activities, and services provided by this plan will be in accordance with all applicable state and federal statutes.**

**I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statement, false claims or otherwise.**

**By typing my name in the space provided, I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.**

<b>Jeff Cantrell</b>	<b>August 2019</b>
<b>Superintendent Signature</b>	<b>Date</b>