

Mineral Springs School District
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DISTRICT SUPPORT PLAN 2020-2021

District: Mineral Springs School District #3104000
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The following describes the needs assessment process used to identify the focus of the school level improvement plan(s).

Elementary: Our building leadership team, teachers, and administration analyzed our ESSA, Renaissance, Dibels, and Aspire data to identify deficits/gaps that we need to target for further improvement. Our building leadership team collaboratively developed goals and a plan to target those needs and deficits/gaps in connection to the data indicators. The goals and plan for each area were developed to target controllable factors within the school setting in effort to contrive sustainable change for improvement in attendance; reading, math, science proficiency; academic growth and achievement; instruction; routines; communication; and practices. Our leadership team meets periodically during the school year to evaluate the implementation and progress of our improvement plan; the leadership team will also meet annually to review and adjust our elementary school improvement plan to target continuous improvement.

High School: The Improvement Plan Development Committee performed an evaluation by reviewing the previous year's actions. The evaluation was conducted in committee through a review of data and documentation specified in the previous year's plan. The committee resolved to maintain all three initiatives from the previous year with the philosophy that progress is an on-going process. To ensure the efficacy of our actions, each action was evaluated and then replaced, amended, or maintained for the following year. During the 2019-2020 school year, the Improvement Plan Development Committee used the Conditions for School Effectiveness Self-Assessment to determine three indicators that should receive the most focus: Aligned Curriculum, Professional Development and Structures for Collaboration, & Tiered Instruction and Adequate Learning Time. (Curriculum that will be utilized at the high school will consist of Edgenuity, Science of Reading, Renaissance as well as several others.) Mineral Springs High School leveraged

research-based strategies to target and improve each of these areas throughout the proceeding school year. The Improvement Plan Development Committee, during its evaluation, resolved to maintain each initiative for the 2019-2020 school year. Once the COVID-19 situation resulted in a 3-month hiatus from face to face learning and suspension of testing, it was decided in July of 2020 that we would maintain the same goals and focus on the same areas for the 2020-2021 school year.

DISTRICT LITERACY PLAN

Goals for improving reading achievement throughout the district:

- **Elementary** - The Mineral Springs Elementary School will increase the number of students in Ready or Exceeding on the 2021 Aspire Summative Reading by 10% from the previously tested year.
- **High School** - The Mineral Springs High School will reduce the number of students in the In Need of Support Level on the 2021 Aspire Summative Reading by 10% from the previously tested year.
- **District** - 10% of students will achieve the next higher-level performance indicator on the 2021 Summative Reading from their previously tested year's indicator.

The prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district, will focus on:

- Funds will be utilized with a concentration in hiring of staff members to help with Reading Improvement.
- A Dyslexia Specialist will be hired, and programs will be purchased to support dyslexia and reading.
- Elementary and High School Teachers will attend multiple PD trainings to support the district's reading initiative. In addition to ESA funds, Title IIA funds will be used to pay for teacher professional development.

Support provided by the District:

Campus	Support Requested	Support Provided by the District	Identified Strategy
Mineral Springs Elementary	All elementary teachers K-6 will be trained in the Science of Reading	The district will utilize ESA and Title IIA funds to provide training for teachers	Effective Instruction
Mineral Springs Elementary & High School	Funding for Programs to support Reading Initiative	The district will utilize ESA funds as well as Title VI Federal funds to provide programs aimed at the success of the goals established in the School-level Improvement Plans	Viable Curriculum
Mineral Springs Elementary & High School	Provide additional personnel to assist with classroom walk throughs and virtual learning oversight	The district will utilize ESA funds to hire an additional Instructional Facilitator (Samantha Fant) to help with oversight.	Effective Instruction
Mineral Springs Elementary & High School	A full-time Dyslexia Specialist is requested to serve both campuses	The district will utilize ESA funds to provide a full-time Dyslexia Specialist (Tasha Fant)	Effective Instruction & Viable Curriculum
Mineral Springs Elementary & High School	A functional/viable curriculum to utilize and vertically align K-12	ESA & Title IIA funds will be utilized to provide professional development for the district literacy specialist (Tammy Walker) in order to help both campuses develop their own viable curriculum to utilize along with the following K-12 curriculum programs to include but not be limited to: Journeys, Super Kids Reading Program, and Science of Reading Strategies & Focus	Viable Curriculum
Mineral Springs Elementary & High School	Employ a Literacy/Curriculum Facilitator	ESA funds will be utilized to pay for the salary of a Literacy/Curriculum specialist for the district (Tammy Walker).	Viable Curriculum
Mineral Springs Elementary & High School	Common planning times are requested if possible, by grade and/or subject level	The district will allow for the restructuring of the schedule to accomplish this where feasible.	Effective/ Collaborative Instruction & Viable Curriculum
Mineral Springs High School	Science of Reading Training for SPED and regular education teachers will be continued as needed	The District will utilize ESA & Title IIA funds in order to assure all staff are trained in the latest, most appropriate reading programs for the district.	Effective Instruction & Viable Curriculum

District Monitoring Process:

The Mineral Springs School District will monitor the implementation and fidelity of the school-level improvement plans through the use of monthly District Leadership Team Meetings, as well as weekly PLC meetings. The goals established in each school-improvement plan will be reviewed monthly and progress will be recorded to show growth. If progress is not being shown, the respective school-level committee will meet to re-evaluate what needs to be accomplished in order to show progress.

District Evaluation Process to ensure progress:

In order to evaluate the effectiveness or accomplishments for the supports that were requested by the campuses, the following expectations for monitoring have been established. The expectations is followed by the person responsible along with a time reference for completion.

- Elementary
 - Establish and monitor pathways for Science of Reading; Stacy Gauldin, Principal, will be responsible for this and will be done by semester and through an on-going process.
 - Classroom walk-through data will reflect effective teaching practices; Stacy Gauldin, Elem Principal, and Billy Lee, Superintendent, will be responsible for monitoring weekly data.
 - Curriculum and Pacing documents will be evaluated by the Instructional Facilitator; Tammy Walker will accomplish this with monthly monitoring.
 - Students will be assessed for Dyslexia Flags. Dyslexia Interventionist/K-2 screeners are 3 times a year, 3-6 grade are screened as needed (recommendation by teacher or parent) according to the Arkansas Dyslexia Law; Tasha Fant, District Dyslexia Specialist will carry this out through an on-going process.
 - Dyslexia students will be monitored through the Sonday System; Tasha Fant will carry this out and monitor after every 3 levels withing the Sonday System.
 - Instructional Facilitators will be utilized to establish curriculum, monitor programs, and disseminate data; Carried out by Tammy Walker and Samantha Fant; Bi-monthly-Ongoing
 - Schedules will demonstrate common planning times as appropriate; Stacy Gauldin and Ann Bishop are responsible for reviewing; Semester

- DMEC Literacy Specialists will be utilized to strengthen programs; Tammy Walker will oversee this; Quarterly
- District discipline data will be examined to determine the effectiveness of rewards programs; Stacy Gauldin & Jondavid Amerson; monthly
- I-Ready and Dibels results will be examined to fortify or change instruction; Tammy Walker and Stacy Gauldin; 3 times per year
- ACT Interim Testing will be examined by classroom teachers during PLCs to determine effectiveness of curriculum; Teachers, Tammy Walker and Stacy Gauldin will carry this out; Bi-Yearly
- High School
 - Pathways for Science of Reading will be monitored by Janine Allen, SPED Coordinator as well as Jondavid Amerson, Principal; Semester and ongoing
 - Formative assessments are utilized to monitor and adjust reading strategies by teachers; Tammy Walker and Jondavid Amerson; Weekly
 - Classroom walk-through data will reflect effective teaching practices; Jondavid Amerson, High School Principal and Billy Lee, Superintendent; weekly
 - Curriculum Documents will demonstrate alignment with State Standards; Jondavid Amerson, Principal, weekly
 - Schedules will demonstrate common planning times as appropriate; Jondavid Amerson, principal and Jeanette Lampkins, counselor, are responsible for reviewing; Semester
 - DMEC Literacy Specialists will be utilized to strengthen programs; Tammy Walker will oversee this; Quarterly
 - DMEC Literacy Specialists have been utilized to work with ADE Dyslexia Specialist to read screeners administered to students that are reading below grade level; Christy Whisenhunt, DMEC and Vicki King, ADE Dyslexia Specialist; Ongoing as needed
 - Students will be assessed for Dyslexia Flags; Tasha Fant, Dyslexia Specialist; progress monitored in the Sonday System after every 3 levels
 - Discipline data will reflect an ongoing effort to improve school climate and a productive learning environment; Jondavid Amerson; monthly
 - ACT Interim Testing will be examined by classroom teachers during PLCs to determine effectiveness of curriculum; Teachers, Tammy Walker and Jondavid Amerson will carry this out; 3 times a year

- Additional Evaluation Components (*italics have already been addressed earlier in the plan*)
 - ESchool Attendance, Discipline and Tardies will be examined to determine monthly rewards; Stacy Gauldin, Elementary Principal and Jondavid Amerson, High School Principal; monthly
 - *Progress Monitoring of Literacy Scores has already been addressed for ELEM and HS*
 - *Dibels monitoring has already been addressed in ELEM Evaluation*
 - Act Aspire Interim Data will be utilized by classroom literacy teachers to adjust instruction; High School Teachers 3 times a year; Elementary Teachers 2 times a year
 - Smarty Ants is utilized by K-2 teachers and will be monitored by each teacher through each student's results from built in assessments for progress monitoring in the Smarty Ants computer based intervention program; Heather Hainen, Lauren Wilson, Laura Curtis, Kimberly Esters and Deborah Strickland; monitored as students take the built in program assessments
 - Achieve 3000 is a computer based intervention program utilized by teachers in 3-6th grade/(Lisa Duren, Mary Trimble, Sherry Turley, and Deidra Murphy) and high school teachers/(Judy Hockaday, Aide Soto, Rebecca Loe, and Carla Smith); monitored by each teacher through each student's results from built in assessments for progress monitoring in the Achieve 3000 program; as students take the built in program assessments
 - *Curriculum Alignment and Discipline Records have already been addressed earlier in the plan*
 - Elementary Resource teachers utilize the program, My Reading Coach, as well as I-Ready, Dibels, reading levels and needs of their students; Jacque Clemons, SPED Teacher and Janine Allen, SPED Coordinator; this will be monitored formatively as students work, as well as use the assessments built into each program.

ASSURANCES

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.

Furthermore, 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 signing my name in the space below, I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.



Superintendent Signature

9-4-20

Date