

2021-2022 District Support Plan

Sample Template - On website by Sept 1

District	Woodlawn School District
Superintendent	Dr. Kevin Hancock
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Superintendent Phone	870-357-8108

ARKANSAS READY FOR LEARNING PLAN:

Ready for Learning Expectations		District Plan
Ensure the continuity of teaching and learning by providing:	a guaranteed and viable curriculum that includes:	Student engagement and interaction with their assigned teachers is a critical part of an ideal learning environment. K-12 teachers will utilize the district's Learning Management System (LMS), Google Classroom, regularly to enhance instruction and student engagement. Teachers will provide daily instruction, and follow the district curriculum which is aligned to the Arkansas Department of Education Curriculum Frameworks. Components of the district curriculum are: IReady Curriculum for grades K-8. Benchmark Workshop Curriculum for Grades K-6. Illustrative Mathematics Curriculum K-12. Virtual Arkansas Curriculum for Grades 9-12.
	blended learning (K-12), and	Blended learning occurs only when the students are not able to attend school and must pivot to online learning instructions for a time. K-12 this will occur as needed using Google Classroom as a learning management system. This learning may be further supplemented by Lexia and I-Ready.
	diagnostic assessments (K-8)	K-2 will be assessed with NWEA for growth 3 times annually. Screeners such as DIBELS will also be utilized regularly. Grades 3-8 will be assessed with I-Ready diagnostics 3 times annually . Regularly scheduled formative assessments and unit tests to check learning successes and deficiencies will be provided periodically to check for understanding and to provide interventions.

		Interventions and extensions are provided daily for a minimum of one hour based on timely student data. Special Education progress monitoring as well as for related services will be offered as needed. Students will be offered social, emotional, mental health counseling as needed.
Identify how to address unfinished learning from the prior year by using:	- Arkansas Playbook: Planning for Re-engagement	District teachers are incorporating the Arkansas playbook in their lesson and unit plans to ensure that all learning standards are identified for review at each grade level to address learning gaps.
	district-developed resources	Teachers and administrators have revised the curriculum so that missed essential standards will be addressed in an 80% new 20% spiral review. Teachers continue to utilize the Arkansas Playbook. Additionally, student's performance on priority essential standards are assessed regularly to determine individual strengths and deficits. These assessments determine if students need additional support. Support is then provided during the daily intervention/extension block as well as small group instructional time throughout the day.
Utilize a Learning Management System		Google Classroom
Schedule teacher training for how to use the LMS		Teachers have received google classroom tutorials and novice teachers have been assigned experienced teachers as buddies to assist. All teachers have access to google's help community and in depth video tutorials.
Schedule teacher training for blended learning (delivery of instruction)		Teachers have received google classroom tutorials and novice teachers have been assigned experienced teachers as buddies to assist. All teachers have access to google's help community and in depth video tutorials.
Provide support for parents and students Family and Community Engagement Plan Support Parent Page on DESE Website		Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Our elementary counselor will provide explicit instruction and engagement with our K-2 students on a rotational basis. Additionally, K-12 WSD counselors will be working to provide all students with support.

Provide a communication plan for interacting with parents, students, and the community	WSD uses the Remind app, the WSD District Web-site, new LED marquis sign, Facebook pages for each campus and multiple academic/athletic teams, as well as emails, telephone calls, local newspaper, and area radio stations as means to communicate with parents, students and the community..
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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)	In order to “social distance” at lunch and limit the number of students in the cafeteria, there will be a need for more lunch periods and simultaneous lunches in multiple locations (splitting groups between the cafeteria, PE building and outdoor seating options) which in turn may regularly require teachers to cover more lunch duty.
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)	In order to implement ADH requirements and guidelines for social distance student lunch periods may only be 20 or 25 minutes. This may also reduce the teachers’ 30 minute duty free lunch period. An incentive of \$200 is being offered to all faculty and staff who have received a full round of vaccinations for COVID - 19 by November 1, 2021.
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)	
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)	Additional classified employees as janitorial staff and paraprofessionals may be needed to fully implement/adopt the model policies necessary to implement the ADH guidelines for cleaning schedules, student and staff wellness and for activities rotations. This staffing need may change throughout the year based on needs.

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.
- 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)	
Ark. Code Ann. 6-17-111(a) (Duty-free lunch)	
Ark. Code Ann. 6-17-114 (Planning time)	
Ark. Code Ann. 6-17-211 (Employee leave)	5 Days of COVID leave will be paid by the district as needed prior to using regularly accumulated sick leave.
Ark. Code Ann. 6-17-812(a)(2) (Class size)	
DESE Rules Governing Class Size and Teaching Load, Sec. 3.00 and 4.01 through 4.03	All DESE Rules governing class size and teaching load will be adhered to and closely monitored.
DESE Rules Governing Student Special Needs Funding, Sec. 4.03.2 through 4.03.2.2.1	
DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in	Students are enrolled and participating in the required 40 minutes of physical education courses as well as receiving more than the minimum 90 minutes of physical activity i.e. recess.

Arkansas Public Schools, Sec. 7.10.1 and 7.10.2	
Standard for Accreditation 1-A.5	

DISTRICT SUPPORT PLAN FOR LITERACY

(Required for schools receiving Level 3, 4, or 5 support) [Link Plan in Indistar.](#)

Explain the needs assessment process used to identify the focus of the school level improvement plan(s). [PLAN]

Needs assessment surveys will be conducted to determine various concerns among all stakeholders within the school district community. Surveys will be conducted through various methods such as social media pages, google surveys via email as well as paper surveys sent home with students. We will address needs in the six major school systems of District Operations & Fiscal Governance, Facilities & Transportation; Academics, Human Capital, Student Support, and Stakeholder Communication/Family & Community Engagement.

District Literacy Plan	
(1) Goals for improving reading achievement throughout the district WES Literacy Plan WHS Literacy Plan	(See Full plans linked) Synopsis: K-12 Intervention and extension time built into the daily schedules. This time will be structured based on skill deficits specific to student needs. Addition of 3 more qualified dyslexia interventionists through the take flight 2 year training program which will equate to two per campus as we have one one staff member who has completed the CALT certification this year. The addition of Strategic Reading for 7-8 grade struggling readers and Critical Reading for 9-10 grade struggling readers. Access to high quality literacy programs from the approved DESE list, recently adopted Benchmark Workshop K-6, Heggerty, Kilpatrick’s Reading Success , Lexia reading program for K-12 struggling readers and continue to use I-Ready digital supplement. K-8, 7-10 Tier II supplemental resources are Fundamentals of Paraphrasing and Summarizing, Schumacher, Vocabulary Surge A & B

(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.	Literacy curriculum components from the DESE approved list Digital infrastructure upgrades to effectively facilitate the digital literacy programs needed for struggling readers
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Name of School(s)	Support Requested	District Support Provide a brief description of resources and support to school(s) to meet evidence based practice	Strategy Code 1: safe/collaborative 2: effective instruction 3: viable curriculum

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

PLC processes are an essential part of the daily operations and are evidenced through shared minutes and running agendas with data linked as well as explicit intervention plans , assessment schedules/results, actions with timelines and responsible parties within each team, grade level and building. All levels of faculty take an active part in the process in a continuous cycle of improvement.

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

Address safety by monitoring absenteeism, attendance, monthly reports and requirements are met to ensure the safety of all stakeholders, safety requirements and expectations of all staff members will be reviewed and reinforced throughout the year. Data from eschool reports will be analyzed to identify other safety needs throughout the district. Monitor participation in the PLC process by all staff through shared minutes and running agendas with data linked as well as explicit intervention plans , assessment schedules/results, actions with timelines and responsible parties within each team, grade level, building and district. Monitor formative assessment data for evidence of growth. Measure effectiveness of instruction and interventions based on student performance.
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Rubric for district support plan (for information only):

Status	Support Plan [plan]	Monitoring Timeline and written expectations [do]	Evaluation timeline and expectations [check]
Approved	Systems are examined and supports are identified that will ensure full implementation of the evidence based practices at the school level. District literacy plan addresses goals and prioritization of funding.	Monitoring the timeline is explicit and written expectations are clear.	Evaluation timeline is explicit and written expectations are clear.
Needs Improvement	Support plan does not address the identified needs of the schools and district. No support plan submitted.	Monitoring timeline and written expectations are not provided or need clarity.	Evaluation timeline and written expectations are not provided.