Earle School District
2020-21 District Plan of Support
Last revised 7/17/2020

Step 1: PLAN District Support Plan.pdf - Earle School District

Needs Assessment:
- Most current Summative Assessment Data
- NWEA Assessment Data
- High School ACT Aspire Interim Assessment Data
- Elementary ACT Aspire Interim Assessment Data
- Observation data from EdReflect
- Attendance Data
- Tier Fidelity Inventory Survey (PBIS)
  - High School
  - Elementary
- Local Professional Development 2019-20

Priorities:
1. Increase literacy achievement of students
2. Increase math achievement of students
3. Establish a strong Professional Learning Community across the district and develop a culture of collective responsibility.
4. Full implementation of PBIS district-wide.

Goals:
1. Teachers and administrators will build a safe, supportive, and collaborative culture to increase student achievement by at least 15% in literacy and math as evidenced by ACT Aspire and NWEA.

2. By the end of the 2020-2021 school year, schools will develop their PBIS system with all features on the Tier Fidelity Inventory Survey falling *at least* in the 'partially implemented' status.

THEORY OF ACTION 1:
If leaders provide support, a schedule for collaborative meetings, develop a culture of collaboration, and monitor the work of the teams;

Then, we will build and sustain a district-wide collaborative culture and increase teacher capacity, resulting in improved academic student outcomes in Literacy and Math.

THEORY OF ACTION 2:
If leaders clearly articulate why PBIS is an initiative, teach common PBIS language, implement and train all staff on the processes, and communicate to the community

Then, schools will be successful in developing their PBIS system, the results on the Tier Fidelity Inventory Survey will reflect the implementation, students will begin to model positive behaviors and the PBIS model will sustain itself.

District Literacy Plan:
1. All teachers and administrators will be trained in the science of reading.
2. Implementation of the science of reading strategies will be monitored.
3. Student growth in reading will be monitored through required screenings, NWEA, and progress monitoring of students in intervention groups (including students with special needs and dyslexia). ESD Dyslexia Plan
4. Collaborative team meetings will be held weekly to provide support for implementation of reading strategies and monitoring of student growth in reading.
5. Appropriate interventions will be provided for students in need of additional support.
6. Curriculum programs used:
   a. Arkansas State Standards aligned with Marzano's Critical Concepts Scales in ELA
   b. Brainspring Phonics First & Structures
   c. Heggerty Phonemic Awareness

Prioritization of Funding:
- Funding will be prioritized to improve literacy achievement throughout the district.

High School Improvement Plan	ESD Parent Engagement Plan (Pending Approval)
Elementary School Improvement Plan	ESD Health and Wellness Plan
ESD Ready for Learning Plan	ESD School Counseling Student Services Plan (Pending Changes)

	Step 2: DO			
	ACTIONS	**PERSON RESPONSIBLE**	**MONITORING TIMELINE**	**EVIDENCE OF MONITORING**
Reading Instruction	Monitor completion of R.I.S.E. training for all K-6 core content teachers, K-12 SPED teachers, and elementary principal. Begin using SoR protocol in observations (elementary principal) Completion of awareness training for all other teachers and administrators.	Elementary Principal High School Principal Superintendent	Completed May/June 2020 August 2020 May 28, 2020	● [RISE Progress](#) ● Documentation in EdReflect ● AR IDEAS transcripts validated by principal
	Ensure monitoring of implementation of reading strategies (based on the science of reading) in classroom instruction. Ensure monitoring of implementation of reading and writing across the curriculum, use of anchor charts, and strategies based on the science of reading at the high school level. Ensure monitoring of instruction in Strategic Reading and Critical Reading.	Elementary Principal High School Principal Superintendent District Team Leaders Elementary Principal High School Principal Superintendent District Team Leaders High School Principal Superintendent District Team Leaders	Principals - weekly District Team Leaders - monthly	● Observations ● EdReflect documentation
	Ensure monitoring of growth of students assigned to Strategic Reading and Critical Reading Ensure monitoring of interventions (K-12) provided to students below grade level in reading.	High School Principal Instructional Facilitator Counselor Principals Instructional Facilitators District Team Leaders	Bi-Weekly Bi-Weekly	● ACT Aspire Interim ● Common Formative Assessments ● Aligned Periodic Assessments ● Data Protocol Analysis Artifacts from team meetings ● Data Protocol Analysis Artifacts from team meetings ● NWEA ● Dyslexia Data ● DIBELS and DSA ● Progress Monitoring

Math Instruction	Ensure monitoring of growth of students in math. Ensure monitoring of interventions provided to students below grade level in math.	High School Principal Instructional Facilitators Superintendent Principals Instructional Facilitators District Team Leaders	Principals & IF's - weekly District Team Leaders - monthly	- ACT Aspire Interim - Common Formative Assessments - Aligned Periodic Assessments - Data Protocol Analysis Artifacts from team meetings - NWEA, ACT Aspire Scores; - Math Quest trained teacher observations - Progress Monitoring
PLC Implementation and Monitoring	Leadership teams, content teams, and grade level teams build their understanding of and practice the PLC at Work process with coaching support from Solution Tree.	District Leadership Team (Guiding Coalition)	Beginning of the year PD with Solution Tree Associates: EES Coaching Dates, ELA: May 13, 20, 27, June 2, 2020 EES Coaching Dates, Math: May 5, 12, 19, 26, 2020 EHS Coaching Dates, ELA: May 28, June 2-4, 2020 MATH: May 13 EHS General Coaching: May 26-28, June 8-9, 2020 2020-21 Dates TBD	- Observations early out Wednesday meetings - Team agendas and team created/developed artifacts. - Observations of team meetings - District Leadership Team (Guiding Coalition) sharing successes across the district. - Solution Tree Associate Schedule

Monitor the work of teachers and teams answering the 4 critical questions of learning (questions 1 and 2): 1) *What do we want all students to know and be able to do?* Essential Standards and Curriculum Alignment 2) *How will we know if they learn it?* Common Formative and Common End-of-Unit Assessments (Common Summative Assessments) . .	Elementary Principal High School Principal Instructional Facilitators Superintendent	Weekly	● Teacher informal and formal observations (8-12 per week) and ● Documentation in EdReflect ● Review of pacing guides and unit plans with principals ● Solution Tree Agenda and Notes ● DLT/Guiding Coalition Agenda and Notes ● Notes from principal meetings ● Notes from building leadership teams
Monitor the Work of Teams answering the 4 critical questions of learning (questions 3 and 4) 3)*How will we respond when some students do not learn?* Data Analysis of student progress. Development of a Systems of Intervention, providing intervention and remediation, and monitoring student growth on essential standards for literacy and mathematics. Evaluate effective instructional practices based on data analysis 4) *How will we respond when students are already proficient?* Begin to explore possibilities for extensions for students already proficient.	Elementary Principal High School Principal Instructional Facilitators Superintendent	Weekly starting August 2020 January 2021	● Observations during team meetings ● Discussion with building principal to review student growth data ● Notes from District Leadership Team/Guiding Coalition meetings ● Notes from building leadership team meetings ● Review of team artifacts: •Data analysis Protocol •Intervention Plans •Progress Monitoring data for students receiving intervention and/or remediation.

| PBIS Implementation and Monitoring | Building capacity and getting teacher buy-in for positive behavior interventions and support.

Provide Professional development to all staff on **Why** PBIS is an initiative, teach common PBIS language, implement and train all staff on the processes, and communicate to the community. | PBIS Coach

PBIS Coach and PBIS Teams
Core Leadership | 5 days a week

Beginning of the school year and continuing throughout the year...add dates | Observations documented in EdReflect Matrix developed by teachers; establishment of token economy Development of PBIS Handbook 4-22-2020 Student PBIS Survey 4-22-2020 PBIS Handbooks Completed Elem / HS Agendas and sign-in sheets |
| | Monitor levels of PBIS implementation and observe school Climate | PBIS
Core Leadership Team
ES Leadership Team
HS Leadership Team | Quarterly(once per nine weeks) | Observations School Surveys |

Step 3: Check		
Method used to Evaluate Effectiveness of School Improvement Plans	**Person(s) Responsible**	**Target Date**
Literacy and Math Instruction, Professional Learning Communities, and PBIS - Participate in the evaluation of the current building plans with the school-level teams.	High School Principal Elementary Principal Superintendent	May 2021