

Lawrence County School District Support Plan 2020-2021

The Lawrence County School District recognizes the need for students to continue grade level or content standards, regardless of the COVID-19 circumstances. We have developed an educational plan that leverages both technology based and face-to-face instructional approaches to ascertain that our students are provided with a rigorous curriculum, quality instruction, and effective assessments deliverable through multiple modes to ensure equitable access to continued teaching and learning among all students. This plan offers flexibility to implement onsite or remote teaching and learning and to pivot as necessary.

District Ready for Learning Committee Members

Terry Belcher, Lawrence County School District (LCSD) Superintendent

Jacob Kersey, Walnut Ridge High School (WRHS) Principal

Lea Andra Foster, Walnut Ridge Elementary School (WRES) Principal

Jason Belcher, WRES and WRHS Assistant Principal

Kristal Jones, LCSD Food Services

Stephanie Nichols, LCSD Registered Nurse and Point of Contact

Dyan Heard, LCSD Federal Coordinator

Kerry Ludwig, LCSD Technology

Anna Lou Shaw, LCSD LPN

Lawrence County School District Board of Education

3.15.1.1 Academics

Guaranteed and Viable Curriculum

A guaranteed and viable curriculum aligned to Arkansas Academic Standards will be provided for all LCSD students in grades K-12 through blended learning. We will use multiple modes of instruction including face-to-face as well as online content to provide our students with a quality educational experience that prepares them for success. LCSD will offer families two choices for schooling this fall/spring. Families may choose either blended learning or virtual learning.

What is blended learning? A blended learning environment is where students learn via electronic and online media as well as traditional face-to-face-teaching. Blended learning combines online educational materials and opportunities for interaction with traditional classroom instructional practices. Students will interact with teachers, content, assignments, and assessments in a digital platform.

What is virtual learning? Virtual learning consists of offsite instruction. Interaction with teachers, content, assignments, and assessment will be through a digital platform and will be 100% online.

Content for both blended and virtual learning will be provided by Lawrence County School District developed instructional units based on Arkansas State Standards for each subject and Lincoln Learning course content which is accessed from the Buzz Learning Management System (LMS).

Throughout the summer, teachers have engaged in intentional curriculum planning and documentation, inclusive of essential standards, curriculum maps, pacing guides, and lesson plans to ensure our students continue to receive quality instruction through a blended learning model. Teachers will continue to monitor and adjust the curriculum throughout the school year as needed. School leaders will also monitor curricular pacing and student progress by conducting checkpoints with teachers, paying particular attention to the progress of the district's most vulnerable students.

The curriculum will be flexible and customized for our students' needs. Blended learning options will include online access to the curriculum that can be accessed at any time, as well as printable materials and/or downloadable content. Laptops will be issued to ensure that all students have equitable access, regardless of internet capabilities at home. The instructional model will be implemented in two settings: face-to-face and blended online through Lincoln Learning (Buzz) for K-6 and Virtual Arkansas (Canvas) for Grades 7-12 Learning Management Systems.

LCSD Literacy Plan:

LCSD will continue to provide teachers with necessary materials and resources to implement the methods required by the Science of Reading and a structured literacy program in the classrooms. Program evaluation methods include Classroom Walk through data/Science of Reading rubric, STAR Reading Assessment (3-8), iStation (K-4), DIBELS, Formative Assessments, ACTAspire, and iReady Reading Diagnostic (3-7). Teachers will use the following programs:

Accelerated Reader, supplemental literacy materials in classrooms and the library, SuperKids Reading Program (K - 1) and Connections: OG in 3D, Sunday System and various evidence based strategies to address dyslexia.

Diagnostic Assessments will be used to gather data and provide instructional support for educators. During the first three weeks of school, students and teachers will be fully immersed in diagnostic assessments, identifying gap areas, and building/adjusting the curriculum in either Lincoln Learning or Virtual Arkansas to support those areas, so that if closure occurs, teachers, parents, and students are familiar with the Buzz LMS or Canvas LMS and can pivot directly to continue learning whether they are on campus or at home. The diagnostic assessment tool used to identify strengths and weaknesses for K- 2nd grades will be iStation and 3rd - 8th grades will be from Renaissance (Star). High school grades 9-12 diagnostic assessments will include local formative assessments and teacher observations.

School leaders will continually monitor curriculum pacing and student progress, with careful attention and consideration of our most vulnerable students. Through careful monitoring of student learning and social emotional health, leaders will identify students in need of interventions and services and prioritize support for those students.

By the beginning of 2021-2022 school year, all LCSD teachers employed at a teaching position that requires an elementary education license for grades K-6 including K-12 literacy specialist shall demonstrate proficiency in knowledge and practices of scientific reading instruction. It will be the LCSD's responsibility to ensure that teachers employed and teaching in grades K-6 have met the proficiency criteria.

- This includes any classroom elementary educator in grades (K-6) self-contained or departmentalized (Math, Science, ELA, or Social Studies) and K-12 literacy specialist or coaches.
- Those employed under a licensure exception or waiver will have one year to demonstrate proficiency.
- Those who are licensed and returning to the classroom in one of the above positions will have one year to demonstrate proficiency.

By the beginning of the 2021-2022 school year, all LCSD K-12 special education teachers employed in a teaching position shall demonstrate proficiency in knowledge and practices of scientific reading instruction. It will be the district's

responsibility to ensure that special education teachers employed and teaching have met the proficiency criteria.

- This includes resource and self-contained special education teachers in grades K-12 all subjects
- Those employed under a licensure exception will have one year to demonstrate proficiency.
- Those who are licensed and returning to the classroom in one of the above mentioned positions will have one year to demonstrate proficiency.

By the beginning of the 2021-2022 school year, all other LCSD teachers employed in a teaching position shall demonstrate awareness in knowledge and practices of scientific reading instruction. It will be the district's responsibility to ensure that teachers employed have met the awareness criteria.

- This includes 7-12 general education teachers, school and district administrators
- K-6 speciality educators (music, PE, art, library media, etc.)
- Those employed under a licensure exception or waiver will have one year to show awareness.
- Those who are licensed and returning to the classroom in one of the above mentioned positions will have one year to show awareness.

An educator license that expires December 31, 2021 and thereafter will not be renewed if the educator has not met the awareness requirement for the Science of Reading. Applicants are responsible to provide documentation of awareness of best practices in the scientific instruction of reading unless previously documented.

Educators described above who have not met proficiency requirements for employment by the 21-22 school year, will have one year to complete the requirement. The educator and district will be responsible to provide documentation to show that the educator is working towards the credential during the one year period.

LCSD Literacy Support Plans

WRES K-4 will:

- Utilize a written curriculum map that aligns with the Science of Reading

- Provide classroom teachers with a strong, systematic and explicit phonemic awareness program
 - Heggerty
 - 95% Group Intervention
- Provide classroom teachers with a strong, systematic and explicit phonics programs
 - SuperKids Reading Program (K and 1st)
 - 95% Group Intervention
 - Benchmark Education Company Word Study Vocabulary (2nd – 4th)
 - 95% Group Multi-syllable Routine Cards
- Screen all K-2 students for reading difficulties (Act 1063 dyslexia requirements) and any 3 – 4 student who shows difficulty in reading
 1. Phonological and phonemic awareness (DIBELS FSF, PSF)
 2. Sound symbol recognition (DIBELS NWF)
 3. Alphabet knowledge (DIBELS LNF, NWF)
 4. Decoding skills (DIBELS NWF, ORF)
 5. Rapid naming (AR RAN)
 6. Encoding skills (DSA)
- Ensure adequate time for literacy instruction
 - K-2 Literacy Instructional Block includes the following:
 - Phonological Awareness (10 minutes)
 - Phonics (30 minutes) (letter ID, decoding, handwriting, encoding)
 - Comprehension (40 minutes)
 - Read Aloud and Shared Reading
 - Oral Language
 - Vocabulary
 - Small Group Reading (60 minutes) Meet with skill-based groups every day to address foundational gaps and support core instruction; RF, L, RI, or RL standards are covered.
 - Writing (30 minutes)
 - Grades 3-4: Departmentalized setting
 - Vocabulary and Word Study (30 minutes) - (based in morphology)
 - Comprehension (25 minutes)
 - Writing (20 minutes)
- Develop intervention plans for students identified at risk for reading difficulties
 - Administer diagnostic assessments to determine specific skill deficits
 - 95% Group Phonological Awareness Screener Inventory
 - 95% Group Phonics Screener Inventory
 - Level II Dyslexia Evaluation
 - Provide evidence-based interventions through a multi-tiered system of support (RTI)
 - 95% Intervention Groups
 - Dyslexia Intervention (Connections: OG in 3D, Sondag System)

- Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support
 - Progress monitor at-risk students with DIBELS two times a month
 - Progress monitor some-risk students with DIBELS once a month
 - Progress monitor and regroup for intervention every three weeks using data from 95% Group PASI and PSI
- Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, vocabulary, writing, speaking and listening
 - Utilize texts to build students' background and topical knowledge in each content area (read-alouds, SuperKids Magazines)
- Create a collaborative environment that fosters curiosity and learning through talk and inquiry
- Create a culture of reading
 - One School, One Book
 - Literacy Themed Events
- Provide and attend professional development in the science of reading
 - RISE professional development at the NEA Co-op
 - ADE Summit
- Employ two dyslexia interventionists with a Dyslexia Endorsement
- Employ a literacy instructional facilitator

WRES 5-6 will:

- Utilize a written curriculum map that is aligned to the Science of Reading
- Screen all 5-6 newly identified struggling readers for reading difficulties (Act 1268 dyslexia requirements)
 - Phonological and phonemic awareness
 - Sound symbol recognition
 - Alphabet knowledge
 - Decoding skills
 - Rapid naming
 - Encoding skills
- Ensure adequate time for literacy instruction
 - Suggested Literacy Instructional Block would include the following:
 - Grades 3-6: Departmentalized setting
 - Word Study, Comprehension, and Writing are embedded into a 45 minute Literacy block.
 - Remediation time is built into the schedule during a study hall/remediation period.
 - Develop intervention plans for students identified at risk for reading difficulties

- Use a decision-making tree to determine appropriate support for struggling learners
 - [Diagnostic Decision Tree for Reading Link](#)
 - Administer diagnostic assessments to determine specific skill deficits (STAR)
 - Provide evidence-based interventions through a multi-tiered system of support (RTI)
 - Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support
 - classroom observations
 - teacher made assessments
- Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, writing, speaking and listening
 - Utilize texts to build students' background and topical knowledge in each content area (read-alouds, Storyworks Magazines, novels)
 - Students will read grade-level texts in all content areas throughout each school day
 - Students are exposed to robust domain-specific vocabulary
- Create an environment that fosters curiosity and learning through collaborative communication with other teachers.
 - Literacy themed events
 - Utilize PLC time to create cross-curricular learning opportunities.
- Provide and attend professional development in the science of reading
 - RISE professional development at the NEA Co-op/LCSD Campus
 - ADE Summit
- Employ two dyslexia interventionists with a Dyslexia Endorsement

WRHS 7-8 will:

- Continue to support reading proficiency. At this grade band, the focus shifts from foundational reading with an emphasis on phonemic awareness and phonics to morphology and etymology.
- Utilize a written curriculum map that aligns to the Science of Reading
 - Advanced phonics, morphology, etymology structure of the English language
 - Utilize grade-appropriate text (Mirrors and Windows Connecting with Literature, novels)
- Offer Strategic Reading course for students identified as struggling readers.
 - Implement an evidence-based literacy program for intervention (iReady Reading (7th grades), Mirrors and Windows Connecting with Literature)
- Ensure students are reading grade-level texts (e.g., articles, excerpts, books) in all content areas multiple times each week
 - Use robust domain-specific vocabulary development
 - Utilize grade-appropriate text

- Create an environment that fosters curiosity and learning through collaborative communication
- Develop a process for content-area teachers to advocate for struggling readers (RtI meeting monthly)
- Use a decision-making tree to determine appropriate support for struggling learners

WRHS 9-12 will:

- Utilize a written curriculum map
 - Morphology, etymology, structure of the English language
 - Utilize grade-appropriate text ((Mirrors and Windows Connecting with Literature and novel)
- Offer Critical Reading I and II
 - Utilize an evidence-based intervention program taught by a highly-skilled reading teacher (Judy Holland)
 - Monitor student progress
 - Ensure class size is conducive to the needs of struggling readers
 - Implement a positive behavior plan to support quality instruction
 - Consider making this a requirement for identified students
- Ensure students are reading grade-level texts (e.g. articles, excerpts, books) in all content areas multiple times each week
 - Use robust domain-specific vocabulary development
 - Utilize grade-appropriate text
- Create an environment that fosters curiosity and learning through collaborative communication (PLC)
- Develop a process for content-area teachers to advocate for struggling readers (RtI – Rachel Shelby)
- Use a decision-making tree to determine appropriate support for struggling learners

**Title I funds, ESA funds, and/or Professional Development funds, will be used to purchase materials to aide classroom teachers in implementing the science of reading and to provide opportunities for faculty to attend professional development related to the science of reading.

Addressing Unfinished Learning

The Lawrence County School District recognizes that there will be students who need support for re-entry into onsite instruction. To provide this support, the first three days of instruction for grades K-6 and the first three days of

instruction for grades 7-12 will include student procedural review, PPE etiquette, social-emotional support, and learning how to navigate using iPads (K-4) and laptops (5-12). We will utilize resources from Arkansas Department of Health, CDC, and the ADE Playbook. Learning how to use Lincoln Learning - Buzz LMS and Virtual Arkansas – Canvas LMS will be a part of our continuing instruction for the year.

Teachers will address unfinished learning using guidance from the Arkansas Playbook. Pre-assessments will be used to accurately determine immediate skills in which students may be deficient due to the missed learning opportunities during the previous year's closure. Once teachers have identified learning gaps, they will plan instruction and assessments to address the gaps and prepare students for current grade level and content learning. Instruction, enrichment, and remediation opportunities will be utilized through small groups designed to meet individual student needs. Unit plans, social emotional strategies, Family and Community Engagement resources, and other support documents will be utilized to address unfinished learning.

Academic support will also be addressed in student success plans, specifically implementing a student needs-oriented plan that concentrates on addressing unfinished learning, providing enrichment lessons, and career focused activities based on student interests.

LCSD staff will continue to develop/use resources including formative and end of unit assessments, as well as diagnostic assessments from iStation (K-2) and Renaissance - Star (3-8) will be used throughout the school year to continue addressing learning gaps and provide differentiated instruction to meet the academic, social, and emotional needs of all learners.

The Plan-Do-Check model will be used to continually monitor the process of addressing unfinished learning.

Utilizing a Learning Management System

LCSD will provide quality instruction and assessments through the use of Buzz Learning Management system from Lincoln Learning as well as Canvas Learning Management System from Virtual Arkansas. Grades K-6 will utilize Buzz and Google Classroom. All teachers will devote one day a week to “digital/virtual learning” using the LMS to support teachers and students as we employ blended

learning and to ensure an easy transition to pivot from onsite instruction to offsite instruction. Feedback from students, parents, and teachers will be used to make improvements, provide support, and enhance learning.

3.15.1.4 Human Capital

Teacher Training-LMS

In a faculty/staff needs assessment conducted in 2020. Results indicated that more training was needed in Learning Management Systems. As a result, LCSD faculty and staff are being trained in how to use both the Buzz LMS and Canvas LMS. Buzz LMS training and Canvas LMS training will be available during the summer through webinars, August 12, 2020 during in-service days, and blended learning during the summer and August in-service days. A round table discussion will be held on August 19 on Canvas LMS for grades 7-12. We will continue with training on various topics concerning blended/virtual learning throughout the 2020-2021 school year as needed.

Teacher Training-Blended Learning

LCSD needs assessment also indicated that our faculty needed more training focused on incorporating instruction in blended learning environments. LCSD faculty and staff will be trained in how to use blended learning (delivery of instruction) to provide a quality instruction and assessments. Topics of the training will be determined from the results of a faculty survey indicating abilities, needs, and comfort levels of teachers using blended learning from the previous year. This training will begin in the summer of 2020 and will be ongoing throughout the 2020-2021 school year as needed. We will use resources from Buzz training webinars, Canvas training webinars, ADE Summit, and Arkansas Digital Sandbox.

3.15.1.2 Student Support Services

FACE – Parent and Student Support

Technology Support: All K-12 students will be provided daily with the following for blended and virtual learning: iPad/Laptop and charger.

Families will have access to a computer and printer in our Parent Center.

Data from surveys and needs assessments conducted in the spring of 2020 indicated that approximately 15% of LCSD families have no internet access. The families who do not have adequate access in times of closure will have access to downloadable content from Buzz or Canvas through portable hot spots supplied by the state and/or parking lot Wi-Fi access on each school campus and at the Lawrence County Library.

Academic Support:

Parental feedback on end of year surveys indicated that many of our parents did not know how to log in to their students' classes. Therefore, we will provide several opportunities for parents to participate in their students' learning and teach them about our blended learning programs.

Parent training nights will be held to provide training materials and support on Buzz LMS (August 24, 2020) and Canvas LMS (August 25, 2020) for parents of K-12 students. The purpose of these nights is to demonstrate how to use the LMS so that parents can assist their child(ren) at home in times of closure or quarantine. All ADH guidelines will be followed during the training sessions.

LCSD teachers will train students on how to use their iPad/laptop, log in, access materials, and complete assignments through the LMS. Our goal is to prepare our students to pivot easily from face to face instruction to online instruction in the event of closure.

LCSD will provide DESE Playbook resources for families including parent resources, COVID-19 resources, and academic specific resources. Information about academic support and training events will be posted on the district website, social media pages, the local newspaper, and copies of all resources will be placed in each building's parent center as well as the principal's office.

Special Populations

LCSD will continually support our special populations through collaborations of their developed individual education plans. Teachers will be in continual contact with families to ensure continuity of services.

Social/Emotional Support for Families

LCSD recognizes that the COVID-19 Pandemic has increased the need for social/emotional learning as a vital part of education. Families and students have had months of disruption and we must be aware of the varying experiences

individuals have endured. More now than ever, learning environments must be welcoming and supportive of all students. LCSD will provide support to help set positive goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions.

School counselors at each campus will meet with students via zoom, Canvas (7-12), REMIND, Bobcats Website, and face-to-face interactions using health and safety guidelines. LCSD will use DESE resources including *G.U.I.D.E. For Life* to build a strong foundation of skills for students to achieve personal success.

Physical Support for Families

There are several resources in the Walnut Ridge and Lawrence County community to provide physical support for families in need. School counselors at each campus make use of community partnerships to help a variety of physical needs of families in our district. Each campus in the LCSD has a food bank and clothing closet to assist our students in getting needed food and clothing. In addition, support for students experiencing homelessness through the counselors' offices is available.

3.15.1.5 Stakeholder/Communication/Family and Community Engagement (FACE)

LCSD Communication Plan

Teachers will be available to families for academic support through the following means:

1. Email (5th – 8th grade students will have an email account through the school)
2. Phone Calls
3. Zoom
4. Messaging through Remind, Bobcats Website, Canvas LMS, or Buzz LMS
5. In person conferences by appointment (following all ADH and CDC health/safety guidelines)

LCSD will communicate with parents, students, and our community regularly at district and school levels. Communication will be delivered through social media pages, the school website, REMIND, email, and notes sent home when applicable.

Initially, in late July, we will announce our participation in Ready for Learning, first day of school for on-site instruction, and provide families with the option of onsite or virtual learning.

Follow-up communication will occur that includes more detailed information on reopening, FACE events, policy and procedure updates, and general information on reopening to include the latest ADH, DESE guidelines for health and safety.

In August, LCSD will communicate with families and the community our specific plans for reopening to include final information of daily operations, procedures, and any changes or updates to previous announcements, including but not limited to breakfast/lunch procedures, transportation procedures, bus procedures, athletic information, and FACE events.

Throughout the school year, teachers will monitor students and request parental feedback concerning the blended learning environment. The feedback will be used to adjust the plan if needed. At the end of each semester, a district-wide survey will be conducted to solicit feedback concerning each of the components of the District Ready for Learning Plan.

We will utilize data from experiences during COVID-19 to regularly update the District Support Plan. We will communicate with parents any changes in guidelines, updates to athletic or extracurricular activities, and any procedural changes. All efforts will be made to meet any reasonable requests concerning the Ready for Learning Plan and blended learning opportunities for all students.

3.15.16 Facilities & Transportation

The LCSD ordered PPE based on guidance of ADE/ADH and will order more as needed. Hand sanitizer will be available in every classroom, office, restroom, and cafeteria.

School leaders will review health screening protocols as necessary, group activities, procedures to minimize congregations in hallways and cafeterias, and drop off and pick up procedures to determine if modifications need to be made to avoid close contact between parents and staff members.

Bus protocols have been established. All drivers will be trained in the appropriate protocols. Buses will be cleaned and sanitized daily. All parents/guardians, bus riders, will be notified of new bus protocols, including but not limited to procedures for loading/unloading buses, assigned seating, and

mask requirements for riders. Parents will be notified of any updates and/or changes to bus routes as needed. The first communications concerning bus routes, procedures, and behavior will be sent out via the school website, school information packets, and/or Remind in August. Updates will be communicated via the same methods before school begins.

3.15.1.3 District Operations and Fiscal Governance

The district purchased laptops for faculty members to ensure they had the required technology to easily pivot to teaching from home should they be quarantined or we experienced closure.

The district sent a notice to parents offering options for student participation either onsite or offsite.

School leaders regularly meet to discuss methods for continuing services for special populations. School leaders continually collaborate with food service staff to ensure all proper food handling changes are implemented and that meal time schedules and spacing will accommodate students while meeting the required capacity for social distancing. Meal schedules and plans will be adjusted as needed and/or as new guidelines are provided.

Human Capital

All staff members were notified of FMLA and leave of absence policies along with work expectations to include duty schedules, lunch schedules, and instructional schedules.

Throughout the school year, leaders will monitor and revisit schedules for efficiency and effectiveness.

School leaders will continuously check in with staff to determine social emotional health of both staff and students, ongoing professional development needs to ensure equitable services to all students, and any needs concerning blended learning.

LCSD Contacts

LCSD Central Office 870-886-6634

WRHS Office 870-886-6623

WRMS Office 870-886-6697

WRES Office 870-886-3482

Terry Belcher, Superintendent terry.belcher@bobcats.k12.ar.us

For questions concerning the Ready for Learning Plan, Curriculum, Buzz LMS, Canvas LMS, or questions concerning building specific procedures, policies, or programs.

Jacob Kersey, WRHS Principal jacob.kersey@bobcats.k12.ar.us

Lee Andra Foster, WRES Principal leeandra.foster@bobcats.k12.ar.us

Jason Belcher, WRES/WRHS Assistant Principal Jason.belcher@bobcats.k12.ar.us

For questions concerning the Family and Community Engagement Programs

Dyan Heard, Parent Center Facilitator dyan.heard@bobcats.k12.ar.us or

Lindsey Romine, Parent Center Coordinator lindsey.romine@bobcats.k12.ar.us

For questions concerning Food Services

Kristal Jones kristal.jones@bobcats.k12.ar.us

For questions concerning Facilities and Transportation

Richard Fleming richard.fleming@bobcats.k12.ar.us

For questions concerning Athletics

Jacob Kersey, LCSD Athletic Director jacob.kersey@bobcats.k12.ar.us

For questions concerning Gifted and Talented

Tonda Brand, Gifted and Talented Coordinator tonda.brand@bobcats.k12.ar.us

For questions concerning Special Education

Terrie Ponder, K-2 SPED Teacher terrie.ponder@bobcats.k12.ar.us

Rachel McQuay, 3-4 SPED Teacher rachel.mcquay@bobcats.k12.ar.us

Amy Privett, 5-6 SPED Teacher amy.privett@bobcats.k12.ar.us

Amy Hoffman, 7-8 SPED Teacher amy.hoffman@bobcats.k12.ar.us

Deanna Steele, WRHS SPED Teacher deanna.steele@bobcats.k12.ar.us

Malesie Milton, WRHS SPED Teacher melessie.lamb@bobcats.k12.ar.us