# Walnut Ridge Elementary School Improvement Plan with Literacy Plan 2025-2026

**Vision Statement:**

- With a safe, caring and positive environment
- With a curriculum aligned with state and national standards, incorporating research-based, effective instructional strategies, valid assessments, and meaningful learning activities
- Where instruction is differentiated to meet learning needs, and interventions are provided when students struggle to meet academic goals
- Where all students become proficient readers, writers, and mathematical problem solvers
- Where students learn to appreciate the arts, utilize technology, value a healthy lifestyle, and grow in knowledge about the world through study of all academic areas
- Where respect and responsibility are modeled by staff members and demonstrated by students toward classmates, adults, and the learning environment
- Where staff members continue their own learning as they study best practices in current research and analyze student data to raise achievement
- Where high expectations are held for all students and staff members
- Where all staff members strive to improve communication, cooperation, and collaboration with one another, students, parents, and community in order to help all students succeed

**Comprehensive Needs Assessment**

ATLAS Spring, 2025, data show that 33% of our students in grades 3-10 were in Level 1 in ELA. The district has been working with the DESE and the Northeast Arkansas Education Cooperative since SY21 to improve literacy achievement. Literacy Specialists from the Northeast Arkansas Education Cooperative will continue to be available for walk-throughs with the principal looking for evidence of Science of Reading, as needed. Our goal for this year is to increase Overall Growth in elementary (grades 3-6) to 55.41; in high school (grades 7-10) to 62.34 on the ATLAS ELA 3-10 Summative (SY 2026) exam. Teachers will be able to purchase needed resources and supplemental materials with ESA, Title I, or District funds for the implementation of the Science of Reading and complete their course work, as needed.

**Overall School Goals:**

"Literacy Overall Growth Target
By the end of the 2027-2028 school year, Lawrence County School District will increase the percentage of students achieving overall growth in on-grade level
Literacy. Walnut Ridge Elementary will increase from 53.41 to 59.41 or higher. Walnut Ridge High School will increase from 60.34 to 66.34 or higher.

Yearly Targets:
2025–2026 School Year: Increase Overall Growth in elementary (grades 3-6) to 55.41; in high school (grades 7-10) to 62.34
2026–2027 School Year: Increase Overall Growth in elementary (grades 3-6) to 57.41; in high school (grades 7-10) to 64.34
2027–2028 School Year: Increase Overall Growth in elementary (grades 3-6) to 59.41; in high school (grades 7-10) to 66.34"

**Objective:**

We will increase student reading proficiency by the end of the 2025-2026 school year compared to the 2024-2025 school year.

LCSD will continue to provide teachers with necessary materials, resources, support, and evidence-based interventions 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, ATLAS universal screeners (K-3), DIBELS and DSA (grade 4), Formative Assessments, Atlas testing system, and iReady Reading Diagnostic and Remediation (5-6). Teachers will use the following programs: Supplemental literacy materials in classrooms and the library, Core Knowledge Language Arts CKLA (grades K-5), Amplify ELA (grade 6), and Sonday System, Take Flight, and various evidence-based strategies to address dyslexia. After school tutoring will be available to students.

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, so that if closure occurs, teachers, parents, and students are familiar with our process and can pivot directly to continue learning whether they are on campus or at home. ATLAS Testlets (grades K-2) and iReady Math and Reading Diagnostic and Remediation (grades 5-6) will be used as diagnostic assessment tools to identify strengths and weaknesses. Grades K-6 will also 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.

This plan will be monitored through multiple layers of support. Professional development and support will be provided by/for:

- Northeast Arkansas Educational Cooperative
- Curriculum Associates – i-Ready
- ATLAS Screeners/Interims
- CKLA -Amplify (grades K-5), Amplify ELA (grade 6)
- Inclusive Practices
- Science of Reading

Building support will be provided through the oversight and implementation of assessments, curriculum, and RtI through meetings, observations, collaboration and on-going professional development and conversations. Data will be analyzed during monthly grade level and content area meetings. This process will be monitored by:

- Building Level Principals
- Assistant Principal
- Curriculum Coordinator
- Literacy Specialist

District support will monitor this plan through meetings and dialogue with administrators, specialists, support services, and teachers. District Team Leaders will monitor through:

- Focus walkthroughs
- Monitoring data reports
- Monitoring special education, alternative education, gifted programs, and other special populations
- Monitoring RtI and necessary services
- Monitoring resource allocations
- Monitoring effectiveness of programs

**Time Line**

This plan expands from August 2025 until June 2026.

**Evaluation**

The following will be used by the curriculum teams each week and the Leadership Team once a month:

- The principal will observe teachers to make sure they are following the curriculum (principal observation notes).
- Data from formative and summative exams will be used to make sure every student is meeting every area of a power standard.
- Students receiving dyslexia training will be monitored to determine progress.

**Literacy Support Plan 2025-2026**
*Lawrence County School District – Walnut Ridge Elementary*

| Grade Band | Curriculum Goals<br>**align with literacy needs and the science of reading* Curriculum-Related Literacy Supports |
|---|---|
| **WRES K-4** | **<u>LITERACY CURRICULUM</u>**<br>❖ Teachers will utilize a curriculum map that aligns with CKLA curriculum and the new Arkansas ELA standards.<br>❖ Classroom teachers will be provided with a strong, systematic and explicit phonics program that is aligned with the Science of Reading. The *Foundational Skills* of this program provides teacher modeling and explicit instruction for encoding and decoding. Materials are provided for students to practice fluency and automaticity. The *Knowledge Strand* of this program provides stories and poems from various diverse cultures and time periods to help students build background knowledge and increase vocabulary. These skills are critical to listening and reading comprehension. Across the grade levels, students will learn how to provide text-based answers and participate in shared research and writing projects.<br>• Amplify Core Knowledge Language Arts (CKLA)<br>❖ Curriculum training was provided to all teachers by Amplify consultants in June 2022. Some teachers also attended professional development training at the Northeast Arkansas Cooperative in July 2022 and new teachers in the summer of 2023.<br>❖ The instructional facilitator will provide weekly grade level meetings and observe in classrooms to provide immediate feedback on curriculum implementation when needs arise.<br><br>**<u>ASSESSMENTS</u>**<br>❖ Arkansas LEARNS Act 237 requires the Division of Elementary and Secondary Education to implement a statewide comprehensive student assessment system that includes the following components:<br>• high-quality, evidence-based literacy screener for K-3, which also meets the requirement of a dyslexia screener.<br>• developmentally appropriate assessments for K-2 in literacy and math interim and summative<br>• the purpose of the K-2 assessments is to assess foundational skills in literacy and math, help drive instructional decisions, and support students who do not meet the grade level foundational skills.<br>❖ The beginning of year literacy screener shall determine students who are at-risk in the following foundational reading skills:<br>• phonological and phonemic awareness<br>• sound symbol recognition<br>• alphabet knowledge<br>• decoding skills<br>• rapid naming skills<br>• encoding skills<br>• language comprehension |

- oral reading fluency

- 4th grade students will continue to use DIBELS (oral reading fluency) and DSA (spelling assessment) as universal screeners for reading difficulties. These will be administered 3 times per year and progress monitoring will take place monthly.
- The instructional facilitator will collect data and create a document to share with all teachers. This data is an on-going collection used for RTI and intervention plans.
- Literacy needs are assessed through state testing and universal screeners
- Intervention plans will be developed for students identified at-risk for reading difficulties based on the ATLAS universal screeners. The state created Individual Reading Plans will be used to document progress monitoring.
    - Evidence-based interventions will be provided through a multi-tiered system of support (RTI)
    - Interventions will be provided by classroom teachers, literacy specialists, and grade level para-professionals.
    - Sonday System interventions will be provided by grade level para-professionals who received training in June 2021 from a Winsor Learning consultant.
    - Take Flight will be provided by literacy specialist and dyslexia therapist who are enrolled in a 2-year training program beginning in June 2021. This training was completed in May 2023 and was provided by David Hanson of Access Learning.
    - Intervention materials and trainings will be purchased with Title I and district funds.
    - All intervention groups are provided daily for 40 minutes during a block time in the daily schedule
- Progress monitoring will take place within a multi-tiered system of support:
    - ATLAS testlets will be administered following the grade level standards progression
    - Sonday System mastery checks are administered by grade level para-professionals after every third lesson.
    - Take Flight is monitored at the completion of each book of lessons by dyslexia therapist and literacy specialist.
- Various classroom assessments will also be given throughout the CKLA curriculum (independent reading, comprehension checks, spelling, etc)

## SCIENCE OF READING

- A daily schedule will ensure adequate time for literacy instruction
    - K - 2 Literacy Instruction includes the following:
        - Foundational Skills (60 minutes)
        - Knowledge Skills (60 minutes)
- Grades 3-4 Literacy Instruction includes the following:
        - Phonological Awareness (10 minutes)
        - Foundational Skills, Speaking/Listening, Reading, Writing (120 min)
    - Teachers will be offered continuous professional development in the Science of Reading by the NEA Cooperative literacy specialists. Virtual training days will include a Science of Reading overview, phonological awareness, encoding and decoding.
    - The Science of Reading assessor will conduct walk through classroom observations.

| WRES | | |
|---|---|---|
| **Faculty** | **Prescribed Pathways** | **Proficiency/Awareness Status** |
| K-6 Core Faculty | A, B, C, D, Q | 28 Proficient |
| K-6 SpEd Faculty | I, Q, T | 3 Proficient |
| K-6 Non-Core Faculty/Admin | A, C, D, V<br>ARIdeas 14 modules | 3 Proficient<br>12 Aware |

## DYSLEXIA

- All Kindergarten through 4th grade students will be given a universal screener for reading difficulties (Act 1063 dyslexia requirements) These will be administered 3 times a year. Screeners will include:
  - Phonological and phonemic awareness
  - Sound symbol recognition
  - Alphabet knowledge
  - Decoding skills
  - Rapid naming
  - Encoding skills
  - Level 2 assessments are administered by a literacy specialist and dyslexia therapist.
- Sonday System and Take Flight (DESE approved programs) are used for intervention groups with students who identify characteristics of dyslexia. These interventions are provided by a literacy specialist and grade level paraprofessionals who received training in June 2021 from a Winsor Learning consultant. Take Flight will be provided by a literacy specialist and dyslexia therapist who completed a 2-year training program in May 2023. This training was provided by David Hanson of Access Learning. An updated training was provided in August 2024.
  - Sonday System mastery checks are administered by grade level paraprofessionals after every third lesson.
  - Take Flight is monitored at the completion of each book of lessons by a dyslexia therapist and literacy specialist.
- All dyslexia intervention groups are provided daily for 40 minutes during a block time in the daily schedule.

## ADDITIONAL SUPPORT

- Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, vocabulary, writing, speaking and listening
- Create a culture of reading for all students:
  - One School, One Book is a school wide reading event that involves all student/families
  - Literacy themed events such as a book character parade and Read Across America, in honor of Dr. Seuss
- Employ a dyslexia therapist with a Dyslexia Endorsement, paid with Title I funds

| | |
|---|---|
| | ❖ Employ a literacy instructional facilitator, paid with Title I funds<br><br>ESA, Title I, 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. |
| **WRES 5-6** | **<u>LITERACY CURRICULUM</u>**<br>5th and 6th teachers will utilize a written curriculum map that is aligned to the Science of Reading and the new Arkansas ELA standards. We will be using Amplify Core Knowledge Language Arts (CKLA) in the 5th grade and Amplify ELA in the 6th grade. We offer an Advanced Literacy course in 6th grade.<br>• Curriculum training was provided to all teachers by Amplify consultants in June 2022. Some teachers also attended professional development training at the Northeast Arkansas Cooperative in July 2022.<br>• Teachers met in June, 2023 to identify essential standards from the new Arkansas ELA standards.<br>In addition to this curriculum, we will use iReady and Renaissance Learning as supplemental resources to ensure that all standards are adequately addressed.<br>➢ Screen all 5-6 struggling readers for reading difficulties (Act 1268 dyslexia requirements)<br>1. Phonological and phonemic awareness<br>2. Sound symbol recognition<br>3. Alphabet knowledge<br>4. Decoding skills<br>5. Rapid naming<br>6. Encoding skills<br>➢ Sonday System and Take Flight (DESE approved programs) are used for intervention groups with students who identify characteristics of dyslexia. These interventions are provided by literacy teachers or paraprofessionals who have received training from a Winsor Learning consultant. Take Flight will be provided by Kristy Bateman who is enrolled in a 2-year training program which will end in May 2024. This training is being provided by David Hanson of Access Learning<br>• Sonday System mastery checks are administered after every third lesson.<br>• Take Flight is monitored at the completion of each book of lessons<br>➢ Ensure adequate time for literacy instruction<br>• Literacy components/standards are addressed through a 90-minute literacy block taught by the grade level teacher, or during a 45-minute block taught by the SpEd teacher for those served in Special Education. In addition to this daily literacy specific instruction, other elements of literacy are incorporated into other core classes such as science and social studies.<br>• The district allocates funds for a plethora of literacy materials and supports. In addition to grade level curriculum, the district provided funding for teachers to purchase books for their classroom libraries to help create a literacy rich environment. In addition to literacy funding, the district supports the need for silent sustained reading (SSR) time and incorporates this into each school day through a 20-minute block of SSR time each morning before class begins. The district also allows teachers to attend state literacy conferences and numerous other professional development opportunities.<br>• To determine if instruction is moving towards proficiency, the literacy teacher uses curriculum- based assessments, teacher made assessment, teacher |

observation, and standardized test scores. Observation and interaction with students in the classroom through formative and summative assessments are also an indicator used to determine an increase in student academic achievement.

- The Science of Reading training was completed by the 5th and 6th grade Literacy teachers through extensive professional development at the district educational cooperative. Additional training/review was also attended to ensure that a systematic, explicit and cumulative curriculum based on the Science of Reading is being implemented. This training targeted aligning instructional routines with the SOR.
    - Word Study - (basis in morphology), Comprehension, Unit Based, and Writing are embedded into a 90-minute Literacy Block
- Remediation time is built into the schedule during a 45-minute study hall.
    - Additionally, a daily - 30 minute block of time for remediation and enrichment has been built into the 5th and 6th grade schedule.

➢ Develop intervention plans for students identified at risk for reading difficulties:
  - ❖ Develop 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 – 5th and 6th grade uses the Renaissance Place STAR Reading Diagnostic Test and the iReady Diagnostic Test to identify the zone of proximal development (ZPD) for each student, determine deficits, and to monitor academic growth throughout the year.
  - ❖ Provide evidence-based interventions through a multi-tiered system of support – RtI meetings are held monthly to focus on the needs of our struggling readers.
  - ❖ Establish a process for progress monitoring for each tier of instruction within a multi- tiered system of support - Using Star and iReady data, students are grouped based on areas of deficit and small group intervention is provided by the literacy teacher to target areas of need. This data is also used to determine if students have additional needs other than what can be offered in regular classroom interventions, such as, remediation, interventions for dyslexia, or testing to determine if the student has a specific learning disability.

➢ Integrate literacy skills in content areas (e.g., science, social studies, math) through activities involve reading comprehension, writing, speaking and listening
  - ❖ Utilize texts to build students' background and topical knowledge in each content area – ex. - novels, Read-alouds,
  - ❖ Students should be reading grade-level texts in all content areas throughout each school day LCSD allocates funds for a variety of literacy materials and supports for all subject areas. In addition to grade level curriculum, the district provides funding for teachers to purchase books for their classroom libraries to help create a literacy rich environment. In addition to literacy funding, the district supports the need for silent sustained reading (SSR) time and incorporates this into each school day through a 20-minute block of SSR time each morning before class begins.
  - ❖ Teachers in grades 5 and 6 use 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

| | |
|---|---|
| | ESA, Title I, 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. |