



Walnut Ridge Elementary School Improvement Plan with Literacy Plan 2026-2027



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, 2026, data show that 38% of our students in grades 3-6 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 57.41; in high school (grades 7-10) to 64.34 on the ATLAS ELA 3-10 Summative (SY 2027) 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 2026-2027 school year compared to the 2025-2026 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 (K-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 K-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
- 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 2026 until June 2027.

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 2026-2027
Lawrence County School District – Walnut Ridge Elementary

Grades K–4 Literacy Plan

Literacy Curriculum

- ◆ Teachers will utilize a curriculum map that aligns with the CKLA curriculum, UFLI Foundations, and the Arkansas ELA Standards.
- ◆ Classroom teachers will be provided with a strong, systematic, and explicit phonics program aligned with the Science of Reading. **UFLI Foundations** provides explicit, systematic instruction in foundational reading skills, including phonemic awareness, phonics, decoding, encoding, fluency, and automaticity.
- ◆ **Amplify Core Knowledge Language Arts (CKLA)** provides rich, knowledge-building instruction through stories, informational texts, and poems representing a variety of topics, cultures, and time periods. This instruction builds students' background knowledge and vocabulary, which are critical to listening and reading comprehension. Across grade levels, students learn to provide text-based responses and participate in shared research and writing opportunities.
- ◆ Curriculum training was provided to teachers by Amplify consultants beginning in June 2022, with additional professional development provided through the Northeast Arkansas Education Cooperative. Teachers have also received training and support in the implementation of UFLI Foundations in July 2026.
- ◆ The instructional facilitator will provide ongoing support through grade-level meetings, collaborative planning, and classroom observations to support effective curriculum implementation and alignment with Arkansas ELA Standards.

Assessment and Intervention

- ◆ The Arkansas LEARNS Act requires the Division of Elementary and Secondary Education to implement a statewide comprehensive student assessment system that includes:
 - A high-quality, evidence-based literacy screener for students in grades K–3 that also meets applicable requirements for identifying reading difficulties.
 - Developmentally appropriate literacy and mathematics assessments for students in grades K–2, including beginning-of-year, interim, and summative assessments.
 - Assessments designed to measure foundational literacy and mathematics skills, inform instructional decisions, and identify students who may need additional support.
- ◆ The beginning-of-year K–3 literacy screener and additional diagnostic assessments are used to identify students who may be at risk for reading difficulties and to determine specific areas of need in foundational reading skills.
- ◆ Fourth-grade students will be administered **DIBELS 8th Edition** benchmark assessments and the **Developmental Spelling Assessment (DSA)** as universal screening measures for reading and spelling difficulties. Benchmark assessments will be administered three times per year. Students identified as needing additional support will be progress monitored according to their identified needs and level of intervention.
- ◆ The instructional facilitator will collect, organize, and analyze literacy assessment data and provide teachers with data to support instructional decision-making, RTI meetings, intervention planning, and progress monitoring.

- ◆ Student literacy needs will be identified through multiple sources of data, including state assessments, universal screeners, diagnostic assessments, classroom assessments, and progress-monitoring data.
- ◆ Individual Reading Plans (IRPs) and intervention plans will be developed for students identified as at risk for reading difficulties in accordance with state requirements and district procedures.
- Evidence-based interventions will be provided through a multi-tiered system of support (RTI/MTSS).
- Interventions may be provided by classroom teachers, interventionists, literacy specialists, and trained paraprofessionals.
- **UFLI Foundations** will be utilized to provide explicit, systematic instruction in foundational literacy skills based on identified student needs.
- Take Flight and **Sonday System** may be utilized as an intervention for students requiring additional structured literacy support.
- Intervention materials and professional development will be supported through available district and federal funds.
- Students receiving intervention will participate in targeted small-group instruction during the designated **40-minute Bobcat Block daily**.
- ◆ Progress monitoring will take place within the multi-tiered system of support and will be matched to students' identified areas of need and interventions.
- **DIBELS 8th Edition progress-monitoring measures** will be used, when appropriate, to monitor student growth in specific foundational reading skills.
- **UFLI Foundations** lesson data and mastery of targeted skills will be used to inform instructional decisions and intervention adjustments.
- Take Flight and Sonday System mastery checks will be administered according to the applicable program guidelines.
- ATLAS assessment data and applicable testlets will be used to identify areas of need and inform instruction and intervention.
- ◆ Classroom and curriculum-based assessments will be administered throughout **CKLA** instruction to monitor student understanding of grade-level standards, including reading comprehension, vocabulary, writing, and other literacy skills.

Literacy Instruction and Professional Learning

- ◆ A daily instructional schedule will ensure adequate time for literacy instruction and provide students with explicit, systematic, and evidence-based instruction aligned with the Arkansas ELA Standards.
- ◆ **Grades K–2 literacy instruction** will include:
 - **UFLI Foundations** for explicit, systematic foundational skills instruction, including phonemic awareness, phonics, decoding, encoding, and fluency.
 - **CKLA Knowledge** for knowledge building, vocabulary, listening and reading comprehension, speaking and listening, and writing.
 - A minimum of **120 minutes of literacy instruction**, in accordance with Arkansas requirements, with additional literacy instruction and intervention provided as appropriate.
- ◆ **Grades 3–4 literacy instruction** will include:
 - Explicit foundational skills instruction based on grade-level standards and identified student needs.
 - CKLA instruction integrating reading, writing, vocabulary, speaking and listening, and knowledge building.
 - A minimum of **90 minutes of literacy instruction**, in accordance with Arkansas requirements, with additional literacy instruction and intervention provided as appropriate.

- ◆ Teachers will participate in ongoing professional development and support related to the **Science of Reading, Arkansas ELA Standards, CKLA, UFLI Foundations, assessment, and evidence-based literacy practices**. Professional learning may be provided through district staff, the Northeast Arkansas Education Cooperative, and other approved professional development providers.
- ◆ The instructional facilitator and school administrators will conduct classroom walkthroughs and provide ongoing support to promote effective implementation of evidence-based literacy instruction and adopted curriculum resources.

Literacy Across Content Areas

- ◆ Literacy skills will be integrated across content areas, including science, social studies, and mathematics, through opportunities for students to apply reading comprehension, vocabulary, writing, speaking, and listening skills.
- ◆ A schoolwide culture of reading will be promoted through engaging literacy experiences for students and families, including:
 - **One School, One Book**, a schoolwide reading initiative designed to engage students, staff, and families in a shared reading experience.
 - Schoolwide literacy events and activities, such as **Read Across America, book character celebrations, family literacy activities, reading challenges, and other opportunities that promote a love of reading.**

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Grades 5–6 Literacy Plan

Literacy Curriculum

- ◆ Teachers in grades 5–6 will utilize curriculum maps aligned with the **Arkansas ELA Standards and evidence-based literacy practices**.
- Fifth grade will utilize **Amplify Core Knowledge Language Arts (CKLA)** as the core ELA curriculum.
- Sixth grade will utilize **Amplify ELA** as the core ELA curriculum.
- An **Advanced Literacy course** will be offered in sixth grade.
- Supplemental resources may be utilized to address identified student needs and support mastery of grade-level standards.
- ◆ Grades 5–6 students will receive a **48-minute literacy block** that provides explicit, evidence-based instruction aligned with the Arkansas ELA Standards. Instruction will include:
 - Word study, including morphology and vocabulary
 - Reading comprehension and knowledge building
 - Writing
 - Speaking and listening
 - Fluency and foundational skills support as identified by student need

Assessment and Screening

- ◆ Students in grades 5–6 will be administered **DIBELS 8th Edition** and the **Developmental Spelling Assessment (DSA)** as universal screening measures for reading and spelling difficulties. Assessments will be administered three times per year.
- ◆ Student progress and instructional needs will be determined using multiple sources of data, including **DIBELS 8th Edition, DSA, state assessments, curriculum-based assessments, classroom assessments, and teacher observation.**

Intervention and Progress Monitoring

- ◆ Students identified as at risk for reading difficulties will receive targeted intervention through the school's **multi-tiered system of support (RTI/MTSS).**

- Assessment data will be used to identify specific skill deficits and determine appropriate interventions.
- Targeted small-group intervention will be provided during the designated **enrichment/intervention period**.
- **Sonday System and Take Flight** may be utilized for students requiring structured literacy intervention based on identified needs.
- Student progress will be monitored using appropriate measures, including **DIBELS 8th Edition progress-monitoring assessments, classroom data, and intervention-specific mastery measures**.
- Student progress and intervention effectiveness will be reviewed through the **RTI process**, and instruction or intervention will be adjusted based on student response.

Literacy Across the Curriculum

- ◆ Literacy skills will be integrated across content areas, including **science, social studies, and mathematics**. Students will have opportunities to:
 - Read and comprehend grade-level texts
 - Develop academic and domain-specific vocabulary
 - Write in response to content and text
 - Participate in meaningful speaking and listening activities

Professional Learning and Collaboration

- ◆ Teachers will collaborate during designated planning and PLC opportunities to analyze student data, plan instruction and intervention, and support cross-curricular literacy practices.
- ◆ Grades 5–6 teachers will participate in ongoing professional development related to the **Science of Reading, Arkansas ELA Standards, assessment, intervention, and evidence-based literacy practice**