Walnut Ridge High 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, Formative Assessments, and Atlas testing system. Teachers will use the following programs: Supplemental literacy materials in classrooms and the library, Amplify ELA (grades 7-8), StudySync (grades 9-2), 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. Prodigy will be used as diagnostic assessment tools to identify strengths and weaknesses. Grades 7-12 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
- Amplify ELA (grade 6-8)
- 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 2025-2025

Lawrence County School District – Walnut Ridge High School

Grade Band	Curriculum Goals **align with literacy needs and the science of reading* Curriculum-Related Literacy Supports
WRHS 7-8	Reading instruction will continue in 7th and 8th grades 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. ➢ 7th and 8th grades will utilize Amplify ELA which is a DESE approved program and aligned to the Science of Reading. ❖ Advanced phonics, morphology, etymology structure of the English language ❖ Utilize grade-appropriate text – Amplify ELA (grades 7-8). We offer Advanced Literacy courses in 7th and 8th grades. To document the fidelity of instruction we measure our students' growth with Prodigy and use the collected data to ensure growth is being made. ➢ Screen all 7th – 8th grade struggling readers for reading difficulties (Act 1268 dyslexia requirements) ❖ Phonological and phonemic awareness ❖ Sound symbol recognition ❖ Alphabet knowledge ❖ Decoding skills ❖ Rapid naming ❖ Encoding skills ❖ Dyslexia interventions and after school tutoring ➢ Extend the literacy block – we have a 45-minute literacy block. Remediation and intervention time is built into the schedule during the 45 minute study hall. Struggling students are pulled 2-5 times a week. ➢ We offer Strategic Reading course for students identified as struggling readers. ❖ Implement an evidence-based literacy program for intervention – the Sonday system and Take Flight are available for struggling students and students identified with the characteristics of Dyslexia. ➢ 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. We also use a Greek root word workbook ❖ Utilize grade-appropriate text – Examples: Accelerated Reader, Star reading, require reading at home, send REMINDS, reading independently in class, Library Day, etc.

	➢ We create an environment that fosters curiosity and learning through collaborative communication - We did collaborative work with the business department on writing assignments. PLC teams meet monthly to collaborate. ➢ Develop a process for content-area teachers to advocate for struggling readers - RtI teams meet monthly to discuss the progress of struggling readers. ➢ Develop a decision-making tree to determine appropriate support for struggling learners ESA 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.
WRHS 9-12	➢ Teachers utilize a written curriculum map that aligns to the Science of Reading ❖ Morphology, etymology, structure of the English language ❖ Teachers will utilize grade-appropriate text: Common Lit (9th grade), Mirrors and Windows (10th grade), Mirrors and Windows/Traditions (11th Grade), Mirrors and Windows/Warriner's Handbook (12th Grade) ➢ WRHS offers Critical Reading ❖ Utilize an evidence-based intervention program taught by a highly skilled reading teacher (Tyler Roby) ❖ Monitor student progress ❖ Ensure class size is conducive to the needs of struggling readers ❖ Implement a positive behavior plan to support quality instruction ❖ This is a requirement for identified students ➢ WRHS will 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 teams) ➢ Develop a process for content-area teachers to advocate for struggling readers (RtI meetings are held to advocate for struggling students) ➢ Develop a decision-making tree to determine appropriate support for struggling learners ESA 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.

WRHS		
Faculty	**Prescribed Pathways**	**Proficiency/Awareness Status**
7 – 12 SpEd Faculty	B, D	3 Proficient
7 – 12 Non-SpEd Faculty/Admin	Q, ARIdeas 14 Modules	32 Aware