Lawrence County School District
Ready for Learning and Support Plan
2022-2023

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
Brooke Bramlett, Literacy Coach K-4
Kristy Bateman, 5-12 Dyslexia Interventionist
Angela Brady, 5-8 Math Interventionist
Sherry Schafer, 7th Grade Literacy
Courtney Coffman, 8th Grade Literacy
Judy Holland, 9th Grade English
Stacy Rice, 10th Grade English
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 blended learning for schooling this fall/spring; however, students with a medical excuse may enroll in virtual learning through TRVP (grades K-8) or Virtual Arkansas (grades 9-12).

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 face-to-face or digital platform.

Teachers are 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 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.

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.

K-8 Tri-Region Virtual Program (TRVP)
All instruction will be synchronous, and students will be required to meet daily. However, the district may determine that the needs of a student with extenuating circumstances would be better met with asynchronous instruction. In these cases, attendance will be

taken through the evidence of completed assignments. Monitoring of synchronous and asynchronous interaction will occur on a daily basis.

9-12 Virtual Arkansas
In the online environment, students assume more responsibility for keeping up with the course requirements. It is critical that students access and interact with the online content on a daily basis and participate in the scheduled live interactive Zoom sessions. If a student is absent from a digital learning class, the student is responsible for making up the missed assignments. When students fail to access the course content, they soon discover that they are behind and then may not be able to satisfy the course requirements to pass a class. There will be times when students have to miss class. If a student has scheduled an event that will interfere with a Virtual Arkansas course, Virtual Arkansas will reinforce with the student's need to access the course content so they do not fall behind. Students absent from Virtual Arkansas classes are responsible for making up the missed assignments. Content for virtual learning will be provided by Virtual Arkansas based on Arkansas State Standards for each subject.

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 (3-10), iStation (K-2), DIBELS, Formative Assessments, ACTAspire, and iReady Reading Diagnostic (3-8). Teachers will use the following programs: Accelerated Reader (grades 4-12), supplemental literacy materials in classrooms and the library, Core Knowledge Language Arts CKLA (gradesk-5), Amplify ELA (grades 6-8), and Connections: OG in 3D, Sonday System, Take Flight, iReady Reading Diagnostic and Remediation, 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, 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. iStation (grades k-2) and Renaissance -STAR Reading (grades 3-10) will be used as diagnostic assessment tools to identify strengths and weaknesses. Grades 9-12 diagnostic assessments 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.

ACT Aspire Spring, 2021, data show that 42.45% of our students in grades 3-10 were "In Need of Support" in reading. The district is working with the DESE and the Northeast Arkansas Education Cooperative to improve literacy achievement.   Literacy Specialists from the Northeast Arkansas Education Cooperative will be available for walk-throughs with the principal to look for evidence of Science of Reading. Our goal for this year is to have no more than 39% of our students scoring "In Need of Support" on the ACT Aspire end of year (SY 2022) exam. Teachers will be able to purchase needed resources and supplemental materials with ESA, Title I, ESSER, or ARP ESSER funds for the implementation of the Science of Reading and complete their course work, as needed.

LCSD Monitoring Plan			
Benchmark and Progress Monitoring Tool	**Purpose**	**Timeline**	**By Whom**
Universal Screener (K-4) which includes - Phonological and phonemic awareness (DIBELS FSF, PSF), Sound symbol recognition (DIBELS NWF), Alphabet knowledge (DIBELS LNF, NWF), Decoding skills (DIBELS NWF, ORF), Rapid naming (AR RAN), and Encoding skills (DSA)	To identify reading difficulties	K- MOY, EOY 1-4 BOY, MOY, EOY	Literacy Specialists and grade level paraprofessionals. The instructional facilitator will collect data and create a live document to share with all teachers. This data is an on-going collection used for RTI and intervention plans.
95% Group - Phonological Awareness Screener Inventory and Phonics Screener Inventory	Diagnostic assessments to determine specific skill deficits	K-2 Every 4th week	Classroom Teachers and grade level paraprofessionals.
Level II Screeners - TOWRE-Word Reading Efficiency Test, GORT-Comprehension, TWS-Spelling, WRMT-IQ test Phonological awareness, Decoding, and Comprehension, KBITIntelligence, CTOPP-Phonological processing	To test for Characteristics of Dyslexia	As needed	Dyslexia Therapists
iStation K-2	Adaptive Assessment that measures phonemic awareness, phonics, fluency, comprehension, and vocabulary, as well as many other skills.	BOY, MOY, EOY	Classroom Teachers
Star Reading 3-12	Adaptive Assessment that	BOY, MOY, EOY	Classroom Teachers

	Measures reading comprehension, achievement, and growth		
i-Ready 3-8	Adaptive Diagnostic Assessment	BOY, MOY, EOY	Classroom Teachers
ACT Aspire 3-10 ACT 11	College Readiness-English Reading, Writing (Math & Science	Administered in the Spring	Testing Coordinators, Classroom Teachers

This plan will be monitored through multiple layers of support.

Professional development and support will be provided by:

- Northeast Arkansas Educational Cooperative
- Arkansas Division of Elementary and Secondary Education
- Curriculum Associates – i-Ready
- Star Reading
- iStation
- CKLA -Amplify and Amplify ELA

Building support will be provided through the oversight and implementation of assessments, curriculum, and RtI through meetings, observations, collaboration and ongoing 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

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 abovementioned 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 specialty 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.

Lawrence County School District		
Faculty	Prescribed Pathways	Proficiency/Awareness Status
K-6 Core Faculty	A, C, and D	3, Proficient 24, pending SoR Assessment
K-6 SpEd Faculty	T and Q	2, Proficient
K-6 Non-Core Faculty/Admin	A, C, and ARIdeas (14 modules)	9, Aware 2, Awareness in progress
7 – 12 SpEd Faculty	B, D, and T	1, Proficient 2, pending SoR Assessment
7 – 12 Non-SpEd Faculty/Admin	ARIdeas (14 modules)	9, Aware 26, Awareness in progress

LCSD Literacy Support Plans

Literacy Support Plan 2022 - 2023 *Lawrence County School District – Walnut Ridge Elementary and Walnut Ridge High School*	
Grade Band	Curriculum Goals *align with literacy needs and the science of reading* Curriculum-Related Literacy Supports

K - 4	**LITERACY CURRICULUM**
	❖ Teachers will utilize a curriculum map that aligns with the Science of Reading
	❖ Classroom teachers will be provided with a strong, systematic and explicit phonemic awareness program that is aligned with the Science of Reading and will be used to reinforce phonemic awareness skills:
	    • Heggerty (grades K-2)
	    • Equipped for Reading Success (grades 3-4)
	❖ 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
	    • Amplify Core Knowledge Language Arts (CKLA)
	❖ 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.
	❖ The instructional facilitator will observe in classrooms and provide immediate feedback on curriculum implementation when needs arise.
	
	ASSESSMENTS

- ❖ 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 (September, January, May) by literacy specialists and grade level para-professionals. Screeners will include:
    - Phonological and phonemic awareness (DIBELS FSF, PSF)
    - Sound symbol recognition (DIBELS NWF)
    - Alphabet knowledge (DIBELS LNF, NWF)
    - Decoding skills (DIBELS NWF, ORF)
    - Rapid naming (AR RAN)
    - Encoding skills (DSA)
    - The instructional facilitator will collect data and create a live 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 (I-Station and ACT Aspire) and universal screeners
- ❖ Intervention plans will be developed for students identified at-risk for reading difficulties based on the universal screeners
    - Classroom teachers and grade level para-professionals will administer diagnostic assessments to determine specific skill deficits:
        - 95% Group Phonological Awareness Screener Inventory
        - 95% Group Phonics Screener Inventory
    - Evidence-based interventions will be provided through a multi-tiered system of support (RTI)
    - 95% Group Interventions will be provided by classroom teachers, literacy specialist, and grade level para-professionals.
    - Sonday System interventions will be provided by literacy specialist and 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 is 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:
    - At-risk students monitored two times a month – administered by classroom teachers (DIBELS)
    - Some-risk students monitored once a month – administered by classroom teachers (DIBELS)
    - 95% Group students monitored every 3 weeks – administered by classroom teachers or grade level para-professionals
    - Sonday System mastery checks are administered by dyslexia therapist, literacy specialist, and 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:
        - Phonological Awareness (10 minutes)
        - 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.

Lawrence County School District		
Faculty	Prescribed Pathways	Proficiency/Awareness Status
K-6 Core Faculty		
K-6 SpEd Faculty		
K-6 Non-Core Faculty/Admin		
7 – 12 SpEd Faculty		
7 – 12 Non-SpEd Faculty/Admin		

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 (September, January, May) by literacy specialists and grade level para-professionals. Screeners will include:
  - Phonological and phonemic awareness (DIBELS FSF, PSF)
  - Sound symbol recognition (DIBELS NWF)
  - Alphabet knowledge (DIBELS LNF, NWF)
  - Decoding skills (DIBELS NWF, ORF)
  - Rapid naming (AR RAN)
  - Encoding skills (DSA)
  - 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 para-professionals who received training in June 2021 from a Winsor Learning consultant. Take Flight will be provided by a literacy specialist and dyslexia therapist who are enrolled in a 2-year training program beginning in June 2021. This training is provided by David Hanson of Access Learning
  - Sonday System mastery checks are administered by a dyslexia therapist, literacy specialist, and grade level para-professionals 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

	ESA, ESSER I and II, ARP, 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.
Walnut Ridge ES 5-6	5th and 6th will utilize a written curriculum map that is aligned to the Science of Reading continuing through the rest of this school year (FY 22). We are in the process of researching an approved curriculum for the next school year. We will have the new curriculum in place by the beginning of the 2022-23 school year. In addition to this curriculum, we will use iReady and Renaissance Learning as supplemental resources to ensure that all standards are adequately addressed.

5th and 6th will utilize a written curriculum map that is aligned to the Science of Reading continuing through the rest of this school year (FY 22). We are in the process of researching an approved curriculum for the next school year. We will have the new curriculum in place by the beginning of the 2022-23 school year. In addition to this curriculum, we will use iReady and Renaissance Learning as supplemental resources to ensure that all standards are adequately addressed.

➔ Screen all 5-6 struggling readers for reading difficulties (Act 1268 dyslexia requirements)
1. Phonological and phonemic awareness
2. Sound symbol recognition
3. Alphabet knowledge
4. Decoding skills
5. Rapid naming
6. Encoding skills

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 para-professionals who received training in June 2021 from a Winsor Learning consultant. Take Flight will be provided by Kristy Bateman who is enrolled in a 2-year training program which began in June 2022. This training is being provided by David Hanson of Access Learning
- Sonday System mastery checks are administered after every third lesson.
- Take Flight is monitored at the completion of each book of lessons

➔ Ensure adequate time for literacy instruction
- 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.
- 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.
- 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.
- Suggested Literacy Instructional Block would include the following
  - Grades 5-6: Departmentalized setting

- 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.
➔ 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 grade 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
  - ❖ Teachers in the district completed the 8-week training for the Writing Revolution in Spring 2022, which will be implemented into the literacy curriculum with district support.

ESA, ESSER I and II, ARP, 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.

Walnut Ridge HS 7-8	Reading instruction will continue in middle school 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.

Reading instruction will continue in middle school 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 – 7th and 8th grade Literacy uses Amplify ELA textbook and supplemental materials, as well as, other online resources to provide instruction and Renaissance Learning (Accelerated Reader and Star Reading Diagnostic). We offer Pre-AP Literacy courses. To document the fidelity of instruction we measure our students' growth with the STAR Reading test and use the collected data to ensure growth is being made.
  ❖ Teachers in the district completed the 8-week training for the Writing Revolution in Spring 2022, which will be implemented into the literacy curriculum with district support.

→ 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, ESSER I and II, ARP, 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.

Walnut Ridge HS 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 (Mirrors and Windows Connecting with Literature and novels)
	  ◆ Teachers in the district completed the 8-week training for the Writing Revolution in Spring 2022, which will be implemented into the literacy curriculum with district support.
	
	→ WRHS offers Critical Reading
	  ◆ Utilize an evidence-based intervention program taught by a highly-skilled reading teacher (Judith Holland)
	  ◆ Monitor student progress (Star Reading Diagnostic)
	  ◆ 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 meet every Monday morning during the school year)
	→ Develop a process for content-area teachers to advocate for struggling readers (RtI meetings are held to advocate for struggling students – Rachel Shelby)
	→ Develop a decision-making tree to determine appropriate support for struggling learners ESA, ESSER I and II, ARP, 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.

	The goal of the LCSD is that only 39% of students will be in the "In Need of Support" reading category on the ACT Aspire Spring, 2022 test, rather than 42.45%.

Addressing Unfinished Learning

The Lawrence County School District recognizes 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.

Teachers will address unfinished learning using guidance from the Arkansas Playbook. Preassessments will be used to accurately determine immediate skills in which students may be deficient due to the missed learning opportunities during the last two years' closure and or quarantines. 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 Reading (3-10) 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 Microsoft Teams, in the event we have to close for any reason. 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 of 2022, it was indicated that more training was needed for Technology Resources.   As a result, LCSD faculty and staff had a training with Rachel Shelby on August 9, 2022. Topics included: Resource Page on WRHS Team, Adding Tabs on Teams, Canva, Digital Assignments (Whodunnit, Escape Room,

Angles of Elevation and Depression, and Study Guide Answers), Immersive Reader, and Join a Course Page. We will continue with training on various topics concerning blended/virtual learning throughout the 2022-2023 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 be ongoing throughout the 2022-2023 school year, as needed. We will use resources from ADE Summit, Office365, Arkansas Ideas, Teacher Input, 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.

The families who do not have adequate access in times of closure will have access to downloadable content from Office365 and Remind though portable hot spots supplied by the school and/or parking lot Wi-Fi access on each school campus and at the Lawrence County Library.

Academic Support: Parental surveys at the beginning of year will indicate needs and concerns of pertaining to academic support. We will provide several opportunities for parents to participate in their student's learning.

Parent training nights will be held to provide training materials and support for parents of K-12 students, as needed. The purpose of these nights will be to demonstrate how to use our website, REMIND, TAC, and any other concerns, so 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 face-to-face or on-line. 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 the 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 (IEP) or 504 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. Now, more 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, 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. A Families, Inc. mental health provider will be housed at LCSD four days a week and Fridays in case of an emergency. She will provide qualified behavioral health services.

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 – 12th grade students LCSD email account)
2. Phone Calls
3. Zoom
4. Messaging through Remind, Bobcats Website, or Office365
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.

In late July, we will announce first day of school for on-site instruction, and provide families with the option of onsite (face-to-face/blended) or virtual learning (with a medical excuse).

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. Before October 15 and April 15 of each year, a survey will be conducted to solicit feedback concerning each of the components of the District Ready for Learning/Support Plan.

We will utilize data from experiences during COVID-19 pandemic to regularly update the District Ready for Learning/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 District Ready for Learning/Support 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. Air purifiers have been installed in every classroom and Vape detectors in grades 5-12.

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 (which are no longer a requirement) 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, as needed.

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 experience any closures.

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 Arkansas Department of Health or CDC 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 or (870) 292-3429

WRHS Office (870) 886-6623 or (870) 292-3466

WRMS Office (870) 886-6697 or (870) 292-3425

WRES Office (870) 886-3482 or (870) 292-3460

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

For questions concerning the Ready for Learning Plan/Support Plan, Curriculum, Teams, 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

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

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For questions concerning Athletics

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For questions concerning Gifted and Talented

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For questions concerning Special Education

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