

AR
Maynard School District
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Maynard AR 72444
870-647-2051

District Support Plan 2021-2022

Directions: Insert a link to your district support plan, or copy and paste your district support plan in the box below. Please highlight the literacy plan requirements as defined by Act 1082.

District	Maynard
Superintendent	Patricia Rawlings
Superintendent Email	pat.rawlings@maynard.k12.ar.us
Superintendent Phone	870-647-3500 extension 525

Please insert the District Support Plan here:

Maynard School District

Literacy Plan 2021-2022

PLAN

Maynard School District is committed to improving the literacy abilities of each student. Data from NWEA, ACT Aspire, Dibels, RAN, etc. show reading deficits related to state and federal norms. Maynard School District is a high-poverty area and students are 100% free lunch. Many students lack the foundational and background skills to promote successful and effective learning strategies for ELA. This is attributed to a lack of resources, exposure, and ambition.

To promote literacy within our school, we have purchased a curriculum, planned literacy events and PLC meetings throughout the school year, along with including stakeholders to provide outside input for the students. The details outlined in this literacy plan will guide our academic year to providing a literacy program with efficacy.

All buildings will create a data driven RTI tiered system to provide specific interventions based on common formative assessments in reading for each grade level.

All buildings will identify priority standards in reading by each grade level.

All buildings will work towards a K-12 alignment in reading standards.

ESA funds will be prioritized for literacy throughout the district.

Goal: Students will increase their reading at grade level by 3% by the end of this school year.

DO

Reading Culture

The reading culture at Maynard Elementary is promoted through Epic Challenges (2-3), Reading Bowls (2). Maynard Elementary will designate 50 minutes of independent read time per week throughout the school year. Each student will have a tangible book checked out at the library at all times. ELA teachers will have a book club per grade level. Students will have 1 book talk per quarter.

Maynard High School promotes reading at our school by having a thirty-minute time slot everyday dedicated to reading. Students are required to read a book or magazine of their choice during this time. Teachers in the classroom set examples for the students and read while they are reading. The seventh graders are given an addition time period for ELA in order to allow more time to help with reading skills. Eighth graders are given an

additional class period for one semester during the year. They are unable to have the additional class period for both semesters because of other required courses they must take. There will be a Book Club Meeting held twice a month in the library during all lunches for students and staff to participate in. At Maynard High School we believe it takes a collaborative team effort to improve student growth in all areas but especially in reading.

Professional Development

Maynard teachers have worked to learn the Science of Reading components and best practices in implementing these important literacy components into their classrooms.

All Maynard Elementary K-6 teachers including Special Education teachers have been to the 6 days of RISE training or are in the process (exceptions - Brandy Mull & Jackie Songer).

All Maynard Elementary K-3 teachers including Special Education teachers are Connections trained to supplement best practices for phonological awareness.

K-1 Instructional Paraprofessional is Connections trained to help support struggling readers through pull-out strategies.

Teachers in 7-12 have completed the IDEAS Training toward awareness in SoR.

Teachers will attend 8 Zoom sessions with the Writing Revolution Presenter from DESE. They will implement strategies based on these meetings and accumulate data based on pretest/post-test data. Attendees will include Jessica Roush, Jennifer Ignico, Amanda Bundren, Jada Toy, Jeanise Lawrence. Cindy Stuart, Lauren West, Daniel McQuary, Cindy Dauck and Lori Steimel.

Teacher Effectiveness

Teachers will be observed following the TESS framework and the Science of Reading guidelines. Principal will continually do walkthrough visits throughout the school year and monitor cameras in classrooms to document SoR strategies that are being implemented. Data will be accumulated on the Observation on Google Document Form Survey.

Adequate time will be committed to daily literacy instruction and documented on lesson plans (Weekly Overviews):

K-2

Phonological Awareness > 10 minutes

Phonics > 30 minutes

Comprehension > 40 minutes

Small Group Reading > 60 minutes

Writing > 30 minutes

Grades 3-6

Word Study (Morphology Based) > 20 minutes

Comprehension > 40 Minutes (May include small group reading.)

Writing > 30 Minutes (Cursive Handwriting will be incorporated 3-6 grades)

Daily Master Schedule: A reorganized schedule has allowed for additional instructional minutes and common planning times for K-1, 2-3, and 4th-grade teachers. One time per week (30 min.), teachers will work as a PLC to analyze student growth and modify RTI plans.

All Maynard Elementary teachers have been trained in the implementation of CKLA through a 6 hour zoom with a CKLA representative in the summer of 2021. The seventh and eighth grade ELA teacher will be provided with opportunities to attend training on the implementation of CKLA.

The 9-12 grade ELA teacher will hold meetings with literacy specialists from the local educational co-op and the

principal to determine a more systematic curriculum for those grade bands.

Julie Campbell will pull students (4-6), based on need, to remediate for spelling and reading.

Pathway A (K-2) & Pathway C (3-6) Both require 6 days of RISE training and observation by ADE Certified SoR Assessor or a passing score on the Pearson Foundations of Reading Assessment

Teachers will continue to attend additional RISE component training at the Coop. (K-2) Phonemic Awareness/Phonics (3-6) Morphology/Etymology

High School teachers will compile a list of students for Paraprofessionals to work with on specific objectives during designated times throughout the school day.

High School teachers will use reading strategies learned during the SoR in the classroom with students and will be provided with opportunities to share what has worked best in their classes during out Monday morning meetings.

Literacy Curriculum

Core Knowledge Language Arts (K-8) - Voted #1 curriculum in EdReports, Approved AR Curriculum for SoR. CKLA embeds background knowledge within the curriculum and revisits each topic annually. This curriculum integrates multiple subject areas including but not limited to math, science literacy, social studies, art, music, etc.

(K-2) Will supplement with Connections and Heggerty for Phonological Awareness/Phonics - specifically rhyming, syllabication and identification. High-frequency words will be taught through Phonics first then reviewed frequently to develop fluency. Teachers will attend Phonemic Awareness and/or Phonic training at the coop.

(3-6) Will supplement "high utility", multiple-meaning words, along with morphology with word wall in each classroom and utilizing Boardwork resources. Teachers will attend Morphology and/or Etymology training at the coop.

7-12 Amplify is used for grade 7 and 8. Grades 9-12 are using the standards and pulling information from various sources to address and teach those standards.

Boardworks - supplemental (K-6)

Heggerty - supplemental (K-2) Phonemic Awareness K-1

Connections - supplemental (K-2) Intervention Support Tier 1 & Tier 2

Spire - SPED & Tier 3 Intervention 3-6

EVALUATE

Monitor & Assess

Maynard Elementary will monitor and assess the effectiveness of the curriculum and teaching strategies in a variety of ways.

Student Progress

Learning and student growth will be assessed using NWEA MAP scores three times a year. The scores will be analyzed not only on the individual level but also class/grade level to help determine the effectiveness of learning strategies and curriculum being implemented.

Teachers will analyze ACT Aspire scores and Spring MAP scores to determine where to place students for RTI. This process will continue after each MAP test.

RAN

Dibels

Common Assessments - After each essential skill, students will be assessed and remediated through tutoring and pull-out sessions to master that skill. Weekly PLC meetings will be conducted to monitor progress. Classroom averages and assessments will be evaluated. Weekly PLC meetings will be conducted to monitor progress.

Classroom assessments will be analyzed by the teacher for effectiveness of learning strategies and for adjusting in

learning/instruction where/when needed.

Discussions will be held at our weekly Monday meeting to determine which students continue to struggle and may need more intensive interventions

The principal's will evaluate the overall effectiveness of the plan by attending the weekly PLC meetings. Data will be evaluated by the principal's in the fall and spring when MAP test results are completed to determine the effectiveness of the support provided to schools.

Intervention (RTI)

Tier 1

All students, with emphasis on students that score below proficiency on NWEA, Act Aspire, Dibels, or RAN will be monitored by the teacher during class and the teacher will try different strategies to help each child master concepts.

Any student that scores below proficient on NWEA, Act Aspire, Dibels, or RAN will be recommended for before/after school tutoring. Edgenuity is a balanced literacy program that Maynard utilizes to assign objectives to students individually based on assessment results. Tutors/ paraprofessionals will provide help and support with objectives through the Edgenuity program. This program will be monitored by a tutoring teacher and/or paraprofessional, then given to the PLC committee for analysis. The PLC Committee will send a letter to the student's parent/guardian stating progress each quarter.

Common Assessments for Essential Skills: Para-Pros will assist struggling students & help them master specific objectives during designated times throughout the school day based on common assessment results. Para's working under the classroom teacher will reevaluate students weekly and students are released once they master the concept.

Tier 2

If the student does not respond to the teacher's efforts for improvement, or students show significant deficiencies on common assessments, then alternative approaches will be implemented.

Para-Pros will be given a list of students & objectives to work on during designated times throughout the school day based on assessments given to students.

Elementary teachers will utilize Tuesday common prep to analyze data and re-evaluated students in RTI. Working under the direction of the classroom teacher, paraprofessionals will administer formative evaluations that will determine the deficiencies and track the progress of each essential skill for every RTI student. A notebook on each student will be kept by the paraprofessional. It is expected that every student will make gains from the more targeted instruction received from Tier 2 intervention.

Students in grades 7 & 8 who are struggling attaining similar skills will be worked with on Monday mornings for an additional 40-minute time slot. The additional skills may be worked on with a para-professional using Edgenuity as a source for acquiring skills.

It will be suggested that students in grades 7-12 attend before or after school tutoring to receive small group instruction and help.

Students in grades 9-12 will be assigned a remediation/academic enrichment class. The students will work on Edgenuity during this time when a classroom teacher is not available for live instruction/remediation. Students will be assigned instruction/skills based on their NWEA tests. The program will assign students the skills they are lacking or struggling to be a grade level with. The teacher can monitor those and adjust skills when needed.

The classroom teacher and paraprofessional will review each student's growth to make sure progress is made toward goals and gaps to grade-level ability are being closed. If not, then Tier 3 will be recommended.

Tier 3

One-on-One targeted interventions will be discussed and implemented if deemed appropriate for individual students. Recommendation for a 504 plan or SPED services will be an option. This is after extensive data collection, parental communication documentation, teacher recommendation and Tier 1 & Tier 2 accommodations.

Dyslexia - Currently 21 of Maynard students receive Dyslexia services. We utilize Connections OG in 3D which is on the state-approved list for Dyslexia programs. We are addressing the following considerations with supplemental training and resources: Phonemic Awareness- Connections Phonemic Awareness and Heggerty, Bridge the Gap; Passages or books to support developing readers- Primary Phonics and Fly Leaf Decodables; Vocabulary, Syntax, Morphology and Grammar -Advanced Connections Training; Fluency-Card Drills and Repeated Readings.

All k-2 students are screened upon recommendation of teacher and/or parents. Additionally, all new students will be screened. All six-word recognition components are screened for, including Phonological and Phonemic Awareness, Sound/Symbol Recognition, Alphabet Knowledge, Decoding, Rapid Naming, and Encoding. Students are exited from the program based on completion of the program, testing data showing that they have reached grade level and a 504 meeting.

Allocation of Resources should align with the District Support Plan. Please add additional tabs for ESA funds to the 2021-2022 federal budget in Indistar. Directions for upload are provided.

<https://dese.ade.arkansas.gov/Offices/fiscal-and-administrative-services/school-funding/allocations>

Assurance

- ☒ I assure that administration of the District Plan of Support and the programs, practices, activities, and services provided by this plan will be in accordance with all applicable state and federal statutes.
- ☒ I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statement, false claims or otherwise.
-

By typing my name in the space provided, I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.

Patricia Rawlings	January 4, 2022
Superintendent Signature	Date

ADE Feedback:

January 19, 2022

1:22 p.m.

Your Literacy District Support Plan has been reviewed. Please revise the following:

- Please upload the ESA budget tab to the 21-22 Form Uploads folder.
- Upload the Literacy District Support Plan on your website under state required information.

Once revisions have been made, please resubmit your application in Indistar. Please contact the District Support Office if you have any questions.

Thank you.

January 19, 2022

Your Literacy District Support Plan has been reviewed. Please revise the following:

- Include a district literacy goal.
- Please upload the ESA budget tab to the 21-22 Form Uploads folder.
- Include "ESA funds" will be prioritized for literacy.
- Provide clarification regarding SoR pathways utilized by the district for 7-12 teachers (awareness) and K-12 Special Education teachers (proficiency).
- How will the district evaluate the overall effectiveness of the plan? Who at the district will evaluate the data to determine the effectiveness of the support provided to schools?
- Upload the Literacy District Support Plan on your website under state required information.

Please highlight all revisions in yellow.

Once revisions have been made, please resubmit your application in Indistar. Please contact the District Support Office if you have any questions.

Thank you.