

2019-2020 District Support Plan

District	Jonesboro
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Explain the needs assessment process used to identify the focus of the school level improvement plan(s).

MicroSociety Magnet School

On August 19, 2019, the Instructional Facilitators at MicroSociety Magnet School met with Allyson Maxwell, District Literacy Specialist, to discuss literacy data from ACT Aspire and Aimsweb Plus. Following this discussion, the Instructional Facilitators presented that data to the school principal and assistant principal: 6th Grade 27% Ready, 5th Grade 15% Ready, 4th Grade 22% Ready, 3rd Grade 16 % Ready, 2nd Grade 40 % on Grade Level, and 1st Grade 32% on Grade Level. The team agreed that our two main focus areas are: core curriculum and strengthening the PLC process. The specific focus will include teachers using aligned core curriculum with grade-level essential standards, implementing an intervention time for both core and remedial skills, and developing common formative assessments aligned to the essential standards. The team agreed to monitor the progress of implementation of essential standards into our core curriculum by evaluating weekly lesson plans. MicroSociety will utilize Reading Inventory and Aimsweb Plus student scores to evaluate the effectiveness of the core instruction. To evaluate the implementation of the PLC process, we will record the data from Common Formative Assessments on a digital data wall. Additionally, the school will progress monitor students who receive intervention and remediation and track their growth. The principal and assistant principal have scheduled PGP meetings to establish goals for students based on ACT Aspire Data. Teachers will monitor the growth of identified students by tracking their previous year's ACT Aspire scores as well as their performance throughout the current school year.

International Studies Magnet School

At International Studies, the process began by disaggregating the ACT Aspire Summative Assessment data for 2018-2019 in school teams looking at the number of students scoring in each performance level and setting goals to increase the "Ready and Exceeding" numbers and decreasing the number of students "In Need of Support" in literacy and math. Using this data, the team created a goal for "all students" then created a goal for our targeted subgroup (SPED) and the African American subgroup. The team noticed a significant achievement gap between the "Students with Disabilities" and "White" subgroup. The team wants to continue closing the gap between the African American subgroup and "White" subgroup, therefore International Studies will continue to monitor and work towards closing that gap as well. We included those percentages in setting our literacy and math goals then shared those goals with the International Studies staff. The leadership team and teacher teams in our Professional Learning Communities track the progress towards meeting those goals using Reading Inventory, Moby Math, STAR Early Literacy, STAR Reading, STAR Math and Aimsweb Plus. At each benchmark assessment, the progress is monitored by each team. After receiving our ESSA Index Scores, the team used that data to set goals to increase "Weighted Achievement" scores in order to raise their status to an "A" school. The leadership team which includes a teacher from each grade level (1 - 6), administrators and the academic facilitator took data from Reading Inventory, STAR Renaissance Testing and Moby Math to determine the students who are on track to be ready or exceeding. This information was shared in teacher teams where strategies and interventions were planned to increase the number of students who are on track to be ready/exceeding and to move students from "In need of support" to "Close". These discussions included meetings with SPED teachers to collaborate on ways to help this targeted subgroup show more growth in literacy.

Health, Wellness, and Environmental Studies

Health Wellness and Environmental Studies Needs Assessment was based upon data from ACT Aspire, AimsWeb, and Reading Inventory for the school year 2018-19. This data showed that HWES needed to make improvements in reading. The ACT Aspire data showed that 30% of students in grades 3-6 were reading on grade level. Data from Reading Inventory also showed that only 46% of students in grades 3-6 were near their expected grade level Lexile score in reading.

HWES found that students with disabilities were not growing at their expected rate. Only three students from the students with disabilities sub population scored "Ready" on the 2018-19 ACT Aspire Assessment.

Using Aimsweb data, HWES found that in first grade 69% of students fell below the 26% tile composite score. In second grade, 34% of our students fell below the 26% tile composite score. These findings resulted in a number of our first and second-grade students being identified as at moderate to high academic risk in reading.

Based upon the above findings, HWES identified reading as the school focus for the improvement plan. The goal is to increase our students' reading on grade level by 10% school-wide and to increase the students with disabilities sub-population by 4% as measured by ACT Aspire. These goals will be accomplished by improving reading achievement for all students at HWES. All teachers have been trained in the Science of Reading and will be using reading instruction learned through RISE.

Needs Assessment Process:

HWES leadership team consisting of grade level representatives, instructional facilitators, assistant principal, media specialist, counselors, and principal analyzed ACT Aspire results in June 2018 and began to compare testing data to other school data such as Reading Inventory. HWES teachers disaggregated data to determine our lowest reading area from ACT Aspire and determined it to be craft and structure and main idea. Teachers also determined that our students struggled with vocabulary and inferencing.

Each grade-level team along with the special education teachers assess HWES student's reading progress through progress monitor in AimsWeb on the 15th and 30 of each month for students in grades 1 and 2 as well as special education and through reading accuracy checks. The progress of students in grades 3 through 6 students will be monitored through reading accuracy checks as teachers listen to students read and through Reading Inventory Assessment given in September, December and May. Teachers will monitor data and make adjustments in small group instruction, remediation or interventions. Each month, the PLC Guiding Coalition Leadership Team will monitor grade-level progress to make sure all homerooms are on track to meet our 40% reading goal. Additionally, students will set personal reading goals and track their own growth throughout the year.

ESSA reports will be discussed and shared with community stakeholders and HWES goals were communicated during the Fall parent meeting. HWES goals will also be discussed during the September School Environment parent meeting. Our goals posted in the lobby of HWES office for all parents to see. To encourage reading at home, HWES host family read nights once a month inviting parents to school and to read with their children. During family reading nights children have an opportunity to read to their parents and take books home for reading. Parents are provided reading suggestions to use to encourage and grow young readers at home.

As a result of the data, conversations, discussion, and observations, Health Wellness and Environmental Studies have determined that:

- Targeted professional development in reading is needed for all teachers was completed for days 1-3 in the summer of 2018 and 2019 through RISE.
- Professional Learning Communities training is needed for the remaining members of the HWES staff. Ten members of the staff attended PLC training in the summer of 2019 and those attending recommended that all HW staff be able to attend.
- HWES assistant principal and principal have set a goal of six classroom observations per day focusing on evidence of RISE.

- Instructional Facilitator has committed to classroom visits to support and improve reading instruction.
- HWES plans to partner with Smart Data to streamline all sources of data and to improve data discussion, decision and outcomes.\
- Monthly PD Power Hours (professional development) will be provided to support student and teacher needs to help meet our building goals.

Visual and Performing Arts Magnet School

VPA Needs Assessment used data from ACT Aspire and Reading Inventory from 2018-2019. When looking at this data, it was evident the school needed to improve in student performance on the literacy assessments. On 2018-19 ACT Aspire test, data showed that only 41% of our students in grades 3-6 were on grade level. 55% of our students were on grade level according to Reading Inventory.

After looking at the ESSA score for VPA, the school realized that two subgroups that were not growing as quickly as expected were students with disabilities and African American students. The overall value added growth score was 79.65, with a score of 80 being a proficient score showing an equation of great gains in areas of literacy, math, and science. African American students value added score was 77.7. Students with disabilities value added score was 74.73.

However, as VPA looked at the growth of these groups, they noticed that Students with Disabilities were growing as much as their other students. The number of students that were Ready was lower. Looking at all Students with Disabilities in grades 3-6, 0% were on grade level. Using our ESSA report from the 2017-18 testing, students with disabilities growth score was 74.73, while all students was 79.65. The area of concern was that their weighted achievement was 21.7, while all students was 62.25.

Based on the data from ACT Aspire and Reading Inventory, VPA decided they needed to focus on true implementation of the RTI process, along with a growth-mindset shift of all students can learn. They also realized that the need to assess what the core curriculum is in our resource classrooms and if there is a disconnect with grade level material. VPA decided to set a goal of 5% growth of students hitting benchmark in literacy, which would be approximately 14 students, bringing us to 46% on grade level. VPA also decided to set a goal to grow our subgroups to a value added score of 80%.

Process:

As the 2019-20 school year began, teachers gathered the data they had on their students. Data from ACT Aspire, Reading Inventory scores, and observations of students. Teachers held a goals meeting with each student to set a realistic goal for themselves this year, as well as a couple action steps of how they would reach their goal.

All students will be monitored with Reading Inventory each nine weeks. Teachers will meet with each student after the test to reflect on how it's going with their goal they set at the beginning of the year. If a goal is met, they will set a new one. Teachers will meet with a member of the Curriculum Leadership team one on one to discuss how their students have moved, or not. If growth isn't occurring, they will create next steps for this student. There will be a special focus on those subgroups we identified from ESSA.

The leadership team, collaborative teams, classroom teachers, interventionists, and students all have a hand in creating this plan for success for our students. Collectively, on a monthly basis, meetings will be held to see what progress is being seen in class and during STARS (intervention) time.

In reflecting on the work going into setting the vision for VPA, it became evident that there needed to be some clarification and review of RTI and PLC work, as well as the curriculum at hand. In working to make sure that students are growing, conversations began to surface questioning if all students were held to rigorous standards and requiring grade level expectations. The follow up to that question became how do we know if they have it or not. This created a large task for our administrative team as the team began to see what may be the heart of why students struggle.

Overall, as a result of data, observations, and conversations, it became evident that what is needed to improve literacy at VPA is:

Continuing to utilize our intervention times with solid, systematic interventions that provide the skills that students are missing that are essential to their future learning.

Targeting professional development to ensure our staff feels confident in moving students through the RTI process while making sure that each student is receiving grade level material, and that teachers are responsible for mastery for all students

PLCs are fully functioning and accomplishing their task of being student focused and data driven, which means some teachers may need some professional development.

Math and Science Magnet School

The Math and Science Magnet School Leadership Team met in the summer of 2019 to analyze ACT Aspire data. Data revealed that 52.4% of students were "In Need of Support" in grades 3-6. Math and Science identified several initiatives to address the needs of their students. First, with many teachers attending RISE during the summer, the Instructional Facilitators will continue to provide support to teachers through feedback with planning, analyzing student data, and modeling in classrooms. Additionally, the District Literacy Specialist will provide professional development to teachers and teams as needed. Teachers in Grades 1-2 will implement Heggerty to strengthen phonemic awareness.

The Jonesboro Kindergarten Center

The building leadership team at the Jonesboro Kindergarten Center met to analyze data. The data revealed that 51% of the students progress monitored through AimsWeb met their reading goal. Additionally, JKC ended the year with 73% of the student population at low-risk of intervention of early literacy skills. The District Literacy Specialist and Director of Curriculum met with the core leadership team to decide on future support. It was determined that the school needed to re-evaluate building level curriculum to ensure the Science of Reading is supported. The school will implement Heggerty for Phonological Awareness. RISE Trainers and instructional facilitators in the building, along with DESE staff, will monitor and provide feedback and assist teachers in planning for next steps in instruction; The District Literacy Specialist will model lessons, provide coaching cycles and consistent professional development based on instructional walk-through data.

Annie Camp Junior High School

Annie Camp Leadership Team met and discussed the ESSA School Index in several areas. Three areas stood out more than others: Student Engagement (52.30%), Students Reading on Grade Level (39.49%) and Students with Disabilities (47.55). These scores were all compared to ACJHS's overall ESSA School Index of 63.94 and were seen as areas that needed to be addressed in helping our students be more successful.

Student Engagement is a huge factor at the junior high level. A few teachers who have been observed this year are using Whole Brain Teaching Approach. Annie Camp wants to train several of our teachers in this approach. Getting students more involved in a hands on will get them more engaged with their material in class.

Students across the state are still not reading on grade level. Annie Camp teachers have implemented Close Reading for several years. Annie Camp is adding Fine Arts, CTE, and Health to our content areas required to implement this strategy. Several years ago, Annie Camp took a team to San Diego to see the Fisher and Frye school that is the origin of Close Reading. A group of teachers, including administration, hope to return to Health Sciences High in San Diego to see the use of technology in reading as well as how the Close Reading Process has developed over several years.

Last school year, several of the co-teach teams went to a Co-Teaching Conference presented by the Bureau of Education & Research. Bringing back a presenter from that conference, will help more

teachers be trained as well as offer more on site training and follow up for the teams that are implementing several practices they learned while attending the conference.

As a result of the data, conversations, discussion, and observations, Annie Camp Junior High School has determined that:

1. Whole Brain Teaching Method will help students become more engaged. Teachers need official training to help move students.
2. The team decided they need to observe and understand Close Reading and how it looks a few years after the initial training. This will help administration and teachers get a better understanding of the process; this training can be seen at Health Sciences High (Fisher and Frye school).
3. Co teaching teachers require follow up training and observations of a presenter. Annie Camp needs to develop next steps now that teachers have attended the conference and have experienced such success implementing it.

Douglas MacArthur Junior High School

The leadership team met and analyzed student data to determine needs based on the results the data. Douglas MacArthur Junior High Needs Assessment was based upon data from ACT Aspire, Reading Inventory and Math Inventory for the 2018-2019 school year. This data demonstrated that DMJHS needed to make improvements in reading. The ACT Aspire data showed that 30% of 7th grade students were reading on grade level, 48% of our 8th grade students were reading on grade level and 32% of our ninth graders were reading on grade level. Data from the Reading Inventory also showed that only 53% of students in grades 7-9 were near their expected grade level Lexile score in reading.

DMJHS discovered that Students with Disabilities are not growing at their expected rate. Only 1 student from the Students with Disabilities sub population scored "Ready" on the 2018-2019 ACT Aspire Assessment.

Based upon the above findings, DMJHS identified reading and Response to Intervention as the focus for the improvement plan. The goal is to increase school wide reading scores by 10% and to increase the students with disabilities sub-pop by 5% as measured by the ACT Aspire. The goals will be accomplished by improving reading achievement for all students at DMJHS. All teachers are in the process of RISE training. Literacy teachers will begin implementing the workshop model along with close reading. Science teachers will spend time with a literacy specialist to gain expertise on close reading in their content area. All classrooms will implement close reading strategies on a weekly basis. We will continue our Response to Intervention plan and attend additional training to ensure all components of the RTI pyramid are adequately addressed. All staff members will continue to participate in Capturing Kids' Hearts training. The goal is to decrease office referrals by 10% with implementation of Capturing Kids' Hearts.

The Academies at Jonesboro High School

The leadership team at the Academies at Jonesboro High School met to analyze 10th grade ACT Aspire data. The data revealed that 48.3% of students were "In Need of Support." The team decided to use Solution Tree consultant, Brig Leane, to work with PLC teams to create effective teams to review student data. Brig Leane will consult with the teams six times during the school year. Additionally, Russell Stokes, School Improvement Specialist, will work with teachers to strengthen core instruction through collaborative planning, analyzing student data, modeling, and providing feedback to teachers.

District Literacy Plan	Link: District Literacy Plan (Integrated with the School Improvement Plans) https://www.jonesboroschools.net/cms/lib/AR50000417/Centricity/Domain/112/JPS_School_Improvement_Plans_2019-2020_Website.pdf Link for district RISE training: https://docs.google.com/spreadsheets/d/1c00j2Jr-ATOSvu5qAWXavYR_NXwoVI3q4aHZZBpMYxDE/edit?ts=5d7fea98#gid=0
(1) Goals for improving reading achievement throughout the district	The district goal is to decrease students in the "In Need of Support" range from 43.03% to 39% or below. MicroSociety - from 62.75% to 56.3% Visual and Performing Arts - from 33.7% to 30.3% International Studies - from 25.8% to 23.2% Math and Science - from 52.4% to 47.2% Health, Wellness, and Environmental Studies - from 42.3% to 38.1% MacArthur Junior High - from 39.26% to 35.4% Annie Camp Junior High - from 39.73% to 35.8% Jonesboro High School - from 48.3% to 43.5%
(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.	*The ESA budgeted has been uploaded to Indistar as additional tabs with the Federal Budgets. In order to address reading achievement in the district, funds have been prioritized to address specific needs of students. State PD: -RISE Training (including after school and summer support) *see attached training schedule above -Collaborative Team Time (Stipends-summer 2020) to develop a guaranteed and viable curriculum -Sunday Training for reading interventions - PLC Institute (Solution Tree)-guaranteed and viable curriculum -Read 180 Training for remediation ESA Funding: -Interventionists to provide targeted reading interventions for students. -District Literacy Specialist (salary) -Heggerty materials to support phonemic awareness. -Instructional Facilitators to support instruction. -Read 180 licenses for remediation -A to Z for decodable texts - Classroom libraries -Scholastic Classrooms -Human Service Workers to focus on behavior so that students can stay in the classroom -Literacy Center Support

Name of School(s)	Support Requested	District Support: Provide a brief description of resources and support to school(s) to meet evidence based practice. (Indicate the system)	Strategy Code - 1: safe/collaborative 2: effective instruction 3: viable curriculum
Jonesboro Kindergarten Center	Phonemic Awareness/Science of Reading	Academics- Re-evaluated building level Curriculum to ensure the Science of Reading is supported (Heggerty for Phonological Awareness) Human Capital- RISE Trainers as instructional facilitators in the building; DESE staff to monitor and provide feedback and plan for next steps in instruction; District level support from Literacy Specialist with modeled lessons, coaching cycles and consistent professional development based on instructional walk-through data	2,3
International Studies	Planning with RISE components/Professional Development	Academics- Re-evaluated building level Curriculum to ensure the Science of Reading is supported (Heggerty for Phonological Awareness) Human Capital- RISE Trainers as instructional facilitators in the building; DESE staff to monitor and provide feedback and plan for next steps in instruction; District level support from Literacy Specialist with modeled lessons, coaching cycles and consistent professional development based on instructional walk-through dataMet with 3rd grade team to review components of RISE and how our curriculum	2,3

		supports the Science of Reading.	
Health Wellness and Environmental Studies	Data Disaggregation	Academics- Re-evaluated building level Curriculum to ensure the Science of Reading is supported (Heggerty for Phonological Awareness) Human Capital- RISE Trainers as instructional facilitators in the building; DESE staff to monitor and provide feedback and plan for next steps in instruction; District level support from Literacy Specialist with modeled lessons, coaching cycles and consistent professional development based on instructional walk-through data Supported instructional facilitators and administration to disaggregate ACT Aspire data to begin creating a plan for teacher, coaching and administrative support	2,3
MicroSociety	Professional Development- Unpacking the Standards based on the Science of Reading	Academics- Re-evaluated building level Curriculum to ensure the Science of Reading is supported (Heggerty for Phonological Awareness) Human Capital- RISE Trainers as instructional facilitators in the building; DESE staff to monitor and provide feedback and plan for next steps in instruction; District level support from Literacy Specialist with modeled lessons, coaching cycles and consistent professional development based on instructional walk-through data Supported instructional facilitators with designing PD based on the Science of	2,3

		reading to unpack standards, curriculum and instruction	
Math and Science	Classroom Walkthroughs- Science of Reading Components	Academics- Re-evaluated building level Curriculum to ensure the Science of Reading is supported (Heggerty for Phonological Awareness) Human Capital- RISE Trainers as instructional facilitators in the building; DESE staff to monitor and provide feedback and plan for next steps in instruction; District level support from Literacy Specialist with modeled lessons, coaching cycles and consistent professional development based on instructional walk-through data Classroom walkthrough/observations in for the components Science of Reading; Professional Development based on goal three the Science of Reading- Culture of Reading	2,3

Name of School(s)	Support Requested	District Support: Provide a brief description of resources and support to school(s) to meet evidence based practice. (Indicate the system)	Strategy Code - 1: safe/collaborative 2: effective instruction 3: viable curriculum
Visual and Performing Arts	Professional Development- Unpacking the Standards based on the Science of Reading	Academics- Re-evaluated building level Curriculum to ensure the Science of Reading is supported (Heggerty for Phonological Awareness) Human Capital- RISE Trainers as instructional facilitators in the building; DESE staff to monitor and provide feedback and plan for next steps in instruction; District level support from	2,3

		Literacy Specialist with modeled lessons, coaching cycles and consistent professional development based on instructional walk-through data; Supported instructional facilitators with designing PD based on the Science of reading to unpack standards, curriculum and instruction	
Annie Camp	Close Reading Professional Development	Academics - Evaluated building curriculum to ensure reading comprehension is embedded in classroom practices through close reading. Human Capital - The instructional facilitator is a building level trainer and one model classrooms is in place for peer observations of close reading. District level support from Literacy Specialist to train teachers and instructional facilitator, provide coaching cycles, model lessons, observations, and feedback.	2
MacArthur	Reader's Workshop Model	Academics - Evaluated building instructional practices to ensure a cohesive literacy block with a workshop model. Human Capital - The instructional facilitator is supporting the model in building level team meetings. District level support from Literacy Specialist to train teachers and instructional facilitator, provide coaching cycles, model lessons, observations, and feedback.	2
The Academies at Jonesboro High School	Assessment Cycles	Academics - Evaluated building curriculum to ensure assessment cycles are embedded in units of study. Human Capital - The school improvement specialist is supporting the cycles in building	3

		level team meetings. District level support from Literacy Specialist to train teachers and school improvement specialist, provide coaching cycles, model lessons, observations, and feedback.	
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Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s). [Do]

In May 2019, the district leadership team began working with school level teams at each building to identify goals, initiatives, and plans for progress monitoring. Through a needs assessment process at each school, schools analyzed various interim data points to identify goals (as identified in their building-level plans). Building administrators reviewed current initiatives and determined how they would monitor the initiatives at the building level during the school year. The school board reviewed each school's plans and approved the plans during the July 2019 board meeting. The School Improvement Plans and District Support Plan were posted on the district website on August 1, 2019.

Through the Plan, Do, Check school improvement process, principals have been required to discuss the progress of their school's plan in various meetings. During professional growth meetings scheduled in early September, the Superintendent, Assistant Superintendents, and the Director of Curriculum, met with each principal to discuss their review of their data and next steps to achieve their goals identified in the School Improvement Plans. The goal was to ensure every principal had an understanding of his/her data and he/she is driving the school improvement process in his or her building. District support was offered based on the specific needs of buildings. For instance, the team identified that principals need additional support in analyzing data. Schools have worked to have PLCs analyze individual student and classroom data. Principals need support in analyzing school-wide data, data by grade/content level, and data by teachers. The district leadership team will work with school leadership teams to analyze school-wide data.

Explain how the district will evaluate the school-level improvement plan for progress. This explanation should include clearly defined expectations. [Check]

In October 2019, building leadership teams will meet with the district leadership team to review the progress of the School Improvement Plans. The plans will be updated with the new ESSA School Index Scores. District Specialists will provide support needed, as identified through the data, by conducting classroom walk-throughs, working with PLC teams to analyze student data, providing observation feedback, and providing model lessons. The district team conducts weekly curriculum huddles to report on the previous week's work and identify next steps for the upcoming week. Additionally, the team analyzes interim data when it is available to guide building support.

In January of 2020, school leadership teams will meet with the district leadership team to share progress towards each school's goals and next steps for ensuring the schools are on track to meet their identified goals. The district leadership team will review each school's plan, develop targeted questions to determine if the plan is implemented with fidelity, and require each school to share progress monitoring data for the identified goals on the school improvement plans. As evidenced in the school improvement plans, teams have identified progress monitoring data for each initiative implemented. Additionally, the plans describe the person responsible for monitoring each data point. If the data does not reveal progress is being made, teams will discuss next steps to addressing their goals. Additionally, the teams will report out regarding the initiatives implemented to address each goal. They will share how they are monitoring the initiatives to ensure full implementation with fidelity. The district leadership team will offer additional support based on the data and concerns of the school teams. The literacy, math, and science specialists will be available to assist the schools in addressing deficiencies determined by the data. Continued support will be provided weekly and bi-weekly to the school leadership team, PLCs, and classrooms.

