



LITTLE ROCK

SCHOOL DISTRICT

Little Rock School District Level 4 Report

2nd Quarter

Submitted by: Keith McGee, Ed.D., LRSD Deputy Superintendent

The Little Rock School District (LSRD) made progress during the 2020-21 school year to meet the exit criteria for Level 5 that was established following reconstitution. The exit criteria focused on developing coherence between both the District and individual schools, so that teachers and administration established a new baseline understanding of high-quality instructional approaches and curricular expectations.

LRSD is committed to using data to drive decision-making with an emphasis of strengthening school level leadership and accountability for continuous school improvement. Therefore, the district will continue to be instrumental in providing high, clear expectations using the framework of professional learning communities as the model, improving high-quality teacher feedback, incorporating a guaranteed viable curriculum, and fiscal governance.

The following was the foundational exit criteria for LRSD.

These four main components are derived from the High Reliability Schools (HRS) Framework and are a continuation of current work. The areas are as follows:

- Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- The school literacy curriculum and accompanying assessments adhere to state and district standards.
- The school manages its fiscal, operational, and technological resources in a way that directly supports teachers to provide a safe, supportive and collaborative culture and increase student achievement.

Criteria 1: The District will Implement PLC Processes and HRS Levels 1, 2 and 3. Evidence Folders LRSD District Plan of Support 		
Artifacts: LRSD District Leadership will monitor implementation through Focus Walks, Instructional Rounds, and Level Meetings.	Presentation Date	Responsible Party
Evidence - Beginning of the Year: <ul style="list-style-type: none"> ● PLC Professional Development ● Master Schedules that provide time for collaborative teams to weekly ● Building Guiding Coalitions Identified ● Book Study: “Leading PLCs at Work: Districtwide (From Boardroom to Classroom)” ● Executive Cabinet Retreat on PLC Model ● Marzano’s Proficiency Scale Training ● Common Formative Assessment (CFA) Training ● PLC Coaching Support 	District Leadership Team: June 2021 July 2021 LRSD: July 2021 August 2021 September 2021	Lead: Darian Smith, Randy Rutherford Shana Loring Dr. Ericka McCarroll Support: Keith McGee Resource: Solution Tree Marzano Resources

1st Quarter

Current Work:

LRSD has embraced the Professional Learning Communities (PLC) Model. The district leadership team has begun a book study for the district administration team to increase their knowledge on PLC with the intentions to model within each department and schools. The district will increase the number of focus walks that are conducted by the district leadership team weekly to collect data of implementation of literacy and math curriculum, plan professional development, provide highly quality feedback to principals, and provide support to schools. The Curriculum and Instruction department has restructured the building level support to include direct support to principals, implementation of PLC Model schoolwide, and support for teachers during PLC meetings.

Next Steps:

LRSD will begin the Arkansas Grade-Level Reading Campaign in October 2021 to raise awareness of the effects of chronic absenteeism for all students K-12 (virtual or in-person learning). The district will continue to monitor PLCs within the schools to determine the implementation of the PLC model with fidelity. The Curriculum and Instruction department will provide support to building guiding coalitions using a multi-year plan of support for PLCs and High-Reliability Schools (HRS) to include assessment academy, proficiency scale training, and PLC Coaching Support.

2nd Quarter

Current Work:

LRSD published a Feet to the Seat webpage immediately following the kick-off. The website includes the following: facts about the importance of regular attendance, a toolkit for teachers to monitor daily attendance, informational flyers in both English and Spanish for parents, graphics for social media, and Administrator resources to effectively promote daily attendance. In addition to the website,

<p>principals were given a monthly action plan detailing expectations for the AR Grade Level Reading Feet to the Seat Campaign. Approximately, there were seventy teacher-leaders who participated in professional development on creating Proficiency Scales to effectively communicate learning goals or outcomes. There are twenty-one schools within LRSD who are getting PLC Coaching Support training onsite. The Executive Cabinet will continue to complete a book study on Leading PLC at Work: From the Boardroom to the Classroom.</p> <p>Next Steps: LRSD will continue professional training on Proficiency Scales with teacher-leaders by January 7, 2022. Teacher-leaders are expected to facilitate Proficiency Scales training among all schools within LRSD. All Curriculum Team and Lead Teachers are scheduled to attend PLC at Work training on December 6-8, 2021 in Little Rock, Arkansas. Cohort two schools will participate in PLC assessments training at LRSD Instructional facility. Cultural Responsiveness training will be offered to novice teachers within LRSD. A RTI/MTSS District Team has been assembled. This Team will begin meeting in January 2022 to compose the RTI/MTSS Manual. The Team has registered to attend RTI at Work. Upon completion of the book study, the Executive Cabinet will develop Loose and Tight district-wide expectations around the implementation of Professional Learning Communities.</p>		
<p>Criteria 2: The District will implement TESS and LEADS systems. Evidence Folder</p>		
<p>Artifacts: Data from Focus Walks, Instructional Rounds and <i>EdReflect Insight Reports</i>.</p>	<p>Presentation Date</p>	<p>Responsible Party</p>
<p>Evidence - Beginning of the Year:</p> <ul style="list-style-type: none"> ● LEADS Recalibration for Building Principals ● EdReflect Dashboards Setup 	<p>District Leadership Team:</p>	<p>Lead: Shana Loring, Darian Smith, Randy Rutherford</p>

<ul style="list-style-type: none"> ● TESS/ EdReflect training for Novice Teachers and Assistant Principals ● Updated TESS 4-Year Rotation Cycle for current year ● PGP were developed in EdReflect (District & Building Leadership) ● Building Principals are conducting 8 weekly informals that provides highly quality feedbacks <p><u><i>1st Quarter</i></u></p> <p>Current Work: LRSD continues to utilize the TESS and LEADS framework within the district. The district has continued with the expectations for all building principals to conduct eight weekly informal observations providing quality feedback. District level administrators will continue to routinely monitor the informals in EdReflect and review the feedback from building administrators. The district has created a set of district level “focus-walk” tools that have been personalized by core subjects.</p> <p>Next Steps: LRSD is revisiting district essential standards for core content areas and providing yearly training, reviewing, and revising identified standards. The Curriculum and Instruction department will facilitate the revision of district pacing guides based upon changes made to the essential standards. The district will conduct focus walks with specific emphasis on TESS domains that will model effective feedback to improve instruction.</p> <p><u><i>2nd Quarter</i></u></p> <p>Current work: All LRSD Administrators completed a refresher on TESS professional development with Dr. Diane Gathright. All administrators were expected to review and continue</p>	<p>LRSD: September 2021</p>	<p>Principals</p> <p>Support: Keith McGee, Darian Smith, Randy Rutherford</p> <p>Resource: EdReflect</p>
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<p>providing quality reflective feedback. The Curriculum Team conducted curriculum audits in all literacy and math classrooms. The data from the audits were being used to identify strengths and weaknesses in the delivery of instruction and curriculum gaps. The Curriculum Team will review the data in an effort to support schools with the delivery of instruction and closing of gaps.</p> <p>Next Steps: The Executive Directors will continue to monitor the TESS Insight Reports and provide reflective feedback to building principals. All building principals are expected to continue to conduct 8 to 12 informal observations and provide quality reflective feedback. At the end of the first semester, the Executive Cabinet will review the number of teachers that have been placed on support plans. This Team will triangulate Fall and winter NWEA scores, report cards, and common formative assessments to determine a correlation between teacher performance and student achievement. After a review of data, the Executive cabinet will determine a support plan for the building principals.</p>		
<p>Criteria 3: The District will implement the district-adopted reading curriculum that incorporates the principles of the SoR and support for Dyslexia.</p> <p style="text-align: right;"><u>Evidence Folder</u></p>		
<p>Artifacts: School Level Plans and District Plan of support that outlines the curriculum, resources and PD that aligns with the science of reading and the demonstrated needs of the districts' students. (Data from Focus Walks; Lesson Plans)</p>	<p>Presentation Date</p>	<p>Responsible Party</p>
<p>Evidence - Beginning of the Year:</p> <ul style="list-style-type: none"> ● Schedule SoR cohort trainings for teachers ● Verified SoR Training for Certified Teachers K-12 for 2021-22 school year ● Scheduled Assessor Training for Supervisors 	<p>District Leadership Team: July 2021 August 2021</p>	<p>Lead: Shana Loring Kelle Belt Sherry Chambers Principals</p>

<ul style="list-style-type: none"> ● SoR Teaching practices are continuing in all K-12 classrooms and documented by the focus walk data ● Building principals are monitoring SoR by conducting focus walks using EdReflect and TESS ● Provided PD on Essential Standards to K-12 teachers ● Provided PD on Wilson Reading System (Tier 3 Support) ● Provided PD on Foundations, Heggerty, and Just Words <p><u><i>1st Quarter</i></u></p> <p>Current Work: The district has continued to implement the SoR curriculum as well as Professional Development as a refresher for K-12 teachers. The district will stay committed to SoR literacy core components and will continue to provide supplemental curriculum to support literacy and math for teachers and students. The district has provided PD for the new math adoption which is Illustrative Math and math frameworks.</p> <p>Next Steps: The district will emphasize Tier I, II, and III classroom support. The Curriculum and Instructional department will collaborate with building principals to provide the support as needed for teachers. Instructional facilitators will continue to provide job-embedded PD and coaching support to implement Tier I curriculum in Literacy, and Math. The Curriculum and Instruction is developing a districtwide Response to Intervention (RTI) manual and training plan to be implemented districtwide.</p> <p><u><i>2nd Quarter</i></u></p> <p>Current work: The District team is establishing instructional expectations (Loose and Tights) for all Stakeholders. The team is exploring targets for improving instruction in Literacy and</p>	<p>LRSB: July 2021 August 2021 September 2021</p>	<p>Support: Stacy Smith, Keith McGee, Darian Smith, Randy Rutherford,</p> <p>Resource: Literacy Curriculum, Textbooks, Math Curriculum, Tier 3 Curriculum</p>
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<p>Math. Support is being offered to Reading Teachers and Tier Three teachers throughout the instructional day. All master schedules are being reviewed to ensure adequate instructional minutes in elementary schools. LRSD has hired a new Dyslexia Specialist to replace Chandle Carpenter.</p> <p>Next Steps: LRSD will continue to review and offer Science of Reading professional development sessions. Approximately sixty-five percent of LRSD teachers have been trained in the Science of Reading. It is the goal of LRSD to have approximately eighty-five percent of certified staff trained by August 2022. Math teachers will continue to receive support on implementing Illustrative Math in elementary schools and Envision Math in secondary schools.</p>		
<p>Criteria 4: The district will operate with an approved budget that is not deficit spending.</p>		<p><u>Evidence Folder</u></p>
<p>Artifacts: Budgets, Projections,</p>	<p>Due Date</p>	<p>Responsible Party</p>
<p>Evidence - Beginning of the Year:</p> <ul style="list-style-type: none"> • A yearly budget has been developed that projects no deficit spending. • Projections show that budget actuals will have an end balance in the positive. • Discussions are ongoing on the staff reductions for fiscal year 2022-23. <p><u>1st Quarter</u></p> <p>Current Work: The district has submitted a budget that was approved by the LRSD Board of Directors in the regular September 2021 meeting. The district will continue to monitor and review budget and expenditures for additional cost saving.</p> <p>Next Steps:</p>	<p>District Leadership Team:</p> <p>LRSD: September 2021</p>	<p>Lead: Kelsey Bailey, Robert Robinson, Mike Poore</p> <p>Support: Keith McGee, Darian Smith, Randy Rutherford, LRSD Board of Directors</p> <p>Resource:</p>

<p>The district will continue to implement the staffing model to ensure efficiency.</p> <p><u>2nd Quarter</u></p> <p>Current work: The board approved of new salary schedules for all staff (certified & classified). The monthly financial presentations indicated that there is no deficit spending.</p> <p>Next Steps: The district will implement a staffing formula to right size LRSD. The Superintendent, Deputy Superintendent, and Executive Directors will meet with all stakeholders to discuss the staffing formula to right size the district.</p>		<p>Jack Truemper, Stephens</p>
<p>Criteria 5: The District will develop a Master Facility Plan.</p>		<p><u>Evidence Folder</u></p>
<p>Artifacts: Community Blueprint</p>	<p>Presentation Date</p>	<p>Responsible Party</p>
<p>Evidence - Beginning of the Year:</p> <ul style="list-style-type: none"> N/A <p><u>1st Quarter</u></p> <p>Current Work: The district opened J.A. Fair K-8 Preparatory Academy for the 2021-22 school year. The district will continue to develop a Master Facility Plan with input from all stakeholders.</p> <p>Next Steps: The district will need to continue to gather evidence in this criteria. LRSD will</p>		<p>Lead: Kevin Yarberry, Mike Poore</p> <p>Support: Kelsey Bailey, Tim Cain, Keith McGee, Darian Smith, Randy Rutherford,</p> <p>Resource: Jack Truemper,</p>

<p>begin discussions in October 2021 on the master facility plan. The first reading will be at the November 2021 board meeting with the final vote on the master facility plan coming in December 2021.</p> <p><u><i>2nd Quarter</i></u></p> <p>Current work: The board is currently discussing the master facility plan. The Superintendent is holding meetings to discuss the Community Blueprint.</p> <p>Next Steps: The board will review and approve the master facility plan by January 2022.</p>		Stephens
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