

**Waldron School District
District Plan of Support
Daniel Fielding, Superintendent
2022-2023 District Support Plan**

Note: This is a living document and will be modified as progress is obtained.

Division of Elementary and Secondary Education (DESE) Approved:

PLAN																																															
<p>Needs Assessment: Support Plan Questions</p> <ul style="list-style-type: none"> iReady Final Diagnostic Results for On-Grade Reading level for 2021-2022 <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 150px;"> <tbody> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">80%</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">45%</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">43%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ACT Aspire Reading Summative Results for 2022 Meeting Benchmark (Close and In Need of Support) <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 250px;"> <thead> <tr> <th style="text-align: center;">Aspire 2021</th> <th style="text-align: center;">Ready</th> <th style="text-align: center;">Exceeding</th> <th style="text-align: center;">Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">26%</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">31%</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">34%</td> </tr> <tr> <td style="text-align: center;">6th</td> <td style="text-align: center;">19%</td> <td style="text-align: center;">19%</td> <td style="text-align: center;">38%</td> </tr> <tr> <td style="text-align: center;">7th</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">31%</td> </tr> <tr> <td style="text-align: center;">8th</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">38%</td> </tr> <tr> <td style="text-align: center;">9th</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="text-align: center;">10th</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">District</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">31%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> During the 2021-2022 school year, 127 students attending Waldron School District received dyslexia intervention services from a trained dyslexia interventionist. During the 2021-2022 school year 192 students attending Waldron School district received Special Education Services. 	K	80%	1	45%	2	43%	Aspire 2021	Ready	Exceeding	Total	3rd	18%	8%	26%	4th	22%	9%	31%	5th	23%	11%	34%	6th	19%	19%	38%	7th	24%	7%	31%	8th	21%	17%	38%	9th	15%	14%	29%	10th	16%	4%	20%	District	11%	20%	31%	<p>Priorities:</p> <ol style="list-style-type: none"> 1. Create a district wide reading culture that promotes and inspires the value of reading. 2. Partner with National Institute of Excellence in Teaching (NIET) to strengthen PLCs and teacher efficacy. 3. Nurture a guiding coalition committed to collaboratively working together for a continuous successful cycle of inquiry. 4. Monitor student learning by using data to drive decisions for students in core instruction and interventions.
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DISTRICT LITERACY PLAN

Goals:

1. Will increase the percent of students scoring Ready or Exceeding on the ACT Aspire Reading Summative (Grades 3-10) from 31% to 40% for district average for 2022-2023.

Theory of Action1: (If/Then)

If district leaders, principals, and teachers have assessed DESE approved evidence based SOR curriculum and materials to find gaps;
And the district has provided the necessary resources; Then the students will be prepared in the instructional activities for reading.

Theory of Action 2: (If/Then)

If leaders conduct walkthroughs, provide feedback, assess SOR, and monitor progress;
And if teachers follow evidence based instructional practices for science of reading;
Then students will apply reading skills during the instructional day and monitor their own progress.

District Literacy Plan: [SOR Curriculum Assessment](#)

- All buildings in the Waldron School District will create a Guiding Coalition that will focus on student reading.
- All buildings will create or continue to implement a data driven RTI tiered system in order to provide specific reading interventions based on common assessments in reading for each grade level.
- All buildings will identify essential standards in reading for each grade level.
- School administrators and teacher leaders will work with The National Institute of Excellence in Teaching (NIET) to participate in, implement, and reflect upon vertical alignment in order to improve student outcomes across grade levels and campuses.
- School administrators and teacher leaders will work with NIET to participate in a series of new learning, application, and support to strengthen instructional leadership capacity with a heightened focus on instructional expectations and support of high quality instructional materials.
- Waldron School District will prioritize **ESA** funding throughout the district to increase reading achievement.

DO			
ACTIONS	PERSON RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Utilize GFESC to assist us in evaluating current core reading curriculums, supplemental programs, and reading interventions using the one-pagers and DESE Literacy Curriculum Approved Programs to identify gaps in Science of Reading Components.	Darla Jeffery Zack Taylor Kim Solomon Toni Dozier Literacy Teachers	January 2023	SoR Curriculum Assessment Document
Monitor completion of R.I.S.E. training for all K-6 core content teachers and K-12 SpEd teachers. Ensure completion of SoR Assessor Training for all building administrators. Monitor continuance of awareness training for all other teachers.	Darla Jeffery Zack Taylor Kim Solomon Toni Dozier	May 2023	SoR Record Spreadsheet
Complete SoR Phase II through observation by ADE Certified SoR Assessor or passing score on Pearson Foundations of Reading Assessment.	Darla Jeffery Zack Taylor Kim Solomon Toni Dozier	May 2023	SoR Record Spreadsheet
Administration will participate in strengths based coaching professional learning from NIET. Administration will then participate in learning-walks and provide strength based coaching with planning and shadowing provided by Senior Specialists with NIET. Administrators will establish and maintain learning-walkthrough routines and strengths-based coaching protocols in order to provide teachers ongoing feedback supportive of high quality instructional materials and instructional expectations.	Toni Dozier Building Principals and Assistant Principals Darla Jeffery Cheyenne Smith Zack Taylor Randi Hickman Kim Solomon Josh Atchley Tonya Cluck	WMS-February, 2023 WES and WHS-April, 2023 Monthly	Calendar notes and observations from support visits. Classroom Walk Through Form Responses collected at Central Office.
Utilize Guy Fenter Educational Cooperative to conduct classroom walk-throughs to identify all aspects of Science of Reading components. WES is already utilizing GFESC for walk-throughs and observations. Will implement this practice in WMS and WHS.	Darla Jeffery Zack Taylor Kim Solomon	Monthly	SoR component checklist from classroom walk-throughs.

CHECK		
EVALUATION	TIMELINE AND PERSON(S) RESPONSIBLE	EVIDENCE
Analyze iReady diagnostic assessments in grade level and data team meetings following each administration (K-8).	September, January, May Building Principals and data teams.	iReady data sheet tracking student progress.
Monitor student progress in grade level and data team meetings to ensure instruction is effective and students are improving in reading comprehension, fluency, and writing or if additional interventions or strategies are needed. (K-12)	Monthly Building Principals and Literacy Teachers meet with	Data showing student progress or learning gaps from STAR, AR, Dibels, Classroom Assessments.
Monitor student achievement in reading on ACT Aspire Reading Summative Data.	July-August Superintendent, Building Administrators, District Administrators	ACT Aspire Summative Data disaggregated at Administration meeting.
PLC's will be used for ongoing discussions regarding resources needed to address reading gaps as identified from data.	Bi-monthly Building Principals	PLC agenda, sign in sheets, and minutes which can include suggestions for District purchases of evidence based resources.

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 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.

Superintendent Signature DANIEL FIELDING	Date September 1, 2022
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