



2020-2021 District Support Plan

District	Midland School District
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ARKANSAS READY FOR LEARNING PLAN:

Ready for Learning Expectations		District Plan
<ul style="list-style-type: none"> Ensure the continuity of teaching and learning by providing: 	<ul style="list-style-type: none"> a guaranteed and viable curriculum that includes: 	<p>In partnership with the Batesville Area Chamber of Commerce, the District will contract with SynergyEd Educational Consultants and Dr. Megan Slocum to assist in curriculum creation with a focus on blended and virtual learning. Across all disciplines and all grade levels, essential standards will be identified and resources, both online and face to face, will be accumulated and placed in a repository for teacher and student use. Teachers will work this summer to create the necessary scope and sequences based on the essential standards. The District Leadership Team will monitor these creation and implementation processes throughout the school year both for on site and online instruction.</p>
	<ul style="list-style-type: none"> blended learning (K-12), and 	<p>The District will ensure that both teachers and students are ready for the implementation of blended learning. In order for this to be best achieved, both teachers and students will begin to use the District's Learning Management Systems (LMS), Google Classroom and See Saw, and the supplemental instructional content supplied by the state, Lincoln Learning, while on site. By using these tools on site, users will be ready for seamless instruction should the need arise for students to become remote learners due to an outbreak of illness or other event such as inclement weather or other school related emergencies.</p>

		<p>Students will also be given the opportunity for all their learning to happen remotely and online through MUSTANG VIRTUAL ACADEMY. Teachers will guide student learning even though a student is not physically attending classes. Students will be enrolled in classes taught by Midland teachers through Google Classroom or See Saw. These students will be taught the same standards and content as students enrolled in face-to-face learning. Teachers will provide videos and content through the LMS. The District suggests this method of instruction for those parents and students whose fear of infection prevents them from sending their students to school for face to face interaction.</p>
	<ul style="list-style-type: none"> ○ diagnostic assessments (K-8) 	<p>The District will use teacher-made resources and MAPs assessment to diagnose possible gaps in learning and use the data to make necessary adjustments to teaching/learning. The Arkansas Playbook will serve as a tool for teacher resources to address gaps in student learning. K-8 teachers will also use data collected from literary assessments to determine and address gaps in student learning. Instruction will begin by attempting to fill these gaps as quickly as possible to return students to grade level.</p>
<ul style="list-style-type: none"> ● Identify how to address unfinished learning from the prior year by using: 	<ul style="list-style-type: none"> ● Arkansas Playbook: ● Planning for Re-engagement 	<p>The Arkansas Playbook will serve as a tool for teacher resources to address gaps in student learning. K-6 Teachers will also use data collected from literary assessments to determine and address gaps in student learning.</p>
	<ul style="list-style-type: none"> ● district-developed resources 	<p>Along with the resources from the Arkansas Playbook, the District will use teacher-made assessments to identify gaps in learning from the spring. Instruction will begin by attempting to fill these gaps as quickly as possible to return students to grade level.</p>
<ul style="list-style-type: none"> ● Utilize a Learning Management System 		<p>The District has chosen to use Google Classroom as its Learning Management System. Teachers and students are already familiar with this platform, so it was a logical decision for the District to continue its use for grades 2 - 12. The District will use Seesaw for K-1.</p>
<ul style="list-style-type: none"> ● Schedule teacher training for how to use the LMS 		<p>As the District works with its consultants and teachers to develop curriculum during the beginning of the year professional development, the District will also support its staff by providing professional development for all certified teachers on the use of Google Classroom. Teachers received this training August 3-7. After receiving this training, all Midland teachers are maintaining a Google classroom where lessons and resources, including information from Lincoln Learning, can be readily accessed by students and parents. Building principals are working with</p>

	<p>teachers to establish the expectations of the blended learning model.</p> <p>Teachers will have ongoing support from designated teacher leaders and the technology department.</p> <p>Parents and students will receive training on the LMS and the expectations of the blended learning model during the beginning of the year Open House/Ready for Learning Meeting. These meetings will take place on August 18 (High School) and August 20 (Elementary).</p>
<ul style="list-style-type: none"> Schedule teacher training for blended learning (delivery of instruction) 	Building principals will work with teachers to establish the expectations of the blended learning model.
<ul style="list-style-type: none"> Provide support for parents and students Family and Community Engagement Plan Support Parent Page on DESE Website 	During the summer, stakeholders were surveyed to identify needs and concerns related to re-opening, transportation, online instruction, and technology resources. The District reviewed the data to identify areas of concern for its stakeholders. In response, the District began to reach out to parents interested in more information about remote learning and to further assess their needs for connectivity, devices, and meals.
<ul style="list-style-type: none"> Provide a communication plan for interacting with parents, students, and the community 	<p>Midland will continue to communicate with stakeholders through a variety of media. Email, text, phone, Facebook, our website, and local news sources will all be used to convey the District's plan and to update stakeholders. The Arkansas Department of Elementary and Secondary Education also provides updated information in regard to COVID-19 on its website.</p> <p>If a case of COVID-19 is confirmed within the district, the district will follow the protocol from the ADH School Communication Flow Chart.</p>

The following waivers were requested through submission of the Assurance and Application for Arkansas Ready for Learning:

[See Table 1](#) for explanation of waivers with text of statutes, rules, and standards for accreditation.

Waivers	Explanation for waivers the district chooses to use. For any left blank, the district has chosen not to use.
Ark. Code Ann. 6-17-117 (Non Instructional duties - only for the purpose of implementing ADH requirements and guidelines regarding health and safety)	Due to increased social distancing during morning drop-off, during meal service, and during afternoon pick-up, teachers may be required to provide duty during those time periods that is above and beyond the 60 minutes per week. Duty will be assigned in an equitable way. Teachers may not be paid for this increase in duty.
Ark. Code Ann. 6-17-204(b) (Teacher contracts - only for the purpose of adopting model	Resolutions about policy waiver for COVID-19 and for the wearing of face coverings have been adopted by the Board of Education and incorporated into current policy for the 2020-2021 academic year. Additional resolutions or policy

policies necessary to implement the Arkansas Ready for Learning Model)	changes may be warranted depending on the severity of the pandemic at any given time.
Ark. Code Ann. 6-17-205(b)(2) (Teacher contracts - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	Resolutions about policy waiver for COVID-19 and for the wearing of face coverings have been adopted by the Board of Education and incorporated into current policy for the 2020-2021 academic year. Additional resolutions or policy changes may be warranted depending on the severity of the pandemic at any given time and may require the waiving of this ten day notice because of its emergent nature.
Ark. Code Ann. 6-17-2304(b) (Classified employee policies - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	Resolutions about policy waiver for COVID-19 and for the wearing of face coverings have been adopted by the Board of Education and incorporated into current policy for the 2020-2021 academic year. Additional resolutions or policy changes may be warranted depending on the severity of the pandemic at any given time.
Ark. Code Ann. 6-17-2305(c)(2) (Classified employee policies - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	Resolutions about policy waiver for COVID-19 and for the wearing of face coverings have been adopted by the Board of Education and incorporated into current policy for the 2020-2021 academic year. Additional resolutions or policy changes may be warranted depending on the severity of the pandemic at any given time and may require the waiving of this ten day notice because of its emergent nature.

The following waivers apply only on days, or portions of days, when technology-based approaches are the primary instructional delivery, for specific groups of students that are receiving their instruction primarily through technology-based approaches, or for staff providing instruction primarily through technology-based approaches, or if necessary to implement ADH requirements or guidelines:

Waivers	For the waivers you choose to use, explain what that looks like in the district.
<ul style="list-style-type: none"> Ark. Code Ann. 6-16-102(a)(1) through (a)(5)(E)(i)(b), and (c) (School Day) Standard for Accreditation 1-A.4.2 and 1-A.4.3 (School Day) 	<p>On days when virtual learning is required or opted for, the District may not comply with the six hour day requirement.</p> <p>On days when virtual learning is required or opted for, the District may not comply with the required forty minutes of recess requirement.</p>
Ark. Code Ann. 6-17-111(a) (Duty-free lunch)	Due to increased social distancing during meal service teachers may be required to provide duty during meal service that will interfere with the required 30-minute duty free lunch. Teachers may not be compensated for not receiving the duty-free lunch.
Ark. Code Ann. 6-17-114 (Planning time)	The District may not provide 200 minutes of planning when teachers are using the virtual option. Teachers may not be compensated for not receiving such planning time.
Ark. Code Ann. 6-17-211	Teachers or employees who are able to perform their job while in a virtual environment

(Employee leave)	will not be required to use leave.
Ark. Code Ann. 6-17-812(a)(2) (Class size)	Class load may be exceeded in the virtual environment.
<ul style="list-style-type: none"> • DESE Rules Governing Class Size and Teaching Load, Sec. 3.00 and 4.01 through 4.03 	Class load may be exceeded in the virtual environment.
<ul style="list-style-type: none"> • DESE Rules Governing Student Special Needs Funding, Sec. 4.03.2 through 4.03.2.2.1 	Class load may be exceeded in the virtual environment.
<ul style="list-style-type: none"> • DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, Sec. 7.10.1 and 7.10.2 	Class load may be exceeded in the virtual environment.
<ul style="list-style-type: none"> • Standard for Accreditation 1-A.5 	Class load may be exceeded in the virtual environment.

DISTRICT SUPPORT PLAN FOR LITERACY

Explain the needs assessment process used to identify the focus of the school level improvement plan(s). [PLAN]

The District reviewed archived assessment data because limited data existed from 2019-2020 due to the COVID-19 Pandemic. Formative data (MAPS, etc.) were also examined. Historically, students were in the 40% to 49% range of needing support in their reading based on the most current application of the ACT Aspire thereby indicating students who are struggling to read on grade level. After data review, the District chose to revise its current goals related to literacy in response to providing better curricular support in the area of literacy..

<p>District Literacy Plan</p>	<p>The District will emphasize reading readiness through the use of Phonics First and Structures. Students with possible dyslexia will receive support through Phonics First and Connections. Teachers have been trained in R.I.S.E. Teachers will continue training in the Pathways for Reading Awareness offered through Arkansas IDEAS. Specialists from the North Central Educational Cooperative will continue to be used as a resource to assist teachers in the proper implementation of reading strategies and implementation of the models. Principals will monitor classroom activities and assist teachers in implementation with fidelity. Continued use of interventions and progress monitoring will be used at both campuses to monitor student growth.</p>
<p>(1) Goals for improving reading achievement throughout the district</p>	<p>GOAL 1: The District will ensure appropriate training in R.I.S.E., Phonics First, Structures, Connections, and Pathways for Reading Awareness or Proficiency..</p> <p>GOAL 2: The District will ensure the creation of a revised, viable curriculum in literacy at all levels, K-12 that includes online/virtual content.</p> <p>GOAL 3: The District will continue to provide interventions specific to students' needs (e.g. Edgenuity MyPath).</p> <p>GOAL 4: The District will continue to support efforts through the North Central Educational Cooperative that assist teachers in implementing appropriate reading strategies and in using best practices related to reading and literacy.</p>
<p>(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.</p>	<ol style="list-style-type: none"> 1. The District will provide resources to ensure appropriate training in R.I.S.E., Phonics First, Structures, Connections, and Pathways for Reading Awareness or Proficiency. 2. The District will provide resources to ensure the creation of a revised, viable curriculum in literacy at all levels, K-12that includes online/virtual content. 3. The District will provide resources appropriate to the needs of specific students in relation to interventions in reading. 4. The District will provide resources to support efforts through the North Central Educational Cooperative that assist teachers in implementing appropriate reading strategies and in using best practices related to reading and literacy.

Name of School(s)	Support Requested	District Support	Strategy Code
Midland Elementary	<p>Continued PD in R.I.S.E., Phonics First, Structures, Connections.</p> <p>Development of a revised literacy curriculum with online/virtual content</p>	<p>PD provided either on-site or through the NCESC</p> <p>The District will contract with a third-party resource to aid in producing the curriculum.</p>	<p>1: safe/collaborative</p> <p>2: effective instruction</p> <p>3: viable curriculum</p> <p>2</p> <p>3</p>
Midland High School	<p>Continued PD in Pathways for Reading Awareness</p> <p>Development of a revised literacy curriculum with online/virtual content</p> <p>Software supporting interventions</p>	<p>PD provided either on-site or through the NCESC</p> <p>The District will contract with a third-party resource to aid in producing the curriculum.</p> <p>The District will provide Edgenuity to support interventions.</p>	<p>2</p> <p>3</p> <p>2</p>

Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s). [DO]

The District Leadership Team (DLT) will meet on a regular basis to discuss progress monitoring within the buildings. In concert with the third-party resource, the DLT will meet with an outside consultant six times during the academic year to build capacity. The DLT will conduct building audits of curriculum implementation and literacy strategies. The DLT will review usage reports of software and monitor student gains using the software.

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

The DLT will complete monthly reports related to curriculum implementation and will identify areas of concern in relation to fidelity.

The DLT will ensure that all teachers are trained in reading per state-mandated requirements by reviewing PD records and compiling a list of teachers who need additional PD.

The DLT will monitor formative assessment data (MAPS, etc.). Data indicating a need for change will be addressed immediately.

Science of Reading Pathways - Employee Progression

https://docs.google.com/spreadsheets/d/10pIVeK2pm4O9ajX3YZUbOpzCGqwUR2WjG_jxZQpobDw/edit?usp=sharing

Rubric for district support plan (for information only):

Status	Support Plan [plan]	Monitoring Timeline and written expectations [do]	Evaluation timeline and expectations [check]
Approved	Systems are examined and supports are identified that will ensure full implementation of the evidence based practices at the school level. District literacy plan addresses goals and prioritization of funding.	Monitoring the timeline is explicit and written expectations are clear.	Evaluation timeline is explicit and written expectations are clear.
Needs Improvement	Support plan does not address the identified needs of the schools and district. No support plan submitted.	Monitoring timeline and written expectations are not provided or need clarity.	Evaluation timeline and written expectations are not provided.