

Pine Bluff School District Support Plan

Pine Bluff School District Plan of Support to Schools:

Pine Bluff High School, Jack Robey Jr. High School, Southwood Elementary, 34th Avenue Elementary, and Broadmoor Elementary

Team Members: Superintendent, Assistant Superintendent, Director of Communications, Chief Operations Officer, Curriculum Leaders, Principals, and Student Services Coordinator

Academic Year: FY 2019-20

Step 1: School or District Problem of Practice: Area for Growth	Data source(s):	Identified Problem(s) of Practice:
<p>Priorities:</p> <ol style="list-style-type: none"> 1. Increase Reading Achievement of all students 2. Establish strong professional learning communities at the building-level and district-level 3. Establish effective systems of support for scholars and educators 	<p>Needs Assessment:</p> <ul style="list-style-type: none"> ● Solution Tree Needs Assessment ● HRS District- Level Survey Results ● Act Aspire Summative Results ● Dibels ● DSA ● STAR Assessments, ● TESS/ LEADS 	<p>Lack of evidence-based instructional strategies and practices at the school-level.</p> <p>High turnover rate of teachers in high stakes areas throughout the school district</p> <p>Significant number (appx. 36 teachers) of the district teachers are non-licensed</p> <p>Lacks viable curriculum district-wide; little to no curriculum alignment due to lack of monitoring of building level classrooms. i.e. monitoring of curriculum document, adequate resources etc.</p> <p>Lack of Instructional leadership capacity throughout the district</p> <p>Lack of a positive & effective culture for learning and student growth at all levels</p>

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Needs Assessment: High Teacher absenteeism, lack of instructional leadership on the building-level, more than 50% of the district's teachers who teach in tested areas are non- traditional (lack of pedagogy, methodology and instructional approaches in the classroom), students absenteeism, student discipline, low number of students performing at the Exceeding or Ready level in Mathematics and Reading on the state assessment, and the lack of central office systems to support individual schools.

Goal 1:

The Goal is stated in specific and measurable terms.

To develop, provide, and support professional learning opportunities that will drive continuous improvement in all schools by building and supporting a collaborative team culture that is sustainable.

Systems:

- Solution Tree- ongoing support
 - A plan and schedule for leadership coach and district administrators to coach and support building level principals and teams in the school improvement process (in alignment with each school's support plan).
- Specific Collaborative Team structures
- High Reliability Schools (HRS) level 1 leading indicators
- Processes for schools to analyze and evaluate areas of strength and weakness using multiple sources of data
- Supporting schools to ensure a professional development plan has been created and supported-- aligned to school goals and teacher professional growth plans.
- Supporting schools to ensure that there is a schedule that supports collaborative teaming, professional learning, and individual mentoring/ support for educators

After collaborative teams and school-level guiding coalitions have been created on each campus, district leadership will work with and support principals and collaborative teams to ensure the following structures are in place and supported:

- clear vision as to how teachers address instruction (District Instructional Model)

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- schools support reflective and intentional PGPs (Educator Reflective Practice form)
- schools monitor predominant instructional practices (Monitoring/ Feedback Form)
- clear and ongoing evaluation of teaching strengths and weaknesses using multiple data sources (TESS/ LEADS, PGPs)
- job embedded PD directly related to PGPs (Monthly PD sessions)
- teachers have opportunities to observe and discuss effective teaching

As schools are building intentional teams and monitoring and adjusting instruction based on multiple data sources, district leadership will ensure that a guaranteed and viable curriculum is in place . This could include the following:

- curriculum and assessment alignment that adhere to state and district standards
- curriculum is focused enough so that teachers can address the content in the time permitted
- all students have opportunities to learn critical content
- schools establish clear and measurable goals that are focused on student needs and achievement
- schools analyze and interpret data on a regular basis to ensure progress toward goals
- schools establish programs and practices for intervention and extension when needed.

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<p>Goal 2: <i>The Goal is stated in specific and measurable terms.</i></p> <p><u>Literacy Curriculum Program</u></p> <p><u>Professional Development Program</u></p>	<p>To support all PBSB educators and staff members in developing and sustaining a safe, supportive, and collaborative culture to increase student achievement and growth in reading.</p> <p>District Literacy Plan:</p> <ol style="list-style-type: none"> 1. All teachers and administrators will be trained in the science of reading. 2. Implementation of science of reading strategies will be monitored. 3. Student growth in reading will be monitored through required screenings, Star Assessment, and progress monitoring of students in intervention groups (including students with Special Needs and Dyslexia). 4. Collaborative team meetings will be held weekly to provide support for implementation of reading strategies and monitoring of student growth in reading. 5. Appropriate interventions will be provided for students in need of additional support. 6. Curriculum programs used: Journeys, Heggerty, Phonics First, Decodable Texts <p>Prioritization of Reading:</p> <ol style="list-style-type: none"> 1) Ensuring all teachers (K-12) are trained in the Science of Reading, and all district reading programs before Aug.1, 2021. (Phonics First, Take Flight, Heggerty) 2) Ensuring all teachers, K-2, daily implement with fidelity the adopted phonics program. 3) Ensuring all teachers are trained in utilizing assessments to guide reading instruction. (DSA, PAST) 4) Establishing protocols for providing Tier 1, 2 and 3 Reading Interventions <p>Prioritization of Funding:</p> <ul style="list-style-type: none"> • Funding will be prioritized to improve reading achievement throughout the district.
<p>Goal 3: <i>The Goal is stated in specific and measurable terms.</i></p>	<p>To develop, implement, and support a system that engages families, students, staff, and community members regarding school instructional programs, supports/ resources and extracurricular activities, volunteer opportunities, and school/ district events.</p> <p>Systems:</p>

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	<ul style="list-style-type: none"> ● Process to ensure the implementation of HRS Level 1 leading indicators: <ul style="list-style-type: none"> ○ faculty, staff, students, and parents view each school as being a safe collaborative and supportive environment ○ School acknowledges the successes of individuals and the whole school ○ Students, parents, and community have formal ways to provide feedback to schools ○ Teachers have formal roles in the decision-making process 		
Step 2: Plan of Action – (PLAN) List your action steps that are necessary to ensure the accomplishments of the schools goals	Action Steps	Timeframe	Person(s) Responsible
	Goal 1: To develop, provide, and support professional learning opportunities that will drive continuous improvement in all schools by building and supporting a collaborative team culture that is sustainable. <ul style="list-style-type: none"> ● Specific steps and actions in alignment with the Solution Tree Professional Learning Communities work ● Systems for district leaders to monitor and support the leading and lagging HRS indicators at each campus. 	July to May Professional Learning began July 2019 for all schools and will be on-going each month. Modifications will be made using the Cycle of Inquiry	Superintendent; District level curriculum administrators; Solution Tree (external provider)

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	<p>Goal #2: To support all PBSB educators and staff members in developing and sustaining a safe, supportive, and collaborative culture to increase student achievement and growth in literacy.</p> <ul style="list-style-type: none"> ● Monitor completion of R.I.S.E. training for all K-6 core content teachers, K-12 SPED teachers, and elementary principal. ● Ensure completion of SoR Assessor Training by elementary and high school administrators ● Monitor continuance of awareness training for all other teachers. ● Ensure monitoring of implementation of reading strategies (based on the science of reading) in classroom instruction. ● Ensure monitoring of implementation of reading and writing across the curriculum, use of anchor charts, and strategies based on the science of reading at the high school level. ● Ensure monitoring of instruction in Strategic Reading and Critical Reading I and II courses. ● Ensure monitoring of growth of students assigned to Strategic 	<p>Completion of Modules * Aug. 1st - Modules 1-6</p> <p>* Oct. 20th - Modules 7-10</p> <p>* April 15th Modules 11-12</p> <p>* July 15th 13-15</p> <hr/> <p>Completion of RISE Days 1-6</p> <p>Aug Day 1-2 Oct Day 3 March Day 4 July Days 5-6</p> <hr/> <p>Assessor Cert. Aug. 1, 2020 (All Admin)</p> <hr/> <p>Collect SoR data monthly through Google Form.</p> <hr/> <p>* Monthly coaching through Dr. Thomas with Read to Achieve</p>	<p>District leadership team; Building-level administrators</p>
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	<p>Reading and Critical Reading I and II courses.</p> <ul style="list-style-type: none"> ● Ensure monitoring of interventions provided to students below grade level in reading. ● Utilize the District Instructional Model to monitor the effectiveness of Lead Teachers/ Interventionists on support provided to teachers ● A plan and schedule for superintendents to coach and support building level principals and leadership teams in the school improvement process (in alignment with each school's support plan). ● Planning with schools to ensure a professional development plan has been created and supported--aligned to school goals and teacher professional growth plans. ● Planning with schools to ensure a professional development plan has been created and supported aligned to school goals and principal professional growth plans. 	<p>Utilization of Instructional Model Google Form to collect data monthly</p> <p>* Monthly Lead Teacher meetings</p> <p>* Monthly GCT and PCT meetings</p> <p>** Restructured use of K-12 specialist to provide instructional support to Lead Teachers.</p> <p>Aug. / Jan. /April</p>	
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	Goal #3: To develop, implement, and support a system that engages families, students, staff, and community members regarding school instructional programs, supports/ resources and extracurricular activities, volunteer opportunities, and school/ district events. <ul style="list-style-type: none"> ● One-on-one coaching with superintendents ● Monthly principals' meetings ● Monitoring and coaching school leadership teams to become PLCs informed by data ● Intentional teaming 		District Leadership Team; Curriculum team
Step 1: Implementation and Monitoring (DO) Establish your Theory of Action toward reaching the School	Theory of Action		
	Leadership Implementation Strategies	Results Indicators	Sources of Data to Monitor
	If We . . .Develop a Systemic Academic Instructional Model that will directly address teacher capacity by employing evidence-based best practices in all classrooms using an aligned curriculum	Then we expect to see staff . . . creating lesson plans to reflect effective teaching strategies with adequate resources. Interpreting data in collaborative teams, implementation of the Science of Reading strategies, and immediate student interventions to determine instructional next steps in the classroom. School level administration and instructional support teams	Staff Data Source: Collaborative Team meetings, agendas / next steps and timelines, common assessment review that informs teaching and reteaching plans identified in team meetings. Common Formative assessment data, Star Assessment data Formative assessment data that indicate higher levels of mastery of essential

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	with appropriate resources.	supporting the work/ building capacity among teachers.	content and inform teaching and reteaching plans.
		Then we expect to see students . . . performing at optimal levels in the classrooms, understanding and working towards an identified career or college pathway , and reading the majority of the instructional day and monitor their own progress.	Student Data Sources Assessment scores decrease in discipline data increase in attendance higher graduation rate higher % of standard license teachers higher % of student retention summative data sources interim assessment growth formative assessment mastery increase in student celebrations
Step 3: Plan Do Check – (CHECK)	Beginning and Middle of the year review	Progress made: At the beginning of the school year (Aug.1 2019) we had less than 1% of our certified teaching staff that had completed at least one day of Science of Reading training. Currently, 97% of all teachers are on track to complete required SoR training. Thirty three (33) teachers participated in Phonics First Training. Sept-Oct. Completed Instructional Walkthroughs.	Data source(s) SoR Monitoring Sheet Instructional Model

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	Nov. and Dec, we did not record any Instructional Walkthroughs. This was largely due to making adjustments in testing, supporting teachers in developing Proficiency maps, changes in teaching and administrative personnel which resulted in directly supporting instruction and taking on additional responsibilities.	Sign in sheets
	Going into the 2nd semester, we are restructuring how we utilize K-12 specialists. This is so that they can support Lead teachers more deeply. We have begun modeling classroom walk throughs and protocols for examining data collected.	
	We have assessed all students for characteristics of dyslexia, have adopted a dyslexia program and will begin serving students in need of Tier 3 by Feb. 10, 2020.	Dyslexia Data Sheet (PAST/DSA)
	Proficiency maps have been created for ELA and Math. Teachers have begun administering CFAs and examining data	Proficiency Maps K-12 CFA Progress monitoring charts
	Fall assessments have been given for K-11 and Winter Assessments have been given for K-2. We have seen growth in Grades K-1 however, we have noted an area of concern for	STAR assessment, STAR data charts, protocol documents

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		2nd grade in ELA and Math. This is one of the reasons that we have restructured use of K-12 Specialist.	
	End-of-year review	Progress made:	Data source(s):

District Team: Pine Bluff School District - Guiding Coalition Team Date: January 15, 2020

Superintendent /Designee Signature: _____ Date: _____

Revisions and Updates:

Date: January 15, 2020 Date: _____ Date: _____