Blytheville Public School
District Plan of Support
2023-2024

Superintendent	Dr. Veronica Perkins
Superintendent Email	vperkins@blythevilleschools.net
Superintendent Phone	(870) 762-2053

Blytheville School District ACT Aspire Data (2022-2023)

Reading

Grade	#SS Tested	%SS In Need of Support	%SS Close	%SS Ready	%SS Exceeding
3	130	75%	13%	8%	4%
4	131	61%	24%	11%	5%
5	105	58%	22%	11%	9%
6	105	72%	17%	7%	4%
7	125	71%	23%	3%	2%
8	97	34%	36%	19%	11%
9	131	53%	23%	18%	6%
10	108	73%	16%	9%	2%

English

Grade	#SS Tested	%SS In Need of Support	%SS Close	%SS Ready	%SS Exceeding
3	130	12%	60%	17%	12%
4	132	32%	35%	23%	10%
5	106	15%	34%	38%	13%
6	105	18%	48%	29%	6%
7	125	14%	41%	32%	14%
8	97	25%	15%	34%	26%
9	131	40%	25%	20%	15%
10	108	55%	22%	14%	9%

Math

Grade	#SS Tested	%SS In Need of Support	%SS Close	%SS Ready	%SS Exceeding
3	130	48%	28%	22%	2%
4	132	37%	50%	12%	1%
5	106	34%	55%	11%	0%
6	104	49%	45%	6%	0%
7	125	73%	23%	2%	2%
8	97	59%	29%	8%	4%
9	131	82%	15%	3%	1%
10	107	94%	5%	1%	0%

Priorities:

- Implement support for Tier II, Tier III, and dyslexia interventions.
- RISE training for new staff in primary, elementary and special education self-contained classes.
- Secondary SoR training & support.
- Implement core curriculum with fidelity.
- Human Capital- Licensure of Act 1240 waivered Teachers
- Address Chronic Absenteeism in all schools.
- Support the high school by putting systems in place to monitor SQSS indicators.
- Provide mentoring support and resources for principals to develop mentoring plans for every teacher with less than 4 years of experience.

District Goals:

1. Ensure the continuity of teaching and learning by providing a guaranteed and viable curriculum that will lead to individual student growth and achievement in literacy and mathematics.
2. To ensure that each school in the district becomes a professional learning that will support the continuous improvement of our schools.
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.
4. To recruit and retain high quality teachers to ensure equitable access to effective teachers for all students.
5. To work with the parents and community supports to make school attendance a priority.
6. To mentor and support all certified and classified staff to licensure completion.

Goal 1: Ensure the continuity of teaching and learning by providing a guaranteed and viable curriculum that will lead to individual student growth and achievement in literacy and mathematics.

Action	Resource(s)	Person(s) Responsible	Method(s) & Tools for Monitoring	Monitoring Timeline
Develop fidelity checklists to support and monitor curriculum implementation	• Observation checklist	• Co-op literacy specialists • Building Principals • Instructional facilitators • Curriculum Director • School Improvement Specialist	• Classroom walkthroughs	• Monthly
Provide ongoing literacy curriculum training and support for K-12 teachers	• Really Great Reading • Benchmark • Wonders • StudySync	• Co-op literacy specialists • Building Principals • Instructional facilitators • Curriculum Director • School Improvement Specialist	• Observation data • Staff survey • Agendas/Meeting minutes • Implementation artifacts	• Quarterly
Provide ongoing math curriculum training and support for K-12 teachers	• Illustrative Math • Zearn • HMH Into Math • HMH Into Algebra	• Co-op literacy specialists • Building Principals • Instructional facilitators • Curriculum Director • School Improvement Specialist	• Observation data • Staff survey • Agendas/Meeting minutes • Implementation artifacts	• Quarterly

Goal 2: To ensure that each school in the district becomes a professional learning community that will support the continuous improvement of our schools.

Action	Resource(s)	Person(s) Responsible	Method(s) & Tools for Monitoring	Monitoring Timeline
Support master schedules that include specified times for daily collaborative team meetings.	• eSchool • APSCN Field Rep for eSchool	• Building Principals • Counselors	• Master Schedules	• Start of school • Monthly
Provide ongoing, job-embedded PLC professional development and coaching support through partnerships with Solution Tree, CRESC, and AR Regional PLC	• Learning by Doing Learning Continuum • PLC Content Coaches • PLC job-embedded coaches • PLC Regional practitioners • Needs assessment data. • Evidence-based practices (Hattie, What Works Clearinghouse)	• Solution Tree • PLC Regional Practitioners • School Instructional Staff • District Support Staff	• Observations • Agendas • Products • Solution Tree Coaching Reports, Progress Reports, and other Documentation	• Fall • Spring • Winter
Determine the knowledge, skills and dispositions for each grade level and course/content.	• AR state standards for each grade level and content area. • Essential Standards Chart • R.E.A.L. criteria form	• Solution Tree Associates • Building Principals • Instructional Facilitators • District Support Staff	• Essential standard document • Unpacked standards document • Learning Targets	• Ongoing
Develop common formative assessments to assess what students have learned.	• Unpacked standards • Proficiency rubrics • Common Formative Assessment Text (Bailey/Jakicic) • Webb's Depth of Knowledge	• Teachers • Solution Tree Associates • Building Principals • Instructional Facilitators • District Support Staff	• Common formative assessments • Student data	• Ongoing
Measure effectiveness of teaching and establish multi-tiered system of support for interventions and enrichments	• Taking Action: A Handbook for RTI at Work • What Works Clearinghouse • It's About Time (Mattos, Buffum) • Universal Screeners	• District Support Staff • Building Principals and Assistant Principals • Instructional Facilitators • District GT Coordinator	• Student data to assess intervention effectiveness. • RTI data meetings (agenda/notes) • Foundational Reading Screeners • Number Sense	• Ongoing

			Screeners	
	• RTI Protocol for identification and progress monitoring • Connections OG in 3D • GT evaluations	• Teachers	• iStation • NWEA • IXL DIagnostic Data • Common Formative Assessments	
Conduct Culture & Climate Survey for Students & Families 3x/per year with data analysis and planning for next steps by building/department and district-wide.	• School Culture Surveys conducted by PLC associates • Culture and Climate Survey	• District Leadership • District Family & Community Engagement Coordinator • Building Principals	• Survey Data (BOY, MOY, EOY)	• Fall • Spring • Winter

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.

Support	Resource(s)	Person(s) Responsible	Method(s) & Tools for Monitoring	Monitoring Timeline
Provide parents with resources to help improve student achievement.	• Parent Center • School Newsletters • One-on one training as requested • PTO Meetings	• Teacher/Staff • Parental Engagement Facilitators • Building Principals • District Leadership	• Surveys • Sign-In Sheets • Agendas	• Fall • Winter • Spring
Assist parents in an understanding of academic standards, assessments, Title I funding, and how to monitor students' progress.	• PTO Meetings • Parent Newsletters • Stakeholder Meetings • Social Media Posts • Home Access Center	• Teacher/Staff • Parental Engagement Facilitators • Building Principals • District Leadership	• Sign-In Sheets • Agendas • Two-way communication	• Monthly
Provide means for consistent communication regarding students' behaviors, academic progress and events.	• Social Media • School Website • Notes • Two-way communication • Parent/Teacher Conferences • Call-out/SMS Messages	• Teacher/Staff • Parental Engagement Facilitators • Building Principals • District Leadership	• Positive contact log • Facebook analytics • Notes • Thrillshare analytics	• Ongoing
Provide opportunities for families and community members to be actively engaged in student learning.	• Open House • Parent/Teacher conferences • Family Nights • Volunteers	• Teacher/Staff • Parental Engagement Facilitators • Building Principals • District Leadership • Parents • Community Members	• Surveys • Sign-In Sheets • Social media postings • Newsletters and other publications	• As needed when events occur

Goal 4: To recruit and retain highly qualified teachers to ensure equitable access to effective teachers to all students.

Action	Resource(s)	Person(s) Responsible	Method(s) & Tools for Monitoring	Monitoring Timeline
Provide targeted support to Act 1240 waivered teachers in their pathway to licensure.	• Alt Licensure Pathway Form • 240 Tutoring • Study.com • District-led study groups • DESE specific Praxis study sessions	• Superintendent • District Support Staff • Building Principals	• Plan for achieving licensure form • 240 Tutoring Study Reports • Study Session sign in sheets	• Monthly
Novice teacher mentor support	• Learning by Doing • Global PD • CRESC • TESS	• CRESC Novice Teacher Mentor • District Support Staff • Building Principals • Instructional Facilitators	• Observation Notes • Professional Growth Plans • Sign-in sheets • Agendas/notes	• Monthly
Implement Opportunity Culture	• Public Impact • Leverage Leadership • Get Better Faster • DESE - Division of Public School Accountability	• District Support Staff • Building Principals • Public Impact	• Observation notes • Student academic data • Student surveys • OC MCL surveys	• Monthly (observations, data) • Quarterly (surveys)

District Evaluation- EOY			
Blytheville School District will assess the overall effectiveness of the District Support Plan by reviewing the data below for the district goals.			
Goal	**Person(s) Responsible**	**Artifacts/Evidence**	**Timeline for Evaluation**
1. Ensure the continuity of teaching and learning by providing a guaranteed and viable curriculum that will lead to individual student growth and achievement in literacy and mathematics.	● Superintendent ● Curriculum Director ● School Improvement Specialist	● Essential Standards ● ACT Aspire Summative Data ● NWEA Data (BOY, MOY, EOY) ● iStation Data (BOY, MOY, EOY) ● EOY Universal Screening for literacy and math ● Usage reports ● Observation data ● Curriculum Implementation artifacts	● Quarterly ● EOY
2. To ensure that each school in the district becomes a professional learning community that will support the continuous improvement of our schools.	● Superintendent ● Curriculum Director ● School Improvement Specialist	● Literacy Support Plan ● School-based strategic action plans ● Observations of meetings ● Agendas ● Products ● Solution Tree Coaching Reports, Progress Reports, and other Documentation ● Common Assessment data ● Student data to assess intervention effectiveness ● RTI data meetings (agenda/notes)	● Monthly ● Quarterly ● EOY
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.	● District Family and Community Engagement Coordinator	● Monthly positive contact log ● Log of events for parents/families ● Sign-in sheets ● Survey data on parent/family engagement indicators ● Facebook analytics ● Thrillshare analytics	● Monthly ● Quarterly
4. To recruit and retain high quality teachers to ensure equitable access to effective teachers for all students.	● District Leadership Team	● Plan for achieving licensure form ● 240 Tutoring Study Reports ● Study Session sign in sheets ● Professional Growth Plans ● Log of teachers that have passed Praxis ● Increased number of teachers that gain license	● Monthly (observations, data) ● Quarterly ● EOY

DISTRICT SUPPORT PLAN FOR LITERACY
(Required for schools receiving Level 3, 4, or 5 support) Link Plan in Indistar.

Building Level Goals for Improving Reading Achievement				
(Individual building level plans are linked in the red boxes below.)				
Blytheville Primary School (K-2) https://docs.google.com/document/d/13KxS3M_D4Unwl-KrwYEiijEdOJYwNHNJ-pKDu6NJqPw/edit	Blytheville Elementary School (3-5) https://docs.google.com/document/d/1_1nG6qLvj3uEiEY1P_RaVs7XLxEMSq69l4ECtXgWEFU/edit	Chickasaw Preparatory Academy (6) https://docs.google.com/document/d/1Oo67OqPWNwOWWYKcyP9V2XOskghghTW1-M7lM9fLb6A/edit	Blytheville Middle School (7-8) https://docs.google.com/document/d/1BeogfRMGCgJeNxY9oVoW_bte2Ja7XDCaare1ErBVIhc/edit	Blytheville High School (9-12) https://docs.google.com/document/d/1YgA37DEBVd4j0Gs47WWIz1CN50hAPdP8diG-y0NKGV0/edit
Focus Area: Teaching and Learning - Ensure all learners engage in rigorous, relevant, and student-centered learning experiences.	By the end of the year 2023-2024, students at BES will increase proficiency (ready or exceeding) by 50% in math, measured by the ATLAS.	By the end of the 2024 school year, the percentage of CPA scholars showing growth in Reading will increase from our BOY NWEA initial score by 50% on the MOY score data and by 75% on the EOY score data as measured by the NWEA test progression.	By June 2024, a thorough review of NWA and ATLAS test data will show an increase of 10% for all students at Blytheville Middle School scoring either Exceeding or Ready in Literacy.	The school will narrow the achievement gap in Literacy/ELA between the school's performance as compared to the state's performance by 3 percentage points each year until the school reaches the state average.

Name of School(s)	Support Requested	District Support
Blytheville Primary	District representation to learn and assist with the year 5 support from Solution Tree as they move deeper into the Response to Intervention process. Interventionist to assist with struggling learners. Time to meet collaboratively both inside and outside of the school day to continue the work. Novice teacher support with the delivery of Connections curriculum.	The director of curriculum and Instruction along with the district's school improvement specialist will attend training on campus with the Solution Tree experts, meet regularly with the guiding coalition, and be present during some of the collaborative team meetings to provide support. Substitutes will be provided in order for the Guiding Coalition to have extended time to meet collaboratively and plan to share information. Additional support will be provided for novice teachers on campus through the district and the local co-op to help them with foundational skills and to make progress toward licensure if needed. Manipulatives and materials for supporting reading for face to face and virtual students will be provided including decodables, training in Connections in OG in 3D and Heggerty Phonemic Awareness to supplement the Essential Standards and provide a systemic and explicit phonemic awareness and phonics program. Payment for meetings after school hours will be provided as needed.
Blytheville Elementary	Support of district leadership in helping BES to create an environment that thrives as a professional learning community. The focus here is for new building administration, novice teachers, instructional facilitator support, and continuing work on learning targets and formative assessments, and using the SoR training to improve core 1 instruction and the RTI process. The literacy teachers will need support in implementing the new literacy curriculum, Wonders.	The director of curriculum and Instruction along with the school improvement specialist will meet with the core leadership team twice a month to provide support and direction in the PLC process, implementation of RISE. Support will be provided for novice teachers on campus through the district and the local co-op to help them with foundational skills and to make progress toward licensure if needed. Manipulatives and materials for supporting reading for virtual and face to face students will be provided including decodable, libraries, training in Connections in OG in 3D and Heggerty Phonemic Awareness to supplement the Essential Standards and provide a systemic and explicit phonemic awareness and phonics program; Word Study with Words their Way for Morphology; and Payment for meetings after school hours will be provided as needed.
Chickasaw Preparatory Academy	Support of district leadership in helping Chickasaw Preparatory to create an environment that thrives as a professional learning community. The focus here is for new building administration, novice	The director of curriculum and Instruction and the school improvement specialist will meet with the core leadership team twice a month to provide support and direction in the PLC process, implementation of RISE, and the RTI process. Support from an additional interventionist has been provided. Materials needed to assist with the literacy curriculum such as classroom libraries, word study with Words Their Way and other resources used to provide enhanced study of phonics and morphology, and strategic reading classes will be

	teachers, instructional facilitator support, and continuing work on learning targets and formative assessments, and using the SoR training to improve core 1 instruction and the RTI process. The literacy teachers will need support in implementing the new literacy curriculum, Wonders.	provided. Additional support will be provided for novice teachers on campus through the district and the local co-op to help them with foundational skills and to make progress toward licensure if needed. Payments for meetings after school will be provided as needed.
Blytheville Middle	Support of district leadership in helping BMS to create an environment that thrives as a professional learning community. The focus here is on continuing work on understanding the essential standards, unpacking essential standards into learning targets, providing time for intentional collaborative work in content areas during the day to improve core instruction by using the SoR training and the RTI process. Training for instructional facilitators so they can support teachers in the PLC process and SoR.	The director of curriculum and Instruction and the school improvement specialist will meet with the core leadership team twice a month to provide support and direction in the PLC process, implementation of RISE, and the RTI process. Support from an additional interventionist has been provided. Materials needed to assist with the literacy curriculum such as classroom libraries, word study with Words Their Way and other resources used to provide enhanced study of phonics and morphology, and strategic reading classes will be provided. Additional support will be provided for novice teachers on campus through the district and the local co-op to help them with foundational skills and to make progress toward licensure if needed. Payments for meetings after school will be provided as needed.
Blytheville High	Support of district leadership in helping BHS to create an environment that thrives as a professional learning community. The focus here is on continuing work on understanding the essential standards, breaking essential standards into learning targets, providing time for intentional collaborative work in content areas during the day to improve core instruction by using the SoR training and the RTI process and SoR.	The director of curriculum and Instruction and the school improvement specialist will meet with the core leadership and a new Guiding Coalition of teacher leaders once a month to provide support and direction in the PLC process, implementation of RISE, and the RTI process. Materials and resources such as classroom libraries, word study will be provided. Critical reading classes are provided for struggling readers. Additional support will be provided for novice teachers on campus through the district and the local co-op to help them with foundational skills and to make progress toward licensure if needed. Payment for meetings after school will be provided as needed.

District Level Goal for Improving Reading Achievement
Blytheville School District will show an overall increase of 10% of students who are Meeting Benchmark in English Language Arts (ELA), specifically in Reading, as measured by the NWEA and ATLAS, thereby improving the ESSA Value Added Growth, Weighted Achievement, and School Quality & Student Success scores for the same school year.

Goal 1: Implement consistent reading instruction with fidelity, which is aligned to the SOR across the district				
Action	**Resource(s)**	**Person(s) Responsible**	**Method(s) & Tools for Monitoring**	**Monitoring Timeline**
Use DESE Literacy Support Plan Guidance to develop literacy blocks that include time for the following components (as required by grade level): Phonological Awareness, Phonics, Vocabulary, Comprehension, Writing, Intervention, Word Study	● Literacy Support Plan Guidance	● District Curriculum Director ● District Support Staff ● CRESC literacy specialists ● Building Administration ● Instructional Facilitators	● Master schedules ● Classroom schedules	● Ongoing
Conduct target walkthroughs	● SOR Look Fors	● School Improvement	● Intervention logs	● Ongoing

		Specialist ● District Curriculum Director ● District Support Staff ● CRESC ● Building Administration ● Instructional Facilitators	● Small groups ● Observation data	

Ensure all students receive appropriate support for acceleration through intensive, systematic, explicit, and direct reading intervention.	● Intervention Protocol
	● Intervention Schedule
	● Universal Screeners
	  ○ DIBELS
	  ○ PAST
	  ○ DSA
	● Connections OG in 3D
	● Heggertys
	● Really Great Reading
	● Equipped for Reading Success (David Kilpatrick)
	● What Works Clearinghouse
	● It's About Time (Mattos, Buffum)
	● Intervention Groups
	● RTI Protocol for identification and progress monitoring
	● Common formative assessment
	● Intervention Central
	● Istation Lessons K-2
	● Florida Center for Reading Research
	● Reading Intervention RIDE
	● Literacy Intervention Matrix
		● District Support Staff
		● Building Principals and Assistant Principals
		● Instructional Facilitators
		● District GT Coordinator
		● Teachers
			● Schedules
			● Student data to assess intervention effectiveness.
			● RTI data meetings (agenda/notes)
			● Foundational Reading Screeners
			● iStation
			● NWEA
			● IXL DIagnostic Data
			● Common Formative Assessments
				● Ongoing

Ensure all required instructional staff and building administrators are proficient in the Science of Reading.	● SoR accessor PD ● K-2, 3-6 R.I.S.E. ● Arkansas IDEAS ● Connections ● SoR Look-fors	● District Curriculum Director ● District Support Staff ● CRESC ● Building Administration ● Instructional Facilitators	● SoR assessor Certificate observation data ● IDEAS certificate ● Progress Tracker ● Observation notes	● Ongoing

Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.

Funding has been prioritized in our district overall as we have had budget cuts due to student loss. We are focusing funding on teachers who need training in RISE or Connections to help improve reading achievement and by paying for travel to get training and after school meetings on the PLC process. We have adopted a new curriculum K-12 to assist with the large number of students who are still struggling while we continue to work to improve the core instruction through the PLC process. Instructional facilitators are also funded to provide assistance to classroom teachers through modeling of instruction and strategies and leading the PLC process.