

Rivercrest School District Literacy Support Plan 2022-2023

Updated August 2022

Updated May 10, 2021

Updated June 8, 2020

Updated May 12, 2020

Data Review and Analysis

ACT ASPIRE 2021-2022 Scores

[RSD District Report](#)

Plan - Goal w/data statement: The overall goal is to increase student reading proficiency.

- Students reported in the “In Need of Support” reading category will move from 39% to 25%.
- Students will demonstrate progress toward goal attainment on interim assessments.
- Support [Professional Learning Communities \(PLC\) at Work](#) throughout the district
- ESA funds for literacy will be a priority

Do - Actions: The superintendent and assistant superintendent will work closely with principals to support and guide their building school improvement plans. Building walk-throughs will be conducted daily. Data from building walk-throughs will be used to assess instructional practices and student learning. The data will be used to guide collaborative team meeting agendas and monitor progress on the school improvement plans. Collaborative teacher teams will meet weekly, and principals will collect agendas and/or minutes of the meetings.

Check:

- Meet with district-level collaborative team monthly (second Monday of each month)
- Conduct targeted building and classroom walk-throughs weekly
- Provide feedback - verbal and written
- Monitor EdReflect - monthly
- The effectiveness of the district support plan will be monitored using student achievement data collected from STAR Reading Assessments, common formative assessments, NWEA MAP and ACT Aspire summative testing scores.

Academics

Review Curriculum Implementation

- Elementary -
 - Benchmark Education (K-2)/Wonders (3-6) will be purchased for the 2021-2022 school year. SOAR grant funds will be utilized
- High School -
 - Study Sync and supplemental reading resources
- Revisit alignment of K-12 ELA Standards.
- Identify cross-curricular connections
- Identify priority standards

	<ul style="list-style-type: none"> ○ Reading <ul style="list-style-type: none"> ■ Key Ideas & Details ■ Integration of Knowledge & Ideas ■ Vocabulary ● Examine ACT Aspire materials to ensure curriculum alignment <ul style="list-style-type: none"> ○ Performance Level Descriptors ○ Knowledge and Skills Map ○ Depth of Knowledge Descriptors ● Identify research-based instructional practices ● Review and re-evaluate essential standards. ● Examine learning progressions (vertical alignment). ● Develop remediation for “just-in-time” instruction to scaffold student learning . ● Develop common formative assessments on learning targets to identify gaps in student learning for instructional planning and support purposes.
<p>Human Capital</p>	<ul style="list-style-type: none"> ● Provide literacy professional development in the Science of Reading ● Utilize Solution Tree Professional Development services at the High School - Cohort 4 ● Employ interventionists <ul style="list-style-type: none"> ○ Elementary ○ High school - hire an interventionist to provide literacy support by teaching reading remediation classes grades (grades 7-8), academic reading, strategic reading and to provide dyslexia services ● Provide dyslexia services <ul style="list-style-type: none"> ○ Brainspring Foundations in grades K-2 ○ Brainspring Structures in grades 3-12 ● Provide training updates for dyslexia interventionists ● Participate in webinars with DESE ● Coordinate support with Crowley’s Ridge Educational Service Cooperative ● Ensure Science of Reading credentials/awareness pathways completed <p>High Reliability Schools - survey data utilized</p> <ul style="list-style-type: none"> ● Leading Indicator 1.4 - PLC ● Leading Indicator 2.3 - Instructional Practices <p>TESS -</p> <ul style="list-style-type: none"> ● Career summative teachers identified for observation ● All other teachers to be observed and provided with feedback at least three times ● Video observation - one per teacher required ● PGP goals to reflect focus on collaboration & instruction <p>LEADS 2.0</p>

	<ul style="list-style-type: none"> ● Rubric reviewed ● Training identified ● Goals to be set ● Evidence to be provided
Student Support	<ul style="list-style-type: none"> ● Employ licensed teachers ● Provide Tier 2 interventions by certified personnel ● Provide Tier 2 interventions by para-professionals ● Provide Tier 3 interventions for dyslexia and other special needs students ● Provide after-school study sessions ● Provide summer school ● Emphasize routines and procedures as part of the re-entry plan
Stakeholder Communication & Family Engagement	<ul style="list-style-type: none"> ● Conduct Title I meeting ● Host parent meetings ● Post information on district website and social media
District Operations & Fiscal Governance	<ul style="list-style-type: none"> ● Monitor schools' improvement plans implementation quarterly ● Allocate financial resources ● ESA/ESSER funds will be allocated to school buildings with priority given to training, activities, materials, and supplies that are included in the school-level improvement plans.
Facilities & Transportation	<ul style="list-style-type: none"> ● Maintain school facilities ● Provide transportation for professional development ● Provide bus transportation for all activities

The district will fully support and monitor the school-level plans.

[School Level Improvement Plans updated April 2022](#)