



**Key:** BOY=Beginning of Year MOY=Middle of Year EOY=End of Year

**Priority/Goal:** Reading

Evidence Based Interventions/Practices	Supplemental Staff/Tools	Professional Learning	Implementation Timeline	Progress Monitoring	Evaluation Timeline/Procedures
<p><u>RISE/Science of Reading</u></p> <ul style="list-style-type: none"> <li>Awareness: All teachers will complete the Arkansas IDEAS videos to obtain awareness.</li> <li>Proficiency: All special education teachers will complete a Science of Reading Pathway to Proficiency.</li> <li>A Certified Science of Reading Assessor will observe teachers during the school year to fulfill the RISE requirement.</li> <li>New Teachers who do not have Science of Reading Training will complete a prescribed pathway and required observations.</li> </ul>	<ul style="list-style-type: none"> <li>RISE Trainer</li> <li>ADE Certified Science of Reading Observer (administrator only)</li> </ul>	<p>Pathway D:</p> <ul style="list-style-type: none"> <li>AR IDEAS RISE Training</li> <li>3 Face to Face RISE days to complete training</li> <li>DESE Certified SoR Training (administrator only)</li> </ul>	<p>2019-2023</p>	<ul style="list-style-type: none"> <li>RISE/Science of Reading Training teacher tracker</li> <li>RISE/Science of Reading Observation Tracker</li> <li>RISE/Science of Reading Training teacher tracker</li> </ul>	<ul style="list-style-type: none"> <li>Academic Administrator and Principal will monitor the tracker to make sure all teachers are on track to complete training and observations by the appropriate time:               <ul style="list-style-type: none"> <li>Current Teacher Training by August 2021</li> <li>New Teacher Training by August 2023</li> <li>All observations complete by August 2023</li> </ul> </li> </ul>



<p><u>Reading Achievement—</u> A Standards Mastery approach will be implemented. Teachers will utilize assessments to determine which skills need to be taught and when students have mastered those standards.</p>	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> </ul>	<p>Science of Reading PD</p> <p>Weekly PLC Meetings</p> <p>Horizontal &amp; Vertical Collaboration</p>	<p>2020-2022</p>	<ul style="list-style-type: none"> <li>Formative measures such as interims, STAR, DIBELS</li> <li>Summative Assessments</li> </ul>	<p><b>Quarterly:</b> Student data will be reviewed. Teachers will place students in instructional groups based on student needs.</p> <p><b>(MOY/EOY)</b> : Teachers will meet with parents about student progress and/or send reports in writing to families.</p>
<p><u>Decoding/Word Study:</u> Teachers will use Brainspring’s Phonics First and/or Structures to supplement the current curriculum for struggling students.</p>	<ul style="list-style-type: none"> <li>Phonics First Kits (Included with Training)</li> <li>Structures Kits (Included with Training)</li> </ul>	<ul style="list-style-type: none"> <li>Phonics First Training for all Special Education Teachers</li> <li>Structures Training for 9<sup>th</sup>-10<sup>th</sup> Grade ELA Interventionist(s)</li> <li>SY23 Structures training for all HS ELA</li> </ul>	<p>2020-2022</p>	<ul style="list-style-type: none"> <li>Formative measures such as interims, STAR, DIBELS</li> <li>Summative Assessments</li> </ul>	<p><b>Training:</b> Begins July 2020</p> <p>Implementation Begins: 2020-2021 School Year</p> <p>New ELA Teachers: Summer 2021</p> <p>Brainspring Level 2 Training: Summer 2021</p> <p><b>Evaluation of Implementation:</b> Observations</p> <p><b>Evaluation of Program:</b> Formative measures such as interims, STAR, DIBELS Summative Assessments</p>



<p><u>Comprehension</u>—Focus on questioning techniques to build comprehension. Increase rigor to ensure that students can comprehend and answer at the appropriate level Depth of Knowledge.</p>	<ul style="list-style-type: none"> <li>• Data Intervention Coordinators</li> <li>• STRIDE</li> <li>• MindPlay</li> </ul>	<p>Weekly PLC Meetings  Horizontal &amp; Vertical Collaboration</p>	<p>2021-2022</p>	<ul style="list-style-type: none"> <li>• Teacher-Created Exit Ticket Scores</li> <li>• Formative/Interim Assessments</li> <li>• Summative Assessments</li> </ul>	<p><b><u>Weekly:</u></b> Teacher gradebook with Exit Ticket scores recorded. <b><u>Quarterly:</u></b> Formative and Interim Assessments analyzed to determine student needs. <b><u>Yearly (Summer/BOY):</u></b> Summative Assessments analyzed from previous year to determine student needs.</p>
<p><u>Reading Engagement</u>—the district will continue to implement the ARVA Reads program. Faculty and staff will share book talks, read stories, and participate in other activities to promote a love of reading among students.</p>	<ul style="list-style-type: none"> <li>• Big Universe Digital Library</li> </ul>		<p>2021-2022</p>	<ul style="list-style-type: none"> <li>• Formative measures such as interims, STAR, DIBELS</li> <li>• Summative Assessments</li> </ul>	<p><b><u>Quarterly:</u></b> Student data will be reviewed. Teachers will place students in instructional groups based on student needs. <b><u>(MOY/EOY)</u></b> : Teachers will meet with parents about student progress and/or send reports in writing to families.</p>
<p><u>Interventionist</u>—the school will employ 1 full time Reading/ELA Interventionist for grades K-5. The interventionist will work with teachers, the RTI Team, and principals to identify students who need</p>	<ul style="list-style-type: none"> <li>• 1 Reading/ELA Interventionist</li> </ul>	<ul style="list-style-type: none"> <li>• RISE/Science of Reading Training</li> <li>• Phonics First Training</li> </ul> <p>Phonics First Teacher Implementation Kit</p>	<p>2021-2022</p>	<ul style="list-style-type: none"> <li>• Formative measures such as interims, STAR, DIBELS</li> <li>• Summative Assessments</li> </ul>	<p><b><u>Monthly:</u></b> Student progress monitoring <b><u>Quarterly:</u></b> Student formative assessments <b><u>Yearly:</u></b> Student summative assessments</p>



<p>intensive interventions. The interventionist will pull those students in small groups according to need and will work on specific skill deficits.</p>					
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**Priority/Goal:** Math

<b>Evidence Based Interventions/Practices</b>	<b>Supplemental Staff/Tools</b>	<b>Professional Learning</b>	<b>Implementation Timeline</b>	<b>Progress Monitoring</b>	<b>Evaluation Timeline/Procedures</b>
<p><u>Math Achievement</u>— A Standards Mastery approach will be implemented. Teachers will utilize assessments to determine which skills need to be taught and when students have mastered those standards.</p>	<ul style="list-style-type: none"> <li>Data Intervention Coordinators</li> <li>STRIDE</li> </ul>	<p>Weekly PLC Meetings</p> <p>Horizontal &amp; Vertical Collaboration</p>	2021-2022	<ul style="list-style-type: none"> <li>Formative measures such as interims, STAR</li> <li>Summative Assessments</li> </ul>	<p><b>Quarterly:</b> Student data will be reviewed. Teachers will place students in instructional groups based on student needs.</p> <p><b>(MOY/EOY)</b> : Teachers will meet with parents about student progress and/or send reports in writing to families.</p>
<p><u>Questioning Techniques</u>—Teachers will focus on questioning techniques to ensure that students can comprehend and answer questions at the appropriate level Depth of Knowledge.</p>	<ul style="list-style-type: none"> <li>Data Intervention Coordinators</li> <li>Mastery Prep Bell Ringers</li> </ul>	<p>Weekly PLC Meetings</p> <p>Horizontal &amp; Vertical Collaboration</p>	2021-2022	<ul style="list-style-type: none"> <li>Formative measures such as interims, STAR</li> <li>Summative Assessments</li> </ul>	<p><b>Quarterly:</b> Student data will be reviewed. Teachers will place students in instructional groups based on student needs.</p> <p><b>(MOY/EOY)</b> : Teachers will meet with parents about student progress and/or send reports in writing to families.</p>
<p><u>Interventionist</u>—the school will employ 1 full time Math Interventionist for grades K-5. The interventionist will work with teachers, the RTI Team, and principals to identify</p>	<ul style="list-style-type: none"> <li>1 Reading/ELA Interventionist</li> </ul>	<ul style="list-style-type: none"> <li>RISE/Science of Reading Training</li> <li>Phonics First Training</li> </ul> <p>Phonics First Teacher Implementation Kit</p>	2021-2022	<ul style="list-style-type: none"> <li>Formative measures such as interims, STAR</li> <li>Summative Assessments</li> </ul>	<p><b>Monthly:</b> Student progress monitoring</p> <p><b>Quarterly:</b> Student formative assessments</p> <p><b>Yearly:</b> Student summative assessments</p>



students who need intensive interventions. The interventionist will pull those students in small groups according to need and will work on specific skill deficits.					
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**Priority/Goal:** Science

Evidence Based Interventions/Practices	Supplemental Staff/Tools	Professional Learning	Implementation Timeline	Progress Monitoring	Evaluation Timeline/Procedures
<p><u>Science Achievement—</u> A Standards Mastery approach will be implemented. Teachers will utilize pretests and post-tests to determine which skills need to be taught and when students have mastered those standards.</p>	<ul style="list-style-type: none"> <li>• Tumblebooks</li> <li>• BrainPop</li> </ul>	<p>Weekly PLC Meetings</p> <p>Horizontal &amp; Vertical Collaboration</p>	2021-2022	<ul style="list-style-type: none"> <li>• Formative measures such as interims, common assessments</li> <li>• Summative Assessments</li> </ul>	<p><b>Quarterly:</b> Student data will be reviewed. Teachers will place students in instructional groups based on student needs.</p> <p><b>(MOY/EOY)</b> : Teachers will meet with parents about student progress and/or send reports in writing to families.</p>

**Priority/Goal:** Social/Emotional

Evidence Based Interventions/Practices	Supplemental Staff/Tools	Professional Learning	Implementation Timeline	Progress Monitoring	Evaluation Timeline/Procedures
<p><u>Social/Emotional—</u>The school will provide teachers with training and tools to promote positive character and behavior as well as recognize the signs of emotional distress.</p> <p><u>7 Mindsets:</u> The 7 Mindsets Social Emotional Learning Program is based on a 3-</p>	<ul style="list-style-type: none"> <li>• Seed Digging Training</li> <li>• Hero Character Development Curriculum</li> <li>• CHK?</li> </ul>	<p>Seed Digging Training: Teachers will participate in training so that they can assist students who struggle</p> <p>Hero Character Development: The district will provide the Hero Character Development curriculum that teachers will utilize</p>	2021-2022	<ul style="list-style-type: none"> <li>• Surveys among teachers and families</li> <li>• Student Attendance in Social/Emotional Sessions</li> </ul>	<p><b>Quarterly:</b> Student data will be reviewed. Teachers will place students in instructional groups based on student needs.</p> <p><b>(MOY/EOY)</b> : Teachers will meet with parents about student progress and/or send reports in writing to families.</p>



<p>year research effort into what the world's happiest and most successful people have in common. This research lead to a set of 7 mental habits, or mindsets, packaged into a framework and language that is accessible and engaging for students K - 12.</p> <ol style="list-style-type: none"><li>1. Everything is Possible</li><li>2. Passion First</li><li>3. We are Connected</li><li>4. 100% Accountable</li><li>5. Attitude of Gratitude</li><li>6. Live to Give</li><li>7. The Time is Now</li></ol>		<p>during home room sessions. The curriculum will provide character education words and lessons to explain the words. The entire district will focus on the same character ed. word at the same time.</p> <p>7 Mindsets curriculum: K12 will provide training and resources are available to teachers and families.</p>			
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**Priority/Goal:** Family Engagement (more on Family & Community Engagement can be found in the Family Engagement plan document.)

Evidence Based Interventions/Practices	Supplemental Staff/Tools	Professional Learning	Implementation Timeline	Progress Monitoring	Evaluation Timeline/Procedures
<p><u>New Families:</u> The school will ensure that new families receive the support necessary to be successful at educating students in a virtual environment.</p> <p><u>Current Families:</u> The school will ensure that systems are in place to support families who need extra assistance in keeping up with the pace and schedules of the virtual school environment.</p>	<p><u>Family Engagement Team:</u></p> <ul style="list-style-type: none"> <li>• Parental Engagement Coordinator</li> <li>• Regional Community Coordinators</li> </ul>	<p>Weekly PLC Meetings</p> <p>Horizontal &amp; Vertical Collaboration</p>	<p>2021-2022</p>	<ul style="list-style-type: none"> <li>• Family Surveys</li> <li>• Persistence/Withdrawal Rate Trackers</li> </ul>	<p><b>Monthly:</b> Student Check-In Survey</p> <p><b>Yearly :</b> Family Needs Assessment Survey</p>

The Health and Wellness Plan is a located in a separate file.