

**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>• Current Teachers (K-6 and special education): All current teachers will complete Science of Reading Training by August 2023.</li> <li>• A Certified Assessor of Reading Trainer 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> </ul> <p>DESE Certified SoR Assessor Training (administrator only)</p>	<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 Documentation Folder</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</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>



when students have mastered those standards.					<b>(MOY/EOY)</b> : Teachers will meet with parents about student progress and/or send reports in writing to families.
<u>Decoding/Word Study:</u> Teachers will use Brainspring’s Phonics First and/or Structures to supplement the current curriculum for struggling students.	<ul style="list-style-type: none"> <li>Phonics First Kits (Included with Training)</li> </ul>	<ul style="list-style-type: none"> <li>Phonics First Training for all K-3 Teachers</li> <li>Phonics First Training for 4<sup>th</sup>-5<sup>th</sup> Grade ELA Teachers</li> <li>Phonics First Training for all Special Education Teachers</li> <li>Brainspring Level 2 Training for 3 Teachers</li> </ul>	2020-2022	<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>
<u>Comprehension—Focus</u> on questioning techniques to build comprehension. Increase rigor to ensure that students can comprehend and answer	<ul style="list-style-type: none"> <li>Data Intervention Coordinators</li> <li>STRIDE</li> <li>MindPlay</li> </ul>	<p>Weekly PLC Meetings</p> <p>Horizontal &amp; Vertical Collaboration</p>	2021-2022 School Year	<ul style="list-style-type: none"> <li>Common Assessments</li> <li>Formative/Interim Assessments</li> <li>Summative Assessments</li> </ul>	<p><b>Weekly:</b> Teacher gradebook with common assessment scores recorded.</p> <p><b>Quarterly:</b> Formative and Interim Assessments analyzed to</p>



<p>at the appropriate level Depth of Knowledge.</p>					<p>determine student needs. <b>Yearly (Summer/BOY):</b> Summative Assessments analyzed from previous year to determine student needs.</p>
<p><u>Reading Engagement</u>—the district will continue focusing on 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 Summative Assessments</li> </ul>	<p><b>Quarterly:</b> Student data will be reviewed. Teachers will place students in instructional groups based on student needs. <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 2 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 intensive interventions. The interventionist will pull those students in small groups according to need and will work on specific skill deficits.</p>	<ul style="list-style-type: none"> <li>• 2 Reading/ELA Interventionist</li> </ul>	<ul style="list-style-type: none"> <li>• RISE/Science of Reading Training</li> <li>• Phonics First Training</li> <li>• Phonics First Teacher Implementation Kit</li> </ul>	<p>2021-2022</p>	<ul style="list-style-type: none"> <li>• Formative measures such as interims, STAR, DIBELS Summative Assessments</li> </ul>	<p><b>Monthly:</b> Student progress monitoring <b>Quarterly:</b> Student formative assessments <b>Yearly:</b> Student summative assessments</p>

Priority/Goal: Math

Evidence Based Interventions/Practices	Supplemental Staff/Tools	Professional Learning	Implementation Timeline	Progress Monitoring	Evaluation Timeline/Procedures
<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>Mindplay</li> <li>Code Monkey</li> </ul>	<p>Weekly PLC Meetings</p> <p>Horizontal &amp; Vertical Collaboration</p>	2022-2023	<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> </ul>	<p>Weekly PLC Meetings</p> <p>Horizontal &amp; Vertical Collaboration</p>	2022-2023	<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>Intervention Program</u> — the school will utilize Mindplay to remediate students struggling with identified skill deficits. Teachers will work with</p>	<ul style="list-style-type: none"> <li>Mindplay</li> <li>Phonics First</li> </ul>	<ul style="list-style-type: none"> <li>Mindplay</li> <li>Phonics First Training</li> </ul>	2022-2023	<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>



the RTI Team, and principals to identify students who need intensive interventions.					<b>Yearly:</b> Student summative assessments
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**Priority/Goal:** Science

<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>Science Achievement— A Standards Mastery</u> 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>• Big Universe</li> <li>• Generation Genius</li> <li>• Code Monkey</li> </ul>	<p>Weekly PLC Meetings</p> <p>Horizontal &amp; Vertical Collaboration</p>	<p>2022-2023</p>	<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><b>Capturing Kids' Hearts:</b> Capturing Kids' Hearts 1 is a process that is working in thousands of classrooms across the country to provide the strategy and training for teachers and administrators to achieve success in today's classrooms. Research-based processes improve the five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.</p>	<ul style="list-style-type: none"> <li>Capturing Kids' Hearts Training</li> </ul>	<p><b>Capturing Kids' Hearts:</b> The district will provide training and resources.</p>	2022-2023	<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>

**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><b>New Families:</b> The school will ensure that new families receive the</p>	<p><u>Family Engagement Team:</u></p> <ul style="list-style-type: none"> <li>Parental</li> </ul>	<p>Weekly PLC Meetings</p> <p>Horizontal &amp; Vertical</p>	2022-2023	<ul style="list-style-type: none"> <li>Family Surveys</li> <li>Persistence/</li> </ul>	<p><b>Monthly:</b> Student Check-In Survey</p>



<p>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>Socialization:</u> This team will promote student socialization through regional activities such as family outings, face-to-face study sessions, and other types of support for families.</p>	<p>Engagement Coordinator</p> <ul style="list-style-type: none"><li>• Regional Community Coordinators</li></ul>	<p>Collaboration</p>		<p>Withdrawal Trackers</p>	<p><u>Yearly</u> : Family Needs Assessment Survey</p>
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The Health and Wellness Plan is a located in a separate file.