

1. Plan-Goal w/data statement: By the end of the 2018-2019 school year, students who score in the ready/exceeds range in reading will increase by 10%. Currently 41% of our K-2 students and 38% of our 3-6 students are reading on grade level.
2. Do-Actions (s): All K-6 literacy teachers will participate in RISE training during the 2018-2019 school year. Additional teachers will be trained in Phonics First. Students will be provided with small group interventions during a specified intervention time to address deficit areas. Teachers will also work with Solution Tree in PLCs focusing on student assessment data to identify improvement area.
3. Check-quarterly & summative assessment plan: Students will be assessed quarterly with NWEA (K-2) and ACT Aspire Interim and Classroom exams. Students will also be given DIBELS screeners at the beginning, middle, and end of the year.

Academics	Teachers will attend RISE professional development to study the science of reading and ensure that we are using best practices in the classroom. Students will be provided with targeted instruction both in the classroom and during focused intervention groups.
Human Capital	The district will support both RISE and Phonics First literacy professional development. The district will also support the utilization of the Solution Tree for PLC training. Interventionist will be hired to help provide small group interventions addressing student deficits.
Student Support	Students will receive targeted interventions during the school day at a specified time and will not miss targeted core instruction. Interventions may include Phonics First strategies which will target students with dyslexia markers.
Stakeholder Communication & Family Engagement	Rivercrest Elementary will post current academic data. There will be a time set aside to make parents aware of their child's current progress and discuss plans to ensure student success.
District Operations & Fiscal Governance	Funding will be provided for needed professional development. Substitutes may be hired so that teachers may attend training.
Facilities & Transportation	School vehicles will be utilized to transport teachers to necessary training.

1. Plan-Goal w/data statement: By the end of the 2018-2019 school year, all students will demonstrate growth in narrative, informational, and opinion writing as measured by a writing continuum with beginning and end of the year writing samples.
2. Do-Actions (s): Teachers will work in grade level teams and with instructional facilitators to create quarterly prompts on various styles of writing. Teachers will score the prompts using scoring rubrics. Literacy teachers will attend RISE training focused on the science of reading to support improvements in literacy instruction.
3. Check-quarterly & summative assessment plan: Students will be assessed quarterly using rubrics based on writing prompts created assessing various writing styles.

Academics	Teachers will provide focused writing instruction in the classroom based on research based best practice. Students with identified deficits in writing will also receive support in small group interventions.
Human Capital	The district will support RISE training to increase literacy knowledge. The district will employ interventions to provide students with small group targeted interventions.
Student Support	Students will receive core instruction in writing in literacy classrooms. Students who need additional support will be provided small group targeted instructions. Students will be able to utilize the online writing program WPP. This program will give the students real time feedback to help them improve their writing.
Stakeholder Communication & Family Engagement	Teachers will share writing rubrics with parents quarterly as they are scored. A time will also be set for teachers to go over available writing data reported by ACT Aspire.
District Operations & Fiscal Governance	The district will support costs incurred with RISE and Phonics First professional development trainings. The district will fund the WPP writing program for all 3-6 students. Funding will be available in the event that substitutes need to be hired so that teachers may attend training.
Facilities & Transportation	District transportation will be utilized as necessary to transport teachers to professional development. When needed, facilities will be made available for trainings to be held.

1. Plan-Goal w/data statement: On the 2019 ACT Aspire assessment, 75% of students will achieve high or average growth in both mathematics and reading. Our current numbers of students in reading with high or average growth on ACT Aspire are as follows: fourth grade 85%, fifth grade 82%, and sixth grade 75%. Our current numbers of students in mathematics with high or average growth on ACT Aspire are as follows: fourth grade 73%, fifth grade 65%, and sixth grade 79%.
2. Do-Actions (s): Teachers will provide students with targeted instruction. Teachers will meet in PLCs to analyze student data from formative assessments identify deficit areas. Interventions will be provided to remediate deficit areas.
3. Check-quarterly & summative assessment plan: Students will be assessed quarterly with NWEA (K-2) and ACT Aspire Interim and Classroom exams. Students will also be given DIBELS screeners at the beginning, middle, and end of the year.

Academics	Teachers will provide students will lesson outlined in the Arkansas Frameworks. As students are formatively assessed, teachers will analyze data to determine student deficits and needs for growth. Those areas will be addressed both with classroom instruction and small group interventions.
Human Capital	Teachers will provide focused instruction to students and interventionists will be hired to assist with working with student deficits so that students can make adequate growth.
Student Support	Students will be provided with small group interventions focused on deficit areas so that they may show adequate growth on the summative assessment.
Stakeholder Communication & Family Engagement	Rivercrest Elementary will post current academic data. There will be a time set aside to make parents aware of their child’s current progress and discuss plans to ensure student success. Student growth data will be shared with parents at this time.
District Operations & Fiscal Governance	Funding will be provided for needed professional development. Substitutes may be hired so that teachers may attend training.
Facilities & Transportation	District transportation will be utilized as necessary to transport teachers to professional development. When needed, facilities will be made available for trainings to be held.

1. Plan-Goal w/data statement: Professional Learning Community (PLC) teams will maintain weekly records that document their time spent reviewing student learning, aligning curriculum, instruction, and assessment; disaggregating data to drive instruction; and sharing best practices and resources with a goal of showing growth on the ACT Aspire state assessment in reading, mathematics, and student engagement. Our current ESSA data indicates that only 38% of our students are reading at grade level and 49% are scoring exceeding or ready in math. In order to increase the proficiency of our students teachers, staff, and administration will review formative data to identify challenges in our teaching practices/assessments and curriculum. Changes will be made as needed.
2. Do-Actions (s): All Pre-K-6 teachers will participate in professional development with Solution Tree and school professional development training to review assessment data. Teachers will use the results of the data to make changes to instruction, classroom practices, and curriculum as needed.
3. Check-quarterly & summative assessment plan: Teachers will meet in grade level groups weekly to review assessment and instructional data. Instruction and instructional grouping will be changed as needed. During the professional development training with Solution Tree teachers will also review assessment data and instructional data.

Academics	Teachers will attend PLC professional development with Solution Tree to utilize best practices in the disaggregation and use of student data and instructional practices.
Human Capital	The district will support professional development in Professional Learning Communities with Solution Tree and school based PLCs. Interventionist will also be hired to assist students who have not reached grade level proficiency.
Student Support	Students will receive targeted interventions during the school day at a specified time and will not miss targeted core instruction. Interventions will be based on the student's deficit areas.
Stakeholder Communication & Family Engagement	Reading levels and assessment data will be shared with parents. Student Success Plans will be developed with parents to address areas where students scored basic or below basic.
District Operations & Fiscal Governance	Funding will be provided for needed professional development. Substitutes may be hired so that teachers may attend training.
Facilities & Transportation	School vehicles will be utilized to transport teachers to necessary training.

1. Plan-Goal w/data statement: By the end of the 2018-2019 school year, 85% of the students taking the NWEA assessment will show growth in their reading and math scores. Currently 56% and 57.9% respectively are meeting or exceeding their projected growth
2. Do-Actions (s): K-2 reading and math teachers will participate in professional development with Solution Tree and school professional development training to review assessment data. Formative and summative data will be disaggregated. Teachers will use the results of the data to make changes to instruction, classroom practices, and curriculum as needed.
3. Check-quarterly & summative assessment plan: Teachers will meet in grade level groups weekly to review assessment and instructional data. Instruction and instructional grouping will be changed as needed. During the professional development training with Solution Tree teachers will also review assessment data and instructional data.

Academics	Math Teachers will use Cognitively Guided Instruction (CGI) practices in the classroom to teach the standards. Hands-on learning and the use of manipulatives will be the focus of all classrooms. Calendar Math instruction and its assessments will be used. Formative and summative assessment data will be disaggregated and used to drive instruction. Reading Teachers will use the best practices addressed in their RISE training to enhance Phonics Instruction in the classroom. Sound Walls, Phonemic Awareness, and Phonological Awareness are the targeted changes in the curriculum. These changes will also be the focus of classroom observations.
Human Capital	The district will support professional development in Professional Learning Communities with Solution Tree and school based PLCs. RISE training will be provided to all K-2 literacy teachers to provide best practices in the Science of Reading. Phonics First will also be provided to literacy teachers and interventionist to support struggling readers. Cognitively Guided Instruction will be provided for all math teachers. Calendar Math kits will be provided to all math teachers. Interventionist will also be hired to assist students who have not reached grade level proficiency.
Student Support	Students will receive targeted interventions during the school day at a specified time and will not miss targeted core instruction. Interventions will be based on the student's deficit

	areas.
Stakeholder Communication & Family Engagement	Reading and math levels and assessment data will be shared with parents. Student Success Plans will be developed with parents to address areas where students scored basic or below basic.
District Operations & Fiscal Governance	Funding will be provided for needed professional development that supports literacy and math. Substitutes may be hired so that teachers may attend training.
Facilities & Transportation	School vehicles will be utilized to transport teachers to necessary training.