

## Elementary Literacy Curriculum

<b>PA</b>	K-2 CKLA		
<b>Phonics</b>	K-2 CKLA	3-8 CKLA	
<b>Comprehension</b>	K-2 CKLA	3-8 CKLA	
<b>Vocabulary</b>	K-2 CKLA	3-8 CKLA	
<b>Fluency</b>	K-2 CKLA	3-8 CKLA	

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<b>SoR Assessors</b>
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Matthew Wells

<p>District: <a href="#">Imboden K-8 Enrollment 54</a></p> <p>Superintendent: <a href="#">Matthew Wells</a></p> <p>School Improvement Plan</p> <p>District Support Plan</p>	<p>Team Members:  Matthew Wells  Dr. Charlotte Green gorgfaith@gmail.com (not present)  Tim Johnston &amp; Felicia Shelton (not present)  Tally Harp, Carol Heringer, Dallas Henderson, DST</p>	<p>Multi-grade classes; 2-3 has 16 students; K-1, 4-5, 6-8. 4 teachers certified; one for each combined grade level; one sped teacher, teacher's aide</p>				
<p><b>Questions</b></p>	<p><b>Evidence/Response</b></p>					
<p>What literacy curriculum programs are being used for elementary? secondary? What program is used to teach subskills for language comprehension? What program is used to teach subskills for word recognition (phonics, phonemic awareness)?</p>	<p>Renaissance Learning, Evan Moor Text/Vocabulary, Benchmark Learning Phonics and Word Study, Lexia Core 5, Lexia Core Power Up</p> <p>District Response  Lexia Learning Core 5 is the primary program for elementary students. Lexia Power Up Literacy is used for students in 6th, 7th, and 8th grades. Renaissance Learning Accelerated Reader and STAR Assessments are used for all students. Language comprehension is taught using the Lexia programs along with supplementary materials from Evan Moor Publishers. Word recognition is taught in all grades using Benchmark Education's Start Up, Build Up, Spiral Up, and Extend Up programs.</p>	<p>Lexia Core 5 is a digital curriculum. What role do the teachers play in providing core literacy instruction? Teachers work in small groups with students while they are in Lexia or one-on-one; addressing any questions or concerns the students have while they are working. Teachers are able to use real-time data with students. Are lessons provided with Lexia or does the program do all of the instruction? Teachers take the material they can print that students struggle with then provide lessons on that.</p> <p>What are the supplemental materials used with Evan Moor publishers? We added these materials a number of years ago due to student struggles with non-fiction text; Reading Paired Text-both non-fiction and Reading Informational Texts-all non-fiction. What is the instructional piece? Teachers develop their own lessons.</p> <p>All grades use Benchmark Phonics and 6-8 uses Lexia Core Power Up.</p> <p>Top of the rope curriculum? part is from Evan Moor then Phonics and Word Study at upper grade levels; also use Daily Vocab Practice with Evan Moor</p>				
<p>Is the core reading program on the approved Science of Reading curriculum list? If yes, for what areas? Has the one-pager been reviewed to address areas of weakness? What training has been provided to staff to ensure it is taught with fidelity?</p>	<p>No - Renaissance, Evan Moor  Benchmark Learning Skills Bag - only supplemental  Lexia Core 5 - only supplemental  Lexia Power Up - only supplemental  Components covered with supplemental programs - All</p> <p>District Response  Lexia Learning programs, and Benchmark Education Phonics programs are both listed on the approved Science of Reading curriculum list. The Lexia programs are approved for all areas of reading instruction, while the Benchmark Education Phonics materials are approved for phonics instruction. All one-pagers have been reviewed and indicate a strong overall program, however supplemental materials are employed to bolster the literacy program. All staff are trained/retrained annually in district specific methods of literacy instruction. All staff have also taken part in the Science of Reading online training modules produced by DESE. All staff will complete Science of Reading certification exams before the end of the 21-22 school year.</p>					

<b>Literacy Curriculum</b>	<p>What supplemental curriculum/resources are used to ensure all components of literacy are taught? What training has been provided to staff to ensure the curriculum is taught with fidelity? Who provided the training?</p>	<p>Supplemental programs in use include Renaissance Learning Accelerated Reader and STAR assessments, iStation testing is used at all grade levels for additional screening information. Benchmark Education phonics bags are used for phonics and word study at all grade levels. Evan Moor Paired Text, and Evan Moor Informational Text supplements are used to enhance student exposure to non-fiction text. Annual training/retraining in the literacy program is provided to all staff by school administration. Further training has been provided to teachers by the Northeast Arkansas Educational Coop, and through DESE offerings in the Science of Reading.</p>	<p>What specific trainings have been provided by the co-op? Two teachers attended the ELLA/ELF certification courses-SOR offering over the summer. Not all teachers have completed SOR certification. We have all gone through the courses DESE offered online; we've taken the quizzes; we need to pass the final exam. Superintendent working toward SOR assessor training.</p>					
	<p>Do all teachers have the materials needed to fully implement the programs?</p>	<p>All teachers are fully equipped with grade level materials. Also, being a very small school, teachers are able to use resources from other grade levels if the need arises.</p>						
	<p>What additional training has been provided to support implementation of the program(s)? Who provided the training?</p>		<p>The superintendent and another veteran teacher conducted training for the teachers. Superintendent was taught by the former director and has attended Co-op/DESE trainings. The veteran teacher was ELLA/ELF trained.</p> <p>How has the shift gone from balanced literacy to SOR? It has been more tailored to SOR with new program. We've always broken up into comprehension, vocabulary, phonics, etc. "I think we're on the right track here."</p> <p>Are teachers using decodable texts? They have them and are using some of the materials with the Bob books. At the lower grade levels, it is very phonics intensive.</p> <p>Phonological awareness? It is included in the writing program; students are composing their own stories. Phonological awareness practice is done through Benchmark Phonics program. Carol explained graphemes and starting with sounds/phonological awareness before attaching print.</p>					
	<p>Are teachers implementing the curriculum with fidelity? Why or why not? How do you document this?</p>	<p>Teachers are observed twice weekly at minimum by school administration. School administration also reviews student grades, work samples, and students' record keeping folders every six weeks. Progress is recorded in students' folders as well as on a spreadsheet kept by the school Director. Students not experiencing adequate progress are recommended for after school tutoring programs, and additional one-on-one time with the teacher, and/or teacher's aid.</p>						

its	What courses are being offered to secondary students struggling with literacy?	K-8 School	<p>What supports are in place for your middle level students?</p> <p><u>Strategic Reading Course Description</u></p> <p>Starts mostly with the assessments and where their deficiencies are at; my 6-8 teacher reads with students on a daily basis. 75 mins/day for Renaissance reading or Lexia; someone is hearing a child read everyday; if we notice a deficiency-they have after school tutoring to improve their skills. Also 6-8, we still do phonics instruction. Large population of free reduced and sped. 6-8 class may look like a 4th grade class; build confidence so he can move on. "Exposed to...involved in 8th grade curriculum..." (Tally) Super says they are; Lexia is on that level but in independent reading/phonics it's very specialized for the students' needs.</p>				
	What assessments are used to identify literacy needs (deficits, gaps, progress)?	IACS utilizes both Renaissance Learning's STAR Assessments, and iStation literacy assessments. The Lexia Learning programs also provide assessment materials.	Do teachers utilize CFA's? One facet of the program (AR/STAR), we develop a reading goal for that child per week; they have to complete x number of books and pass x number of tests; formative assessment at the end of each book; formative assessment in Lexia and formative assessment each week in Phonics. Assessments are done almost every day; pull from STAR the deficiencies and where students are accelerating				
	How frequently are these assessments utilized?	STAR Assessments are conducted every six weeks. iStation assessments are done four times annually, and the Lexia assessments are used as needed.					
	Who is responsible for administering assessments?	Classroom teachers primarily administer these assessments. In some cases the school's special education teacher may administer the assessments to accommodate student needs.					
	How is data from these assessments tracked over time?	IACS has tracked STAR assessment data since the school's opening in 2002. The school's Director keeps a spreadsheet documenting student scores and progress annually. The Director also keeps score reports annually from Benchmark/PARCC/ACT Aspire assessments. Over the past three years, data from iStation assessments has been kept on file as well.	How often do teachers analyze data to determine instruction/interventions? My staff and I meet weekly to discuss things going on and at times that does come up. We have a more formative meeting every 6 weeks after the STAR; who needs intervention, where do we go from here? Would like to do it more frequently.				

<b>Assessor</b>	What is the intervention plan based on this data?	Intervention plans primarily consist of additional after school tutoring for students reading 9 months or more below their current grade level. This adds three hours of extra instruction each week to the students' learning program. After school tutoring is done in small groups of no more than 10 students per teacher. For the 2021-22 school year, IACS has employed an additional teacher's aid that works daily with struggling students in a typically one-on-one environment.	How do you accommodate interventions for students who are unable to attend after-school tutoring? Is it fluid? It is simply there to provide for students struggling with something in particular; once mastered, no need to continue; some stay in tutoring for quite some time.  What data is used? What is their grade equivalency based on STAR; don't like to see anyone below grade level; classroom observations-student struggling with phonics, ask them to attend after school.  What is the plan if cannot attend after school? Trying to use the teacher aide during the school year (ESSER funds to provide) 1 1/2 hour in each classroom each day; work with 1-2 students at a time. Most recent STAR shows growth; I am pleased.  Training for aide? Started in September so missed formative training provided by superintendent at beginning of the year; she's learning on the job; working with veteran teachers; superintendent meets with her daily and she's agreed to attend RISE training this summer. Goal is to keep her employed. She's				
	How is the intervention plan monitored?	The intervention plan is monitored primarily through student achievement scores on STAR and iStation assessments. The staff meets every six weeks to review student achievement and alter instruction or provide additional interventions as needed.	Do teachers have weekly PLC time to review and discuss student data and progress?				

<b>Science of Reading</b>	How are the components of literacy addressed during the school day? How much time is scheduled for the literacy block or each component?	The literacy program at IACS has numerous components throughout the average school day. 10-15 minutes/day- Daily Language Review 15 minutes/day- Daily Reading Comprehension 20 minutes/day- Spelling 30-60 minutes/day depending upon grade level- Writing 30 minutes/day- Paired Text/Informational Text 20 minutes/day/group- Phonics/Word Study 75 minutes/day- Lexia Core 5/Power Up Literacy/Independent Reading (Accelerated Reader)  Reading/writing/comprehension are also embedded in science and social studies curriculum pieces.	<a href="#">Literacy Planning Guidance Document</a>  The recommended time for reading comprehension for K-6 is 40 minutes per day. Writing should be no more than 30 minutes per day for K-6.  What skills are taught during daily language review? When is phonemic awareness instruction? When is daily small group reading instruction?  Please explain teacher instruction during the 75 minutes of Lexia/Accelerated Reader.  Daily Lang Review: DOL based program and deals with vocabulary and reading comprehension as well; used in all grades. Teacher provides a lot of support for kindergarten-some are rather skilled and can complete but teacher will sit with the student to get them to complete. Whole group activities for orally building language.  Evan Moor: Daily Lang Review, Daily Reading Comp, Paired Text/Info Text				
	What amount of time is scheduled for daily small group instruction for students?	IACS generally doesn't exceed a 17 to 1 ratio within classrooms, and often times the ratio is smaller. IACS also individualizes learning for each student dependent upon the child's current levels. That said, almost all instruction at IACS is small group or one-on-one and makes up the bulk of the instructional day .	Small Group Reading (60 minutes) Meet with skill-based groups every day to address foundational gaps and support core instruction; RF, L, RI, or RL standards are covered. How is this addressed during the literacy instructional block? Will fit in with Lexia Core 5 and independent reading; Lexia makes up 15-20 minutes; during independent reading teachers meet with students; teacher observation on what the student is having difficulty with-might be one-on-one lesson or a group if several having trouble with it				
	What supports are provided in the district for literacy instruction?	Training in instructional practices is taught/reviewed annually. Younger teachers within the building are neighbored with veteran teachers who have displayed strong literacy instruction skills.					
	How do you determine instruction is moving towards proficiency in the science of reading?	Determinations are made based on student achievement. Typically students at IACS achieve 1.5 years of growth in reading per calendar year. Continued success with student achievement, and repeatedly being awarded "Beating the Odds" high growth awards from the University of Arkansas' Office for Education Policy would seem to indicate movement towards proficiency.	In addition to student achievement, how do you determine teacher instruction is moving towards proficiency? Walkthroughs? <a href="#">SOR Look-fors</a> ? I go through 4-5 times a day specifically during reading to see what's going on; I see my staff working in small groups all the time, they have binders of notes; teachers are well prepared to explain to me what I see going on				

	What supports are provided to move teachers toward proficiency in SOR?	All teaching and administrative staff meet bi-weekly to watch and or review science of reading PD offerings provided by DESE. Some staff have completed the SOR video programs and have passed the state examination. Title II-A funds are available to any teacher wishing to gain further PD in SOR.	Have all K-6 teachers been trained in K-2 or 3-6 RISE? see above				
	What targeted training for specific components of the Science of Reading have been provided?		We've done some phonics training based on the program; mock-lessons to show what it looks like; similar thing with vocabulary program; not everyone is working at grade level so had to show what the set up is.				
	What training has been provided on aligning instructional routines with SOR?		We have an entire day of PD during the summer to work out schedules; trying to get the allotted times for everything we need.	Charter will provide daily schedules for feedback.			
<b>Dyslexia</b>	How does the district identify students for dyslexia services? What screenings/data is used? Who does the screening? How often? Who administers Level 2 assessments?	Students below grade level, and/or students not experiencing growth throughout the school year are considered for dyslexia interventions. Data for this determination is provided by STAR assessments, iStation assessments, and teacher observations. IACS employs one veteran teacher who obtained ELLA, ELF certifications prior to the movement towards SOR. This teacher or the Special Education teacher will conduct the screening processes. Screenings occur on an as needed basis.	Who conducts the required K-2 screenings? Veteran teacher-been through the DIBELS training; no one at the charter is a dyslexia specialist. Veteran teacher has been through K-2 RISE				
	Once a student is identified with characteristics of dyslexia, what interventions are provided? Who provides interventions? Elementary/Secondary	Phonics/ word study instruction is provided to all students K-8 regardless of dyslexia characteristics. IACS does employ Orton Gillingham's Blast Off to Reading program for students who need additional intervention.	Blast off to Reading is not on the approved dyslexia intervention list. How is the district meeting this requirement? Charter currently looking for a different program. Would like something similar to what was in place before; we haven't had any dyslexia issues ever. The entire staff would be part of making the decision.				
	What curriculum is used with dyslexia students? Is this program on the approved Dyslexia intervention program list? How were interventionists trained to use the program? What is the frequency of services?	Dyslexia students are taught using the same overall program as what is used school wide. Lexia Learning, Renaissance Learning, Benchmark Education Phonics kits, and Orton Gillingham's Blast Off to Reading are all employed. All staff are trained/retrained annually in the use of all the aforementioned programs. Services are provided daily to students.	What DESE approved dyslexia intervention program is being used with dyslexia students? How many minutes per day are students served? 75 minutes of independent reading; we've never had anyone identified-no dyslexia students right now.				
	How are students monitored to determine progress? How often does monitoring occur?	Monitoring occurs at minimum every six weeks following STAR Assessments, and/or iStation assessments.	What other assessments/monitoring is used for dyslexia students? general assessment for all students since no identified students				
	How are interventions for characteristics of dyslexia provided so that students are not missing core instruction?	Students displaying dyslexia characteristics are kept in the regular classroom with their peers. All students at IACS work at their own learning levels with their own unique goals. Core instruction is differentiated for each individual student.	When do students with dyslexia receive interventions? Charter will have superintendent intervene if a student is identified with charac of dyslexia				
<b>Writing Revolution</b>	What teachers/grade levels are participating in Writing Revolution?	NA	What is the district using for writing curriculum? Write Source is used K-8; just recently looked at Writing Revolution; will discuss this summer to meet this				
	How is support being provided for teachers to implement the program?						
	Who is responsible for administering the pre/post assessment?						

Wri	How are you monitoring to ensure implementation is occurring?						
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Priority 1		Priority 2	
List area of need or concern based on initial questions.	Core curriculum/resources to address each component of SOR (phonological awareness, oral language development,	Effective instructional practices aligned to SOR	
List additional supports/training need to address the need or concern.	Heggerty, Kilpatrick One-Minute Drills  Daily schedule review	Walkthroughs  SOR Look For Documents  Daily schedule review	
Who will be responsible for providing additional supports/training?	DESE DST	DESE DST	
What evidence will be used to document progress?			

Phonological awareness included with Lexia-will discuss at the check-in this part of the program.

### Priority 3

Develop a dyslexia plan to include screening students, adopt an approved dyslexia program, and provide interventions

[DESE approved dyslexia list](#)

Student screeners/data

DESE DST

<b>DESE Plan of Support</b>	
DESE Point Person:	Tally Harp
Other Support Personnel:	DST, Tim Johnston, Felicia Shelton
<b>Goal 1: Implement core literacy curriculum based on the Science of Reading (<a href="#">DESE approved curriculum list</a>).</b>	
Actions:	phonics, comprehension, vocabulary, fluency)
	Incorporate phonological awareness instruction into the daily literacy block
	DESE review of daily literacy block schedule for alignment to SoR (schedules requested)
<b>Goal 2: Provide training to teachers in order to implement instructional strategies aligned to the Science of</b>	
Actions:	Teacher training to achieve proficiency in the Science of Reading
	received)
	Administrator completion of RISE training and assessor training
<b>Goal 3: Develop and implement a plan to meet the requirements of dyslexia (<a href="#">Arkansas Dyslexia Resource</a></b>	
Actions:	who are experiencing difficulty in reading are being met
	Establish a system for administering Level I and Level II screeners
	Adopt an approved dyslexia program

<b>Priority</b>	
List area of need or concern based on initial questions.	Curriculum implementation
List additional	DESE/CRESC/NEA classroom
Who will be	CRESC/NEAESC Specialists
What evidence will	Observation Data

<b>Priority</b>
Dyslexia
CRESC/NEA/DESE review of
Kimberly Parks - DESE
Dyslexia Data

Priority




**DESE Plan of Support 2022-2023**

DESE Point Person:	Tally Harp
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Cooperative Support:	CRESC/NEA
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District Contact:	Matthew Wells
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**Goal: Implement CKLA with Fidelity**

Actions	DESE/CRESC/NEA classroom observations to provide feedback and next steps.
	Vendor training/supports to support implementation.
	Implement resources to support phonics instruction.
	Implement resources to support phonological awareness instruction.
	Tally Harp conducted observations in K-3 on November 16th.

**Goal: Ensure Dyslexia Program Meets Requirements**

Actions	CRESC/NEA/DESE support to review current program and systems for dyslexia.
	with state requirements.
	intervention grouping.
	District will participate in upcoming Take Flight cohort.

**Goal:**

Actions	

DATE
12/6/2021
10/24/2022
11/16/2022






