

<b>Elementary Literacy Curriculum</b>		
<b>PA</b>	NA	
<b>Phonics</b>	NA	
<b>Comprehension</b>		
<b>Vocabulary</b>		
<b>Fluency</b>	NA	

<b>Secondary Literacy Curriculum</b>	NA
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<b>SoR Assessors</b>	
Tina Long	Superintendent
Viki Aas	Curriculum Coord.
Rebecca Riley	Director of Student Services
Will Felton	Associate Director

<b>DISTRICT NAME</b>	<b>Reading % In Need of</b>	<b>Reading % In Need of</b>
ROCK	65.3%	61.0%

Reading Mastery	Language Mastery
Reading Mastery	Language Mastery

<b>Change</b>		<b>Reading % On</b>	<b>Reading % On</b>	<b>Change</b>
-4.30%		10.50%	16.90%	6.40%

<b>District:</b> <a href="#">Exalt Academy K-8</a> <b>Superintendent:</b> Christina Long <a href="#">School Improvement Plan</a> <a href="#">District Support Plan</a>		<b>Team Members:</b> Charter: Ms. Long, (Ms. Riley, Ms. Aas, Ms. Farfan, Mr. Chappie, Mr. Hinton, Ms. Cook-all not present) DESE: Tally Harp, Carol Heringer, Tim Johnston & Felicia Shelton (not present)	When students enroll, NWEA screeners, nCurriculum used to determine who their homeroom teacher will be.		
			<a href="#">SMART Goals</a>		
Questions		Evidence/Response			
<b>Literacy Curriculum</b>	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)?	Utilize the curriculum Reading Mastery, Language Mastery, <b>Corrective Reading Core Knowledge</b> and Wit & Wisdom in small homogenous groups for students in grades K-8 depending on the assessment data generated from pre-testing. We use <b>Language Mastery COre Knowledge</b> and Wit & Wisdom for language comprehension. We also supplement with the Great Books collection. Phonics and phonemic awareness is taught in Reading Mastery and Corrective Reading as well as COre Knowledge.	Is the Core Knowledge program used published by Amplify? If so, it is on the approved list for all K-2 components and for 3-5 (except PA). Corrective Reading-DI for middle school functioning at lower level (1st/2nd); CKLA is more of a mainstream program-covers all for K-2 Corrective Reading used with student that cannot decode or read Reading Mastery was reviewed and did not meet or partially meet-based on older research and did not teach syllable types		
	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?	Wit and Wisdom is on the list. We use all curriculum to specifically teach and design instruction based on the students formative testing and areas of weakness in their current knowledge gap. So the instruction is designed to meet the needs of the homogenous group. All students are grouped similarly based off ongoing performance data and the weekly recommendations of the PLCs. The groups are fluid.			
	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?	We use DISE for our ESOL students and Spire for students on an IEP who are needing additional support. All teachers who teach those subjects have received training and will continue to receive training in those programs. The Spire training was provided by the organization we purchased the materials from and a teacher who has taught the curriculum successful in the past with positive student outcomes.			
	Do all teachers have the materials needed to fully implement the programs?	Yes			
	What additional training has been provided to support implementation of the program(s)? Who provided the training?	We have contracted with Karen Robinson a SIOP trainer. Her focus is sheltered instruction for ELL students but also recognizing SIOP training focuses heavily on language development and reading comprehension for all students. This training is 18 hours for every teacher in the building.	Sheltered Instruction Observation Protocol - please provide more information about this program and how it is used. Used on the west coast-she was trained from California; training is about comprehension, language exposure, language vocabulary, has been around a long time and works well- teachers wear signs with words, word walls K-2 teachers use sound walls and 2-up using word walls with root words		

	Are teachers implementing the curriculum with fidelity? Why or why not? How do you document this?	Some teachers are doing better than others depending on their level of experience. Our coaches are reviewing their lesson plans, providing feedback and conducting classroom observations. They also have shared planning time and weekly PLC meetings for support and feedback.			
	What courses are being offered to secondary students struggling with literacy?	Corrective Reading, DISE and Spire.	DISE - Direct Instruction Spoken English		
<b>Assessments</b>	What assessments are used to identify literacy needs (deficits, gaps, progress)?	Formative assessment designed by teachers. NWEA and the in curriculum assessments	DSP says eSPARK and IXL-how are they used? assessment built in; computer based programs; used during intervention block while teacher pulls small groups or one on one for interventions Carol-IXL does not provide instruction-this is only practice; there are other programs that offer more instruction to consider; Carol will send intervention program ideas to Tally to share with Ms. Long		
	How frequently are these assessments utilized?	Weekly and NWEA three times a year.			
	Who is responsible for administering assessments?	Teachers and the DTC			
	How is data from these assessments tracked over time?	An instructional coach gathers it weekly and monitors students for mastery and reteaching.			
	What is the intervention plan based on this data?	Each student is brought to mastery who is not at 85% or better on that standard. We have intervention time built into the schedule daily.			
	How is the intervention plan monitored?	The data is turned into the instructional coaches and presented during the teachers PLC to each other.			
<b>Presence 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?	We work to include all components. It depends on the group and students current performance in that group what standards are taught for that day.  Time for literacy adjusts depending on the grade level. It is about 90 minutes for reading and 60 minutes for language at the elementary level with a 40 minute daily intervention time. 110 minutes for core literacy instruction in Middle School with a 30 minute advisory time. Additionally, we are a SIOP school. This means that we integrate Language standards into all other lesson plans, including science and global studies.	Please provide a copy of your daily schedules including the literacy block and how it is broken down into the SoR components. Ms. Long will share schedules with Tally		
	What amount of time is scheduled for daily small group instruction for students?	All of our literacy time is small homogeneously grouped instruction.			
	What supports are provided in the district for literacy instruction?	We are only one school. So the district and the school are one and the same. However, recourse are allocated for PD and curriculum options.	What PD/curriculum options are provided to teachers for support in literacy? Hire trainers Nat Inst for Direct Instruction-SIOP; we've allocated resources for that; contracted with previous principal (Will Felton) for assessor-provides trainings; teachers go into Ideas to map out modules for Pathway D then the charter provides the 3 additional days-all K-8 teachers are receiving this training		

<b>Sci</b>	How do you determine instruction is moving towards proficiency in the science of reading?	By the mastery of the content on the assessments and the outcomes on the NWEA.	Classroom walk-through <a href="#">look-fors</a> They're using the look-fors and are the front cover of their data binder-we use them regularly		
	What supports are provided to move teachers toward proficiency in SOR?	All teachers have a schedule and timeline to complete the pathway once hired. Additionally, we had trainers deliver in person PD and coaches that have been trained as assessors to go into the classrooms and offer support and feedback.	one coach has not finished assessor training, K-1 has finished, principal has finished along with another coach (Rebecca Riley, Darryle Hinton, Vicki Aas) Carol-coaches can support but principal needs to be the one to provide official observations/evaluations		
	What targeted training for specific components of the Science of Reading have been provided?	Over the last two years, all have been covered. However, it is ongoing.			
	What training has been provided on aligning instructional routines with SOR?	Training was provided over the summer and ongoing throughout-out the year. Specifically vocabulary training being the emphasis this year.	Who provides the training? see above		
<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?	We have moved from Dibels use the new NWEA screener. Ms. Riley and the special services department is doing screening 2 times a year, as well as a referral basis.	What components are covered with the NWEA screener? Is a Rapid Naming screener also utilized? NWEA reading fluency screener; it is specific for dyslexia; Ms. Long will verify the correct screener is being used		
	Once a student is identified with characteristics of dyslexia, what interventions are provided? Who provides interventions? Elementary/Secondary	The special service (sped) department are providing the services. They are receiving push in and pull out support one on one or in small group.		<a href="#">NWEA Screener</a>	
	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?	We are using Spire and Corrective Reading programs. They people supporting the students are trained by the sped depart leads.	Corrective Reading is not on the approved Dyslexia program list. How is this program being utilized? SPIRE is the core dyslexia program with Corrective Reading is a resource to supplement		<a href="#">NWEA Dyslexia Screener</a>
	How are students monitored to determine progress? How often does monitoring occur?	They are monitored weekly in data submissions on mastery of standards.			
	How are interventions for characteristics of dyslexia provided so that students are not missing core instruction?	The schedule is designed so that students are only being pulled during intervention times. Otherwise, we push into their classes and support them with those skills during core instruction.			
<b>Writing Revolution</b>	What teachers/grade levels are participating in Writing Revolution?	We need support in this area.	What writing curriculum is currently being used? Wit and Wisdom has writing built in to the curriculum. There's also writing in CKLA but not as much direct instruction; we need support in direct instruction Tally will share training information with Ms. Long		
	How is support being provided for teachers to implement the program?				
	Who is responsible for administering the pre/post assessment?				
	How are you monitoring to ensure implementation is occurring?				

**Priority 1**

**Priority 2**

List area of need or concern based on initial questions.	implement core curriculum aligned to the Science of Reading
List additional	review schedules
Who will be	DESE
What evidence will	Daily Schedules

digital instructional intervention program
DESE approved intervention
DESE
Student data from digital

**Priority 3**

Writing

Writing Revolution

DESE

Walkthrough data

<b>DESE Plan of Support</b>				
DESE Point Person:	Tally Harp			
Other Support Personnel:	Carol Heringer			
<b>Goal 1: Implement core literacy curriculum aligned to the Science of Reading</b>				
Actions:	DESE review of literacy block for components of Science of Reading	<a href="#">Sample elementary literacy block</a>		
	Review of core curriculum to identify weak areas for alignment to SoR	<a href="#">Sample small group lesson outline</a>		
	Incorporate instructional strategies to address weak areas	<a href="#">CKLA one-pager</a>		
	Continued walkthroughs with SoR look fors to provide teacher feedback			
<b>Goal 2: Implement digital instructional intervention program</b>				
Actions:	Review of DESE approved digital intervention programs			
	Identify best program to meet the needs of Exalt Academy students	<a href="#">DESE Approved Curriculum</a>		
	Purchase program and provide teacher training			
	Implement digital program as part of intervention schedule			
<b>Goal 3: Strengthen writing instruction</b>				
Actions:	Provide Writing Revolution training dates and locations			
	Provide support for implementation of The Writing Revolution	Email sent with MOU		
		Decided not to do training at this time.		
		Working with WII Felton on curriculum		



	<b>Priority</b>
List area of need or concern based on initial questions.	Phonological Awareness Instruction
List additional	Equipped for Reading
Who will be	District Admin
What evidence will	PAST Data

	<b>Priority</b>
	Phonics Instruction
	SIOP Training/Support for
	District Admin
	NWEA Data

Will Felton will reach out to

**Priority**

Writing Instruction
Step Up to Writing
District Admin
Student Writing Samples

<b>DESE Plan of Support 2022-2023</b>		
DESE Point Person:	Tally Harp, Jackie Bailey, Carol Heringer	
Cooperative Support:	APSRC - Jessica Wright	
District Contact:	Tina Long, Will Thomas	
<b>Goal: Implement Phonological Awareness Instruction</b>		
Actions	District will conduct book study using "Essentials for Reading Success".	
	DESE will conduct <a href="#">PA training</a> for teachers with PAST administration and instructional techniques.	
	DESE will support district in analyzing PAST data to determine grouping and instructional needs.	
	District and DESE will conduct focus walks for phonological awareness instruction.	
	DESE will provide additional instructional <a href="#">resources</a> for Heggerty.	
<b>Goal: Implement Phonics Instruction</b>		
Actions	District will have <a href="#">SIOP</a> training for staff on integrating vocabulary.	
	DESE will attend SIOP trainings as allowable.	
	DESE will integrate Phonics and Vocabulary training and supports for teachers.	
	District and DESE will conduct focus walks for phonics and vocabulary instruction.	
<b>Goal: Implement Writing Instruction</b>		
Actions	Up to Writing.	
	District and DESE will conduct focus walks for writing instruction.	

<b>DATE</b>
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1/12/2023
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10/14/2022
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9/9/2022
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12/17/2021
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12/28/2021

1/14/2022

2/8/2022

## **NOTES/COMMENTS**

Tally Harp and Carol Heringer met with district team:

Tally Harp, LeAnn Brazeal, Jackie Bailey and Carol Heringer met with district staff on October 14th to On-site meeting to discuss progress for 21-22 SY goals. Tally Harp will contact Tina Long for

Members Present: Tina Long, Tally Harp, Carol Heringer, Tim Johnston, Felicia Shelton

Email with Tina Long. She provided lesson plan template and overview of literacy

Monthly Check-In

Monthly Check-In & Reading Mastery discussion with Carol

[Foundations of Culturally and Linguistically Responsive Teaching \(article\)](#)







