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| District: Lincoln School District | Team Members: Mary Ann Spears, Jana Claybrook, Traci Birkes, Becki Griscom, Michele Price, Lindsay Bounds, Stan Karber, Emilianne Cox |
| Superintendent: Mary Spears | |
| School Improvement Plan Link | |

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| District Support Plan Link | Coordinated Support |
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| | Questions | Evidence/Response |
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| HQIM for Literacy | Please complete the HQIM tab to indicate what instructional curricular materials are being utilized for literacy instruction in grades K-12. Approved Curriculum (Arkansas EdReports) Approved Curriculum (DESE) | |
| | What gaps in your core curriculum has your district identified in relation to the Science of Reading? What is the district doing to ensure those instructional gaps are met? | K-3: Our phonics curriculum is on the approved list but our core reading program is not. All K-2 teachers have been trained in Phonics First. 4th - 8th Grade: EL education Their curriculum model includes real world curriculum, invigorating instruction, assessing student learning, respectful culture, leadership, grammar, cross curricular texts. |
| | How does your district ensure the core curriculum is being implemented with fidelity? Where is the district with implementation? What are the "non-negotiables" the district has established for implementation? | K-3: Teachers are implementing Phonics First and SPIRE with fidelity. We have partnered with the Northwest Arkansas Coop and have been conducting walk-throughs with debriefs along side the coop specialist. 4th - 8th Grade: Yes, core teachers meet weekly with Multiclassroom Leaders to plan and deliver instructions. Multiclassroom Leaders co-teach, pull small groups and support classroom teachers in anyway needed. Multiclassroom leaders conduct walk-throughs and provide feedback to core teachers. |
| | What materials have been purchased to support curriculum implementation? | Yes |
| | What additional training has been provided to support implementation of the program(s)? Who provided the training? | K-3 Lexia Core 5. All teachers attended an initial training. 4th - 8th Grade : Empowering Writers for writing. Teachers were sent to the coop for implementation training. Lexia Core 5 4th - 8th Grade: EL Education training is provided twice a year by Summit Learning. Summit Learning is our partner in the online platform that houses the curriculum. |
| | What courses are being offered to secondary students struggling with literacy? (See Below) | |

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| | <input type="checkbox"/> | Academic Reading |
| | <input type="checkbox"/> | Strategic Reading |
| | <input type="checkbox"/> | Critical Reading 1 |
| | <input type="checkbox"/> | Critical Reading 2 |
| | <input checked="" type="checkbox"/> | Other 4th-8th grade: 7th and 8th grade students who need more intervention receive help inside the classroom by paraprofessional. Also, teachers use workshop time on Fridays to intervene with struggling students. |
| How is writing instruction implemented for K-12? | | Empowering Writers |
| Intervention | What assessments are used to identify deficits, gaps, and progress in literacy? Specify by grade level and include formative and summative assessments. The district may include a link to an assessment matrix/calendar if applicable. | K-3: DIBELS 8 battery along with the PAST, PSI, RAN, iReady, SPIRE, and PASS 4th - 8th Grade: NWEA, DIBELS 8 battery, and SPIRE. 9th-12th Grade: ACT, ACT Aspire, IXL |
| | How is data from these assessments tracked over time? | K-3: All students are assessed three times a year. Those who are slightly below are progress monitored once a month. Those who are significantly below grade level are progress monitored twice a month. 4th - 8th Grade: NWEA and DIBELS 8 are assessed 3 times a year. SPIRE - monthly progress monitoring 9th-12th: All students are assessed 4 times a year. "K-3: Every teacher has a data spreadsheet to track data and monitor progress monitoring growth. 4th - 8th Grade: Grade Level Spreadsheets to track data and monitor growth. 9th-12th: IXL and Spreadsheet" |
| | What additional data is used to drive Tier II interventions? | |
| | What HQIM are being utilized for Tier II interventions? | |

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| Assessments & | How are students in Tier II interventions grouped and their progress monitored? | <p>K-3: We monitor the intervention in our collaborative team meetings that are held by grade level on a weekly basis. Growth on SPIRE is monitored with within the program assessments.</p> <p>4th - 8th grade: Weekly grade level meetings to analyze student data to determine placement and growth.</p> <p>9th-12th: Weekly mentor and grade level meetings to discuss student strategies.</p> |
| | When do Tier II interventions occur? Please specify by grade/building. | <p>K-3: We use DIBELS 8th universal screeners and diagnostic phonics assessments within SPIRE to plan interventions. We use the Next Steps for Screening (by Dr. Stephanie Stollar) document to help unpack the screening assessments, create groups, and determine student needs.</p> <p>4th - 8th Grade: In 4th and 5th grade students have targeted reading intervention groups that students are placed in and monitored through intervention curriculum progression. In 6th grade, students have daily intervention with a core content teacher. Grade level teachers meet weekly to design workshops based on students data. In 7th and 8th grade, students have weekly intervention based on student data to meet their gap or deficient in their current unit of learning.</p> <p>9th-12th: Mentor teaches use the data generated from previous IXL Diagnostics and ACT Aspire scores to monitor student's intervention strategies.</p> |
| Reading | <p>How are the components of literacy addressed during the school day? How much time is scheduled for the literacy block or each component?</p> <p>Include a link to each grade level literacy schedule. Literacy Guidance Document</p> | <p>K-3: Our phonics instruction is 30-45 minutes based on grade level. Our content based mini lesson is 30-45 minutes based on grade level. Every grade has 60 minutes for small group reading instruction. Every grade level has 30 minutes for writing. Every grade has 30 minutes for RTI.</p> <p>4th - 8th Grade: 4th and 5th Grade have a 90 minute core reading block with an additional 50 minute personalized reading intervention block grouped by skill deficit. 6th Grade has a 55 minute core reading block with an additional daily 30 minute reading intervention. 7th and 8th grade has a 55 minute core reading block with 60 minutes one day per week.</p> |
| | What amount of time is scheduled for daily tier I small group reading instruction for K-2 students (every kid, every day)? | <p>K-3: Every grade has 60 minutes for small group instruction.</p> <p>4th/5th grade: 50 minute personalized reading intervention block grouped by skill deficit.</p> <p>6th grade: 55 minute core reading block with an additional daily 30 minute reading intervention.</p> <p>7th/8th grade: 60 minutes one day per week.</p> |

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| Science of R | What targeted training for specific components of the Science of Reading have been provided? See Below | Also Phonics First, IDEAS, RISE, SPIRE |
| | <input checked="" type="checkbox"/> | Sound Wall |
| | <input checked="" type="checkbox"/> | Small Group Reading Instruction |
| | <input checked="" type="checkbox"/> | Comprehension |
| | <input type="checkbox"/> | Vocabulary/Morphology |
| | <input type="checkbox"/> | Phonics/Phonological Awareness |
| | <input type="checkbox"/> | Fluency |
| | <input type="checkbox"/> | Other |
| | How do you determine instruction is moving towards proficiency in the science of reading? Please list or provide a link to the SoR assessors for each building in the district. | K-3: We utilize our assessments. Currently we are seeing a very high accuracy rate on the ORF in 3rd grade which tells us our phonics instruction is successful. Next steps would be to provide more practice and repeated readings to increase students' WCPM so that they are reading at a rate that enables comprehension. 4th-8th grade Analysis of assessments in NWEA, ORF and students moving through SPIRE levels. |
| Dyslexia | How does the district identify students for dyslexia services K-12? What screenings/data is used? Who does the screening? How often? Who administers Level 2 assessments? | K-3: We look at initial screeners and then identify kids that are not making progress with core instruction. These students are discussed in weekly collaborative team meetings and special education meetings. Struggling students are given Level 2 screeners by the building principal/dyslexia contact. For Level 2 screening we use CTOPP, GORT, TWS, 4th-8th grades: When middle school students need to be screened our point of contact teacher will test the student and contact the Dyslexia coordinator for recommendations. Level 2 screeners are provided by Dyslexia intervention coordinator. |
| | Once a student is identified with characteristics of dyslexia, what interventions are provided? Who provides interventions? Elementary/Secondary | K-3: SPIRE, Barton, and some 95% Group interventions are provided 30 minutes four times a week 4th-8th grade: The student would be placed in SPIRE. A trained teacher/paraprofessional will provide the training. |
| | What curriculum is used with dyslexia students? Is this program on the Approved Dyslexia List ? How were interventionists trained to use the program? What is the frequency of services? | K-3: SPIRE, yes it is on the approved list, we trained together in our staff meetings. Services are provided four days a week. 4th - 8th Grade: SPIRE (intervention) - Phonic First and Structures (classrooms) : Services are provided daily. |

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| | How are students monitored to determine progress? How often does monitoring occur? | K-3: Progress is monitored in weekly collaborative team meetings and the SPIRE assessment. DIBELS progress monitoring is also used. 4th-8th grade: Students are monitored weekly and progress is discussed weekly in grade level meetings. Student progress is measured by assessment in the SPIRE program. |
| | How are interventions for characteristics of dyslexia provided so that students are not missing core instruction? | K-3: Each grade has a scheduled 30 minutes for RTI four days a week. 4th-8th grade: 4th-6th grade students have a scheduled time during their day for intervention. 7th/8th grade students have scheduled time on Friday that does not interfere with regular instruction time. |
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Core Programs K-2

| Component | Core Program | Grade Levels | Approved List Status? | What training has been provided? | Intervention Program |
|------------------------|---------------|--------------|-----------------------|----------------------------------|----------------------|
| Phonological Awareness | Heggerty | K-2 | R | | |
| | Kilpatrick | K-2 | | | |
| | Lexia Core 5 | K-2 | Supp | | |
| Phonics | Phonics First | K-2 | Yes | | |
| | Lexia Core 5 | K-2 | Supp | | |
| Comprehension | Lexia Core 5 | K-2 | Supp | | |
| Vocabulary | Lexia Core 5 | K-2 | Supp | | |
| Fluency | | | | | |
| Dyslexia Program | Spire | K-2 | | | |

Core Programs 3-6

| Component | Core Program | Grade Levels | Approved List Status? | What training has been provided? | Intervention Program |
|------------------------|---------------|--------------|-----------------------|----------------------------------|----------------------|
| Phonological Awareness | Heggerty | 3 | R | | |
| | Kilpatrick | 3 | | | |
| Phonics | Phonics First | 3-6 | Yes | | |
| | Lexia Core 5 | 3-6 | Supp | | |
| | Structures | 4-6 | | | |
| Comprehension | Lexia Core 5 | 3-6 | Supp | | |
| Vocabulary | Lexia Core 5 | 3-6 | Supp | | |
| Fluency | Lexia Core 5 | 3-6 | Supp | | |
| Dyslexia Program | Spire | 3-6 | | | |

Core Programs 7-12

| | | Grade Levels | EdReports | What training has been provided? |
|--------------------------|-------|--------------|-----------|----------------------------------|
| ELA Core Program | | | | |
| Intervention Program | | | | |
| Critical Reading Course | | | | |
| Strategic Reading Course | | | | |
| Dyslexia Program | Spire | 7-12 | | |

| | How many course sections are offered? | How many students are in a course? | What data is being used to identify students for placement? | How are students grouped for each section of the course? | How is student progress being determined? |
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| Strategic Reading | | | | | |
| Critical Reding | | | | | |
| Academic Reading | | | | | |

Notes:

| | Priority 1 | Priority 2 | Priority 3 |
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| List area of need or concern based on initial questions. | Consistent implementation of SoR Components | To be determined with secondary information | Possible curriculum |
| List additional supports/training need to address the need or concern. | Walkthrough data using SoR look-fors to determine needs | | |
| Who will be responsible for providing additional supports/training? | Co-op specialists/ District Admin | | |
| What evidence will be used to document progress? | Walkthrough data | | |

| DESE Plan of Support | | 2023 Meeting Dates | | |
|---|--|--------------------|--------------------------|--------------------------|
| DESE Point Person: | Nancy Redican | 12/16/2022 | <input type="checkbox"/> | <input type="checkbox"/> |
| Cooperative Support: | Northwest Literacy Specialists | 2/22/2023 | <input type="checkbox"/> | <input type="checkbox"/> |
| Goal 1: Provide training and support for teachers in specific SoR components | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Supports Provided to District: | Walkthroughs with admin using SoR look-fors to collect data for PD need determination | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Needs assessment/teacher survey | | <input type="checkbox"/> | <input type="checkbox"/> |
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| Goal 2: | | | | |
| Supports Provided to District: | | | | |
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| Goal 3: | | | | |
| Supports Provided to District: | | | | |
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| | Will need secondary information added in for Question and HQIM tab. Comment feature turned on to add information, or email to nancy.redican@ade.arkansas.gov | | | |

| DATE | NOTES/COMMENTS |
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| 12/16/2022 | Team me to determine goals and priorities for the remainder of the 2022-23 school year. Secondary will complete remaining parts of the question and HQIM tab. Next meeting scheduled for February 22nd or 23rd. |