

### Elementary Literacy Curriculum

<b>PA</b>	K-2 CKLA	Heggerty
<b>Phonics</b>	K-3 Foundations	K-2 CKLA
<b>Comprehension</b>	K-2 CKLA	3-4 CKLA
<b>Vocabulary</b>	K-2 CKLA	3-4 CKLA
<b>Fluency</b>	K-2 CKLA	3-4 CKLA

<b>Secondary Literacy Curriculum</b>	JH - Just Words
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<b>SoR Assessors</b>	
Quawana Bryant	EL
Stephanie Franklin	East Village EL
	JH
	East Village JH
	HS

Lori Smith

Jolie Whitley - LEA Supervisor

3-4 CKLA

JH - Connections Int	7-12 Savvas Learning My Perspectives
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District: <a href="#">eStem</a>	Team Members:	
Superintendent: John Bacon	Tim Johnston & Felicia Shelton (not present), Tally Harp, DST	
School Improvement Plan (outdated)	John Bacon	
	Cindy Barton cindy.barton@estelemschools.org 324-9200 (not present) Jessi Forster (elem director/operations) jessi.forster@estelemschools.org	
District Support Plan	Will Felton (elem curr/instruction) will.felton@estelemschools.org	
Questions		Evidence/Response
	<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>For phonemic awareness, we are using Heggerty daily. For phonics, we are using Wilson Language Foundations in K-3 and after assessment for students in upper grades that need the support. For language comprehension K-4 are working with CKLA and power standards; while 5th/6th are using standards and anchor texts. All language comprehension standards are assessed using Edulastic unit tests. This identifies students for small groups and reteaches. We have the Connections program for intervention with SPED and Dyslexia. At the Junior High level, struggling readers are supported using Wilson's Just Words curriculum, STAR curriculum, and Connections OG 3D. These include advanced phonics, morphology, and etymology structure. Just Words uses explicit instruction while STAR teaches these alongside comprehension and fluency. Students receive instruction using these resources in Reading Lab classes which is an additional literacy class for students based on their assessment data. Students are provided text reading features for assessments and assignments as needed. Some of the other resources used in English</p>
	<p>Is the district also using the phonological awareness component of CKLA as Heggerty is an approved resource and only provides practice for PA, not instruction? CKLA as well as Heggerty when aligned-looking at what will be most beneficial next year</p> <p>Tally: Kilpatrick One-Minute Drills, Equipped for Reading Success; charter administrators PAST for small group instruction</p>	

<b>Literacy Curriculum</b>	<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>Fundations was approved for Phonics only. Heggerty was approved for Phonological Awareness. CKLA was approved for Vocabulary, Comprehension and Fluency. These three combined cover all components in the Core Program area. Teachers get the 3-day training of Heggerty and Fundations at the beginning of the year. Wilson provides the training. CKLA training is held during grade-level planning before a unit begins to review power standards, vocabulary focus, oral comprehension, background knowledge and assessments.</p>	<p><a href="#">CKLA one-pager</a> - partially meets all compents except fluency is met fully (K-2 program). Does the district have the K-2 and 3-5 versions? Yes; K-2 and 3-5; Team discussed One-Pager and how to use the resource to make sure all areas are met instructionally (PA, phonics, comp, vocab, fluency)</p>
	<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>Connection was approved for all areas. Training was provided to Dyslexia Interventionists and Special Education Teachers at the beginning of each year. This training is provided by the Connections. For grades 3-6, we use Newsela, a resource for bringing in reading instruction into the social studies and science curriculum. Training was provided at the beginning of the year with follow up support throughout the year as needed. To improve differentiation, curriculum teams are working with technology team to get Clever for NWEA Lexile Level updates.</p>	
	<p>Do all teachers have the materials needed to fully implement the programs?</p>	<p>All teachers and specialists have the materials and training needed to implement the programs. Instructional Coaches are used for classroom observations and feedback to help improve teacher craft and mastery.</p>	

	<p>What additional training has been provided to support implementation of the program(s)? Who provided the training?</p>	<p>Returning staff have met the requirements for the Science of Reading. New staff are using Pathway D and will receive the three face to face days this school-year. Both were provided to classroom teachers through our district's certified RISE trainers and through the videos available through IDEAS.</p>	<p>Are any additional core component trainings provided as the need arises (ex. vocabulary specific training)? Coaches are train the trainer; use walkthrough data to determine larger scale/whole group need or PLC/grade level meetings or individual based on the data</p> <p>Secondary teachers? Lit Facilitator does walkthroughs to gather data where there is a need; provide support as needed</p>
	<p>Are teachers implementing the curriculum with fidelity? Why or why not? How do you document this?</p>	<p>We use data trackers to monitor student success in Wilson, CKLA, and standards-based testing. Those data trackers are presented at the grade, school, and district level for review. Instructional Coaches, School Administrators, and District Administrators hold observations and provide feedback through coaching sessions. RISE assessors have been trained and are doing the final step for the Science of Reading Assessor Certification.</p>	<p>How many RISE assessors does the district have? all literacy team, directors/asst directors are trained as assessors (9); sped/secondary-LEA supervisor (2-3 and some are finishing up)</p>
	<p>What courses are being offered to secondary students struggling with literacy?</p>	<p>In Junior High, students struggling in literacy are enrolled in a Reading Lab which is in addition to their grade level English class. Students who have been identified with dyslexia markers are also offered Connections OG 3D from a trained interventionist.</p> <p>In High School, students struggling in literacy are enrolled in Critical Reading or Academic Reading where they receive intervention such as Connections OG 3D, Barton, or Wilson Works from a trained interventionist.</p>	
	<p>What assessments are used to identify literacy needs (deficits, gaps, progress)?</p>	<p>Data from NWEA MAP testing and ACT Aspire Summative Reading tests are used to identify specific areas for improvement. We also use NWEA MAP Fluency tests to identify deficits and gaps along with classroom assessments.</p>	

<b>Assessments</b>	How frequently are these assessments utilized?	Data from these assessments are used in curriculum planning to determine small group instruction and identify areas of weakness. Teachers use this data to plan weekly with Curriculum Facilitators.	
	Who is responsible for administering assessments?	Classroom teachers administer assessments. For standardized testing, all teachers are trained by District Testing Coordinator and meet all requirements for administering tests.	
	How is data from these assessments tracked over time?	We utilize data trackers to track student data throughout the school year. We also utilize reports from NWEA and ACT Aspire that show growth by student, class, or grade to determine any areas of weakness in our curriculum so that we can make adjustments as necessary.	
	What is the intervention plan based on this data?	Students in need of intervention based on this data will receive it during small group instruction with their classroom teacher and/or interventionists. We also hold after-school programs to address these deficits for students. We hired additional literacy interventionists at the elementary level to meet with small groups of students for intensive intervention. These students are given pre- and post-assessments to determine growth and areas that need to be re-taught.	What does the intervention plan look like for secondary students? Follow the same process as elem; once student needs are identified, specific times during the day (study hall, after school) for interventions; after school elem-extended dismissal period-some are still on campus so we pull them in-have parent support but have time built into the day-3 doses of interventions/day; JH-created Math Lab-intervention support; last year started Reading Lab classes based on ACT Aspire, NWEA, or teacher identified (students can enroll); uses Wilson Just Words but seems elementary so would like something more age appropriate  Charter asked for ideas for secondary for interventions (LRSD uses Read 180)
	How is the intervention plan monitored?	Student data is reviewed using data trackers to determine the effectiveness of the intervention during bi-weekly meetings with school & district leadership.	

	<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>For K-3, Heggery is done 5x a week for 10 minutes a day. Foundations is 5x a week, 25 minutes. CKLA instruction is 60 minutes daily. Not including small group instruction, that is 95 minutes.</p>	<p>Please explain the schedule for 4-12. 3-6 dept (reading/SS and math/science) blocks are 2-2 1/2 hours; cover morphology, background, anchor text; assigned power standards for each unit; use Edulastic to assess standards throughout the unit to teach/reteach; 7-12 traditional 50 mins class period unless double blocked</p>
	<p>What amount of time is scheduled for daily small group instruction for students?</p>	<p>Small group instruction is held daily with the classroom teacher for 30 minutes. Specialists come into the room during that time to assist teachers with intervention.</p>	<p>Small group instruction above states 95 minutes, please clarify. Separate 30 mins from the 95 block above. Activites/review/practice from previous skills and teacher meets based on Edulastic/Wilson Foundations data. 30 min small group is for Phonics skills; CKLA for 60 mins then another 30 min small group for that data</p> <p>Are teachers utilizing decodable text? Depending on grade level-starting with students in October-boxes of decodable text to reread for fluency practice</p> <p>Recommendation is 60 mins small group instruction every day-Tier I based on reading skills-every student should receive small group instruction every day (<a href="#">Literacy Guidance Doc</a>)</p> <p>Tally asked charter to send the elementary (K-6) schedules</p>

**Science of Reading**

<p>What supports are provided in the district for literacy instruction?</p>	<p>The district provides opportunities for teachers and instructional leaders to plan and determine power standards for each unit. District reviews all data trackers and holds bi-weekly meetings with leaders to gain/give insight on data patterns. District selects approved curriculum and provides beginning of the year training and year-long support. District provides Science of Reading training and RISE assessors, as well as classroom observations and feedback. District works with School Directors to determine the best schedule options to optimize learning. District provides training and time for PLCs in both elementary buildings, Dyslexia Interventionists and Reading Specialists.</p>	
<p>How do you determine instruction is moving towards proficiency in the science of reading?</p>	<p>We have a teacher tracker, giving current data on pathway completion or progress for staff. Classroom observations, RISE assessors, and data trackers allow all levels of the organization to monitor progress, mastery and reteaching.</p>	<p>How does the charter use tracking data to monitor progress, master, and reteaching? Is this with students? Please explain feedback provided to teachers regarding instruction moving towards proficiency. Wilson unit assess to monitor master/what should be retaught; broken down based on skill-data is uploaded into Google Doc and shared with entire district; day reteach/day re-assessed with results; CKLA based on standards selected (power standards) then Edulastic unit assessments-whole group or small group</p> <p>Feedback conversations? need more celebrations this year-share with staff when we something amazing; trying to build mastery/capacity, working to record teachers to share with other staff; allows discussions on how did you teach it; patterns from walkthroughs-PD plan; teacher struggling-support from Facilitators to identify areas; overall form to look at questioning, student engagement to determine if training is needed</p>



	<p>What supports are provided to move teachers toward proficiency in SOR?</p>	<p>Teachers have 'work days' during the year for RISE training, subs are provided for face to face training opportunities if needed, and Instructional Coaches are available for support.</p>	<p>How do Instructional Coaches provide support? Depends on what the student needs- teachers struggling with classroom management that coach goes in for modeling, observing, coaching, direct grade level meetings but training teachers to run meetings on their own; dyslexia interventionists and sped will attend PLCs; coaches help teachers find resources and check for completion of lesson plans, make sure teachers go over pretest data</p>
	<p>What targeted training for specific components of the Science of Reading have been provided?</p>	<p>Instructional coaches have/are going through Pathway A, B, or C. The majority of staff have/are going through Pathway D. In Phase 1 of Pathway D, we are focusing on ADE SoR: Phonics-Decoding, Phonics-Encoding and Content-Based Morphology. Speech pathologists, Special Education and Dyslexia personnel have been certified through their pathways.</p>	<p>Have secondary teachers completed awareness?  What trainings have secondary teachers received after awareness, stand alone component days?  See above</p>
	<p>What training has been provided on aligning instructional routines with SOR?</p>	<p>We are currently aligning classroom practices outside of the 'curriculum' routines to align with SoR. Through classroom observations, ghost walks and walk-throughs practices have been identified that do not support the science of reading practices. Those have been listed by most need and we are working to improve or update those. PLCs have been aligned to the data and instructional practices. We are working with math, science and social studies teachers to incorporate more reading comprehension and vocabulary during those instructional periods.</p>	<p>Is this for elementary? Secondary?  See above</p>

	<p>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?</p>	<p>Students are identified to receive dyslexia services in several ways.</p> <p>1. All K-2 students are screened using the NWEA Map Fluency test. It is administered in the classroom with the teacher and at least two Dyslexia Interventionists present, to assist in logging-in and troubleshooting. Students that "Flag" on the Screener automatically receive a Level I. Level I's are administered individually to students by trained Dyslexia Interventionists. A Level I consists of a series of informal probes measuring: Phonological Awareness, Alphabet Knowledge, Sound/Symbol Encoding, Symbol/Sound Decoding, Decoding Words, Encoding Words, and Rapid Automatic Naming. Universal Screening is administered to K-2 students at a minimum of two times per year.</p> <p>2. Students in grades 3-12 are referred for a Level I through the RTI process. To identify possible candidates, all students in grades 3-9 were administered the Test of Silent Word Reading Fluency (TOSWRF) in the Fall to measure decoding ability. Standard Scores were used to identify older students that may need further testing. If decoding deficits were evident, a Level I was conducted by</p>	<p>All K-2 students are required to be screened by the Level 1 screeners 3 xs per year. How is the district ensuring this is taking place? Dyslexia Leader said addresses each requirement; charter would like to check again to ensure</p> <p><a href="#">Dyslexia Resource Guide</a> (p.18-19 lists initial possible screening tools)</p>
	<p>Once a student is identified with characteristics of dyslexia, what interventions are provided? Who provides interventions? Elementary/Secondary</p>	<p>Once identified with CoD, students are assigned to a trained Dyslexia Interventionist. Intervention consists of lessons using Heggerty Phonemic Awareness and Connections OG in 3D. eStem has three Dyslexia Interventionists at each of the two Elementary schools, one at each Junior High, and one at the High School, for a total of nine. The District Dyslexia Coordinator also takes on students, if needed.</p>	

<b>Dyslexia</b>	<p>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?</p>	<p>The curricula used with dyslexia students consists of Connections OG in 3D and Heggerty Phonemic Awareness. Both programs are approved by DESE and are on the Arkansas Literacy Curriculum Approved Programs, one under Dyslexia Intervention and the other under Approved Resources. All Dyslexia Interventionists attend training from the Apple Group, owners of Connections. The training consists of 40 hours of instruction and practice. Interventionists are formally observed two times per year with a Fidelity Checklist. Further training and practice occurs during weekly PLC's with the District Dyslexia Coordinator. Fidelity of implementation as determined by Connections requires students to receive DI three times per week for 45 minutes. Elementary students are scheduled for that frequency and duration. DI services for JH and HS students actually exceed Connection fidelity requirements by receiving intervention five days per week for 50 minutes.</p>	<p>Since Heggerty does not provide instruction for phonemic awareness, what is used to provide instruction for students with dyslexia? Charter will check on Connections for PA</p>
	<p>How are students monitored to determine progress? How often does monitoring occur?</p>	<p>eStem Dyslexia Interventionists are taught to be both diagnostic and prescriptive. The Connections program is cumulative, so progress monitoring occurs on a continual basis. Checklists are administered at the end of each completed lesson. If mastery is not achieved, the lesson is reviewed until it is. In addition, the Test of Silent Word Reading Fluency (TOSWRF) and the Word Identification and Spelling Test (WIST) - Spelling subtest, are administered two times per year to students that have passed Lesson 20. Meanwhile, NWEA scores are monitored four times per year and ACT Aspire scores once per year.</p>	

	<p>How are interventions for characteristics of dyslexia provided so that students are not missing core instruction?</p>	<p>An Intervention block was built into the Master Schedules of the elementary schools to make therapy scheduling more accommodating . The oldest students in 6th grade are scheduled into DI first, then 5th, and so on, taking advantage of the most opportune times to pull students.. Additionally, 3-6th operate on an A Week/B Week routine. Students only miss one Enrichment class or one class of any given content subject per week. Students never miss lunch or recess. JH and HS students have DI classes included into their schedule, ensuring that they never miss core instruction.</p>	
<p><b>Writing Revolution</b></p>	<p>What teachers/grade levels are participating in Writing Revolution?</p>	<p>Currently, the Curriculum and Instruction leader for the district is attending the Writing Revolution. The first day of training is in December.</p>	<p>How will the Curr. leader implement this training with teachers? In progress  This training is not required</p>
	<p>How is support being provided for teachers to implement the program?</p>		
	<p>Who is responsible for administering the pre/post assessment?</p>		
	<p>How are you monitoring to ensure implementation is occurring?</p>		

**Priority 1**

List area of need or concern based on initial questions.	Secondary interventions
List additional	Age appropriate interventions
Who will be	DESE DST & Literacy Spec
What evidence will	

**Priority 2**

Elementary (K-6) schedules aligned to SOR components (small group instruction)
Schedule Review
DESE DST & Literacy Spec

Priority 3




Priority		Priority	
List area of need or concern based on initial questions.	Implement small group reading strategies at elementary level	Elementary interventions	
List additional			
Who will be			
What evidence will			

Priority






<b>DESE Plan of Support</b>		
DESE Point Person:	Tally Harp	
Other Support Personnel:	DST, APSRC	
District Contacts:	Dr. John Bacon, Johnesia Howard, Lori Smith, Jessie Forrester	
<b>Goal 1: implement intervention program for secondary students to address foundational skills</b>		
Actions:	Provide guidance in identifying an age appropriate intervention program	Just Words
	Review student data to determine intervention needs	
	Review DESE approved intervention programs	
	Train teachers in the identified program	
<b>Goal 2: implement daily small group literacy instruction in elementary with all students aligned to SoR</b>		
Actions:	all students (Tier I)	<a href="#">APSRC Trainings</a>
	Provide sample small group lesson outlines aligned to SoR	<a href="#">June Co-op Training</a>
	Provide training for teachers on how to use data to group students and plan for instruction	<a href="#">July Co-op Training</a>
		<a href="#">August Co-op Training</a>
<b>Goal 3:</b>		
Actions:		

DESE Plan of Support 2022-2023	
DESE Point Person:	Tally Harp, Jackie Bailey
Cooperative Support:	APSRC
District Contacts:	Dr. John Bacon, Johnesia Howard, Lori Smith, Jessie Forrester, Mark Milhollen
Goal: Implement Tier I Instruction with Fidelity Small Group Reading Instruction	
Actions	Building and district staff will attend <a href="#">training</a> on small group reading instruction.
	observations.
	DST will assist with classroom observations and provide additional feedback.
	<a href="#">K Schedule</a>
	Teachers will <a href="#">plan for small group instruction</a> .
	DST will provide additional support/feedback on small group schedules and lesson plans.
	<a href="#">Tally Harp will conduct focus walks with building admin on February 13th @ DTE.</a>
Goal: Implement Elementary Interventions Based on Data Driven Decisions	
Actions	discussions (data tracker).
	DST will provide additional support/feedback on intervention planning.
	determine additional needs and supports.
	DST will provide <a href="#">resources</a> for intervention practices.
Goal:	
Actions	

DATE
1/5/2023
9/8/2022
3/31/2022
12/8/2021

## NOTES/COMMENTS

### Check-In Meeting

Small group instruction is being implemented and teachers are using additional intervention time to address Focus walks are occurring for Tier I instruction. Admin is using data to drive next steps.

Lead teachers are being used for modeling and support.

APSRC is supporting with SG instruction.

Tally Harp will conduct walkthroughs in February.

### Initial Meeting for 22-23 SY:

MyPerspectives has been purchased for 7-12 - vendor trainings and coaching dates have been scheduled. Schedule allow for a dedicated 30 minute reading block.

Vertical alignment occurring every quarter.

Incorporating Reading Lab (50 minutes) for struggling readers - using IXL.

Academic Reading in place for grades 7-9.

Critical Reading in place for grades 10-12.

### Goals for 22-23:

Implement curriculum with fidelity and utilize small group instruction.

Utilize data to drive instruction and interventions.

**Members Present:** John Bacon, Tally Harp, Tim Johnston, Johnecia Howard, Cindy Barton, Jessi Forster, Will Felt  
APSRC

Team met to review literacy questions, identify priorities, and set goals for the school.