

Elementary Literacy Curriculum			
PA	K-2 Heggerty		
Phonics	K-2 Foundations	3-5 Benchmark	
Comprehension	K-2 Benchmark	3-5 Benchmark	
Vocabulary	K-2 Benchmark	3-5 Benchmark	
Fluency	K-2 Benchmark	3-5 Benchmark	

Secondary Literacy Curriculum	6-8 Wit & Wisdom
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SoR Assessors	
Laurette Whipps	LR EL
	LR MS
	Aspire Academy
Anita Rogers	SEPB

Friendship Aspire LR/SEPB		Team Members: Virginia Henry, Angela Dixon	
Superintendent: Phong Tran		Phong Tran	
School Improvement Plan		Virginia Perry - vperry@friendshipusa.org	
District Support Plan		Tim Johnston & Felicia Shelton	
Questions		Evidence/Response	
Literacy Curriculum	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>Fundations, Wit & Wisdom, Fountas and Pinnell</p> <p>Phonics 1st used for Vocabulary along with Heggerty</p> <p>FAA-PCS implements curriculum programs that address all of the five major components of the SOR. Phonics First, Wilson Reading System, Wit & Wisdom, Fountass & Pinnell, and Heggerty Phonemic Awareness.</p> <p>In addition, FAA-PCS has adopted the Dubard Association method, Just Words, David Kilpatrick's Equipped, and Denis Eade Foundations.</p>	<p>Fundations</p> <p>Wit & Wisdom</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>Yes</p> <p>Wit & Wisdom (K-6) - Voc/Comp only</p> <p>Fundations (K-2) - Phonics only</p> <p>Components Missing - PA, Fluency</p> <p>Fountas and Pinnell</p> <p>Yes, the core reading program is on the approved list for the Science of Reading curriculum list. The core programs address phonics, vocabulary, comprehension and fluency.</p> <p>All FAA-PCS teachers shall demonstrate proficiency in knowledge and practices of scientific reading instruction by completing both phases of pathway A. All FAA-PCS K-6 teachers will successfully complete the K-2, and 3-6 R.I.S.E. Academy training. All trained teachers will be observed by the Director of Special Education, who is an ADE Certified SoR Assessor.</p> <p>All staff receive professional development for the designated core literacy curriculums that FAA-PCS utilizes.</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>The supplemental curricula that FAA-PCS utilizes to support literacy instruction are Lexia Core 5 Reading, Lexia Core 5 Plus, Newsela, and Heggerty Phonemic Awareness.</p> <p>For each of these supplemental programs, FAA-PCS provided program specific curriculum facilitators to provide training on curriculum implementation. These trainings were provided during the summer teacher training institute.</p>	
	Do all teachers have the materials needed to fully implement the programs?	Yes, all teachers have the resources necessary to implement the designated curriculums with fidelity.	

	What additional training has been provided to support implementation of the program(s)? Who provided the training?	All training is provided by curriculum facilitators during the annual teacher institute, sponsored by FAA-PCS. These trainings are supported throughout the year during designated professional development sessions and as needed. All sessions are provided through curriculum facilitators supported by the special education director and district instructional coaches.		
	Are teachers implementing the curriculum with fidelity? Why or why not? How do you document this?	Yes, teachers are implementing the curriculum with fidelity. This is documented through weekly professional learning communities and assessed through student performance of state mandated assessments.		
	What courses are being offered to secondary students struggling with literacy?	All secondary students that have shown literacy deficiencies at the secondary level are supported through Edmentum and Lexia Core 5 digital curriculum intervention programs. Secondary students are also supported with CommonLit, Newsela, ACT English and Reading preparatory programs.	Who teaches these courses? What training has been provided? Middle school uses Newela and Lexia Core 5. The rest of the programs listed are for the High school. These are both digital. Wit and Widson, Wilson are 78th and 8th. Literacy/English teachers gives this instruction.	
Assessments	What assessments are used to identify literacy needs (deficits, gaps, progress)?	DIBELS, KIDS, Word Journeys, RAN, DRA, LLI, PASS, Fountas and Pinnell All students in FAA-PCS grades K-8 are given the NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) Assessment. This assessment is given three times per academic year. The NWEA Map reading and math assessments provide an instructional score, which is a criterion referenced score that provides an estimate of the grade level of written material with which the student can most effectively be taught. Students in grades K-3 are given the Dibels Next Benchmark Assessment, to determine student needs. Students in grades 3-10 are given ACT Aspire interims three times per academic year, and the ACT Aspire state mandated test at the end of the academic year.	Note: Approved Curriculum How are LLI and Fountas and Pinnell being used? Aspire Interims will no longer be available. What will be used in place of interims? LLI and Fountas and Pinnell is used K-3. This is used during interventions. LLI is used for dyslexia students at the other campus. (Linked to balanced literacy, not on approved curriculum list noted during meeting.). We are looking to see if there is anything other than ACT Aspire, but our testing coordinator has developed a few interim type assessments for us.	
	How frequently are these assessments utilized?	These assessments are administered three times throughout the year, at the beginning, middle and end of the year, to determine student progress.	Are CFA's utilized to address immediate student needs? Yes, they are using exit tickets and CFA's they have created. Process was just started. It is a big push this year. Teachers are getting comfortable and receiving additional training. Middle School, the CFA's are not "common" because there is just one teacher. Teachers have small group PLC's to help support them.	
	Who is responsible for administering assessments?	Classroom teachers, Director of Literacy, Director of Special Education and Director of Extended Learning.		

Assess	How is data from these assessments tracked over time?	Data from all assessments are tracked throughout the academic year for curriculum and instructional alignment. Administrators and teachers meet weekly during professional learning communities to discuss student data. The FAA-PCS district officials monitor the academic interim data provided 3 times throughout the year, and create adjustments to intervention programs in place as needed. Student performance data is provided through the digital assessment databases.		
	What is the intervention plan based on this data?	The intervention plan that is utilized in the FAA-PCS district is based upon student performance and modified after every interim assessment. The current intervention plan in place, based upon data, provides each student that is performing one year below their grade level receive direct small group instruction in literacy three times per week for one hour.	How is progress measured between these assessments? How do you determine if the intervention is not working or if a student needs to move out of intervention on a regular basis? What curriculum is being used for instruction during interventions? Movement of students is based upon assessments every two weeks. We also monitor the digital learning platforms for progress. Digital is every week. Intervention is reteaching using the same curriculum. Lower elementary students that may be missing foundational skills are placed with the Wilson System. All students are placed and there is no more than 5 students. This is a scheduled time where everyone is doing intervention.	
	How is the intervention plan monitored?	The intervention plan is monitored and adjusted after every interim. Once interim data is available, students are placed in small group interventions based upon performance.		
	How are the components of literacy addressed during the school day? How much time is scheduled for the literacy block or each component?	<p>120 minutes for K-8 Includes 5 components of SoR & small groups</p> <p>FAA-PCS implements five curriculum components that effectively address all of the five major areas of the SOR. Phonics First, Wilson Reading System, Wit & Wisdom, Fountass & Pinnell, and Heggerty Phonemic Awareness. FAA-PCS reading instruction in grades K-8 includes the following components:</p> <ul style="list-style-type: none"> • Over 120 minutes of reading, writing and literacy instruction everyday • Literacy skills infused into all disciplines such as social studies, mathematics, and science • Flexible small groups are utilized to provide targeted interventions and accelerations <p>Each component is allotted 20 minutes of instruction per day for a total of 120 minutes of literacy instruction. An additional hour of intervention is provided for literacy instruction, three days per week. (K-5)</p> <p>6-8 receives an additional 3 1/2 hours per week of intervention</p>	<p>How does the schedule for literacy vary for K-2, 3-6, and 7-8 - with more emphasis needed in foundational skills in lower grades to more emphasis on vocabulary and comprehension in the upper grades?</p> <p>Elementary level has each component build in with emphasis of time on foundational skills</p> <p>Middle School spends most of there time on comprehension and small group</p>	

Science of Reading	What amount of time is scheduled for daily small group instruction for students?	Small group instruction time is allotted 60 minutes per day for literacy instruction, with an additional 60 minutes for intervention of literacy instruction three days per week.	Is every student meeting with a teacher in a small group every day? Yes, every student every day.	
	What supports are provided in the district for literacy instruction?	Staff are provided tools to facilitate their work, making additional time for richer, deeper instruction for students and meaningful planning and professional development for staff. All classroom teachers are provided with strong, systematic and explicit curriculum programs and training to support daily literacy instruction. In addition, all teachers are supported throughout the district with dedicated instructional coaching supports, and professional learning communities to guide teacher learning and practice.		
	How do you determine instruction is moving towards proficiency in the science of reading?	Proficiency of reading instruction in the science of reading is determined based upon student performance on interims on prescribed curriculums and performance on the NWEA Measure of Academic Progress and ACT Aspire literacy assessments.	How are you determining your teachers are proficient in providing instruction based on the Science of Reading? We have mandated that all teachers go through pathway A and we are working to make sure they have been assessed by an assessor. We are working on getting another assessor for the district. Right now we have around 50 teachers. Our assessor right now does not have a set schedule for visiting classrooms.	
	What supports are provided to move teachers toward proficiency in SoR?	To support teachers to move toward proficiency in the SoR, FAA-PCS district shall provide all educators with professional development for one (1) of the prescribed pathways to obtaining awareness credential in knowledge and practices in scientific reading instruction. Arkansas IDEAS- Science of Reading Learning Path This pathway may be completed by individuals or facilitated by a school district within a blended learning environment. Facilitator guides are provided on the Arkansas IDEAS portal for districts that choose a blended approach. It is not recommended to watch or facilitate more than 2-3 courses in a single day of professional development. The FAA-PCS district provided teachers with the time and resources to attend and complete Pathway A to demonstrate mastery with the SoR. In addition, the director of literacy and the special education director will monitor and assess teacher proficiency within 1 year of a completed pathway.	For teachers needing more support in achieving proficiency during Phase 2 (implementation of SoR), what supports are provided? Pathway A requirement. New teachers are continuing training. We are supporting implementation by providing a schedule with a selection of PD based on deficiencies in various components.	
	What targeted training for specific components of the Science of Reading have been provided?	All FAA-PCS teachers are asked to demonstrate proficiency in knowledge and practices of scientific reading instruction by completing both phases of pathway A. All FAA-PCS K-6 teachers are mandated to attend and complete the K-2, and 3-6 R.I.S.E. Academy training. All trained teachers will be observed by the Director of Special Education, who is an ADE Certified SoR Assessor.	Clarifying Question: Has there been targeted training on the specific components of the SoR? If so what components? If not, is there a plan to begin these trainings? Yes	
	What training has been provided on aligning instructional routines with SoR?	In partnership with APSRC training has been provided for the K-2, and 3-6 R.I.S.E. Academy.	Has training been provided for all K-6 teachers and special education teachers? Yes	

Dyslexia	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?	All students are assessed at the beginning and middle of the academic year for dyslexia, utilizing the DIBELS Next Assessment. This is coordinated and assessed by the director of extended learning and the director of literacy instruction. The Level 2 assessments are administered by special education teachers and the director of special education. David Kilpatrick's Past Assessment, A KTEA -3, The Wade		
	Once a student is identified with characteristics of dyslexia, what interventions are provided? Who provides interventions? Elementary/Secondary	Once a student is identified with characteristics of dyslexia they are provided with interventions from the Wilson Reading system and Phonics First. This curriculum is provided by the classroom teacher and reading interventionist.		
	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?	The Wilson Reading system and Phonics First are the designated curriculum programs utilized to support students with identified characteristics of dyslexia. Yes, these programs are on the approved list for Dyslexia interventions. Interventionists were trained by curriculum facilitators for the designated curriculum. Students are provided with intervention 3 times per week for an hour per day.	How does the school determine which intervention program is utilized for each student? Wilson was being used district wide, but Phonics First is provided for comfort level for a building.	
	How are students monitored to determine progress? How often does monitoring occur?	Students are monitored through the identified intervention curriculum provided assessments. This monitoring occurs as suggested by the curriculum. Phonics First assesses a student's progress three times per year. The Wilson Reading system assesses a student's progress at the conclusion of each unit.		
	How are interventions for characteristics of dyslexia provided so that students are not missing core instruction?	All dyslexia interventions occur during the assigned intervention hour where all students in the school are receiving intervention or acceleration instruction per their individual academic performance.		
Writing Revolution	What teachers/grade levels are participating in Writing Revolution?	Teachers in grades 3rd -8th will participate in the Writing Revolution training.	Dates conflicted, so we are adding next semester.	
	How is support being provided for teachers to implement the program?	Teachers will be provided with the necessary resources to provide writing instruction based upon completion of the Writing Revolution training.		
	Who is responsible for administering the pre/post assessment?	Classroom teachers will be responsible for administering the pre/post assessment.		
	How are you monitoring to ensure implementation is occurring?	Implementation of the Writing Revolution framework has not begun in the FAA-PCS district		

Priority 1

List area of need or concern based on initial questions.	Provide support to identify supports and resources for the core literacy system.
List additional	1 page document for current
Who will be	DESE
What evidence will	Implementation

Priority 2

SoR assessor training to have one per SoR assessor training to have one per campus
Scheduling help for current
DESE
Finalized schedule

Priority 3



DESE Plan of Support		
DESE Point Person:	Tally Harp	
Other Support Personnel:	Matthew Sutherlin & Felicia Shelton	
Goal 1: Implement a core literacy curriculum aligned to the Science of Reading.		
Actions	Review core program to ensure all components of reading are addressed	needed? One-pagers from DESE
	Eliminate programs that focus on the 3 cueing system	
	Identify resources available to address any missing components	and 4 charters based on the DESE Plans of Support
	Review data to determine value of student growth in missing component pieces	Waiting on MY data. Ms. Perry will send.
Goal 2: Ensure the charter has SoR assessors for each campus.		
Actions	DESE assist in identifying and providing assessor training information for appropriate staff memb	Timothy Scott to the assessor training on Feb 15 at AR
	Develop plan to provide regular feedback to teachers regarding the implementation of SoR	SoR Walk-through Survey
	Implement a schedule for current assessor to best utilize time for observing teachers and	K-2 Walk-through SoR Survey
Goal 3:		
Actions		

Priority		Priority	
List area of need or concern based on initial questions.	Curriculum implementation	Secondary ELA curriculum	
List additional	PD/Coaching/Modeling		
Who will be	District Literacy Specialists		
What evidence will	PD agendas		

Priority

Writing Revolution

WR Cohort training

District Literacy Specialists

DESE Plan of Support 2022-2023	
DESE Point Person:	Tally Harp, Jackie Bailey
APSRC	Jessica Wright
District Contacts:	P. Tran, Virginia Perry, Laurette Whipps, Jerica Einhorn
Goal: Ensure Core Curriculum is Implemented with Integrity	
Actions	Literacy specialists and DST support in reviewing and identifying curriculum gaps
	Literacy specialists provide support in training staff to implement new curriculum.
	Literacy specialists and DST provide instructional support to teachers to ensure
	Literacy specialists, DST, and building/district admin provide support to teachers
	Implement data tracking piece for student data.
	Tally Harp will be on-site on Feb. 15th to conduct walkthroughs .
	1/11/23 - District has conducted two trainings with curriculum vendors.
	1/11/23 - District is implementing Tier I small group instruction to reinforce grade
	1/11/23 - District has purchased and is implementing Lexia Core 5 to support
	1/11/23 - January PD was provided to focus on SoR components and how they
1/11/23 - All SPED teachers are going through Take Flight training.	
Goal: Identify Secondary ELA Program to Implement for 23-24 SY	
Actions	Create district curriculum review team.
	Identify curriculum programs to review. EdReports
	Pilot selected programs.
	District review team collaboration to discuss best program option.
	District purchase of selected curriculum in Spring of 2023.
	Provide vendor summer training for new secondary curriculum.
	1/11/23 - District has requested samples from 5 vendors for secondary curriculum.
Goal: Train Teachers/Staff in the Writing Revolution	
Actions	DST will provide information on cohort registration.
	District will select building teachers/staff to attend training.
	Trained staff will utilize protected team time to model strategies for each building.
	Building admin will conduct walk-throughs to provide feedback and support on
	1/11/23 - Tally Harp will look for future dates for training.

DATE

1/11/2023

9/7/2022

11/12/2021

11/12/2021

12/27/2021

1/4/2022

1/4/2022
1/10/2022
3/9/2022

NOTES/COMMENTS

Tally Harp and Carol Heringer met with district admin to discuss progress towards goals:

- Writing Revolution – I will look for future dates for training and training will be done TBD.
- Curriculum Implementation –
 - oCompleted 2 days of Benchmark training
 - oJessica Wright (APSRC) is supporting implementation and is on campus each week.
 - oTeachers are utilizing Benchmark’s digital platform to support instruction and interventions.
 - oSmall group instruction is occurring with the focus on Tier I.
 - oLexia Core 5 has been purchased to support interventions.
 - oJanuary PD focused on SoR components and how they build comprehension.
 - oOTUS data collection platform is being utilized to help track student data.
 - oJessica Wright administered the PAST to 3rd and 4th grade to identify intervention supports.
- Secondary Curriculum –
 - oDistrict has identified 5 curriculums and requested samples.
 - oDistrict will taper down list to top 2-3.
 - oTally Harp will assist in scheduling visits with schools implementing those curriculums.
- All SPED teachers are going through Take Flight training.
- Tally Harp will be on-site at the PB Elementary campus on February 15th to conduct walkthroughs with building admin (Mr. Dukes).

Tally Harp and Jackie Bailey met with district administration to discuss previous year's progress and set goals for the 22-23 SY:

Curriculum implementation, secondary ELA curriculum and the Writing Revolution were identified as priorities.

DESE: Tally Harp, Melissa Matus, Nancy Redican, Renee Austin-Banks, Traci Holland, Felicia Shelton, Dr. Stroud, Carol Heringer, Tim Johnston

Friendship Aspire: Virginia Perry, Deputy Superintendent, Angie Dixon, Director of Literacy

Email sent to Mr. Tran and Ms. Perry for K-8 literacy schedules and staff list for assessor training.

Reminder email sent for above resources.

[Email Conversation](#)

