

Secondary Literacy Curriculum	Engage NY
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iLit 45 for Critical Reading as of 1

SoR Assessors
Penny Harris, 504 Coordinator

DISTRICT NAME

DISTRICT

Reading % In Need of	Reading % In	Change
62.7%	52.5%	-10.20%

Dyslexia Numbers

District Description	Website Posting	Male	Female
FUTURE SCHOOL OF FORT SMITH	Future School Dyslexia Repo	11	7

12/15/22

PEER Support Jessica Wright coming weekly

	Reading % On	Reading % On	Change
	11.80%	29.30%	17.50%

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 6

Grade 5	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
[REDACTED]			9	3	3

Grade 12	Ungraded	Total Receiving	Enrollment	
3	0	18	231	7.79%

District: Future School of Fort Smith		Team:			
Superintendent: Boyd Logan		Charter: Allison Montiel (principal), Cheryl Gall (APSRC) (not present), Penny Harris (sped director, ESL, school counselor), Boyd Logan			
School Improvement Plan		GFESC: Chandra Brotherton			
District Support Plan		DESE: Tally Harp, Tim Johnston, Felicia Shelton (not present), Carol Heisinger, Beth Talley, DST	Note: SIP/DSP not found on charter website.		
Questions		Evidence/Response			
m	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>Future School does not serve elementary level students.</p> <p>Our 9-12th English classes are using the Engage New York Curriculum. Our Transitional English class uses the Transitional curriculum required by the state.</p> <p>Students who are in need of foundational skills are provided 1:1 services using Barton's Method.</p> <p>Students who are in need of intermediate skills (3rd-5th) are assigned to a critical reading class that is using Lexia Power Up and shared non-fiction texts to read, discuss, and analyze.</p>	Transitional Literacy (11-12th?) <u>Yes, this is the course at the state level.</u>		
	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?	We do not have a core reading program because we do not have elementary students. However, Barton's is on the approved curriculum list for dyslexia intervention. Training in this program is provided by our dyslexia coordinator and the instructional videos offered through the Barton website.	Barton is also approved for a reading intervention. For this program to be used successfully, the student must pass a prerequisite assessment to begin the program. Is this assessment being given to students in need of intervention? Charter is not sure of the prerequisite assessment-DESE DST will check and send info to Charter		
	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?	None	See above - Barton qualifies as supplemental program, as does Lexia Power Up. Engage NY is also listed above.		
	Do all teachers have the materials needed to fully implement the programs?	Yes			

Literacy Curriculum	What additional training has been provided to support implementation of the program(s)? Who provided the training?	None	What training has been provided for Lexia Power Up and Engage NY? Curriculum selection process; not had any prolonged training; team worked together with Engage NY/collaboration-all teaching 9th grade to be able to collaborate and begin process of PLCs. Lexia comes with training modules/videos; have begun to watch those and looking at data at end of semester. One teacher working through modules/looked at one with Penny Harris and going through other modules individually		
	Are teachers implementing the curriculum with fidelity? Why or why not? How do you document this?	Unknown. We need a better system of monitoring whether teachers are implementing with fidelity. We are currently engaging with Martha Dodson from APSRC to work with teachers on curriculum implementation and teaching strategies.	What systems are in place with Ms. Dodson to implement the curriculum with fidelity. She's done some observations/coaching. With Lexia, Penny has been in working with the teacher and making changes/what students need.		
	What courses are being offered to secondary students struggling with literacy?	Critical Reading is being taught using Lexia Powerup as well as Membean. Our critical reading teacher was not able to be trained over the summer but is interested in becoming trained in the program.	The Co-op will be offering Critical Reading training if needed. Transitional English is mentioned on line 23; is this offered as well? Yes, see above Website (Learn with News-written on 3 different Lexile Levels)-give students articles based on Lexile, read independently and discuss the article, vocabulary stuff, Cloze sentences. Membean was used first and part of second nine weeks but students are clicking so not using it anymore-going with teacher driven articles. Principal attended vocab training with team of teachers (Marzano's); implement literacy across core classes; team discussing putting literacy/vocab strategies to look at Tier II and Tier III vocabulary. APSRC resources? looking at essential standards; looking at 3 year process to develop literacy with all teachers (many are novice)-training from the ground up.		

Assessments	What assessments are used to identify literacy needs (deficits, gaps, progress)?	MAPs will be administered to all 9th and 10th graders three times throughout the year. STAR Reading and Math is used as an initial screener when students enroll with Future School.	What assessments are given to 11-12th grades? Do teachers utilize CFA's or unit assessments? 11/12 take STAR twice a year-also 9/10 take STAR. Have not begun CFAs-not there in the PLC process-still determining power standards-began working with Ms. Dodson this semester on the PLC process/collaboration; one time for standards; one time for walkthroughs/observations-Dodson will begin formative assess in the next few weeks to make sure curriculum is implemented with fidelity		
	How frequently are these assessments utilized?	STAR is administered twice a year. MAPS is administered 3 times per year.			
	Who is responsible for administering assessments?	Advisors administer assessments during their classes. The Counselor administers screeners to new enrollees.			
	How is data from these assessments tracked over time?	Data is tracked in a student data dashboard (excel file)			
	What is the intervention plan based on this data?	Students who score below a 4th grade reading level are screened for dyslexia. If dyslexia is not indicated, these students and any others who scored below 7th grade reading level are enrolled in a critical reading class.	The critical reading course utilizes Lexia Power Up - which is a digital curriculum. What role do the teachers have in providing explicit instruction in literacy to address learning gaps? (see above)		
	How is the intervention plan monitored?	The school counselor oversees the data collection, dyslexia screenings, and student scheduling for dyslexia intervention and critical reading	How do the teachers plan, monitor, and adjust the interventions in place (outside of dyslexia)? Rocket Hour-time for intervention/extension; teachers pull kids in; right now, it tends to be a 0 in the class not skill-based or where kids are from a learning perspective-this is an area we want to address. Rocket Hour is two days a week-Mon/Thurs after lunch; higher kids in a level; lower kids in a level based on STAR		
	How are the components of literacy addressed during the school day? How much time is scheduled for the literacy block or each component?	Components of literacy are addressed primarily through general education English classes which meet for 75 minutes twice a week.	Does Future School follow a block schedule? Yes,10-12 students are in internships on Wednesdays but 9th grade on campus (culture building now and beginning literacy/math focus in spring)	Model is called Big Picture Learning	
	What amount of time is scheduled for daily small group instruction for students?	There is no scheduled amount of time for small group instruction. However, when students need individual or small-group instruction in their English classes, the English teachers provide it.	Is there a set time during the day that is prioritized for interventions? see above		
	What supports are provided in the district for literacy instruction?	Our transitional English teacher attended training to implement the transitional curriculum appropriately.			

Science of Reading	How do you determine instruction is moving towards proficiency in the science of reading?	We determine movement towards proficiency through STAR and MAPS testing.	In addition to student achievement, how do you determine teacher instruction is moving towards proficiency in SOR? Classroom walkthrough form right now does not include SOR; Penny attended assessor training for sped teacher SoR Look Fors		
	What supports are provided to move teachers toward proficiency in SOR?	As a high school, our staff is not required to reach proficiency. The special education teachers have followed different pathways to reach proficiency and we have sent an administrator to become a SOR assessor.	Awareness training? AR Ideas-teachers watched videos independently-had conversations as a staff to focus on the last modules which were more directly tied to secondary content teachers		
	What targeted training for specific components of the Science of Reading have been provided?	We do not provide targeted training for phonemic awareness of phonics. Targeted training on teaching vocabulary is provided through the educational service center, our EL certified teacher, and through APSRC.			
	What training has been provided on aligning instructional routines with SOR?	None	How have teachers been provided support in aligning instructional routines with SoR? see above SoR Look Fors		
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?	Dyslexia screeners are provided to students who score a third grade or lower level proficiency on the STAR test. The initial screener used is the PAST and it is administered by the school counselor. Level 2 assessments are also administered by the counselor and the CTOPP-2 and the Woodcock Johnson	Dyslexia Law Requirements - pg. 4 <u>What training did the counselor receive in providing Level 2 assessments? Part of counselor training for degree included CTOPP-2 and Woodcock Johnson</u>		
	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, paraprofessionals provide 1:1 intervention using the Barton Method.			
	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?	Barton's is on the approved dyslexia intervention program list. Interventionists were trained by the dyslexia coordinator and with the training videos available on Barton's website. Services are provided during a regularly scheduled class, so twice a week for 75 minutes.	Barton 1-pager		
	How are students monitored to determine progress? How often does monitoring occur?	Student progress is monitored by re-assessment using the PAST as well as the San Diego Quick Assessment, the Really Great Reading Beginning Decoding Survey, and the Really Great Reading Advanced Decoding Survey.	How often is student progress monitored? Data wall but not shared, collective ownership of the data by teachers-they are not sure what to do with the data. With ACT/ACT Aspire data, not systematic-Charter offered PD around that data as well as MySchoolInfo		

	How are interventions for characteristics of dyslexia provided so that students are not missing core instruction?	Since this is a high school, students are scheduled in to "dyslexia intervention class."	Is this considered a separate course? or part of Critical Reading? see above		
Writing Revolution	What teachers/grade levels are participating in Writing Revolution?	NA	What is the district utilizing for writing instruction? Teacher created and writing units within Engage NY		
	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?				
	<p>Who would they suggest to come in and teach literacy strategies to our non-ELA teachers? How do we get teachers to buy into their ownership or this and be authentically engaged and empowered? What are first high-yield strategies we should tackle? How do we teach vocabulary? How do we teach fluency? How do we teach comprehension? Where can we get Critical Reading training for teachers? Where do we get trained in Writing Revolution? Does Arkansas subscribe to it? What is cost? What do they suggest for our 9th grade literacy intervention?</p>		<p>APSRC: Secondary Strategies for All Content Areas APSRC: Literacy Instructional Strategies GFESC: Content Area Reading Day 1 Zoom GFESC: Content Area Reading Day 2 Zoom AFESC: Morphology via Zoom</p>		
			<p>Writing Revolution training is offered through DESE and is free. A cohort begins on 1/12 and another cohort on 1/18. Contact amber.pirnique@ade.arkansas.gov to sign up.</p>	Tally will forward an email from Ben Keller with the MOU.	
			<p>Secondary Intervention Program comparison for Edreports.org https://www.edreports.org/compare/results/ela-hs</p>		
			<p>Hattie's High Yield Strategies</p>	Tally will share resource that aligns 8 strategies from Hattie and Marzano	
			<p>Support for Critical Reading, vocabulary, fluency, and comprehension instruction with Angela Miller at GFESC - angela.miller@wscstarfish.com</p>		

Priority 1

Priority 2

List area of need or concern based on initial questions.	Skill based interventions- specific interventions for specific deficits - using data to drive decisions	Dyslexia screeners to meet students' needs (students not on grade level)
List additional supports/training need to address the need or concern.	Data analysis	Level I screeners Level II screeners
Who will be responsible for providing additional supports/training?	DESE DST DESE Literacy Specialists	DESE DST DESE Literacy Specialists
What evidence will be used to document progress?	Classroom observations during interventions Student progress monitoring data Training/PD agendas & sign-in sheets	Written district dyslexia plan including step-by-step processes for identifying students with dyslexia

Priority 3

Teacher training to align instructional practices and components of SOR

SOR component specific training

DESE DST

DESE Literacy Specialists

GFESC/APSRC Specialists

Training PD/agendas & sign-in documentation

Classroom observation data

Student achievement data

DESE Plan of Support			
DESE Point Person:	Tally Harp		
Other Support Personnel:	Carol Heringer, DST, Chandra Brotherton, Cheryl Gall		
Goal 1: Utilize data to drive interventions (skill specific for deficit area)		Questions:	
Actions:	Support teachers/school in analyzing data-what does the data tell us?	review.	
	Support teachers/school in using the data to determine skill deficits.	analyzing data?	
	Support teachers/school in developing skill specific interventions.	Who is providing interventions?	
	successful.	Does the school utilize a data wall?	
		Diagnostic Decision Tree	
Goal 2: Implement effective instructional strategies that align with SoR.			
Actions:	Support teachers/school on how to utilize Marzano's HYS for effective instructional practices.Res	Observation Survey	Marzano strategy in lesson
	strategies and the Science of Reading.	PD for Level 3 and 4 charters based on	Co-op/APSRC Trainings
	monthly basis.	Different Based on the Science of	
		SoR Look For Survey	
		Science of Teaching (DESE Zoom)	
Goal 3:implement a dyslexia plan to meet instructional needs of students and requirements of the dyslexia law.			
Actions:	dyslexia	District Requirements for Dyslexia	
	program for dyslexia students		
	Provide training for staff on recognizing characteristics of dyslexia	PAST	
	Provide training on administering and interpreting data for initial screeners		
		Future School Dyslexia Program	
		Barton Review by DESE	

Priority

List area of need or concern based on initial questions.	Tier I and Tier II dyslexia instructional support for classroom teachers
List additional	Professional development
Who will be	Jessica Wright - APSRC
What evidence will	Classroom observation data

Priority

Content area reading
Disciplinary literacy standards
Jessica Wright - APSRC
Classroom observation data

Priority

Additional dyslexia
intervention curriculum

[Approved dyslexia curriculum](#)

Jessica Wright - APSRC

Curriculum purchase

DESE Plan of Support 2022-2023			
DESE Point Person:	Tally Harp		
Cooperative Support:	Jessica Wright (APSRC), Chandra Brotherton (GFESC)		
District Contacts:	Boyd Logan, Penny Harris		
Goal: Provide Tier I and Tier II Instructional Strategies and Support for Teachers with Students with Dyslexia and			
Actions	Provide teachers with resources on instructional strategies for students with COD.		
	Provide training on instructional strategies for teachers with students with COD.		
	Conduct observations and provide feedback to teachers on implementing strategies.		
	Provide coaching/modeling of instructional strategies for teachers.		
	Utilize student data to drive instruction and instructional strategies for students with COD.		
Goal: Implement Content Area Reading Strategies			
Actions	Provide training for teachers on Content Area Reading.		
	Provide coaching/modeling on instructional strategies for Content Area Reading.		
	Conduct observations and provide feedback to teachers on implementing strategies.		
	Provide additional training, as needed, to fully implement Content Area Reading strategies.		
Goal: Implement Dyslexia Program with Fidelity to Ensure Student Services are Being Provided			
Actions			
	iLit 45 - Savvas Program - Tier II Support for Reading Training on 12/14/22		
	JW - Comes once per week. Support with Critical Reading teacher. Also provided training for all staff. "Offer" versus mandating support.		
	Critical Reading curriculum changed from Power Up to iLit 45 program.		
	February visit will give the DSA to CR students and go over strategies and supports with teacher.		

DATE
2/1/2023
12/15/2022
12/15/2022
9/12/2022
12/7/2021

5/24/2022

NOTES/COMMENTS

On-site Visit:

Phone Conference to review goals and plan for next on-site visit.

Goals for the Next Visit on 2/1/23

- Administer the DSA (Syllable Juncture) to the 4 Critical Reading classes.
- Score and analyze the data to determine orthographic and phonological gaps.
- Collaborate with APSRC/Co-op specialists and Critical Reading teacher on instructional needs to address gaps based on the student data.
- Plan next steps to support student learning.

Email conversation regarding revising dyslexia goal. Changed goal to ensure Barton is implemented fidelity. Will collaborate with Chandra Brotherton on how to use the Barton report to determine additional skills/supports for students with COD and discuss with district how they are tracking student data in current interventions.

Initial On-Site Visit

Progress from 21-22 was discussed. Critical Reading is big focus for this year. Jessica Wright from Al will be collaborating with the district to support CR and instructional strategies for all teachers. New goals were set for the 22-23 SY.

Members Present: Tally Harp, Tim Johnston, Boyd Logan, Penny Harris, Chandra Brotherton, Beth T Carol Heringer, Allison Montiel

Team met to review literacy questions and determine priorities and goals for the Future School of Fort

Members Present: Tally Harp, Nancy Redican, Traci Holland, Chandra Brotherton, Boyd Logan

Same initiatives are in place, bringing in literacy coach, testing has went fine- teachers observed student behavior, students embraced testing experience- Marzano -Looking at roots and stems to instruct around mainly science and math, Tier III going well, Tier II struggling, (district hasn't had a lot of reading culture w/ Tier II), Chandra suggested Vocab and morphology training, Level 2 whitcott, Dyslexia plans- Penn reach out to co-op(hopes to get more targeted, one on one is pretty good, but need to look more closely what strategies are being used) - Talked about implementing a diagnostic assessment