

<b>PA</b>	Heggerty	Bridging the Gap	
<b>Phonics</b>	K-2 Benchmark	3-5 Benchmark	4-8 Wit & Wisdom
<b>Comprehension</b>	K-2 Benchmark	3-5 Benchmark	4-8 Wit & Wisdom
<b>Vocabulary</b>	K-2 Benchmark	3-5 Benchmark	4-8 Wit & Wisdom
<b>Fluency</b>	K-2 Benchmark	3-5 Benchmark	4-8 Wit & Wisdom

<b>Secondary Literacy Curriculum</b>	5-8 Laying the Foundations
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<b>SoR Assessors</b>	
	Ivy Hill
	Prodigy Prep
Ms. Harris	Nichols Intermediate

Ms. Toliver will be trained.


Lexia K-9

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<b>District: <a href="#">Scholarmade K-8 (add 9th grade next</a></b> <b>Superintendent: Dr. Phillis Nichols-Anderson</b> <b><a href="#">School Improvement Plan</a></b>		Team Members: Charter: Brad Burl (Dir of Operations/SOR Assessor), Dr. Nichols-Anderson, Amber Brown (Literacy), Eltrudia Toliver, Hazel Harris (Ivy Hill Acad Principal), Dr. Charlotte Parham (Literacy Consultant) DESE: Tim Johnston, Felicia Shelton (not present), Carol Heringer, Tally Harp					
<b>District Support Plan</b>							
<b>Questions</b>		<b>Evidence/Response</b>					
<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)?	Benchmark Literacy K-5 Wit & Wisdom 4-8 Laying the Foundations 5-8 Reading A-Z Wilson Foundations K-3 Sonday System K-6 Heggerty K-2  District Response BENCHMARK WORKSHOP [K-5] is the PRIMARY Resource Benchmark Workshop is a Core Program that meets or partially criteria in VOCABULARY, COMPREHENSION FLUENCY. Phonics is partially met. Phonological Awareness (PA) lessons are written as a warmup for the upcoming phonics lesson, but PA does not meet criteria as the content provided lacks alignment with Arkansas Academic Standards. Phonics partially meets criteria and encompasses the teaching of letter ID (upper and lowercase), letter sound correspondences, and progress monitoring. Comprehension meets criteria and content encompasses the teaching of verbal reasoning, vocabulary, literacy knowledge, and monitoring comprehension. Vocabulary meets criteria and aligns with Arkansas Academic Standards; the program promotes the explicit teaching of multiple meaning word choices and includes a variety of scaffold and extension ideas; context clues and morphological word parts are taught using anchor charts. Fluency partially meets criteria and is primarily taught to increase rate.	<a href="#">Benchmark Literacy K-2</a>  What is the publication date for Benchmark Workshop? The District Support Plan discusses Reading Recovery and using funds to support balanced literacy. Both of these are not approved by the state and use the 3 cueing systems. Please clarify. 2016 version of Benchmark Workshop. Carol: The district will want to move away from programs not on the approved list. Reading Recovery class is provided to all students 1 day/week. Materials? Reading A-Z and Heggerty-supplemental programs. Carol: want to make sure materials are not using "cues" and predictable text. We use decodable text-we are not using the Reading Recovery program that is just what we call the class. DSP/balanced literacy? We're talking about an integrated approach to literacy; we're making sure our resources cover components of SOR. Reading A-Z is purchased each year; start using with kindergarten and up  <a href="#">Science of Reading vs Balanced Literacy</a>				
	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?	Yes - all components except PA	<a href="#">Wit &amp; Wisdom</a>  <a href="#">What is being used to teach phonemic awareness? Heggerty and Foundations as supplement for K; DIBELS M-Class being used as well; Benchmark units include phonological awareness lessons; also using Bridging the Gap</a>				
	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?	Heggerty, Reading A-Z, Moby Max  District Response: See above. Training is ongoing and sustained through weekly PLC's.  Dr. Charlotte Green	<a href="#">Foundations</a>				
	Do all teachers have the materials needed to fully implement the programs?	Yes					

	Are teachers implementing the curriculum with fidelity? Why or why not? How do you document this?	Efforts are being made to teach the standards using the instructional resources selected. Lesson plans are reviewed and discussed. Our teachers are novice teachers and are growing in their ability to understand the standards and how to teach, assess, and provide corrective instruction.				
	What courses are being offered to secondary students struggling with literacy?	Personalized Learning course is offered that provides instruction in computer literacy and provides an opportunity for students to practice skills using online platforms.	Can you explain more about this course? What role do teachers play in providing core literacy instruction? Personalized Learning key part of our model; this class addresses computer skills they need to test online; all the way down to kindergarten; teacher can access online platforms the teachers use; can drill down to specific standards			
<b>Assessments</b>	What assessments are used to identify literacy needs (deficits, gaps, progress)?	MAP Skills, Sonday System Check, Reading A-Z, DIBELS  Reading A-Z offers assessments and immediate feedback about mastery of standards and areas of needs. Mosaic assessments identify standards that teachers need to revisit.				
	How frequently are these assessments utilized?	Skills are practiced daily and formative assessments are scheduled monthly to six weeks.				
	Who is responsible for administering assessments?	Teachers				
	How is data from these assessments tracked over time?	Data dashboards				
	What is the intervention plan based on this data?	Scholars are provided push in and pull support as well as small group instruction within the classroom. Scholars scoring in the lowest quartile attend the After School Academy.	How do you support students who are unable to attend after school tutoring? Push in/pull out and success coaches/interventionists provide support to those students; caseload on students with academic deficiencies; grade level has intervention/Reading Recovery and 3-up has personalized learning course; small group instruction built into the day for Tier II			
	How is the intervention plan monitored?	Observations, lesson plans, data dashboards				
	How are the components of literacy addressed during the school day? How much time is scheduled for the literacy block or each component?	<a href="#">Reading Plan</a>	The current reading schedules does not follow state guidelines for reading instruction. The current Reading Plan helps ensure new teachers have appropriate instruction; K-2 self contained and 3-8 departmentalized. <a href="#">Literacy Guidance Document</a>			

**Science of Reading**

<p>What amount of time is scheduled for daily small group instruction for students?</p>	<p>Reading Plan</p>	<p>The Reading Plan indicate small groups are conducted 30 minutes per day. State guidance indicates small group instruction should be 60 minutes per day and every student should meet in a small group with a teacher every day. What is the district doing to ensure this is taking place?</p> <p>Heggerty is listed as an instructional method for PA; however, Heggerty is a resource used for practice. What is the district using for the instructional component for phonemic awareness? (see above)</p>			
<p>What supports are provided in the district for literacy instruction?</p>	<p>Ongoing PD, RISE observations, primary and supplemental resources, Success Coaches to provide supports to Scholars.</p>				
<p>How do you determine instruction is moving towards proficiency in the science of reading?</p>	<p>RISE observations, scholars mastery of standards</p>				
<p>What supports are provided to move teachers toward proficiency in SOR?</p>	<p>PD, observations, feedback</p>				
<p>What targeted training for specific components of the Science of Reading have been provided?</p>	<p>14 modules with IDEAS Understanding of SoR Phonics Oral Language and PA Basis in Phonology Morphology</p>	<p>What proficiency pathway are K-6 teachers following? Most are Pathway D and some did the 6-day RISE.</p> <p>Special Education is also required to have proficiency.</p> <p>Mr. Burl, Ms. Harris SOR assessors and outside consultants provide evaluation/observation in addition to rigor, delivery of instruction.</p> <p>All K-8 teachers completed training (Pathway D, 6-day RISE) as well as success coaches</p>			
<p>What training has been provided on aligning instructional routines with SOR?</p>	<p>Feedback from observations are provided during PLC's to align instructional routines. This is an area of need.</p>	<p>Does the district partner with APSRC or an educational cooperative for additional support and training opportunities? Trainers for SOR at LRSD and training teachers at Scholarmade; also use APSRC. Teachers did modules online but also doing face to face training-collaborating with LRSD</p> <p>Area of need? Continued area of growth; many novice teachers and non-traditionally certified; understanding areas of SOR and being fluent in delivery of instruction; Dr. Parham provides ongoing support/training</p>			

<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?	DIBELS Dylsexia Screener MAP Reading fluency Teachers 3 xs per year NWEA Skills Check	Who administers Level 2 screeners and what screeners are used? Success coaches/interventionists, Toliver, principals; mClass resources for small group instruction and areas they are tested in; data from NWEA as well.  DIBELS mClass: resources, scores (part of Amplify); NWEA Map skills used for screening  Check on AR-RAN to see if it's included in Level I screeners  <a href="#">Dyslexia Resource Guide</a>			
	Once a student is identified with characteristics of dyslexia, what interventions are provided? Who provides interventions? Elementary/Secondary	Pull out and Push in support; instructional support in letter sounds, phoeme awareness, and linking latters and phonemes through writing and reading from texts at the appropriate level to reinforce emergent skills. Success Coaches				
	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?	Winsor Learning Souday System Yes Webinars As needed for new staff and targeted support as needed.				
	How are students monitored to determine progress? How often does monitoring occur?	Amplify MClass resources that feature goal setting. NWEA Map Skills is personalized as weel. Frequent assessments and skills practice to reach performance criteria used to determine if the students in unlikely to achieve reading goals without receiving additional targeted intensive support.				
	How are interventions for characteristics of dyslexia provided so that students are not missing core instruction?	During small groups and pull outs during Specials. K-2 scholars receive additional supports in Reading Recovery.	Reading Recovery is not an approved program for literacy or dyslexia based on the 3 cueing systems. Has the district considered other options to support students? Not missing core instruction			
<b>Writing Revolution</b>	What teachers/grade levels are participating in Writing Revolution?	NA	What curriculum is used for writing? Building Writing K-2 and Writing A-Z 3-7 and Six Traits Plus One with secondary  Consider writing components when looking at new curriculum			
	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**

List area of need or concern based on initial questions.	Core curriculum that addresses all components of SOR
List additional	<a href="#">DESE Approved Programs</a>
Who will be	DESE DST & Literacy Spec
What evidence will	Adopted/implemented

Charter currently using 2016

**Priority 2**

Effective instructional practices for each component of SOR (Tier I small group instruction)
Schedule review
DESE DST & Literacy Spec
Classroom walkthrough data

**Priority 3**

Dyslexia screeners (Level I and II)

[Dyslexia Resource Guide](#)

DESE DST & Literacy Spec

Written district dyslexia plan



DESE Plan of Support			
DESE Point Person:	Tally Harp		
Other Support Personnel:	DST, Carol Heringer		
<b>Goal 1: Implement a literacy Core Curriculum aligned to SOR</b>			
Actions:	Assist district with review current <a href="#">DESE approved curriculum</a> list	additional support is needed? <a href="#">One-</a>	
	Assist district with review One-Pagers as part of curriculum review		
	Provide feedback/support to identify gaps in current curriculum to determine needs		
<b>Goal 2: Implement effective instructional strategies that align with SoR.</b>			
Actions:	Support teachers/school on how to utilize Marzano's HYS for effective instructional practices. Res	<a href="#">Observation Survey</a>	Marzano strategy in lesson
	strategies and the Science of Reading.	on PD for Level 3 and 4 charters	<a href="#">APSCR Trainings</a>
	monthly basis.	<a href="#">SoR PD Training</a>	<a href="#">Instruction Look Different</a>
		<a href="#">K-2 Look For Survey</a>	<a href="#">Sample Literacy Schedules</a>
	<a href="#">3-8 Look For Survey</a>		
<b>Goal 3: Develop and implement a dyslexia plan to meet instructional needs of students and requirements of the</b>			
Actions:	dyslexia	<a href="#">District Requirements for Dyslexia</a>	1? YES
	of program for dyslexia students		the name of the class.
	Provide training for staff on recognizing characteristics of dyslexia	<a href="#">Sonday System</a>	
	Provide training on administering and interpreting data for initial screeners		
	<a href="#">Revised K-4 Schedules</a>		

	<b>Priority</b>	<b>Priority</b>
List area of need or concern based on initial questions.	Content area reading	Curriculum implementation
List additional		
Who will be		
What evidence will		

**Priority**

Small group instruction

Novice teachers  
peer observations

<b>DESE Plan of Support 2022-2023</b>		
DESE Point Person:	Tally Harp, Jackie Bailey	
Cooperative Support:	Jessica Wright - APSRC	
District Contacts:	Dr. Anderson, Ms. Tolliver. Lorraine Williams, Larissa Williams	
<b>Goal: Implement Content Area Reading Strategies</b>		
Actions	Attend Content Area Reading training (APSRC, Educational Cooperative).	
	Model/provide coaching support for teachers through implementation.	
	Conduct classroom observation to determine supports and next steps for implementation.	
<b>Goal: Implement Core Curriculum with Integrity in Alignment with the Science of Reading</b>		
Actions	Vendor training on September 30th.	
	Jessica Wright will support district in identifying gaps in curriculum and reviewing the pacing guides.	
	Jessia Wright will support teachers by modeling lessons.	
	Supports for social studies teachers to incorporate writing in their curriculum and instruction.	
	APSRC will provide support in training staff to implement new curriculum.	
	Reading. instructionally implemented with fidelity.	
<b>Goal: Strengthen Small Group Reading Instruction</b>		
Actions	Provide small group instructional support for novice teachers (Jessica Wright, lead teachers).	
	Provide time for novice teachers to conduct peer observations of small group instruction.	
	Small group training/support with APSRC.	

1/5/2023

9/9/2022

12/6/2021

Tally Harp met with Dr. Anderson, Hal Harris, and Dr. Takisha Moncrief.

- The district is no longer working with APSRC and Jessica Wright for additional support.
- Dr. Moncrief has recently been hired as 3-9 Instructional Coach
- 3-6th grade SS teachers are supporting literacy with informational texts and content reading strategies
- Supplementing Wit and Wisdom with additional texts to address missing standards.
- Small group instructional focus is in the beginning phase. Working to ensure more time for reading.
- Lesson Planning has been a focus – what is the evidence of student success? What does an exit ticket look like?
- Questions of a PLC.
- Mr. Harris is launching a study on Visible Learning.
- Looking to open PreK next month!!!
- Lorraine Williams is in Take Flight training.
- Mid-year testing began this week.
- Tally Harp will be on-site in February (date TBD) to conduct walkthroughs.

Tally Harp, Jessica Wright, Jackie Bailey, Dr. Anderson, Hazel Harris, Eltrudina Toliver, Larissa Williams  
Team met to review progress of 21-22 goals and determine priorities and goals for the 22-23 school year.

**Members Present:** Tally Harp, Charlotte Parham, Amber Brown, Carol Heringer, Dr. Anderson, Brad  
Eltrudina Toliver

DST met with charter to address literacy questions and determine priorities and goals for the DESE Plan.