

Elementary Literacy Curriculum

PA	K-2 CKLA		
Phonics	K-2 CKLA	3-5 CKLA	
Comprehension	K-2 CKLA	3-5 CKLA	
Vocabulary	K-2 CKLA	3-5 CKLA	
Fluency	K-2 CKLA	3-5 CKLA	

Secondary Literacy Curriculum	6-8 MyPersectives
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SoR Assessors	
	BCP EL
	Delta EL
Phillip Lockhart	Delta HS
	BC HS
Phillip Lockhart	Delta College Prep

District: Kipp Delta PK-12		Team Members:				
Superintendent: Megan Stitzinger		Charter: Heather Price				
School Improvement Plan		DESE: Tim Johnston, Felicia Shelton (not present), Tally Harp, Carol Heringer, Dallas Henderson, DST				
District Support Plan		Crowley's Ridge Co-op: Dawn Bessee				
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)?	K-5 CKLA 6-8 MyPerspectives District Response: Secondary students are using MyPerspectives for language comprehension. Any secondary students who need word recognition skills are using HillRAP. Elementary students are using CKLA for language comprehension. CKLA is also used for word recognition skills. Elementary students with further deficits in word recognition receive intervention with either HillRAP or Connections (depending on their level).	CKLA	MyPerspectives		
	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 are partially met/Fluency fully met (CKLA) District Response: MyPerspectives and CKLA are on the approved Science of Reading Curriculum list. CKLA is approved in all five components for K-2 and in all components but phonological awareness for grades 3-5. If students need phonological awareness, they are being seen by an interventionist who uses HillRAP or Connections, which is approved for phonological awareness. MyPerspectives is approved for vocabulary and comprehension. Students in need of fluency, phonics, or phonological awareness receive intervention with either HillRAP or Connections, which is approved in all of these areas. Initial staff training was provided for the curriculum.				
	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?	Lexia software, Heggerty, Shurley English District Response: In K-2, we use Heggerty to supplement CKLA's phonological awareness instruction. Teachers have been coached by assistant principals on how to implement Heggerty. Shurley is also used at KIPP Delta Elementary Literacy Academy to teach grammar and writing. A Shurley representative provided an initial training to relevant staff.	What supplemental resources are used at the secondary level? Lexia Power Up; digital component and teacher pulls small groups Still using Lexia at elementary.			
	Do all teachers have the materials needed to fully implement the programs?	Mostly. Teachers have requested more CKLA student activity books be ordered.	Have these materials been ordered? They've been purchased; if did not arrive before the break, should be at schools this week.			
	What additional training has been provided to support implementation of the program(s)? Who provided the training?	We have contracted with TNTP to coach teachers on how to implement the MyPerspectives and CKLA curriculum effectively and with fidelity.				

	Are teachers implementing the curriculum with fidelity? Why or why not? How do you document this?	Yes. TNTP does learning walks and observations to document teachers' effectiveness and fidelity with the curriculum.	TNTP working closely with principals; providing feedback to them; also providing feedback with teachers; everything is in partnership with the principals. Walkthroughs are every other week.		
	What courses are being offered to secondary students struggling with literacy?	Secondary students struggling with word recognition skills are seen using HillRAP. However, this is not a stand alone course. It occurs within the ELA block (which is long enough for the core curriculum and intervention).	How long is the ELA block at the secondary level? ELA 1 hour 40 mins; whole group instruction and teachers pull small group. Literacy and Math are set up the same but not other courses.		
Assessments	What assessments are used to identify literacy needs (deficits, gaps, progress)?	DIBELS, MAP, Scholastic Reading Inventory, Lexia, CFA's, HillRAP, IReady, Aspire District Response: We utilize DIBELS for all elementary students. K-2 students take NWEA MAP. Grades 3-10 take ACT Aspire. All students are now utilizing IXL, including the diagnostics to identify deficits, gaps, and progress.	The DSP indicates the district is using Scholastic Reading Inventory, iReady, Lexia, and CFA's. Are these being utilized as well? Still using Lexia, iReady, and CFAs, not using Scholastic Reading Inventory; charter began using STAR Reading/Math for K-12 (B, M, E of year)-in addition to NWEA Map; iReady frequency is used at principal discretion. CFAs embedded in curriculum; administered at the end of each unit.		
	How frequently are these assessments utilized?	DIBELS, NWEA MAP, and ACT Aspire are given three times per year. IXL diagnostics are given at the beginning of the year and data is updated in real-time as students engage in the program.			
	Who is responsible for administering assessments?	Homeroom teachers at the elementary level and secondary ELA teachers give these assessments.			
	How is data from these assessments tracked over time?	We meet quarterly with each elementary homeroom teacher and secondary ELA and math teacher to analyze student assessment data.	Are teachers reviewing any other student data on a more regular basis? Not weekly PLCs at this time; unit assessments-weekly PD-part of data analysis-Thursdays after school 4:30-6:00		
	What is the intervention plan based on this data?	Intervention plans for secondary are based on IXL diagnostic data, while also consulting standardized testing data. Intervention plans for elementary are based on DIBELS and IXL diagnostic data, while consulting standardized testing data as well. Students are grouped by reading level (grade level equivalent) for literacy. They meet with their ELA teacher for small group support to access grade level materials. This support is specific to the needs of each group. It may include a focus on fluency, literal comprehension, figurative language, literary analysis, grammar, or writing.	For students who are significantly below grade level, what steps are taken to provide small group instruction for missing foundational skills (bottom of the rope)? Students 2-3 years below grade level; small group-abridged text (lower level); repeated reading for fluency practice then follow up with comprehension discussion; phonics/decoding? HillRAP for these areas-HillRAP has 5 components to the lesson-oral drills-recite phonics rule, etc. then phonological awareness, then word attack-phonics lesson-3 decodable words start with real then includes nonsense then fluency (word level and passage level) then comprehension-decodable text on their level with comprehension questions. HillRAP added encoding this past year.		

	How is the intervention plan monitored?	We monitor the intervention plan utilizing IXL scores. As scores improve or stagnate, we can adjust the intervention plan.	How often is this data reviewed for progress with interventions? Teachers monitor curricular assessments to reteach with built-in days for review; IXL data is reviewed quarterly; How do intervention groups work? Meet quarterly and color-coded groups-red is lowest met 3-5 times a week and most other students twice a week; stay in groups for the quarter; in between quarters, teachers determine mastery of skill with student and freedom to move them as needed. Intervention times? secondary during the double block; MS-afternoon intervention block (45-60 mins); Elem-intervention time part of centers/lit block (45-60 mins depending on the campus)		
ding	How are the components of literacy addressed during the school day? How much time is scheduled for the literacy block or each component?	In K-2, students have 15 minutes of Heggerty (phonological awareness), 60 minutes of CKLA skills (phonological awareness, phonics, fluency), and 60 minutes of CKLA knowledge (vocabulary, comprehension). In 3rd grade, students have 105 minutes of CKLA (phonics, fluency, vocabulary, comprehension). In 4th and 5th grade, students have 90 minutes of CKLA (phonics, fluency, vocabulary, comprehension). In 6th-12th grade, students have 100 minutes of MyPerspectives (vocabulary, comprehension). The individual breakdown of each component varies by day due to the structure of the curriculum.	Literacy Guidance Doc There is time in the schedule for small group instruction as part of the literacy block.		
	What amount of time is scheduled for daily small group instruction for students?	Approximately 45-60 minutes is scheduled daily for small group instruction in all grades.	Are all students, especially K-2, meeting in a small group with a teacher on a daily basis? Is this part of core instruction or intervention time? Small group instruction is intervention time		
	What supports are provided in the district for literacy instruction?		TNTP provides support and training; also utilize curriculum trainings; dept chairs K-12 (reading/writing) to coach/observations/peer support for best practices as well as lead weekly PD		

Science of Reading	How do you determine instruction is moving towards proficiency in the science of reading?	We have contracted with TNTP to guide our teachers toward proficiency in the science of reading.	Describe how TNTP provides this support. What specific actions are in place? What role do administrators play in this process? Do you have any training agendas you can share with us? Charter will share TNTP agendas Focus on the alignment with SOR and making sure teachers have foundational knowledge and understand best practices. Charter meeting with TNTP weekly for alignment-trends they see, areas of growth; agendas change based on what is being observed.		
	What supports are provided to move teachers toward proficiency in SOR?	Teachers completed LETRS units 1-6. TNTP provides continuous professional development on how to align instructional practices to SOR and best practices for teaching.	How many assessors does the school have? One at this point; other folks in process. How many have completed phase I? Not sure; will check with admin		
	What targeted training for specific components of the Science of Reading have been provided?	TBD	What will be used to determine what training is needed? Are trainings done by grade level, content, individual teacher? Have not completed additional trainings this year		
	What training has been provided on aligning instructional routines with SOR?	TBD	What training has already been provided to assist teachers in aligning their instructional routines with SoR? TNTP supports instructional alignment; DESE will support as well		
	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?	We use DIBELS for the level 1 screener. Homeroom teachers administer the level 1 screener once per year. Students are screened for level 2 using the Apple Group Dyslexia screener. Elementary reading interventionists administer the screening.	The requirement for K-2 is for students to be screened 3 xs per year. How is the district ensuring this requirement is being met? (The assessment section states DIBELS is administered 3 xs per year.) How does the district identify students for dyslexia and/or reading difficulties in grades 3-12? K-2 screening is done 3x a year; just DIBELS at this point. Level II Apple Group screener on all K-2 students		
	Once a student is identified with characteristics of dyslexia, what interventions are provided? Who provides interventions? Elementary/Secondary	We use Connections for grades K-2 (and some older students with very low scores). We use HillRAP for students in grade 3 and up. Trained interventionists provide the intervention.			

Dyslexia	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?	We use Connections for grades K-2 (and some older students with very low scores). We use HillRAP for students in grade 3 and up. Trained interventionists provide the intervention. Both curriculums are on the approved Dyslexia intervention program list. Interventionists completed training from the curriculum provider. Each training was at least 30 hours. Connections is provided in one of the following weekly formats: 4 30-minute sessions, 3 45-minute sessions, 2 60-minute sessions. The frequency is determined by scheduling and the needs of the student(s). HillRAP is provided 4 times per week for 30 minutes.			
	How are students monitored to determine progress? How often does monitoring occur?	HillRAP continuously collects data on student progress automatically. Connections progress is determined by how many lessons a student masters. Each quarter, these students are discussed in RTI meetings to determine if the intervention is effective and, if not, what needs to change.			
	How are interventions for characteristics of dyslexia provided so that students are not missing core instruction?	These interventions take place during the remediation block.			
Writing Revolution	What teachers/grade levels are participating in Writing Revolution?	NA	What curriculum is the district currently using for writing instruction? Shurley Method/English		
	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.	Align literacy schedules to SOR to include small group reading (Tier I) as well as interventions
List additional	Daily schedule for each
Who will be	DESE DST and Literacy Spec
What evidence will	

Priority 2

Determine next steps for SOR trainings for teachers/administrators
Agenda review-TNTP
DESE DST

Consider component specific

Priority 3

Dyslexia screeners-ensure
Level I and Level II screeners
are in place

All 6 components

Co-op Dyslexia Specialsit

Written district dyslexia plan

[Dyslexia Resource Guide](#)

DESE Plan of Support		
DESE Point Person:	Tally Harp	
Other Support Personnel:	Dawn Bessee, DST, Carol Heringer, Dallas Henderson	
Goal 1: Establish a literacy block to include small group instruction (Tier I core) and intervention time.		
Actions:	Review literacy schedules and provide feedback and support	Different Based on the Science of Reading?
	Collaborate with charter to restructure literacy schedules	
	Utilize Literacy Guidance Document to ensure all components are included in the literacy block.	Sample Schedule KBCP
		Sample Schedule KDEA
Goal 2: Analyze current trainings to determine SoR training next steps for teachers and administration.		
Actions:	Review TNTP and Charter meeting agendas	SoR PD Training
	Review previous training provided	K-2 Look For Survey
	Analyze classroom observation data to identify areas for improvement	3-8 Look For Survey
	Collaborate with TNTP, Co-op, APSRC to schedule professional development	
		Level 3 and 4 charters based on the DESE
Goal 3: Develop and implement a dyslexia plan to meet instructional needs of students and requirements of the		
Actions:	dyslexia	District Requirements for Dyslexia
	fidelity of program for dyslexia students	
	Provide training for staff on recognizing characteristics of dyslexia	certifications/requirements to administer these
	Provide training on administering and interpreting data for initial screeners	

	Priority
List area of need or concern based on initial questions.	Small Group Instruction/Learning Stations & Sound Wall Implementation
List additional	Sound Wall training
Who will be	Heather Price - Director of
What evidence will	

	Priority
	Language! Implementation
	Stefanie Smithey - APSRC

Priority

Dyslexia Implentation

Rebecca Allen - CRESC

DESE Plan of Support 2022-2023	
DESE Point Person:	Tally Harp, Carol Heringer, Traci Holland
Cooperative Support:	Stefanie Smithey (APSRC)
District Contacts:	Megan Stitzinger, Francine Swickheimer
Goal: Implement Small Group Reading Instruction and Sound Walls with Fidelity	
Actions	DESE will collaborate with GRESC and CRESC for Small Group Reading Training.
	DESE will collaborate with GRESC and CRESC for Sound Wall Training.
	and next steps.
	steps.
	Tally Harp will contact Sandy Shepard regarding K-2 RISE TOT opportunity.
	Tally Harp will compile a list of training resources for small group and sound wall implementation.
Goal: Implement Language! Curriculum	
Actions	recommendations.
	Tally Harp will contact GRESC and CRESC for support with implementation.
	will provide training/support for the district with implementation of the program.
	steps.
Goal: Ensure Dyslexia Program is Implemented with Fidelity	
Actions	Data Review

DATE
11/18/2022
9/2/2022
12/7/2021
12/10/2021
12/13/2021
5/24/2022

NOTES/COMMENTS

Tally Harp met with Francine Swickheimer, Heather Price, and Megan Stitzinger. Classroom observations at elementary campus. The team met to discuss progress with building administrator and discuss next steps.

Tally Harp met with Francine Swickheimer onsite at the Blytheville Elementary campus. Classrooms visited and instruction observed. The two met to discuss instruction and develop goals for the 22-23 SY.

Members Present: Tally Harp, Dawn Bessee, Carol Heringer, Dallas Henderson, Tim Johnston, Heather Price

Team met to discuss literacy programs, identify priorities and set goals with the school.

Emailed Ms. Stitzinger to determine if she would be available for a visit on December 13th. Meeting scheduled for 12/13/21.

Toured Kipp Blytheville secondary campus. Informal visit.