



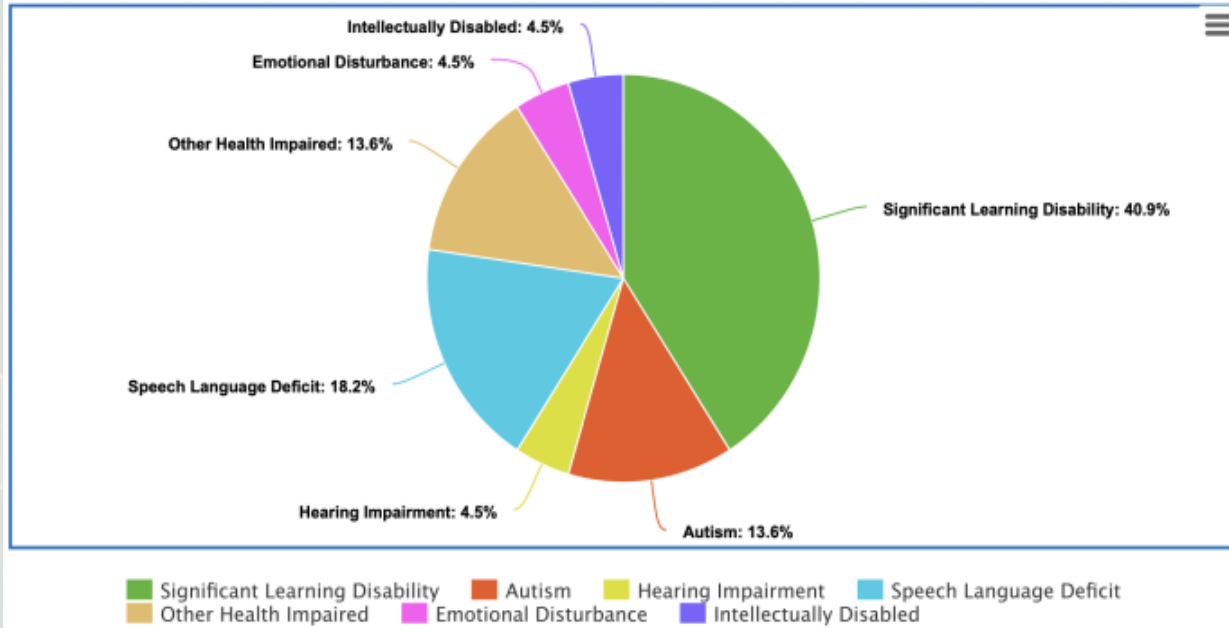
Haas Hall Academy  
Special Services

21-22

## Campus Special Service Supports

- Each campus is equipped with a special education teacher as well as currently offering the following services
  - Resource
  - Co-Taught
  - Indirect
- Each campus is equipped with the support of
  - School Psychology Specialist(s)
  - Speech Language Pathologist(s)
  - Reading/Dyslexia Interventionists (ESL Support)
  - Academic Coaches

## *District Data Special Education Scholars*



Total Scholars: 22

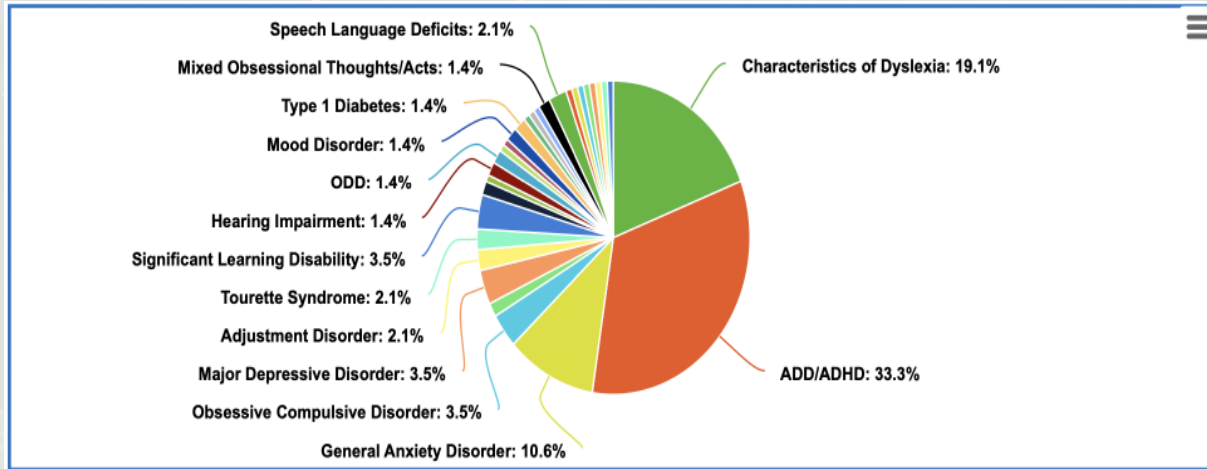
Fayetteville: 6

Springdale: 6

Bentonville: 2

Rogers: 8

## District Data 504 Scholars



Total Scholars: 105

Fayetteville: 34

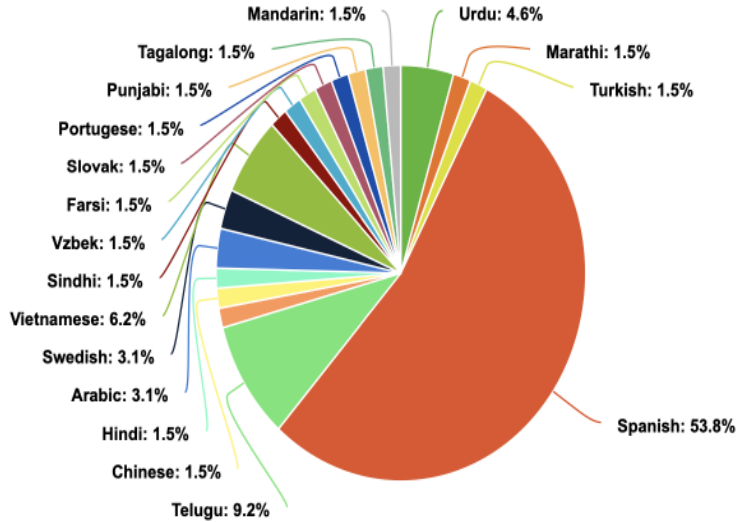
Springdale: 23

Bentonville: 23

Rogers: 25



## District Data Active ESL Scholars



Total Scholars: 65

Fayetteville: 16

Springdale: 15

Bentonville: 18

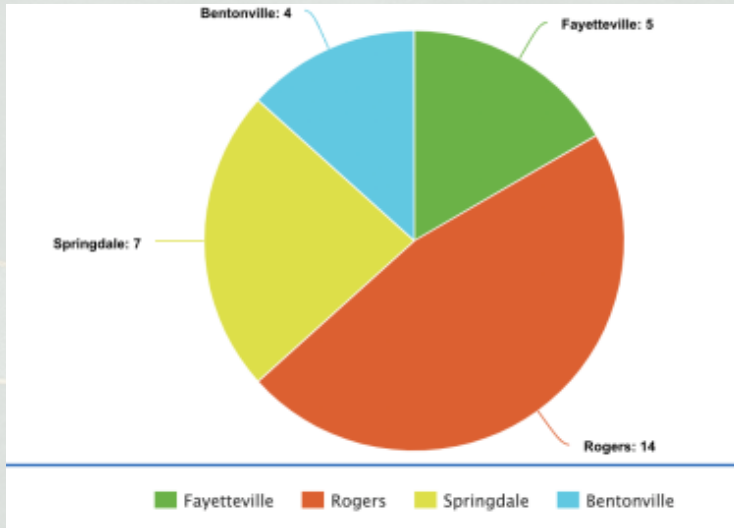
Rogers: 16



## *District Data Dyslexia/Reading Intervention Scholars*

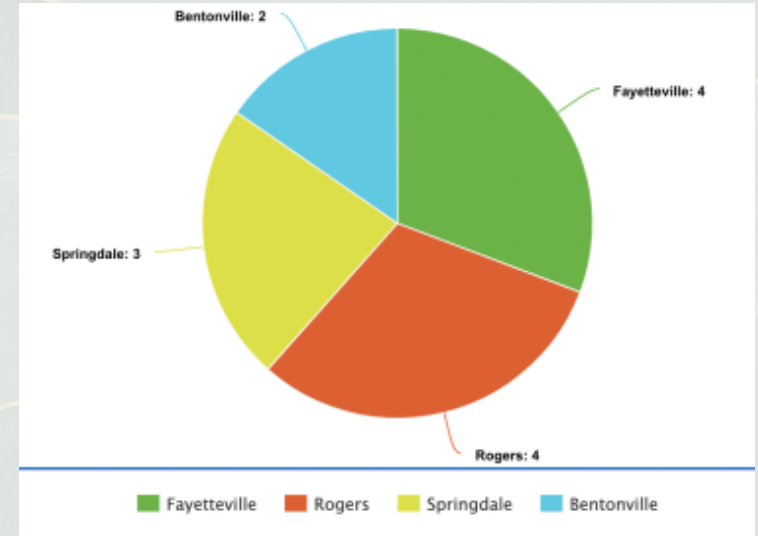
Tier 2 Total Scholars:

ADE- Reading Plus



Tier 3 Total Scholars:

Orton Gillingham approach through the Institute for Multisensory Education



The background is a watercolor-style illustration. It features several overlapping, semi-transparent circles in various shades of blue, ranging from a deep, dark blue to a lighter, teal-like blue. Superimposed on these circles are thin, branching structures in a golden-brown or light tan color, resembling bare tree branches or coral. The overall effect is a textured, artistic pattern.

# Literacy Support Plan

## Our Literacy Culture

### Haas Hall Academy Literacy Vision

Haas Hall Academy is dedicated to the success of all scholars from all backgrounds.

Our Academy plans to integrate the Science of Reading through all content areas to ensure our scholars are provided a quality education and literacy instruction in all settings. Scholars will have morphology, etymology, and the structure of the English language incorporated in their explicitly taught literacy curriculum.



## Our Literacy Culture

### Haas Hall's Promotion of Reading

Haas Hall Academy promotes and encourages reading in grade levels 7-12.

Our Academy has a summer reading list that is required for each grade level and scholar to encourage independent reading outside of the classroom. For scholars that struggle with reading comprehension and fluency when reading independently, accommodations/modifications such as audiobooks, and/or modified reading materials are provided.

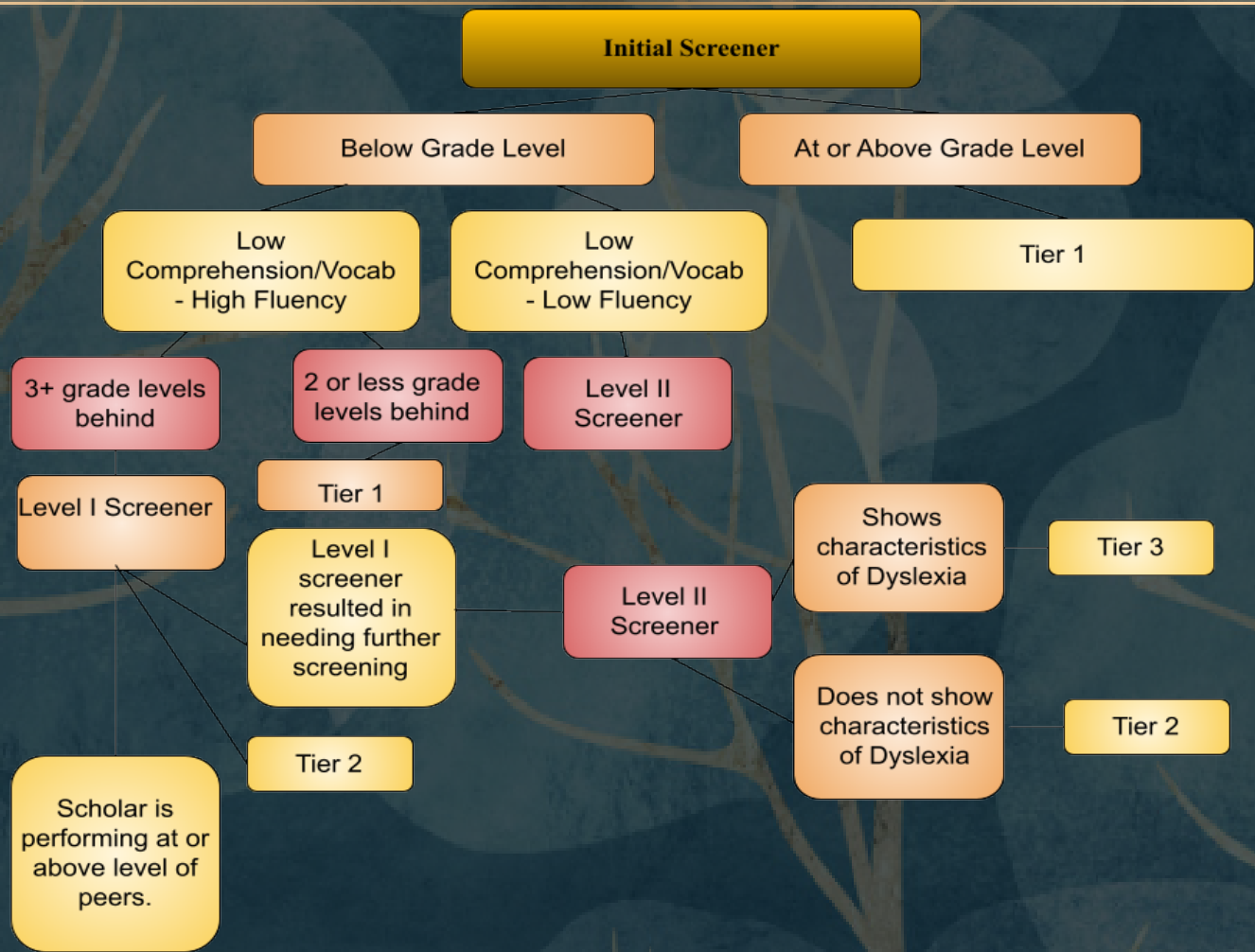
As a team, we are always trying to find evidence-based practices to encourage and improve our scholars' reading.

## Science of Reading in Our Schools

- Our educators have all been trained on the Science of Reading through the Arkansas IDEAS Science of Reading awareness pathway.
- All of our Special Education teachers have been trained to use the Orton Gillingham approach through the Institute for Multisensory Education.
  - Courses taken through IMSE:
    - Comprehensive Training
    - Intermediate Training

## Our Scholar's Literacy-Based Needs on the Science of Reading

- Scholars needs: reading comprehension, vocabulary and fluency
- Scholars are identified through our universal screener.
  - Completed 3 time per school year
    - September
    - December
    - April
- Literacy Support is provided through our Response to Intervention System.



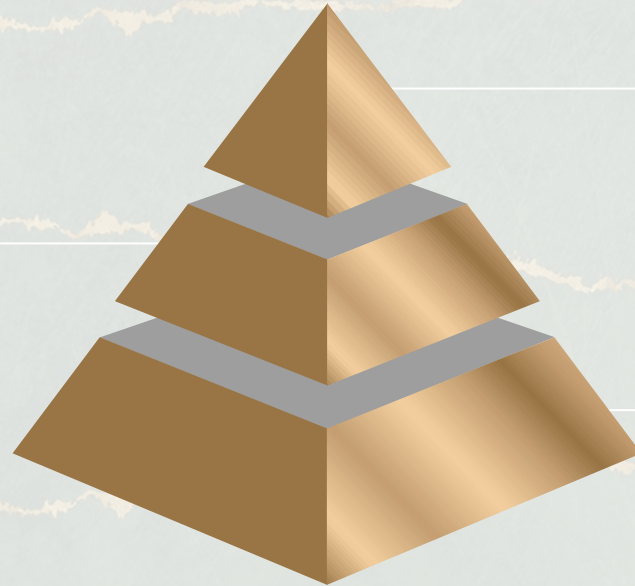
# Response To Intervention

## Tier II

Scholars receiving tier 2 intervention are considered at risk through data and screenings. This intervention can occur in or outside the classroom.

Haas Hall is currently using a program called Reading Plus as a supplemental intervention.

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## Tier III

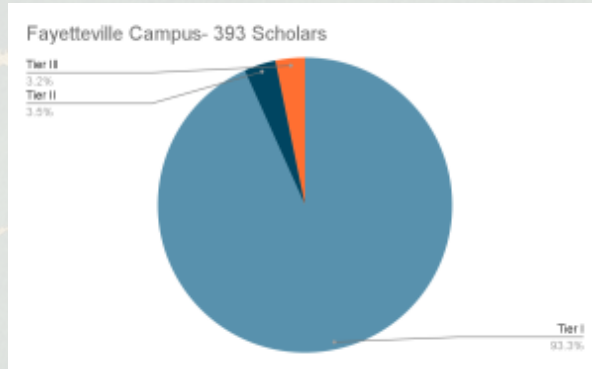
Scholars receiving Tier 3 intervention will receive small group intervention outside the general education classroom 2 times a week for 30 mins at a time. This is a systematic reading intervention using the Orton Gillingham approach.

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## Tier I

Every scholar is in tier 1. This happens in the general education setting. This tier undergoes 3 screenings a year. (Fall, Winter, and Spring).

## RTI Data

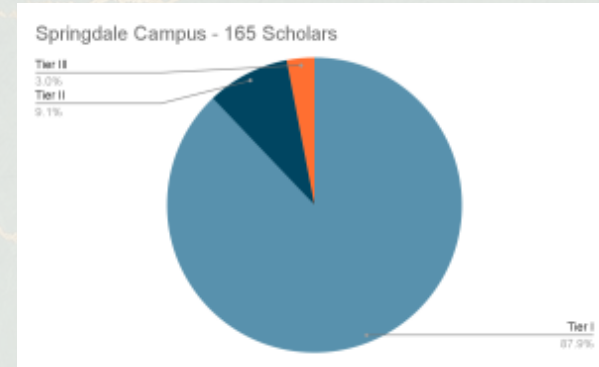


Fall '21

- Tier I: 375
- Tier II: 14
- Tier III: 4

Spring '22

- Tier I: 377
- Tier II: 13
- Tier III: 3



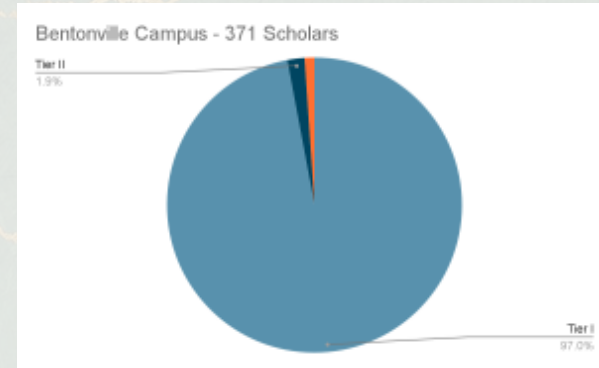
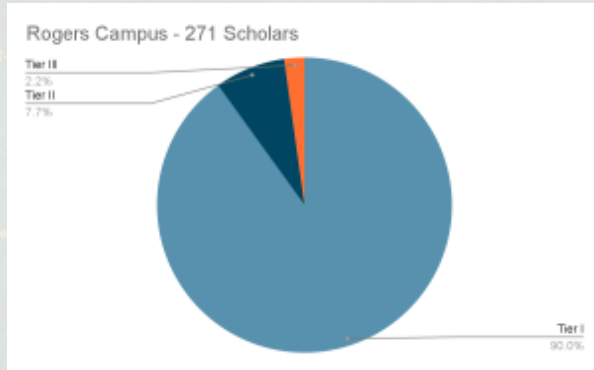
Fall '21

- Tier I: 145
- Tier II: 15
- Tier III: 5

Spring '22

- Tier I: 141
- Tier II: 23
- Tier III: 1

## RTI Data



Fall '21

- Tier I: 244
- Tier II: 21
- Tier III: 6

Spring '22

- Tier I: 242
- Tier II: 22
- Tier III: 7

Fall '21

- Tier I: 360
- Tier II: 7
- Tier III: 4

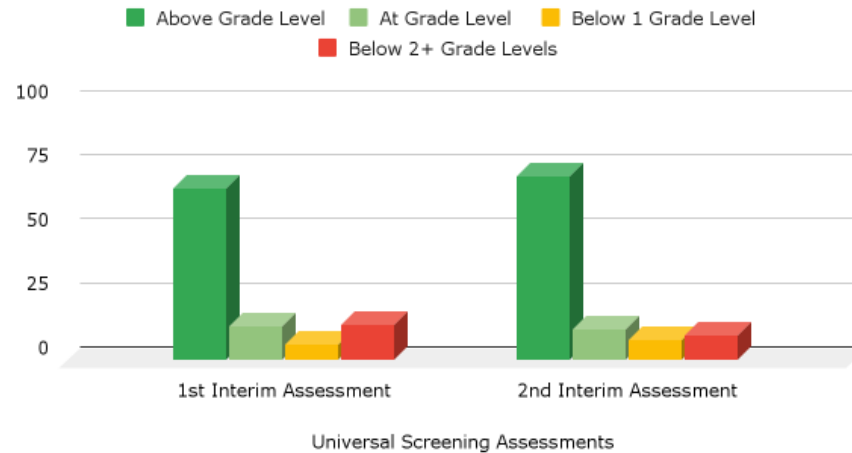
Spring '22

- Tier I: 358
- Tier II: 10
- Tier III: 3

### 1st Interim Assessment

- Above Grade Level: 67%
- At Grade Level: 13%
- Below 1 Grade Level: 6%
- Below 2+ Grade Levels: 14%

### Haas Hall Academy Scholars' Reading Proficiency



### 2nd Interim Assessment

- Above Grade Level: 72%
- At Grade Level: 12%
- Below 1 Grade Level: 8%
- Below 2+ Grade Levels: 10%



## General Special Education Policies

The District is committed to the development and implementation of an appropriate education for students with disabilities who reside in the District in accordance with the following administrative practices and procedures:

- To ensure that students with disabilities have the opportunity to participate in school district programs to the maximum extent appropriate to the needs of each student, including nonacademic and extracurricular programs and activities, which are available to all other students in the public schools of the District.
- To implement the provisions of IDEA Regulations and to provide special services or programs, to the extent appropriate to the needs of the student, and to enable the student to be involved in and progress in the general education curriculum.
- To ensure the confidentiality of personally identifiable data, and information or records pertaining to a student with a disability. Such personally identifiable information will not be disclosed except in accordance with Federal law and Regulation.
- To implement school-wide approaches, which may include a response to intervention process, and pre-referral interventions in order to remediate a student's performance prior to referral to special education.
- To ensure, to the extent possible, that all instructional materials to be used in the schools in the District are available in a usable alternative format for each student with a disability in accordance with the student's educational needs and course selections at the same time that such materials are available to non-disabled students.
- To ensure that personnel responsible for implementing or assisting in the implementation of a student's IEP receive or are provided access to a copy of the IEP for review prior to its implementation, and are informed of their responsibility to implement the recommendations of the IEP.
- To ensure that measurable steps are taken to recruit, hire, train and retain highly qualified personnel to provide special education programs and services.
- To ensure that students who reside in the District have received the protection of all other applicable State and Federal laws and regulations.