

Elementary Literacy Curriculum		
PA	Kilpatrick	
Phonics	K-2 Foundations	4-5 Just Words
Comprehension	K-2 Wit & Wisdom	3-5 Wit & Wisdom
Vocabulary	K-2 Wit & Wisdom	3-5 Wit & Wisdom
Fluency		

SoR Assessors

Jake Gibbs - finishing RISE currently by end of semester, will then complete assessor training.

Really Great Reading - Beginning and Advanced decoding survey

K-3 Phonics 1st - dyslexiaLexia

District: Hope Academy of NW Arkansas K-4 Enrollment 49		Team Members: Tim Johnston & Felicia Shelton (not present), Tally Harp, DST Cheryl Gall (APSRC) csp@apsrc.net 501-941-4130 Jake Gibbs (principal), Rachelle Sanford (behav spec), Katie Drake (sped) - Hope Academy	Model-10 kids per class; lead teacher and two paras/per class	
Superintendent: Jake Gibbs			One specials teacher does art, music, pe, library, STEM	
School Improvement Plan District Support Plan			Two populations-residents of shelter (enrolled in Bentonville/utilize outsourcing); onsite (populations do not overlap due to privacy)	
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)?	Foundations (K-2), Phonics 1st (K-3), Wit & Wisdom K-6 District Response: Literacy Curriculum Programs: Wilson Foundations, Geodes, Wit & Wisdom Subskills for language comprehension: Geodes, Wit & Wisdom Subskills for Word Recognition: Wilson Foundations	Foundations <u>Phonics 1st is listed in the DSP. Is the district utilizing this curriculum? We still use Phonics 1st: specifically for dyslexia</u>	Phonics 1st
	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 - approved Foundations - Phonics only; Phonics 1st - Phonics only; Wit & Wisdom - Voc/Comp Components missing - PA, Fluency District Response: Wit and Wisdom is on the approved curriculum list and meets requirements for vocabulary and comprehension. The one pager was reviewed to address areas of weakness. Staff received Wit & Wisdom training from the APSRC.	What curriculum/instructional materials are being used to address the missing components? PA piece doing flex groups-MAP data and targeting areas of need; 30 mins/twice a week; Kilpatrick Drills from Equipped for Reading Success.	
	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, Wilson foundations Training has not been provided for Lexia. Wilson Foundations training was provided by the APSRC	Is there a plan to provide training for Lexia? Right now, not planning for the online training but can look into it; kids are using it and we go in the back end to see usage and progress to monitor-many teachers are new so we are working with them to use data-what are our next steps? flex time we go directly into the data-using PAST, DIBELS, MAP but would like to utilize Lexia more in the future	
	Do all teachers have the materials needed to fully implement the programs?	Yes		

	What additional training has been provided to support implementation of the program(s)? Who provided the training?	No additional training has been provided at this time.	Is the district planning to provide additional training? What data will be used to determine training needs? Phonics 1st only used by reading interventionist for dyslexia and she has been trained	
	Are teachers implementing the curriculum with fidelity? Why or why not? How do you document this?	Teachers are implementing curriculum with fidelity. Through lesson planning and PLC support, teachers are able to provide instruction to children at all levels of RTI. Lesson plans and classroom observation serve as documentation.		
	What courses are being offered to secondary students struggling with literacy?	NA		
Assessments	What assessments are used to identify literacy needs (deficits, gaps, progress)?	DIBELS, PAST, RAN, NWEA MAP, Phonics First Dyslexia Screeners		
	How frequently are these assessments utilized?	The MAP test is administered beginning, middle, and end of year. All other assessments are administered quarterly. Dyslexia screeners are administered at the beginning of the school year		
	Who is responsible for administering assessments?	Classroom teachers		
	How is data from these assessments tracked over time?	Data is entered into digital and live data walls and analyzed during PLC time		
	What is the intervention plan based on this data?	Based on data students are placed on the schedule to be seen by a pull out interventionist as necessary. All student receive flex group time that allows for Tier 2 and 3 instruction as well as extensions	What is the schedule for flex time? 30 min session; group lesson then small group based on need-Tier II then extensions; twice a week for Math and twice a week for ELA; intervention team-Rachelle helps to write the lesson plans-model Tier III instruction along with Katie and Jake; helping teachers understand differentiation in the lesson plan; looking to revise the schedule for reading interventionist to push in during this time as well	
	How is the intervention plan monitored?	Monitoring occurs through weekly data analysis		

Science of Reading	How are the components of literacy addressed during the school day? How much time is scheduled for the literacy block or each component?	<p>There are 120 minutes in our literacy block.</p> <p>Phonological and Phonemic awareness & Sound and symbol recognition: 20 minutes</p> <p>Alphabet knowledge: 20 minutes</p> <p>Decoding skills: 40 minutes</p> <p>Rapid Naming: 20 minutes</p> <p>Encoding: 20 minutes</p>		
	What amount of time is scheduled for daily small group instruction for students?	60 minutes	Is this separate from the 120 minutes in the literacy block? Is the instruction provided Tier I instruction to target gaps in foundational skills? Is every child meeting with a teacher in a small group on a daily basis? 60 min small group is part of the 120 min literacy block; 60 min is part of 20 min rotations; whole group time, writing time, and small group time; the 60 min block for small group includes Tier I and Tier II instruction/interventions; most of our instruction is facilitated with small group; another rotation including computer programs for specific needs of students and based on what they're learning; all students receive small group instruction daily	
	What supports are provided in the district for literacy instruction?	Coaching from instructional facilitator, RISE training, and curriculum training		

	How do you determine instruction is moving towards proficiency in the science of reading?	Weekly data analysis	The data determines student progress with SoR skills. How are teachers monitored to determine proficiency in the SoR instructional components? RISE is probably our weakest area-teachers haven't started-principal needs to complete so he can begin assessor training; leadership team met a few days ago and committed to beginning in the spring and getting this done	
	What supports are provided to move teachers toward proficiency in SOR?	All teachers will have completed training by the end of 2022. The assessor will complete training in the spring of 2022		
	What targeted training for specific components of the Science of Reading have been provided?	We have not developed targeted training for SoR	Priority	
	What training has been provided on aligning instructional routines with SOR?	We have not developed this training	Priority	
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?	We haven't currently completed any level 2 dyslexia screening and I am still a little unclear about when level 2 screeners are necessary because initial or level 1 screeners and the RTI process can be used to identify dyslexia intervention needs. There is also a detailed process of informing parents and offering resources that we have not really dug into yet. I have the process guide and commissioner's memo on dyslexia, but they are both pretty vague on the leveled screening process and frequency of intervention. All K-2 students and any 3-4 students identified by their teacher as having reading difficulty complete the DIBELS, RAN, and DSA three times per year as an initial screener. These are administered by the classroom teacher or curriculum specialist. Level 2 assessments will be administered by a contracted Psych examiner or Speech Pathologist, when appropriate.	Dyslexia Law Requirements Dyslexia Resource Guide Priority	
	Once a student is identified with characteristics of dyslexia, what interventions are provided? Who provides interventions? Elementary/Secondary	Once a student is identified through initial or level 1 screeners, the RTI process will be used to determine intervention needs. Students with characteristics of dyslexia who are identified for Tier 3 intervention and any students identified as having characteristics of dyslexia through a level 2 screener will receive small-group or individual pull-out dyslexia intervention services by a trained dyslexia 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?	Students identified for Dyslexia intervention will receive pull-out services using the Phonics First curriculum from the Arkansas approved dyslexia intervention program list. The dyslexia interventionist completed a comprehensive training program for Phonics First and holds a certificate of completion. Services are offered 2-3 times per week, depending on the needs of the student.	What is the length of time of the intervention for students with dyslexia characteristics? 30 min session; individual student basis to determine 2 days a week or 3 days a week; 10 students in either 5-6 groups-one group is one-to-one based on behavioral needs	
	How are students monitored to determine progress? How often does monitoring occur?	Pre and post unit assessments are included in the Phonics First curriculum and will be administered with fidelity for all students using the program to monitor progress. Phonics First diagnostic assessments for decoding and encoding will also be administered using the program timelines for administration.		
	How are interventions for characteristics of dyslexia provided so that students are not missing core instruction?	Students receiving dyslexia intervention services will be pulled out during independent or extension learning groups and are not pulled during teacher-led instruction of new concepts or concept development.		
Writing Revolution	What teachers/grade levels are participating in Writing Revolution?	NA	What writing curriculum is being utilized at the district? Writing through the Year-CCSS aligned; charter asked about Writing Revolution-Tally will share with Jake	
	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

Priority 2

List area of need or concern based on initial questions.	Effective instructional practices aligned to SOR
List additional	SOR/RISE training (proficiency
Who will be	APSRC
What evidence will	PD agenda/sign in

Dyslexia
Level I & II screeners
APSRC
Written district dyslexia plan

Priority 3



DESE Plan of Support			
DESE Point Person:	Tally Harp		
Other Support Personnel:	Cheryl Gall - APSRC, DST, Carol Heringer, Engagement Unit		
Goal 1: Implement effective instructional practices aligned to the Science of Reading			
Actions:	pathway	working on PD for Level 3 and	
	Develop plan for administrator to complete RISE training and begin assessor training strategies and identify additional training needs of staff	K-2 SoR Survey	RISE Resources
	Provide training on using data to group students for instruction	3-8 SoR Survey	
	Provide additional information on training for Writing Revolution	SoR PD	
		PD Needs Assessment	
Goal 2: Develop and implement a dyslexia plan to meet instructional needs of students and requirements of the			
Actions:	dyslexia	Dyslexia	
	program for dyslexia students	PAST	
	Provide training for staff on recognizing characteristics of dyslexia		
	Provide training on administering and interpreting data for initial screeners		
Goal 3:			
Actions:			

Priority		Priority	
List area of need or concern based on initial questions.	Fluency component	Progress monitoring	
List additional	Fluency resources	PM schedule	
Who will be	DESE	DESE	
What evidence will	Student data	Student data	

Priority



DESE Plan of Support 2022-2023						
DESE Point Person:	Tally Harp					
Cooperative Support:	NA					
District Contacts:	Jake Gibbs, Maurissa Roberts					
Goal: Increase Student Reading Fluency						
Actions	partner. (Specific fluency time)	SPIRE Decodable Readers				
	Ensure small group lesson plans indicate specific phonics skill being address.	Reading A-Z Downloadable Decodable Texts (free)				
	skill.	Reading Rockets - Resource List of Decodables for K-2 Students				
	Add additional resources/texts for students to use to build fluency. (Sample fluency chart)	Flyleaf Emergent Reader Series				
Goal: Utilize Progress Monitoring Data to Drive Instruction and Interventions						
Actions	DESE will reach out to Jessica Wright with APSRC for addiitonal support.					
	DESE will provide support in developing a progress monitoring schedule.					
	DESE will support district in developing a data & progress monitoring data document .					
	DESE will support district in analyzing data to drive core instruction and plan for interventions.					
Goal:						
Actions						

DATE
9/13/2022
12/8/2021

2/11/2022

2/14/2022

3/15/2022

NOTES/COMMENTS

Tally Harp visited with Jake Gibbs and Maurissa Roberts to review goals and progress for the 21-22 school year. Team collaborated on needs to address and goals to set for the 22-23 SY. Tally Harp is reaching out to APSRC for additional support.

Members Present: Rick Brazile, Jake Gibbs, Rachelle Sanford, Katie Drake, Tally Harp, Tim Johnston, APSRC Cheryl Gall

DST met with Charter team to review literacy questions and identify priorities and goals for the DESE FSL Support.

On-Site Visit

Zoom with Vicki King regarding dyslexia program

Monthly check-in

[Choosing Tier II Words - Reading Rockets](#)
[Tier II Read-Aloud Vocabulary](#)