



HOT SPRINGS SCHOOL DISTRICT

Diverse. Dedicated. Unified.

A Place for Everyone

District Support Plan for Level 3 Coordinated Support

District Superintendent: Dr. Stephanie Nehus

Plan Stakeholders: Dr. Taryn Echols, Assistant Superintendent, Becky Rosburg, Assistant Superintendent, Natasha Lenox, Director of ESSER Student Support and Continuous Learning, Vashanti Williams, Director of Special Education, Gail Bean and Joie Trejo, District Literacy Instructional Facilitators and RISE TOT, Melissa Bratton, District ESOL Facilitator, Janie Hill, District Dyslexia Specialist, Campus Administrators, Campus Lead Teachers, Campus Literacy Interventionists

HSSD Literacy Plan- This plan describes the areas HSSD will address to improve Literacy for all students. Linked are instructional protocols, curriculum resources, school-level improvement plans, and the district professional development plan.

Part I: Plan, Do, Check

PLAN									
ASSESSMENT DATA									
Assessment Given	Assessment Results								
K-2: NWEA Map 2021-2022	<table border="1"> <thead> <tr> <th>Grade Level</th> <th>% meeting RIT score</th> </tr> </thead> <tbody> <tr> <td>K (56%)</td> <td>L- 49%, MS- 51%, OS- 54%, P- 71%</td> </tr> <tr> <td>1st (41%)</td> <td>L-30%, MS- 26%, OS- 44%, P- 65%</td> </tr> <tr> <td>2nd (28%)</td> <td>L-14%, MS-22%, OS- 30%, P- 45%</td> </tr> </tbody> </table>	Grade Level	% meeting RIT score	K (56%)	L- 49%, MS- 51%, OS- 54%, P- 71%	1st (41%)	L-30%, MS- 26%, OS- 44%, P- 65%	2nd (28%)	L-14%, MS-22%, OS- 30%, P- 45%
	Grade Level	% meeting RIT score							
	K (56%)	L- 49%, MS- 51%, OS- 54%, P- 71%							
	1st (41%)	L-30%, MS- 26%, OS- 44%, P- 65%							
2nd (28%)	L-14%, MS-22%, OS- 30%, P- 45%								

3-12: NWEA Map 2021-2022

Grade Level	% meeting RIT score
3rd (37%)	L- 30%, MS- 19%, OS- 19%, P- 70%
4th (38%)	L- 18%, MS- 27%, OS-39%, P- 66%
5th (37%)	L- 18%, MS- 38%, OS- 38%, P- 58%
6th (45%)	L- 32%, MS- 26%, OS- 35%, P- 89%
7	36%
8	39%
9	42%
10	48%
11	49%
12	49%

DIBELS Next 2021-2022

- HSSD revamped the protocol for DIBELS grades 3 and up to ensure we focus on skill deficits for students. All students, 3rd -6th grade receive Oral Reading Fluency and the PAST screener.
- If they do not meet the benchmark cut scores, teachers give LNF, PSF and NWF components of DIBELS to determine the possible deficit. The protocol will be thoroughly explained further into the plan.

Grade Level	# Not Meeting ORF Benchmark Score
2nd-179	L-44, MS-58, OS-41, P- 36
3rd-148	L-28, MS-50, OS-46, P- 24
4th-126	L-21, MS-49, OS-34, P-22

<p>- Kindergarten is not given until January. They do not take the Oral Reading Fluency Portion of the Assessment.</p>	<table border="1"> <tr> <td data-bbox="1056 196 1253 269">5th-111</td> <td data-bbox="1253 196 1894 269">L-20 MS-53, OS-26, P-12</td> </tr> <tr> <td data-bbox="1056 269 1253 337">6th-79</td> <td data-bbox="1253 269 1894 337">L-14, MS-34, OS-28, P-3</td> </tr> </table>	5th-111	L-20 MS-53, OS-26, P-12	6th-79	L-14, MS-34, OS-28, P-3														
5th-111	L-20 MS-53, OS-26, P-12																		
6th-79	L-14, MS-34, OS-28, P-3																		
<p>ACT Summative Scores 2020-2021- Reading</p> <p>District INS- 47.23%</p> <ul style="list-style-type: none"> ● Langston- 62% ● Main Street- 55% ● Oaklawn STEM- 55% ● Park- 22% ● HSJA- 39% ● HSWCHS 55% 	<table border="1"> <thead> <tr> <th data-bbox="1056 440 1213 542">Grade Level</th> <th data-bbox="1213 440 1650 542">% In Need of Support</th> </tr> </thead> <tbody> <tr> <td data-bbox="1056 542 1213 610">3rd (59%)</td> <td data-bbox="1213 542 1650 610">L- 71%, MS- 67%, OS- 63%, P- 39%</td> </tr> <tr> <td data-bbox="1056 610 1213 678">4th (44%)</td> <td data-bbox="1213 610 1650 678">L- 53%, MS- 41%, OS- 55%, P- 23%</td> </tr> <tr> <td data-bbox="1056 678 1213 747">5th (49%)</td> <td data-bbox="1213 678 1650 747">L- 62%, MS- 57%, , OS- 51%, P- 8%</td> </tr> <tr> <td data-bbox="1056 747 1213 815">6th (52%)</td> <td data-bbox="1213 747 1650 815">L- 60%, MS- 57%, OS- 56%, P- 22%</td> </tr> <tr> <td data-bbox="1056 815 1213 883">7th</td> <td data-bbox="1213 815 1650 883">43%</td> </tr> <tr> <td data-bbox="1056 883 1213 951">8th</td> <td data-bbox="1213 883 1650 951">35%</td> </tr> <tr> <td data-bbox="1056 951 1213 1019">9th</td> <td data-bbox="1213 951 1650 1019">39%</td> </tr> <tr> <td data-bbox="1056 1019 1213 1088">10th</td> <td data-bbox="1213 1019 1650 1088">55%</td> </tr> </tbody> </table>	Grade Level	% In Need of Support	3rd (59%)	L- 71%, MS- 67%, OS- 63%, P- 39%	4th (44%)	L- 53%, MS- 41%, OS- 55%, P- 23%	5th (49%)	L- 62%, MS- 57%, , OS- 51%, P- 8%	6th (52%)	L- 60%, MS- 57%, OS- 56%, P- 22%	7th	43%	8th	35%	9th	39%	10th	55%
Grade Level	% In Need of Support																		
3rd (59%)	L- 71%, MS- 67%, OS- 63%, P- 39%																		
4th (44%)	L- 53%, MS- 41%, OS- 55%, P- 23%																		
5th (49%)	L- 62%, MS- 57%, , OS- 51%, P- 8%																		
6th (52%)	L- 60%, MS- 57%, OS- 56%, P- 22%																		
7th	43%																		
8th	35%																		
9th	39%																		
10th	55%																		
<p>Other Relative Data</p>	<p><u>Students receiving services through HSSD:</u></p> <ul style="list-style-type: none"> ● Special Education Services <ul style="list-style-type: none"> ○ 2020-2021: 636 students ○ 2021-2022: 606 students ● Dyslexia Services <ul style="list-style-type: none"> ○ 2020-2021: 246 students ○ 2021-2022: 224 students 																		

	<ul style="list-style-type: none"> ● ESOL Services <ul style="list-style-type: none"> ○ 2020-2021: 354 students ○ 2021-2022: 357 students
GOALS, PRIORITIES, SCIENCE OF READING	
<ul style="list-style-type: none"> ● Goal 1: Students scoring <i>in need of support</i> on the 2021-2022 ACT Aspire Reading Summative Assessment grades 3-10 will decrease from 47.23% by 13% to 34.23%. ● Goal 2: Students scoring <i>ready or exceeding</i> on the 2021-2022 ACT Aspire Reading Summative Assessment grades 3-10 will increase from 27% by 13% to 40%. ● Goal 3: All HSSD schools will provide rigorous Tier 1, Tier 2 and Tier 3 academic support by classroom teachers and school interventionists through the intended curriculum for Literacy. 	
HSSD Initiative Priorities	<ul style="list-style-type: none"> ● All schools will set clear academic and social behaviors for students to achieve success. ● All schools will use the EXCEL model of Capturing Kids’ Hearts to provide SEL support to students. ● All schools leaders will collaborate with their staff to ensure core instruction is centered around the intended curriculum for Literacy. ● All schools will design instructional practices to meet the academic needs of students at the Tier 1, Tier 2 and Tier 3 levels. ● All school leaders will adhere to the 5 Tights of the PLC Process.
Intervention Protocol	<ul style="list-style-type: none"> ● All elementary schools will follow the intervention protocol for assessments. <ul style="list-style-type: none"> ○ Intervention Protocol ○ K-2 Diagnostic Decision Tree for Reading ○ 3-6 Diagnostic Decision Tree for Reading
Science of Reading Training	<ul style="list-style-type: none"> ● All K-6 teachers are trained in RISE Pathway A: K-2 RISE Academy or Pathway C: RISE 3-6

	<ul style="list-style-type: none"> ● All 7-12 Teachers completed Pathway D with three face to face days with our RISE TOT's. ● HSSD has 2 RISE Trainers who are certified through DESE and the Science of Reading TOT program. <ul style="list-style-type: none"> ○ They provide training for both K-2 RISE and 3-6 RISE for all staff. ○ They also provide supplemental training through the year on the sound wall, small groups and our Literacy curriculum. ● % of employees fully trained in the Science of Reading: <ul style="list-style-type: none"> ○ K-6 <ul style="list-style-type: none"> ■ Main Street: 83% are fully trained, 11 are attending training this year. ■ Park : 85% are fully trained, 4 are attending training this year. ■ Oaklawn STEM- 83% are fully trained, 7 are attending training this year. ■ Langston: 64% are fully trained, 10 are attending training this year. ○ 7-12 teachers completed Pathway <ul style="list-style-type: none"> ■ HSWCHS: 98.6%, 1 staff member attending training this year. ■ HSJA: 88% are fully trained, 7 are attending training summer 2022.
--	--

DO			
Action (s)	Person(s) Responsible	Funding	Timeline and Evidence Collected
			<p>** All school leaders meet with the superintendent and assistant superintendents monthly to discuss school data related to the District Level Support plan and their School Level Improvement Plans. All school interventionists meet with the assistant superintendent (curriculum and instruction) monthly to discuss data from screeners,</p>

			<i>assessments, and progress monitoring for all students receiving the intervention.</i>
Support and ensure the HSSD literacy plan is implemented across all grade levels at each campus.	<ul style="list-style-type: none"> ● Superintendent ● Assistant Superintendent (s) ● School Administrators ● District Literacy Facilitators ● SPED Director ● ESOL Facilitator ● School Interventionists ● Dyslexia Specialist 	NA	<p>During scheduled monthly meetings with school interventionists and school principals, the superintendent and assistant superintendents will review the data below to check for implementation of the literacy plan.</p> <ul style="list-style-type: none"> ● RISE Certificates ● Intervention schedules ● Data from school leaders on students receiving intervention ● Courses scheduled in the master schedule for grades 7-12 ● Agendas from grade-level team meetings
Implement a school-wide intervention program with ELA interventionists and Learning Loss Interventionists grades K-6 to support students reading deficits.	<ul style="list-style-type: none"> ● Assistant Superintendent (s) ● School Administrators ● District Literacy Facilitators ● School Interventionists 	ESSER (LLI) Title 1 (materials/intervention positions) CLSD Grant (materials)	<p>During monthly meetings with school interventionists and school principals, the superintendent and assistant superintendents will review the data below to check for implementation of the literacy plan.</p> <ul style="list-style-type: none"> ● # of students receiving intervention services at the lowest levels of LNF, PSF, and NWF

			<ul style="list-style-type: none"> ● # of students receiving intervention at the next level of phonics ● # of students receiving intervention at the comprehension level
<p>Train 7-12 teachers to support students with morphemic awareness and phonemic awareness.</p>	<ul style="list-style-type: none"> ● Assistant Superintendent (s) ● School Administrators ● District Literacy Facilitators ● School Instructional Facilitators 	<p>ESA/Title (materials)</p>	<p>November 2021: all 7-12 ELA teachers were trained on using the morphemic awareness book in their classes to improve the gaps with advanced morphology for those students.</p> <p>-Teachers will use this book throughout the remainder of the 2021-2022 school year and it will be monitored through daily walkthroughs by their school leaders.</p> <ul style="list-style-type: none"> ● Professional Development during Wednesday's early release. ● Stand-alone RISE training for advanced morphology
<p>Support, train and monitor the use of the intended Literacy Curriculum Components for all K-8 students.</p> <ul style="list-style-type: none"> ● Phonemic Awareness: <i>Heggerty, Sound Wall</i> ● Phonics: <i>Benchmark Phonics, Word Skill Bags</i> 	<ul style="list-style-type: none"> ● Assistant Superintendent (s) ● School Administrators ● District Literacy Facilitators ● School Interventionists 	<p>ESSER (materials) ESA (materials) Title I (materials) CLSD Literacy Grant (materials)</p>	<p>-November 2021: A walkthrough form was created for school and district level leaders to use to support teachers in the implementation of the intended literacy curriculum. This will be used during the Spring semester to support teachers in planning,</p>

<p><i>(3-6), Morphemic Awareness (5-11)</i></p> <ul style="list-style-type: none"> ● Core Content (vocabulary, fluency, comprehension): <i>Wit and Wisdom (K-8), RISE training activities</i> ● Small Group: <i>Decodables-(Flyleaf, Geodes, Benchmark)</i> ● Writing: <i>Wit and Wisdom, Empowering Writers (supplement for additional lessons)</i> ● Centers: <i>Florida Center for Research and Readiness (FCRR)</i> ● Assessments: <i>Wit and Wisdom, CFAs, CSAs</i> ● Handwriting: <i>Zaner Bloser</i> ● Dyslexia: <i>Sonday & Take Flight</i> 			<p>feedback and content support.</p> <p>-During scheduled monthly meetings with school interventionists and school principals, the superintendent, and assistant superintendents will review the data below to check for implementation of the literacy plan.</p> <ul style="list-style-type: none"> ● Teacher schedule of ELA instructional components matched to the K-6 Protocols. K-2 Protocol /3-6 Protocol ● Written CFA's through curriculum ● Lesson Plans and agendas from collaborative team meetings around unit plans ● Student work samples
<p>Create Academic and Behavioral Expectations for students to improve Tier 1, Tier 2 and Tier 3 instruction.</p>	<ul style="list-style-type: none"> ● Superintendent ● Assistant Superintendent (s) ● School Administrators ● District Literacy Facilitators ● SPED Director 	<p>N/A</p>	<p>-October 2021, December 2021, February 2022, and April 2022: School and district-level leaders initiated a meeting in October to discuss academic and social (behavioral) expectations for schools. Schools used Taking Action (Buffum, Mattos, and Malone, 2018); Uniting Academic and Behaviour Interventions</p>

			<p>(Buffom, Mattos, Weber, Hierck, 2015); and <u>Behavior: The Forgotten Curriculum</u> (Weber, 2018) to determine a matrix.</p> <p>-Schools met again in December to present their rollout of behavior and social expectations. Schools will meet in February of 2022 after the RTI Coaching Academy days 5 and 6 to determine the next steps for concrete academic expectations.</p> <p>-During scheduled monthly meetings with school interventionists and school principals, the superintendent and assistant superintendents will review the data below to check for implementation of the literacy plan.</p> <ul style="list-style-type: none"> ● Academic Expectations (instructional model) for each school ● Behavioral/Social Expectations for each school ● District Tier 1/2/3 Behavior Model ● Use of RTI Language specific to HSSD in agendas and meetings
Monitor RISE Professional Development	<ul style="list-style-type: none"> ● Assistant Superintendent (s) 	Title 2A State Professional Development	School leaders will give updates during their quarterly LEADS

<ul style="list-style-type: none"> • Training for all teachers. • Assessor training for all administrators. • Continued training from teachers. 	<ul style="list-style-type: none"> • School Administrators • District Literacy Facilitators 		<p>meetings.</p> <ul style="list-style-type: none"> • Certificates of professional development • Calendar of RISE sessions offered in district
<p>Monitor the number of referrals for students receiving Dyslexia services and the professional development for the programming through Sunday and Take Flight.</p>	<ul style="list-style-type: none"> • Assistant Superintendent (s) • School Administrators • District Literacy Facilitators • SPED Director • Dyslexia Specialist 	<p>Title 2A State Professional Development</p>	<p>-During scheduled monthly meetings with school interventionists and school principals, the superintendent and assistant superintendent will review the data below to check for implementation of the literacy plan.</p> <p>-The assistant superintendent (curriculum and instruction) meets with the Dyslexia Specialist monthly to review testing protocol and current students in the program.</p> <ul style="list-style-type: none"> • Level 1 Screener data • Level 2 Screener data • Progress monitoring forms from Take Flight and Sunday • Pre and Post Assessments
<p>Monitor and support school leaders on academic checkpoints and implementation of the PLC process through monthly school campus administrative team meetings.</p>	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent (s) • School Administrators 	<p>NA</p>	<p>-During scheduled monthly meetings with school interventionists and school principals, the superintendent and assistant superintendents will review the data below to</p>

			<p>check for implementation of the literacy plan.</p> <ul style="list-style-type: none"> ● Agenda from meetings ● PLC process data trackers
<p>Ensure courses at the secondary level are offered to support struggling readers.</p> <ul style="list-style-type: none"> ● Critical Reading ● Academic Reading ● Strategic Reading 	<ul style="list-style-type: none"> ● Superintendent ● Assistant Superintendent (s) ● School Administrators 	NA	<p>-During scheduled monthly meetings with school interventionists and school principals, the superintendent and assistant superintendents will review the data below to check for implementation of the literacy plan.</p> <p>-School leaders will assess the course data with the teacher during weekly team meetings.</p> <ul style="list-style-type: none"> ● Formative Assessment Data ● Post-Assessment of Current Grade Level Expectation ● Lesson/Unit Plans
<p>Ensure intervention program K-6 focuses on the SoR strategies and documentation provides evidence of student learning.</p> <ul style="list-style-type: none"> ● 3 week cycles of learning with continued progress monitoring after meeting exit criteria. 	<ul style="list-style-type: none"> ● Assistant Superintendent (s) ● School Administrators 	NA	<p>All school interventionists meet with the assistant superintendent (curriculum and instruction) monthly to discuss data from screeners, assessments, and progress monitoring for all students receiving the intervention and their next steps.</p> <ul style="list-style-type: none"> ● Data cycle analysis at

			<p>monthly campus RTI meetings</p> <ul style="list-style-type: none"> • Data cycle analysis at monthly interventionist meetings • Progress monitoring data
<p>Monitoring of essential standards and assessments that correlate to the Standards Based Report Cards K-6 and Unit Plans/Power Standards 7-12 for the academics core areas.</p>	<ul style="list-style-type: none"> • Assistant Superintendent (s) • School Administrators • Lead teachers 	NA	<ul style="list-style-type: none"> • Standards Based Report Card • Unit Plans from grades 7-12 • Essential standards K-6
<p>Create, monitor and support grades 7-9 in student support through targeted seminar class and ELA, Social Studies and Science classroom enhancements aligned with the Science of Reading.</p> <ul style="list-style-type: none"> • Morphemic Awareness in ELA Classes • Newsela articles with Close Reading daily in Social Studies Classes • Measured Progress/Cognia assessments aligned to NGSS daily. • Targeted seminar classes for ELA intervention on baseline skill deficiencies with highly skilled 	<ul style="list-style-type: none"> • Assistant Superintendent (s) • School Administrators • District Content Facilitators 	Title I ESA	<p>-November2021: a plan was created for HSJA grades 7-9 as a whole school approach to improving Literacy. This plan can be found here.</p> <p>January 2022: Implementation of the plan starts with weekly updates from school leaders during their team meetings and/or PLC collaboration time. This plan will be monitored monthly during district-level meetings with the school leadership and the superintendent.</p> <ul style="list-style-type: none"> • Pre and Post data from DIBELS ORF Grades 7 and 8 • Core Phonics assessments data

teachers			<ul style="list-style-type: none"> Progress monitoring data CFA data from ELA, Social Studies and Science
Support, train and monitor the connections of math, science, and ELA practices through daily lessons in science and literacy using the NGSS Practice Commonalities .	<ul style="list-style-type: none"> Assistant Superintendent (s) School Administrators District Literacy Facilitators District Science and Math Facilitators School Instructional Facilitators 	ESA	<ul style="list-style-type: none"> Agenda from Science meetings CFA from Science classes K-8

CHECK		
Method used to Determine Effectiveness of School and District Level Improvement Plans	Person(s) Responsible	Target Date
Monthly Intervention Meeting Data Analysis <ul style="list-style-type: none"> # of students receiving intervention services at the lowest levels of LNF, PSF and NWF # of students receiving intervention at the next level of phonics # of students receiving intervention at the comprehension level 	<ul style="list-style-type: none"> Assistant Superintendent (C&I) School Administrators District Literacy Facilitators School Interventionist 	Monthly during the school year. <i>These meetings are pre-determined and standing.</i> <ul style="list-style-type: none"> September 2021 October 2021 November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022
New referrals for Special Education and	<ul style="list-style-type: none"> Assistant Superintendent (C&I) 	Monthly during the school year. The SPED

Dyslexia	<ul style="list-style-type: none"> ● School Administrators ● District Literacy Facilitators ● SPED Director ● Dyslexia Specialist 	<p>Director meets with the superintendent monthly to review this data. <i>These meetings are pre-determined and standing.</i></p> <ul style="list-style-type: none"> ● September 2021 ● October 2021 ● November 2021 ● December 2021 ● January 2022 ● February 2022 ● March 2022 ● April 2022 ● May 2022
NWEA Data for the 2021-2022 School Year	<ul style="list-style-type: none"> ● Superintendent ● Assistant Superintendent (C&I) ● School Administrators ● District Literacy Facilitators ● District Testing Coordinator 	<p>Quarterly meetings when NWEA is given; <i>August, January, and May.</i></p>
ACT Aspire Reading Summative Data	<ul style="list-style-type: none"> ● Superintendent ● Assistant Superintendent (C&I) ● School Administrators ● District Literacy Facilitators 	<p>June/July 2022- Review of data with district and school leaders.</p>
CFA (Reading Essentials) Data Review from school leaders in monthly Campus Administrative Team Meetings	<ul style="list-style-type: none"> ● Superintendent ● Assistant Superintendent (s) ● School Administrators 	<p>Monthly during the school year. <i>These meetings are pre-determined and standing.</i></p> <ul style="list-style-type: none"> ● September 2021 ● October 2021 ● November 2021 ● December 2021 ● January 2022 ● February 2022 ● March 2022

		<ul style="list-style-type: none"> ● April 2022 ● May 2022
Review of Data from secondary courses (Critical Reading, Academic Reading, Strategic Reading)	<ul style="list-style-type: none"> ● Superintendent ● Assistant Superintendent (s) ● School Administrators 	<p>Monthly during the school year. <i>These meetings are pre determined and standing.</i></p> <ul style="list-style-type: none"> ● September 2021 ● October 2021 ● November 2021 ● December 2021 ● January 2022 ● February 2022 ● March 2022 ● April 2022 ● May 2022

PART II: Plan of Support Template

Questions	Evidence/Response
LITERACY CURRICULUM	
<ul style="list-style-type: none"> ● 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)? 	<ul style="list-style-type: none"> ● Wit and Wisdom is our core literacy curriculum (K-8). Grades 9-12 use Unit Plans and Power Standards created with essential standards ● Deep dives within Wit and Wisdom address language comprehension (K-8). ● Heggerty addresses phonemic awareness (K-6), Benchmark phonics addresses phonics (K-2), Word Skill bags addresses phonics (3-6), Improving Morphemic Awareness addresses morphemic awareness (5-11)

<ul style="list-style-type: none"> ● Is the core reading program on the approved Science of Reading curriculum list? <ul style="list-style-type: none"> ○ 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? 	<ul style="list-style-type: none"> ● Yes. It is approved for the areas of vocabulary and comprehension. Areas of weakness have been reviewed, and supplemental programs are being utilized to address these areas. ● Teachers were provided with opportunities to attend Launch Wit and Wisdom, Module and Lesson Study, Writing in Wit and Wisdom, and Focus on Fluency. These trainings were provided by the Great Minds Company. Additional support and training provided by district literacy instructional facilitators for aligning standards within the Wit and Wisdom curriculum with the district essential standards. ● Teachers were provided with training on Benchmark Phonics and Word Study Skill bags.
<ul style="list-style-type: none"> ● Do all teachers have the materials needed to fully implement the programs? 	<p>Yes. Materials have been purchased for all teachers to implement all programs through textbook, ESA, Title I and ESSER funds.</p>
<ul style="list-style-type: none"> ● What additional training has been provided to support implementation of the program(s)? ● Who provided the training? 	<p><u>WIT AND WISDOM:</u></p> <ul style="list-style-type: none"> ● Teachers were provided with opportunities to attend Launch Wit and Wisdom, Module and Lesson Study, Writing in Wit and Wisdom, and Focus on Fluency. These trainings were provided by the Great Minds Company. Additional support and training provided by district literacy instructional facilitators for aligning standards within the Wit and Wisdom curriculum with the district essential standards. <p><u>MORPHEMIC AWARENESS</u></p> <ul style="list-style-type: none"> ● Targeted training for implementing a daily routine for improving phonological awareness at the morpheme level utilizing the Improving Morphemic Awareness and Latin and Greek Roots, a vocabulary resource to 5th -11th grade ELA teachers by District Literacy Instructional Facilitators to improve comprehension at the word level.

	<p><u>Heggerty Phonemic Awareness</u></p> <ul style="list-style-type: none"> ● Heggerty phonemic awareness training was provided by District Literacy Instructional Facilitators to improve phonological awareness through the implementation of specific daily classroom routines.
<ul style="list-style-type: none"> ● What courses are being offered to secondary students struggling with literacy? 	<ul style="list-style-type: none"> ● <u>Critical Reading</u>: Grade 9 at HSJA and Grades 10-12 at HSWCHS. Critical Reading is a two-semester course designed to accelerate reading growth by strengthening comprehension outcomes in high school grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and multicultural literature of diverse formats (e.g., print media, Web-based texts, fiction and nonfiction books and articles) and genres ● <u>Academic Reading</u>: Grade 9 at HSJA and Grades 10-12 at HSWCHS. Academic Reading is a two-semester course designed to accelerate reading growth for students with dyslexia by strengthening comprehension outcomes in high school grades. The teacher will implement a dyslexia program with fidelity that meets the requirements of Arkansas dyslexia law and rule to teach the standards of this course. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and multicultural literature of diverse formats (e.g., print media, Web-based texts, fiction, and nonfiction books and articles) and genres. ● <u>Strategic Reading</u>: Grades 7 and 8 at HSJA. Strategic Reading is a two-semester course designed to dramatically accelerate reading growth by strengthening comprehension outcomes in middle-level grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will synthesize literary and informational texts and

	<p>multicultural literature of diverse formats (e.g., print media, Web-based texts, literary and informational books and articles) and genres.</p> <ul style="list-style-type: none"> ● <u>Take Flight</u>- Our secondary Reading teacher is also trained in Take Flight, a program to support students with Dyslexia or characteristics of Dyslexia. ● Seminar classes in grades 7-9 have been created for students identified by ACT Summative Scores in need of support. These students will receive targeted interventions to support reading proficiency.
ASSESSMENTS	
<ul style="list-style-type: none"> ● What assessments are used to identify literacy needs (deficits, gaps, progress)? 	<ul style="list-style-type: none"> ● Dibels (PSF, NWF, LNF) ● AR RAN ● DSA ● ORF ● San Diego Quick Check ● Diagnostic Decoding Survey ● CORE Phonic Survey ● PAST ● CFAs/CSA ● NWEA ● ACT Aspire Summative Assessment <p>The district refined the protocol for students as their initial screening assessments 2.5 years ago. The protocol included additional testing for students in grades 3-6 to support gaps in learning from lack of implementation of the Science of Reading.</p>
<ul style="list-style-type: none"> ● How frequently are these assessments utilized? 	<ul style="list-style-type: none"> ● Dibels (PSF, NWF, LNF)- K: January and Spring, 1-2: Fall, 3-6: If score below proficient on ORF assessment ● AR RAN- K: January, 1-2: Fall and Spring ● ORF- 1-6: Fall and Spring- can be used at any time to progress

	<p>monitor</p> <ul style="list-style-type: none"> ● San Diego Quick Check- 1-6: If score below proficient on ORF assessment ● Diagnostic Decoding Survey/CORE Phonic Survey- 1-6: If score below proficient on San Diego Quick Check assessment ● PAST- K-2: Fall and Spring, 3-6: If score below proficient on ORF assessment ● CFAs/CSA- teacher discretion ● NWEA- K-12: Fall, Winter, Spring ● ACT Aspire- 3-10: Spring
<ul style="list-style-type: none"> ● Who is responsible for administering assessments? 	<ul style="list-style-type: none"> ● Classroom Teacher/Trained Support Staff
<ul style="list-style-type: none"> ● How is data from these assessments tracked over time? 	<ul style="list-style-type: none"> ● RTI meetings and data spreadsheets ● Grade level RTI meetings ● District Level meetings; with interventionist ● Monthly campus administrative meeting with superintendent team
<ul style="list-style-type: none"> ● What is the intervention plan based on this data? 	<ul style="list-style-type: none"> ● The HSSD intervention plan is centered around improving the foundation of improving skilled readers. It is focused on improving phonics, phonological awareness, fluency, vocabulary and comprehension. <ul style="list-style-type: none"> ○ Students grades K-2 take the district selected initial screener. K in January of the school year and 1st/2nd in August and January of the school year. Once the data is analyzed, the each school works with the ELA inteveitonsit to form groups of student with identified
<ul style="list-style-type: none"> ● How is the intervention plan monitored? 	<p>The intervention plan is monitored by the school leadership teams which may include all school administrators, interventionists, counselors and teachers. Interventionists meet with the Assistant Superintendent (C&I) and District ELA Facilitators monthly to review</p>

	<p>data and make adjustments to instruction and schedules.</p> <ul style="list-style-type: none"> ● Screener Protocol ● Intervention Protocol
SCIENCE OF READING	
<ul style="list-style-type: none"> ● How are the components of literacy addressed during the school day? ● How much time is scheduled for the literacy block or each component? 	<ul style="list-style-type: none"> ● Wit & Wisdom (Vocabulary, Comprehension, Writing {text-dependent}) ● Word Study Bags (Morphology, Syllable Types, Greek and Latin Roots) ● SMALL GROUP (Diagnostic Reading Tree Groups, Handwriting <i>**suggested practice</i> , Tier 2 intervention) ● Zaner Bloser Handwriting (Whole group lesson) ● 180 minutes total (K-2) ● 200 minutes total (3-6)
<ul style="list-style-type: none"> ● What amount of time is scheduled for daily small group instruction for students? 	<ul style="list-style-type: none"> ● 60 minutes
<ul style="list-style-type: none"> ● What supports are provided in the district for literacy instruction? 	<ul style="list-style-type: none"> ● Specific training provided on the components of SOR ● Common planning time for grade level teams to collaborate ● District Instructional Facilitators provide targeted instruction for grade level teams including backwards planning, standards alignment, small group organization, etc. ● District Instructional Facilitators model lessons for teachers and incorporating SOR components within small groups ● All materials are provided for literacy instruction
<ul style="list-style-type: none"> ● How do you determine instruction is moving towards proficiency in the science of reading? 	<ul style="list-style-type: none"> ● Monthly focuses are set for Literacy around SOR ● Observations centered around monthly focuses ● SOR Walkthroughs ● Progress monitoring

	<ul style="list-style-type: none"> ● Assessment data collection and review ● Collaborative team meetings
<ul style="list-style-type: none"> ● What supports are provided to move teachers toward proficiency in SOR? 	<ul style="list-style-type: none"> ● SOR training ● Mini trainings on individual SOR components ● Ongoing PD based on observations
<ul style="list-style-type: none"> ● What targeted training for specific components of the Science of Reading have been provided? 	<ul style="list-style-type: none"> ● Sound wall ● Encoding ● Decoding ● Small group ● RISE K-2 ● RISE 3-6 ● SOR training ● Syllable Types ● Morphology ● Centers ● Diagnostic Reading Tree (K-2) ● Diagnostic Reading Tree (3-6) ● SOR updates for administrators
<ul style="list-style-type: none"> ● What training has been provided on aligning instructional routines with SOR? 	<ul style="list-style-type: none"> ● District Instructional Facilitators provided sound wall training to implement within Heggerty to align with the SOR. ● Within Wit and Wisdom replacing ABC chart to soundwall in program to align to SOR. ● Integrating encoding using phoneme grapheme mapping intentionally within Wit and Wisdom. ● Using the sound wall for writing in grades 2 and up. ● Utilizing resources for determining morpheme knowledge with Greek and Latin Roots in other content areas. ● Small groups are focused on skill deficits in phonics. ● Connected texts are used in instruction rather than leveled readers. ● Explicit, systematic phonics instruction

- Decodable readers are utilized
- Teachers were trained and provided with multisensory materials and supplies to facilitate SOR based centers.

DYSLEXIA

- **How does the district identify students for dyslexia services?**
 - Using several sources of data pertinent to the individual student. The dyslexia screening is a process of gathering additional information that includes progress monitoring data, work samples, formative literacy assessments, parent interviews, teacher questionnaires, early indicator checklists and additional age and grade appropriate dyslexia screening tools for the six areas. The determination of existing characteristics of dyslexia are based on multiple sources of data. This information is assimilated and discussed by a RTI committee in collaboration with the District Dyslexia Specialist and are committee decisions.
- **What screenings/data is used?**
 - The Initial Screening Data that includes DIBELS components, the DSA and RAN that reflect the following areas:
 - Phonological and phonemic awareness;
 - Sound symbol recognition;
 - Alphabet knowledge;
 - Decoding skills;
 - Rapid naming;
 - Encoding skills
 - The performance criteria is used to determine if the student is unlikely to achieve reading goals without receiving additional targeted intensive support. Results of the initial screening will likely identify struggling learners, but may not provide all of the information needed to develop an instructional plan, including appropriate interventions. Additional information is needed to pinpoint areas of basic early reading skills that need acceleration. Other data such as student samples, teacher documentation, NWEA Scores, the PAST assessment and ACT Aspire scores are considered.
- **Who does the screening?**
 - Classroom teachers/Interventionists
- **How often?**
 - Once a year or when a student enters the district if they have not been screened by a previous district; Grades 1-6 are screened in August/September and Kindergarten students are screened in January.
- **Who administers Level 2 assessments?**
 - District Dyslexia Specialist
- **Once a student is identified with characteristics of dyslexia, what interventions are provided?**

- Students are placed in small groups using the Sondag Program by Winsor Learning or Take Flight from Scottish Rite. Both approved programs provide intensive reading interventions that are individualized, diagnostic and focused on the student's area(s) of primary difficulty. Instruction includes a multisensory approach that includes reading, spelling, and writing as appropriate. Components of effective dyslexia intervention include instruction in:
 - phonemic awareness,
 - graphophonemic knowledge,
 - the structure of the English language,
 - linguistics, language patterns,
 - and strategies for decoding, encoding, word recognition, fluency, & comprehension.
- **Who provides interventions? Elementary/Secondary**
 - Elementary and Secondary students are served through building interventionist/teachers trained to provide Sondag instruction. Paraprofessional providing intervention are under the supervision of the District Dyslexia Specialist who is trained in both programs.

- **What curriculum is used with dyslexia students?**
 - Sondag by Winsor and Take Flight through Scottish Rite.
- **Is this program on the approved Dyslexia intervention program list?**
 - Yes, both are approved programs.
- **How were interventionists trained to use the program?**
 - Through each program's respective training. Sondag requires an initial training module and 3 days of interactive webinars specific to Science of Reading. Take Flight requires 2 years of intensive training provided through Dawson Co-op.
- **What is the frequency of services?**
 - Fidelity for Sondag Intervention is a minimum of 3 days per week at 35 minutes (of instruction) per day. Our district utilizes 3 to 5 days per week depending on the needs of the individual student(s). Take Flight fidelity requires 3 hours and 45 minutes per week.

- **How are students monitored to determine progress?**
 - Through each program progress monitoring checks.
- **How often does monitoring occur?**
 - Depending on the program, monitoring occurs once a level or series of levels have been completed. To move on, students need to show automaticity with specific skills or the interventionist/therapist backs up to reteach an area or area(s).

- **How are interventions for characteristics of dyslexia provided so that students are not missing core instruction?**
 - Interventionists work with classroom teachers to pull students during non-core instructional times, or protected activities such

as P.E., Music and Art.

***HSSD is not participating in the Writing Revolution at this time.*