

Elementary Curriculum			Assessors				
PA			Grade Level	School	Principal	Assessor	21-22 SoR Assessor List
Phonics	K-2 Phonics First	3 Phonics First	Grades K-5	Baker Interdistrict Elementary	Valencia Essel	Yes	
Comprehension	K-2 Benchmark Workshop	3-5 Benchmark Workshop	Grades K-5	Crystal Hill Elementary	Talasia Smith	Yes	
Vocabulary	K-2 Benchmark Workshop	3-5 Benchmark Workshop	Grades K-5	Clinton Elementary	Felecia Hamilton	Yes	
Fluency	K-2 Benchmark Workshop	3-5 Benchmark Workshop	Grades K-5	Harris Elementary	Erikka Johnson	No	
			Grades K-5	Landmark Elementary	Rachel Stevens	Yes	
Secondary Curriculum			Grades K-5	Lawson Elementary	Matthew Mellor	Yes	
My Perspectives			Grades K-5	Oak Grove	Pamela McCurry	Yes	
			Grades K-5	Robinson Elementary	Taniesa Moore	Yes	
			Grades K-5	Sherwood Elementary	Laconya Isaac	Yes	
			Grades K-5	Sylvan Hills Elementary	Britney Hickman		
			Grades K-5	Cato Elementary	Stacy Bottoms	Yes	
			Grades K-5	College Stations	Anjelica Evans	Yes	
			Grades K-5	Oakbrooke Elementary	Kim Truslow	Yes	
			Grades K-5	Pine Forrest Elementary	Yolanda Thomas	Yes	
			Grades K-5	Bates Elementary	Christian Masako	Yes	
			Grades K-5	Chenal Elementary	Yolanda Harris	Yes	
			Grades 6-8	Mills Middle	Emma Watson		
			Grades 6-8	Sylvan Hills Middle	Michael Hudgeons	Yes	
			Grades 6-8	Robinson Middle	Zondria Campbell		
			Grades 6-8	Maumelle Middle	Brady Bratcher		

				Grade 9	Sylvan Hills Junior High	Yvone West		
				Grades 10-12	Sylvan Hills High	Tracy Allen		
				Grades 9-12	Mills University Studies High	Duane Clayton		
				Grades 9-12	Robinson High School	Jason Pickering		
				Grades 9-12	Maumelle High	Jason Young		
				Grades K-12	Driven Virtual Academy	Leslie Ireland Yvette Dillingham		
				District		Sonya Whitfield	Yes	
						Justin Lutrell	Yes	

District: PCSSD		Team Members: Dr. Charles McNulty, Dr. Alicia Smith	
Superintendent: Dr. Charles McNulty		DESE: Melissa Matus, Tally Harp, Nancy Redican, Renee Banks	
School Improvement Plan			
Literacy District Support Plan (not submitted)			
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)?	In elementary, phonics is taught using Phonics First in K-3rd grade, and the Words book by Marsha Henry is used in 4th-5th grade. Heggerty Phonemic Awareness: The Skills That They Need to Help Them to Succeed is used for phonemic awareness in K-2nd grade. Journeys is used in K-5th grade for comprehension, vocabulary, and fluency. 6 Traits Writing is used in grades Kindergarten-8th grades for grammar and writing. The subskills (vocabulary, background knowledge, syntax, semantics, and print concepts) for language comprehension are taught through Journeys. The subskills (sight recognition, decoding, phonological awareness) for word recognition are taught through Phonics First and Heggerty. In Secondary (6-12) is Holt McDougal Literature (Common Core Edition) for ELA Comprehension and Fluency reading and supplemental materials	Heggerty - instructional component? Using Phonics First for phonemic pieces, but supplement with Heggerty where needed. When we set up Phonics First we trained in May and did a week for K and a week for 1st. When instruction provided students have access to materials like sand boxes and manipulatives. Journeys? Journeys has 3 cueing system. We had a 5 year commitment, so we had to make it work. We use stories from it and Frayer model for vocabulary. We are getting ready to build our committee to determine what approved program will be purchased. This could be a priority focus that we can help with.
	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, Phonics First, Classroom, and Tier I Phonics for the area of Phonics. Yes, the one- pager has been reviewed. Considerations noted were teaching uppercase letters, handwriting, and orthographic mapping; our weekly curriculum maps include directions to address these considerations. All K-3 teachers, Elementary Resource teachers, literacy instructional coaches, and some Elementary Administrators were trained in 2018-2019. Additional Brainspring SOR training dates were provided for some teachers in the summers of 2020 and 2021. The District provided SOR refresher PD to some teachers in the Fall of 2021.	
	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 Core 5 (K-5) and Lexia PowerUp (6-12) is a supplemental resource used to support all components of literacy. Lexia provides professional development annually to ensure the program is implemented with fidelity. This year, the PCSSD Lexia support person is Jasmine Hicks, and she meets with schools at least twice a year. They provide needs-based training to schools. For 6-12, we also incorporate both NewsELA, CommonLit, Edulastic, USA TestPrep, and Flocabulary to aid in teaching subset skills, as well as, MUGS for daily language refreshers.	
	Do all teachers have the materials needed to fully implement the programs?	Yes. Additional materials are purchased by the district, schools, and/or the teachers as needed.	
	What additional training has been provided to support implementation of the program(s)? Who provided the training?	Science of Reading training was provided by Brainspring to support the implementation of Phonics First. 6-12 Coaches have had training in Edulastic, USA TestPrep and have been able to train their teachers in their buildings during PLCs on each platform, usage, and implementation.	

	Are teachers implementing the curriculum with fidelity? Why or why not? How do you document this?	Teachers implement the curriculum to the best of their abilities. This is monitored through Common Formative Assessments that teachers give throughout the year.	What steps need to be taken to improve in this area? We have revamped curriculum every year, so the best of our ability with small group instruction based on data. Some schools are strong with this, but trying to push this across secondary. We want to support teachers in closing the gaps when students move from elementary to secondary. We started double blocks to provide additional instruction time. Teachers need more planning time for PLC.
	What courses are being offered to secondary students struggling with literacy?	Resource ELA classes and Life Skills classes are courses offered to secondary students	Has the district given consideration to offering additional courses for struggling readers such as Strategic Reading, or Critical Reading? (Academic Reading offered for dyslexia students) Secondary offers classes to address critical reading components, we also use content teachers to build reading skills into science and social studies. Strategic Reading is offered as a course.
	What assessments are used to identify literacy needs (deficits, gaps, progress)?	NWEA Map Growth (K-12) and ACT Aspire (3-10) are used to identify students with reading deficits. In elementary, the PAST, Core Phonics, DIBELS 8, and writing samples are analyzed to identify gaps and measure reading progress. District Common Formative Assessments inform teachers of students' deficits.	
	How frequently are these assessments utilized?	NWEA Map growth is administered three times a year- beginning, middle, and end for K-12th grade. ACT Aspire is administered once to 3rd-12th grade. The PAST, Core Phonics, DIBELS 8 ORF, and writing samples are administered at the beginning of the year for identified students and throughout the year as needed. Writing samples are also used in the middle of the year and at the end. District Common Formative Assessments are given every other week, and their reassessments are given on the weeks in between.	Who creates the District Common Formative Assessments? Assessments created district level and given to all the campuses. Instructional coaches create for 3-12. Essential standards identified prior to creation. Coaches are in the buildings. This semester, teachers are being added to the team to help with the creation of CFA's.
	Who is responsible for administering assessments?	Classroom teachers and literacy coaches are responsible for administering assessments.	
	How is data from these assessments tracked over time?	A common district data sheet is used to report assessment results and track the data over time.	

Assessments	What is the intervention plan based on this data?	<p>Teachers are to look at District Common Formative Assessments (DCFAs) data and be able to accommodate for their students and provide instruction to help students plug any holes in their mastery of skills that were assessed. In elementary, K-2 teachers create Intensive Reading Intervention plans for students who score below the 20th percentile and 2nd-grade students who took the K-2 test on NWEA Map Growth. In elementary, grades K-5th grade administer Level 1 screeners for characteristics of dyslexia for students who scored below the 40th percentile. Interventions are provided based on an analysis of student data.</p> <p>In grades 6-12, teachers are given a window of 5 days to reteach, modify, and extend after each DCFA through their campus-wide intervention programs based on the umbrella intervention program given by our Deputy Superintendent. Each 6-12 school should be incorporating interventions at the beginning and/or end of the class. They are also doing small group instruction two days a week.</p>	<p>When are students receiving these interventions? Is there a daily intervention period for each campus? Is it built into individual teacher schedules?</p> <p>Depends on campus. Every school is doing something to provide a reteach. Some are advisory periods, some are during small group time. We go to the schools biweekly and look at data. Strategies for success are shared during PLC time.</p> <p>Please share how interventions are being addressed for students who are significantly behind in reading and lack foundational reading skills.</p> <p>We have schools that shared a GAP plan for students. Plans created based on data. Interventions provided 2 days per week. We used funds to provide a transition class 12-15 kids that are significantly low to close gaps. Acceleration classroom is what it is called. This is for every building. We also have a reset in Jan that begins with an action plan. We also have lexia time to help students.</p>
	How is the intervention plan monitored?	Instructional coaches monitor these plans by tracking how students do on the original test in comparison to a reassessment test based on the skills that teachers retaught to students.	
	How are the components of literacy addressed during the school day? How much time is scheduled for the literacy block or each component?	<p>In grades K-2, Phonics is 30 minutes, Phonological Awareness is 15 minutes, Small Group Reading (comprehension, fluency, and vocabulary) is 60 minutes, and writing is 30 minutes.</p> <p>In grade 3, Phonics is 30 minutes, Comprehension, Vocabulary, and Fluency are 25 minutes, Small Group Instruction is 30 minutes, and Writing is 35 minutes.</p> <p>In grades 4 and 5, Word Study is 20 minutes, Comprehension, Vocabulary, Fluency instruction is 25 minutes, Writing is 45 minutes, and Small Group Instruction is 30 minutes.</p> <p>In grades 6-8, we have the blocked schedule in which there is an 80-minute block for both writing (6-Traits of writing) and reading comprehension: PCSSD Sample Writing & Literacy Block (6-8). Teachers should incorporate reading and writing in their 7-12 ELA classes at least 2-3 days a week when whole group discussion is not taking place. This happens through both small group and intervention groupings.</p>	<p>For K-2, are students receiving whole group, grade level instruction for comprehension and vocabulary? Whole group time occurs before breaking out into small groups. Schedules will be shared.</p> <p>How long is the ELA block for 9-12? Block is 52 minutes</p>
	What amount of time is scheduled for daily small group instruction for students?	<p>In elementary, small group instruction is scheduled daily for 60 minutes.</p> <p>In secondary, students are scheduled to have small groups twice a week in their ELA, Math, Science, and Social Studies classes.</p>	<p>Grades 3-5 small group instruction? Small groups daily after whole group instruction. 20 min each small group. 60 minutes all together.</p> <p>How often are students receiving small group core instruction in the classroom (not intervention groups)?</p>

Science of Reading

<p>What supports are provided in the district for literacy instruction?</p>	<p>All teachers were trained at the beginning of the year on the literacy curriculum map, six traits writing, and the literacy assessment protocol. Each elementary school has a literacy coach. All Secondary Schools have a literacy coach and/or a math support coach (one middle, two high schools).</p>	<p>literacy coach role? Literacy coach is a support to teachers. They model, work with data, co teach, small groups, gather materials. Really support in any way needed. 5 focus walks a week. Curriculum help and assessment pieces. Focus walks are not evaluative, but may occur with administrators.</p>
<p>How do you determine instruction is moving towards proficiency in the science of reading?</p>	<p>Administrators provide feedback on literacy instruction through classroom walk-throughs (CWTs). Feedback is given on the CWT forms and in the follow-up PLCs.</p>	<p>walk-through support? Instructional rounds with admin before Covid. We walked together and then discussed what we noticed. assessors? List will be sent to verify</p>
<p>What supports are provided to move teachers toward proficiency in SOR?</p>	<p>Each school has a literacy coach. Administrators provide feedback on literacy instruction through classroom walk-throughs. Some of the literacy coaches and administrators are trained assessors of the SOR. Professional Development is offered each summer. A list of the Prescribed Pathways was shared with all PCSSD educators.</p>	<p>Have teachers in the district been guided to specific pathways for consistency across district and/or feeder patterns? Initially we felt really good with Phonics First pathway. We tried to stay with that unless something came up. The last two summers we had training to finish up pathways. Pathway data can be shared.</p> <p>Have teachers received any component specific training such as sound walls or small group instructional shifts, morphology, etc? We stopped with Phonics First and Heggerty. We tried to keep it as simple as possible to go deeper. We have a huge amount of fragmentation with all the money we received. Once the foundation is down, we will be ready to add in additional components. Sound Wall training for elementary through phonics first, small group instruction piece is a huge shift and may benefit from additional training.</p>
<p>What targeted training for specific components of the Science of Reading have been provided?</p>	<p>In summer 2021, PCSSD offered professional development that targeted Phonological Awareness, Decoding, Encoding, Content Area Reading, and Morphology</p>	
<p>What training has been provided on aligning instructional routines with SOR?</p>	<p>In the summer or 2021, and prior years, PCSSD provided professional development to support SOR Proficiency Pathways A, C, D, and O. Teachers are to go through the Science of Reading in ArkansasIDEAS. There are 14 training videos that train teachers on what the Science of Reading is and how to implement it in the classroom. R.I.S.E. Professional Development for Proficiency Pathways Summer 2021 - PCSSD</p>	

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?	Initial screeners are used yearly to identify K-5 students at risk of dyslexia (Assessment Practices Document). Students who score at risk or some risk on initial screeners are given a level 1 screening by their teacher or literacy coach. Level 2 screenings are given to students who have been identified as needing them by our schools' Response to Intervention teams; the Level 2 screenings are given by our full-time Certified Level 2 Dyslexia Tester. Our School Psychology Specialists also give level 2 screenings as they suspect possible characteristics during special education evaluations. Outside evaluations are accepted from individuals qualified to perform comprehensive dyslexia evaluations. Students receiving dyslexia interventions in other districts continue to receive dyslexia interventions within our district when they transfer in; additional screenings are given to them if needed. 2021-22 PCSSD K-5 Literacy Assessment Practices	What initial screener is used to address phonological and phonemic awareness? MAP Fluency has PA component. We also use star assessment. Some schools use Dibels.
	Once a student is identified with characteristics of dyslexia, what interventions are provided? Who provides interventions? Elementary/Secondary	Students identified as needing dyslexia interventions due to having/ seeming to have characteristics of dyslexia are provided with dyslexia intervention services through the Sondag System by trained dyslexia interventionists. Our dyslexia interventionists in our elementary and middle schools are classified employees. Our dyslexia interventionists in our high schools and junior high are certified employees. Students enrolled in Academic Reading I or II in grades 9-12 receive their dyslexia intervention as part of this course and receive credit toward graduation.	
	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?	PCSSD has selected the Sondag System on the approved dyslexia intervention program list as our dyslexia intervention program. All of our interventionists have received their initial training and have participated in a 3-day extension training from Sondag System trainers. Students receive a minimum of three thirty-five-minute sessions weekly.	Sondag Program Summary Has the district reviewed the program considerations for weak areas? What adjustments have been made to address these areas? We have a dyslexia person that makes sure all the schools are doing what they are supposed to do.
	How are students monitored to determine progress? How often does monitoring occur?	Students are given a placement test before beginning the program. All students are given a placement test at the beginning of each school year to check for learning loss or progression over the summer. Informal progress checks occur daily, and review within a lesson occurs during each session. Students are given a mastery check after completing three levels of the Sondag System. If 90% accuracy for reading and 85% accuracy for spelling is not achieved, reteaching and another mastery check occur. Progress reports are shared with teachers, parents, and administrators quarterly, but a student's progress can be shared at any time upon request.	
	How are interventions for characteristics of dyslexia provided so that students are not missing core instruction?	Our interventionists collaborate with the classroom teachers in our elementary schools to determine that the times for intervention sessions are when students would not miss core instruction. In middle school and high school, intervention sessions are during periods of the students' schedules: one of their nine periods in middle school and one of their seven periods in high school.	
g Revolution	What teachers/grade levels are participating in Writing Revolution?	PCSSD is not participating in this initiative.	What curriculum is currently used to provide writing instruction? We are using 6 traits. We started it last year. Implementation was low, so we built it up over the summer and have now required writing pieces from it for accountability.
	How is support being provided for teachers to implement the program?	PCSSD is not participating in this initiative.	

Writing	Who is responsible for administering the pre/post assessment?	PCSSD is not participating in this initiative.	
	How are you monitoring to ensure implementation is occurring?	PCSSD is not participating in this initiative.	

	Priority 1	Priority 2	Priority 3
List area of need or concern based on initial questions.	Implement core literacy curriculum aligned with the Science of Reading.	Provide training and support for K-12 teachers in the Science of Reading.	
List additional supports/training need to address the need or concern.	DESE Approved Curriculum One-Page Reviews of approved curriculum	Morphology/Etymology PD Secondary instructional strategies for literacy implementation for all core content areas Sound Wall PD Small Group Reading Instruction PD	
Who will be responsible for providing additional supports/training?			
What evidence will be used to document progress?	Purchased curriculum Walkthrough data on implementation Student achievement data	PD Certificates Walkthrough data Student achievement data	

DESE Plan of Support			
DESE Point Person:	Melissa Matus		
Cooperative Support:			
Goal 1: Implement core literacy curriculum aligned with the Science of Reading.			
Actions	Review DESE Approved Curriculum list		
	Review one-page documents for curriculum		
	Utilize a district team in selecting K-12 literacy curriculum 3/30/22 secondary program selected, elementary program determined by May board meeting with training during the summer		
	DESE will provide additional support/resources through the selection process.		
	DESE review of schedules for Science of Reading components	Literacy Block	
Goal 2: Provide training and support for K-12 teachers in the Science of Reading.			
Actions	Morphology/Etymology training for secondary teachers. 3/30/22 Plan being developed for summer and fall training	Diagnostic Decision Tree	
	Literacy instructional strategies for all content level secondary teachers.		
	Additional training/support for sound walls/small group reading		
	Additional training/support for Small Group Reading Instruction.		
	3/30 - DESE support in training secondary teachers working with struggling readers		
Goal 3:			
Actions			

	Priority		Priority		Priority	
List area of need or concern based on initial questions.	Implementation of Core Curriculum		Establish a structured writing approach			
List additional supports/training need to address the need or concern.	District/building/DESE walkthroughs Additional vendor training/support Build cross-curricular connection and studies at the Middle Levels		Writing Revolution 6-8 Content Area Reading Strategies Differentiated instructional strategies/DOK strategies			
Who will be responsible for providing additional supports/training?						
What evidence will be used to document progress?						

DESE Plan of Support					
DESE Point Person:	Tally Harp, Jackie Bailey				
Cooperative Support:					
District Contact:	Dr. McNulty, Dr. Bloodman, Dr. Whitfield, Dr. Luttrell				
Goal 1: Implement Core Curriculum with Fidelity					
Actions	District and building administrators, along with DESE support team, will conduct walkthroughs focusing on curriculum implementation.				
	District will provide training using the curriculum vendor(s).				
	Instructional facilitators/coaches will support teachers in identifying any instructional gaps in the core curriculum.				
	District will provide additional training and resources to support phonological awareness.				Bridging The Gap Examples
	District and building administrators will conduct monthly meetings to review data and address instructional needs.				
	District/DESE will support Middle School teachers in connecting instruction across all content areas.				
	District/DESE will provide additional support and resources for instructional strategies to build higher level thinking.				
	DESE will provide Content Area Reading 10/20/22 1/19/23				
Goal 2: Establish and Implement a Structured Writing Approach					
Actions	District teachers and/or instructional coaches will attend The Writing Revolution training for grades 6-8.				
	DESE (Tally Harp) will provide additional training and support with Content Area Reading Strategies: October 20th				
	District/DESE will provide additional support and resources for instructional strategies to build higher level thinking.				Cooperative Learning Strategies
					Hattie's Strategies Based on Effect Size
				Marzano/Hattie Resources (Video Resources)	
				8 Strategies Marzano and Hattie Agree On (Article)	
Goal 3: District SMART Goal for Literacy					
Actions					

DATE	NOTES/COMMENTS
5/25/2022	<p>Members present: District - Dr. Alesia Smith; DESE - Melissa Matus, Nancy Redican, Renee Austin, Ginny Stroud</p> <p>The team met to review progress made towards goals identified for the DESE Plan of Support, share district celebrations, review barriers to progress, and identify additional areas of support. The district shared K-2 NWEA growth, adoption of new elementary literacy program, and changes to middle school schedules. The next quarterly check-in will be scheduled for early September.</p>
3/30/2022	<p>Team Members: Dr. Charles McNulty, Dr. Alesia Smith DESE: Melissa Matus, Tally Harp, Nancy Redican, Renee Banks, Carol Heringer</p> <p>The team met to review progress made towards goals identified for the DESE Plan of Support, share district celebrations, review barriers to progress, and identify additional areas of support. The district shared data, plans to purchase a secondary ELA program, timeline for choosing and elementary ELA program, and literacy schedules. The district requested support in providing training for secondary teachers to support struggling readers. The next quarterly check-in will be scheduled for May.</p>
1/14/2022	<p>Team Members: Dr. Charles McNulty, Dr. Alesia Smith DESE: Melissa Matus, Tally Harp, Nancy Redican, Renee Banks, Carol Heringer</p> <p>Team met to review literacy questions, identify priorities, and set goals for the DESE Plan of Support. A follow up meeting will be scheduled for March.</p>