

	ELA Teachers		
<p>Develop intervention plans for students identified at risk for reading difficulties based on:</p> <ul style="list-style-type: none"> • Diagnostic assessments • Evidenced based interventions • Process for progress monitoring 	<p>Progress monitoring is completed weekly with tier three students and by-weekly for tier two with DIBELS</p> <p>Students are assessed at the beginning of the year, middle, and the end of the year with STAR, Dibels.</p>	<p>Daily, weekly and quarterly as indicated on lesson plans</p>	<p>Assessments: DIBELS, STAR, USA Test Prep, CFAs</p> <p>Interventions:</p> <p><i>Gaps in reading comprehension will be addressed based on the RTI model (Solution Tree) and the Science of Reading model.</i></p> <p>Tier I - grade level ELA standards for all</p> <p>Tier II - essential standards not mastered</p> <p>Tier III - foundations of reading skills not mastered</p> <p>Grades 7-12: ACT Prep; Pride Time (30 minutes per day)</p>
Action	Responsible Party	Timeline	Evidence of Monitoring
<p>Implement a Guaranteed and Viable Literacy Curriculum</p> <p>Current Literacy programs being utilized in the K-6 classrooms</p>	<p>Curriculum Director and Administrators</p>	<p>Annually and monthly</p> <p>Weekly, Learning Cycle completion</p>	<p>Pacing guide of essential standards implemented through Unit Plans</p> <p>Electronic Warehouse Google Drive Shared Curriculum Folder</p>

<p>K-3 Literacy 95% Group, Open Court, by McGraw Hill Education, Heggerty, Reading Horizons Phonics, Kilpatrick drills, decodable books.</p> <p>4th-6th grade literacy consists of Wonders (used as read -alouds, with a written curriculum tied to comprehension and literacy skills). Small group instruction using graded reading passage or content guided reading/literature circle small group reading sets. Kilpatrick drills.</p>			Lesson plans, unit plans
<p>7th-12th Offer programs that motivate students to increase reading</p> <p>Offer AP and Concurrent Credit English courses to prepare advanced students for college courses</p>	Principals in secondary buildings	Annually and monthly	<ul style="list-style-type: none"> ● AP/CC English Language (Composition I and II) ● AP/CC English Literature (World Literature I and II)
Part 2: Professional Development			

Action	Evidence
Implement professional development training in the science of reading with all K-12 teachers through multiple pathways.	Science of Reading PD Chart

Elementary and Special Education Teachers – Proficiency Pathway

Beginning 2018-19, a school district shall provide professional development in scientific reading instruction for teachers employed at the elementary level or in special education. Districts are required to provide professional development to educators in one (1) of the prescribed pathways to obtain a proficiency credential.

- There are over 18 Pathways available to educators through the various educational service cooperatives, institutions of higher education, and private vendors. All pathways may be found on RISEArkansas.org.
- Each Proficiency Pathway has two phases that must be successfully completed:
 - Phase I- Acquiring Knowledge
 - Phase II- Demonstration of Proficiency

All Other Teachers – Awareness Pathway

Beginning 2018-19, a school district shall provide for all other educators professional development for one (1) of the prescribed pathways to obtaining awareness credential in knowledge and practices in scientific reading instruction.

Arkansas IDEAS - Science of Reading Learning Path

- This pathway may be completed by individuals or facilitated by a school district within a blended learning environment. Facilitator guides are provided on the Arkansas IDEAS portal for districts that choose a blended approach. The entire Learning Path must be completed to obtain the awareness credential.
- The 14 digital learning courses are:

1) The Right to Read Act	6) Critical Foundational Skills-Decoding	11) Syntax Matters
2) The Science of Reading Overview	7) Critical Foundation Skills-Encoding	12) Reading
3) The Reading Brain	8) Permanent Word Storage	13) Graphic
4) Essential Elements	9) Vocabulary	14) Critical
5) Phonology	10) Morphology	

Other awareness pathways may be found at R.I.S.E. Arkansas.

School Level Administrators/District Level Administrators

All administrators, including those at the district level, must complete an awareness pathway.

It is highly recommended for all K-6 administrators and LEA supervisors to be Certified Assessors.

The DESE has established an observation protocol for Certified Assessors to determine if a teacher has demonstrated knowledge and skills of the science of reading, other than passing the stand alone Foundation of Reading Assessment. Building or district administrators who have completed appropriate training will be able to determine if teachers are proficient in their implementation of strategies based on the science of reading. Demonstrating is NOT a one-time event and determination will take place throughout the year through informal and formal observations and conversations. Certified Assessors will coach teachers into proficiency.

A Certified Assessor is a licensed educator that has completed the appropriate Science of Reading training, and who, in the normal scope of his or her duties, is tasked with observing teachers and required to conduct evaluation of personnel. Administrators who complete the Certified Assessor requirements have met Awareness

Certified Assessor Requirements:

- Must successfully complete a Phase I of a prescribed pathway for proficiency (RISEArkansas.org)
- Must successfully complete Science of Reading (SOR) Assessor Training (2 day)

District Responsibility

Beginning in the 2019-2020 school year and annually thereafter, school districts shall establish a professional development program that shall include instruction based on the science of reading and be aligned to the literacy needs of the district. It is our understanding that non-compliance shall result in being placed on accreditation probation and providing notice to parents that the district has not met the requirements.

Part 3: Prioritization of Funding, Monitoring, and Evaluation

Funding: ESA, Title I, and local funds are prioritized to improve reading achievement throughout the district. Funds are budgeted to pay the salaries of 1 district curriculum supervisor (K-12); school level literacy facilitators, reading interventionist (K-1), paraprofessionals trained in literacy intervention, intervention software, diagnostic software, academic software, materials and supplies that are needed at each school to effectively implement the curriculum and goals to increase student literacy achievement.

Actions/Support/Monitoring:

- Principals and Instructional Facilitators (IFs) bring literacy data to the district level to show where we are. The team monitors data as it is presented by the administrators in the bi-monthly DGCT meeting.
- Administrators and instructional facilitators will conduct weekly walkthroughs and will ensure implementation through a variety of coaching and modeling techniques included in professional development, informal observations, team teaching and modeling.
- During weekly CTM meetings and monthly Building Leadership Team meetings will discuss the individualized implementation plans for teachers based on student growth data and teacher efficacy.
- In monthly Principal meetings, principals will discuss and reflect on collected evidence regarding fidelity of implementation based on collected data. This data will be used to make future decisions regarding building needs.

- Data will include CWT data, agendas and minutes from team meetings.

District Actions/Support of the implementation of School level Improvement Plans with emphasis on literacy:

- The District Guiding Coalition Team meets twice each month to discuss strategies based on data and research to determine resource needs per individual school as presented from school improvement plans. Prior to meetings, the following occurs:
 - The Instructional Facilitators will meet with building level CTM's weekly to examine data regarding student progress and modify interventions and core instruction as necessary.
 - The Instructional Facilitators will collaborate with individual teachers to develop an individualized plan for implementing Science of Reading with fidelity based on teacher needs.
 - The Instructional Facilitators will meet with the District Curriculum Supervisor to discuss data and implement coaching and/or modeling, resources, and/or interventions based on teacher needs.
 - The Curriculum Supervisor will meet with principals to discuss the individualized intervention needs for teachers.
- The Assistant Superintendent will update the school board quarterly on the progress of School Improvement Plans.
- The district evaluates the overall effectiveness of the literacy support provided by reviewing data at the district level to determine the effectiveness of the literacy plan: CWT data, Lesson plans, CFAs, BOY, MOY, EOY (STAR) testing, sign-in sheets, reflection sheets, Intervention data from Strategy Implementation, Strengths & Weaknesses in EdReflect.
- Upon receipt of end-of-year summative literacy results, the data is presented to the school board to evaluate the current reality and plan for the beginning of the next school year.