



Friendship Aspire Academy  
Public Charter School  
GARLAND ELEMENTARY

# 2021-2022 Strategic Plan Friendship Aspire Academy Garland

**Principal:** Laurette Whipps

**Assistant Principal:** Luis Martin

**Leadership Team:** D. Recinos, A. Dixon, Z. Watkins, A. Williams, T. Campbell

**Focus Area: Improve and promote positive relationships with scholars, staff, parents, and community**

Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
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<p>2.1 Establish desired culture through norms, rituals, traditions, common language and cultural competencies</p> <p>2.2 Promote a safe, positive, interactive and supportive climate</p>	<p>Survey staff, scholars, and stakeholders to solicit input on a safe culture during events</p> <p>-Open houses at school -Community Brunch</p> <p>-Various School/Community Events (Parent Advisory Committee) Family Nights</p>	<p>July 1, 2021-May 30<sup>th</sup> 2022</p>	<p>School Leadership Team Committee Chairs Parents Scholars</p>	<p>Feedback or responses – Compiled reports: (At end of each event)</p> <p>*School event once a quarter</p>	<p>Compile data to define current reality from the community</p>
<p>2.2 Promote a safe, positive, interactive and supportive climate</p>	<p>Highlight and shout out a parent of the week and post on our social media sites and Dojo</p>	<p>July 1, 2020-May 30<sup>th</sup> 2021</p>	<p>Taylor Farmer Parent Facilitator</p>	<p>Postings of parents on the sites</p>	<p>Teachers will begin to share which parents to shout out and will post on classroom dojo pages</p>
<p>2.2 Promote a safe, positive, interactive and supportive</p>	<p>Plan and host three parent appreciation events for the 2020-21</p>	<p>September 7, 2021 – May 21, 2022</p>		<p>Surveys on parent perception</p>	<p>We will begin to plan on adding</p>

climate	school year.				awards for parents at the end of year awards ceremony
2.3 Build and sustain collaborative relationships and structures for learning and work	Develop a Sunshine Committee for staff members	September 15, 2021- May 28, 2022	L. Whipps A. Williams T. Campbell D. Recinos Leadership Team Teachers	Sunshine Bylaws, Teachers and Staff on committee,	Honor staff at different celebrations and events that occur for them using sunshine funds
2.3 Build and sustain collaborative relationships and structures for learning and work	Each classroom teacher will designate a homeroom parent/helper. And communicate consistently with their homeroom parent	August 16, 2021-May 30 <sup>th</sup> 2022	L. Whipps A. Williams Teachers	Sign in sheets for volunteers	

<p>2.4 Infuse diversity of people, perspectives, ideas and experiences into the work</p>	<p>Each classroom will distribute and collect homeroom helper forms from the parents at open house and forms will be given and collected from parents as they register. Digital forms will also be posted on social media</p>	<p>August 16, 2021-May 30<sup>th</sup> 2021</p>	<p>A. Williams Z. Watkins C. Hicks C. Moore T. Campbell D. Recinos Teachers</p>	<p>Completed forms Sign in sheets</p>	<p>Teachers will call parents to help for events. Committee Chairs will use the information to call parents to assist with committees</p>
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<b>Skills</b>	<b>Measureable Actions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Evidence</b>	<b>Next Steps</b>
<p>2.2 Promote a safe, positive, interactive and supportive climate</p>	<p>Look into training for Trauma Informed training for teachers and staff</p>	<p>July 1, 2021-August 16, 2021</p>	<p>L. Martin</p>	<p>Use strategies that diffuse situations and outburst with scholars as well as decrease incidents. Decrease in referrals. Teachers will have completion certificates if training occurs.  Common language and vocabulary</p>	

<p>4.3 Ensure all learners engage in rigorous, relevant, and student centered learning experiences</p> <p>2.2 Promote a safe, positive, interactive and supportive climate</p>	<p>Implement PBIS with fidelity by the PBIS Team. Team will train teachers and support them in developing intervention and incentive plans to improve scholar's behaviors.</p> <p>Depends on AState is doing based on Pandemic</p>	<p>July 1, 2021- May 27, 2022</p>	<p>L. Martin R. Ivey PBIS Team</p>	<p>All staff members are fully trained</p> <p>PBIS Rubric</p> <p>Use of behavior matrix</p> <p>Discipline referral and consequence data</p>	<p>Implement PBIS with fidelity:</p> <ul style="list-style-type: none"> <li>-identify alternatives to suspension</li> <li>-multi-tiered system of support</li> </ul>
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<p>4.3 Ensure all learners engage in rigorous, relevant, and student centered learning experiences</p>	<p>Based on the RTI Protocol from the District, align our behavior RTI system and implement an effective system that:</p> <ul style="list-style-type: none"> <li>-Provide ongoing wrap around supports for scholars</li> </ul> <p>RTI Team trains staff to implement</p>	<p>August 31, 2021– May 30, 2022</p>	<p>L. Martin RTI Team</p>	<p>Training for staff completed</p> <p>Teachers understand and use process</p> <p>RTI Agenda and Minutes document effective use of system</p> <p>Schedule for RTI meetings</p>	<p>RTI team will provide follow up support to teachers as needed.</p>
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**Focus Area: Increase Student Achievement/Growth**

Skills	Measureable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
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4.1 Expect high quality teaching and learning	Teachers will implement research based multisensory phonic strategies with fidelity	August 31, 2021 – May 28, 2022	L. Whipps A. Dixon	Observations and evidence of implementation Lesson Plans Intervention documentation	Provide ongoing support to teachers  Provide resources for multisensory activities
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning	Implement District Curriculum Maps	August 31, 2021– May 28, 2022	L. Whipps L. Martin Team Leads: A. Williams T. Campbell	Observations/Data Lesson Plans CFA CFA Data PLC minutes	Provide ongoing support Begin to develop CFAs

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<p>4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning</p> <p>4.5 Ensure alignment of standards, curriculum, teaching, assessments, and professional learning</p>	<p>Implement the PLC process with Fidelity in every grade level</p>	<p>August 31, 2021 – May 28, 2022</p>	<p>L. Whipps A. Dixon Team Leads T. Campbell A. Williams</p>	<p>PLC agenda and minutes CFAs Essential Standards</p>	<p>Focus on PLC process. Using Data to plan and creating CFAs</p>
<p>4.3 Ensure all learners engage in rigorous, relevant, and student centered learning experiences</p>	<p>Based on the RTI Protocol from the District, align our academic RTI system and implement an effective system that: - supports for scholars</p> <p>RTI Team trains staff to implement</p>	<p>August 31, 2021– May 30, 2022</p>	<p>L. Whipps RTI Team R. Ivey</p>	<p>Training for staff completed</p> <p>Teachers understand and use process</p> <p>RTI Agenda and Minutes document effective use of system</p> <p>Schedule for RTI meetings</p>	<p>RTI team will provide follow up support to teachers as needed.</p>
<p>4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning</p>	<p>Student data will be used to identify targets for improving academics for scholars during the intervention/enrichment</p>	<p>August 31, 2021 – May 28, 2022</p>	<p>L. Whipps L. Blackmon R. Vincent C. Hicks A. Williams</p>	<p>Data Sheets Intervention Notes PLC minutes</p>	<p>Specialist, paras, and teachers will receive ongoing support and job embedded training</p>

<p>5.1 Use student performance-based accountability systems for decision making</p>	<p>period. Related arts specialist and instructional paras will assist core teachers with administering assessments, documenting data and providing interventions.</p>		<p>Teachers Specialty Teachers Paras</p>		
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**Goal 1:**

There will be a 25% increase in the number of scholars ready or exceeding for each grade level in reading scores as determined by the NWEA and ACT Aspire Assessment (Baseline will be administered in the fall and we will progress monitor with the winter and spring assessment).

**Goal 2:**

There will be a 25% increase in the number of scholars ready or exceeding for each grade level in reading scores as determined by the NWEA and ACT Aspire Assessment (Baseline will be administered in the fall and we will progress monitor with the winter and spring assessment).

**Goal 3:**

As determined by perceptual data, volunteer hours, and sign in sheets, there will be an increase in positive parental engagement for each quarter of the 2021-22 school year



### **Introduction:**

The Friendship Aspire Academy Public Charter School District has developed a district literacy plan that includes information regarding the district's curriculum program as well as the professional development that is aligned to the school's literacy needs and is based on the science of reading. The district plan also indicates how the reporting of reading levels will be accomplished. The district plan will be reviewed annually and updated as needed. A balanced, comprehensive approach to teaching reading is the purpose of this plan. All action steps are components of a balanced literacy program.

### **The Mission:**

The mission of Friendship Aspire Academy Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities.

### **We believe:**

Literacy is the foundation for learning. Reading and writing are the most important skills a student will learn in school.

Everyone needs to be a lifetime reader and model reading.

- Teachers should use a variety of teaching strategies to accommodate all children. • Teachers must intervene early to ensure all students' success.
- Staff development is critical to a literacy program.
  - Reading and writing instruction emphasizes a balanced approach to teaching and should include: phonics, reading strategies, authentic writing, vocabulary building, and comprehension in all genres.
- Students must learn to access a variety of information.

The more students read & write the better they become; time on task is critical.

- Everyone can learn to enjoy reading and writing.
- Teachers must read to students daily.
- Students must be reading meaningful texts daily.
- Students must write about and create meaningful text daily.
  - Teaching reading and writing is the responsibility of all teachers, parents and community leaders.

### **Definition of Literacy**

*Literacy is knowing how to read and write well enough to function in a literate society and being able to apply this knowledge whenever needed.*

### **FAA- PCS Literacy Goals:**

This plan focuses the districts literacy efforts in the following key areas:

1. Providing a range of support to ensure all students have access to a high quality school experience, ad a successful transition from primary grades to intermediate grades;
2. Improving K-12<sup>th</sup> teachers' capacity to meet the needs of all students through targeted professional development that helps teachers use data from student assessments to inform instruction and give them new best- practice strategies to target core instruction, interventions, and enrichment based on assessed student need;
3. Expanding the availability and ease-of- use of student data and ensuring that information available to teachers and other stakeholders include disaggregated results of student assessments and growth data in grade K-12;
4. Providing outreach, education, and support to parents to increase their capacity to support their children's developing literacy at home,

including utilizing individual learning plans to communicate with families;

5. Assuring that all students become fluent, critical readers, at or above grade level;

6. Enhancing instructional practices so that students view literacy as a rewarding, beneficial experience and have the skills to engage successfully in all types of learning activities; 7. Raising expectations and providing resources so that all instructional staff (administrators, teachers, paraprofessionals, volunteers) are engaged in improving their own literacy and in the pursuit of lifelong learning.

### **Scientifically Based Reading Instruction**

At Friendship Aspire Academy Public Charter School reading instruction begins in Kindergarten with a linear process- oriented approach to reading instruction using Edmentum coursework, Great Minds: Wit & Wisdom, Fountas & Pinnell, Wilson’s Language Foundations and Heggerty phonics curricula. Our reading instruction continues in grades K-8 which includes the following components:

- Over 120 minutes of reading, writing and literacy instruction everyday
  - Literacy skills infused into all disciplines such as social studies, mathematics, and science
  - Flexible small groups are utilized to provide targeted interventions and accelerations

FAA-PCS has implemented a system of frequent formative assessments in order to benchmark the progress our students make during the school year toward meeting those year-end goals. By using baseline data to set measurable year-end goals while also implementing a system that allows for frequent analysis and adjustment of instructional and organizational practice, a plan is in place to ensure that each student is provided with an educational program to support them in performing at or above grade level by the end of each school year.

FAA-PCS uses the Fountas and Pinnell Benchmark Assessment System to assess and define students’ reading proficiency. The following chart outlines the proficiency targets used by FAAPCS in determining whether or not a student is performing at grade level in the beginning, middle and end of each school year:

Through FAA -PCS Response to Intervention process, students that are identified as not performing at or above grade level are provided with extra supports to ensure a clear path to reading proficiency. All students are supported by the RTI process in having access to a learning program that meets their specific needs as determined through assessments. The blend of information collected from assessment tools drives the development of progress

monitoring goals for each student. These are developed using a collaborative model to ensure all adults working with each student are aware of student areas of need and the instructional program in place to meet those needs. The goals and plans generated are then used to drive instruction in the core classroom as well as in RTI. The goals and student progress are discussed at professional learning community meetings, where interventions are evaluated as needed. Data is analyzed and teaching strategies are discussed and practiced for implementation.

## Friendship Aspire Academy Public

### Charter School

### K-12<sup>th</sup> grade Literacy Plan

FAA-PCS maintains a strong commitment from school leadership and educators to meeting the school mission. The staff collaborates throughout the week in Professional Learning Communities (PLC's) to have collaborative data- based discussions about student progress. During these meetings, teachers identify emergent patterns from the formative and summative data and discuss what the data tells them about students' progress toward year-end learning goals.

#### **Science of Reading**

The Pathway that FAA- PCS is currently utilizing to ensure that all teachers are properly trained in the science of reading is through the Arkansas Public School Resource Center (APSRC). All FAA- PCS instructional staff members have received or are receiving intensive training on the science of reading. All FAA-PCS will be trained and assessed in the science of reading by the close of the 2020-2021 academic school year.

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- Over 120 minutes of reading, writing and literacy instruction everyday
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### **The Science of Reading Professional Development Plan**

FAA- PCS has implemented a system of frequent formative assessments in order to benchmark the progress our students make during the school year toward meeting those year-end goals. By using baseline data to set measurable year-end goals while also implementing a system that allows for frequent analysis and adjustment of instructional and organizational practice, a plan is in place to ensure that each student is provided with an educational program to support them in performing at or above grade level by the end of each school year.

The plan in place to monitor implementation of this professional development calendar and staff assessment is being monitored by The Director of Academic Instruction for FAA-PCS. The plan has an implementation goal of all FAA-PCS instructional staff completing the science of reading training by the close of the 2021- 2022 academic school year.

### **Science of Reading Curriculum Program Components**

The Science of Reading is the emerging consensus from many related disciplines, based on studies, supported by research, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students do not learn, and what kind of instruction is most likely to work the best for the most students.

The Science of Reading encompass five major components

1. Phonological Awareness
2. Phonics
3. Comprehension
4. Vocabulary
5. Fluency

FAA-PCS has instituted four curriculum components that effectively address all of the five major areas of the SOR:

**Heggerty Curriculum:** Heggerty Phonemic Awareness lessons are meant to supplement existing literacy curriculum and are easily integrated into literacy instruction programs. When lessons are taught consistently each day with explicit teacher modeling and scaffolding support, teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words.

**Wilson Foundations:** As a recognized leader in multisensory, structured language programs, Wilson Foundations brings more than a decade of systematic and explicit instruction to the K-3 classroom. Based on the Wilson Reading System® principles, Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Wilson Foundations makes learning to read fun while laying the groundwork for life-long literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

The instruction aligns with states' rigorous college- and career-ready standards. Although Foundations includes comprehension strategies, it must be combined with a core/literature-based language arts program for an integrated and comprehensive approach to reading and spelling.

**Fountas and Pinnell:**

Reading is a highly complex process. Readers must build a system of strategic actions for processing texts A–Z+ that begins with early reading behaviors and becomes a network of strategic actions for reading increasingly difficult texts. The goal of Fountas and Pinnell's is to support student development of self-initiating actions that they will be able to apply to a range of texts of similar difficulty. With daily teaching, our teachers help students climb the ladder of text difficulty with success. The goal of guided reading is to bring the student to the level of complex texts appropriate for development and grade, in doing so, teaching must begin with where the student is able to engage with some success, so that there is a point of contact, thereby engaging a students' development of a self-extending system for processing texts.

**Wit & Wisdom:** Every text Wit & Wisdom students touch is authentic, of the highest quality, and chosen to meet their social-emotional learning needs—no basals or leveled readers. Students use these texts at every turn to learn—and eventually to master—essential reading, writing, speaking, and listening skills as well as grammar and vocabulary. Along the way, students explore important topics such as the four seasons, the American Revolution, and space exploration. With *Wit & Wisdom*, students practice reading, writing, speaking and listening, academic vocabulary, and style and conventions in concert to build holistic ELA knowledge.

### **Science of Reading Curriculum Program Evaluation**

FAA- PCS has implemented a weekly observation practice of all instructional staff that are presenting reading instruction. Instructional staff are observed by building level administrators, the Director of Academic Development and the Deputy Superintendent.

FAA-PCS has implemented a system of frequent formative assessments in order to benchmark the progress our students make during the school year toward meeting those year-end goals. By using baseline data to set measurable year-end goals while also implementing a system that allows for frequent analysis and adjustment of instructional and organizational practice, a plan is in place to ensure that each student is provided with an educational program to support them in performing at or above grade level by the end of each school year.

FAA-PCS uses the Fountas and Pinnell Benchmark Assessment System to assess and define students' reading proficiency. The following chart outlines the proficiency targets used by FAAPCS in determining whether or not a student is performing at grade level in the beginning, middle and end of each school year:

The plan in place to monitor implementation of this professional development calendar and staff assessment is being monitored by The Director of Academic Development for FAA-PCS. The plan has an implementation goal of all FAA-PCS instructional staff completing the science of reading training by the close of the 2021- 2022 academic school year. All staff are also receiving bi- weekly professional development and are in weekly professional learning communities that will address the science of reading instructional techniques and strategies.

**Friendship Aspire Academy Public Charter School**

<b>Action</b>	<b>Additional Comments</b>
Utilizes a written curriculum map that is aligned to the science of reading	Curriculum maps are based on the Arkansas English Language Arts Standards
Provides classroom teachers with a strong, systematic and explicit phonics program	
Screens all K-4 students for reading difficulties following the Act 1063 dyslexia requirements: <ul style="list-style-type: none"> <li>• Phonological and phonemic awareness               <ul style="list-style-type: none"> <li>• Sound symbol recognition</li> <li>• Alphabet knowledge</li> <li>• Decoding skills</li> <li>• Rapid naming</li> <li>• Encoding skills</li> </ul> </li> </ul>	Initial Screening Tools <ul style="list-style-type: none"> <li>• DIBELS: Phoneme Segmentation</li> <li>• DIBELS: Letter Naming Fluency</li> <li>• DIBELS: Nonsense Word Fluency</li> <li>• DIBELS: Oral Reading Fluency</li> <li>• Kindergarten Inventory of Spelling (KIDS)               <ul style="list-style-type: none"> <li>– Word Journeys</li> </ul> </li> <li>• AR-RAN</li> <li>• Developmental Spelling Assessment (DSA)               <ul style="list-style-type: none"> <li>• Phonological Awareness Skills Screener (PASS) Level 1 Screeners</li> </ul> </li> <li>• Developmental Reading Assessment (DRA)</li> </ul>



	<ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Leveled Reading System</li> </ul>
<p>Ensures adequate time for literacy instruction for K-2 grade students</p> <ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Phonics</li> <li>• Comprehension</li> <li>• Small Group Instruction</li> <li>• Writing</li> </ul>	<p>Instructional objectives are based on the Arkansas English Language Arts Standards</p>
<p>Provides classroom teachers with a strong, systematic and explicit phonics program</p>	<ul style="list-style-type: none"> <li>• Heggerty Phonics</li> <li>• Wilson Reading System: Foundations Curricula</li> </ul>

<p>Ensures adequate time for literacy instruction for 3<sup>rd</sup> grade students in a departmentalized setting</p> <ul style="list-style-type: none"> <li>• Phonics/Word Study</li> <li>• Comprehension</li> <li>• Writing</li> </ul>	<p>Instructional objectives are based on the Arkansas English Language Arts Standards</p>
<p>Integrates literacy skills in content areas through activities that involve reading comprehension, vocabulary, writing, speaking and listening</p>	

**Friendship Aspire Academy Public Charter School**

<b>Year</b>	<b>Action</b>
Summer/ Fall 2021	All 6-8 literacy teachers began 3-6 RISE Training with a literacy specialist from South Central Service Cooperative
Summer/ Fall 2021	All 6-8 math, science, social studies began RISE Awareness training (Modules 1-6) facilitated by the district curriculum director
Summer /Fall2021	All elementary and middle school music teachers, art teacher, physical education teachers, counselors, librarians, and ELL teacher began RISE Awareness training (Modules 1-6) facilitated by the district curriculum director.
Summer, 2021 and Summer, 2022	All 6-8 literacy teachers will complete 3-6 RISE Training with a literacy specialist from Arkansas Public School Resource Center.
Summer 2022	All licensed 9 – 12 employees will complete RISE Awareness Training (Modules 3-6) facilitated by the district curriculum director/ or APSRC Facilitator
Summer 2022	All 3- 6 math, science, and social studies teachers will complete RISE Awareness training (Modules 1-6) facilitated by the district curriculum director/ or APSRC Facilitator

**Beginning 2019, a school district shall provide for all others 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. It is not recommended to watch or facilitate more than 2-3 courses in a single day of professional development.

- Currently 9 digital learning courses have been released:

- Right to Read Act
- Science of Reading Overview
- The Reading Brain
- Essential Elements
- Phonology
- Critical Foundational Skills-Decoding
- Critical Foundation Skills-Encoding
- Permanent Word Storage ● Vocabulary

- The entire Learning Path must be completed to obtain the awareness credential. ■ Currently 15 courses are scheduled for the completion of the path. Other awareness pathways may be found on [RISEArkansas.org](http://RISEArkansas.org).

## **A. School Program**

1) *Summary of curriculum design and instructional approach.* The foundation of our school design is the belief that all children can, do, and will learn. Within the design, teachers work collaboratively to determine the big ideas and essential questions inherent in each standard and plan instruction to ensure that students achieve high levels of learning. Assessment is used as a tool to gauge students' mastery of standards and helps teachers identify the individual needs of each student. Through a continual cycle of inquiry, teachers are able to individualize instruction and address deficiencies immediately. We know that the success of our students is largely determined by what our teachers believe, know, and are able to do. Therefore, we invest a great deal of time and energy in ensuring that our teachers are involved in a robust cycle of professional development and in providing students with extended and supplemental learning opportunities.

**Kindergarten.** FAA-PCS provides a comprehensive full day program for children in Kindergarten (K). Our K learning environments feature hands-on learning centers, classroom libraries, and computer learning stations. Our development framework encourages children to make self-directed and guided choices throughout the day supported by trained educators and paraprofessionals in each classroom. A typical daily schedule may include:

- Morning Meeting (attendance, weather, news and announcements, etc.) • Vocabulary Building (word wall and vocabulary building activities)
- Learning Centers (writing center, science center, dramatic play, etc.)
- Read Aloud • Content Area Lessons (mathematics, science, and social studies) • Outdoor Play

Our program is designed to challenge students academically and support the social/emotional, physical, cognitive, and language development needs of all children. We track student development on 36 academic, social, and emotional indicators and assess for academic readiness using standardized assessments.

**Elementary:**

We emphasize cooperative learning and provide intervention for students who require additional assistance. Our teachers use a balanced literacy approach to reading, teaching discreet reading skills to students based on their individual reading levels and encouraging them to practice with texts at

their reading level in guided reading groups and independent reading. Additionally, we utilize Wilson Language Foundations curricula for phonics instruction. Fountas and Pinnell Classroom for guided reading instruction and Great Minds Wit & Wisdom curricula for literacy grade level- based instruction. The Wilson Language Foundations program is used for struggling readers at the middle school level as well for English language learners.

### **Science:**

Active, hands-on explorations help students build their understanding of key scientific concepts and big ideas that explain our world. Students participate in inquiry-based exercises, attacking problems head-on, then working with their teachers to determine the scientific content behind the problems. Using experimental kits from FOSS (Full Option Science System), students regularly work on topics related to physical science, earth and space science, life science, and technology.

### **Writing and Language Arts.**

The Writer's Workshop approach enables teachers to instruct students through the stages in which writers advance: prewriting, drafting, revising, editing, proofreading, and publishing. Writing units focus on guiding students through varied forms and purposes of writing.

### **Mathematics.**

Math instruction balances computational fluency, conceptual understanding, and real-word application. Our math units, planned backwards from the Common Core State Standards math standards, use materials drawn from the Great Minds, Eureka Math curricula, and other resources to build skills and understanding. Students engage in math performance tasks to demonstrate that they can apply their math understanding to real or simulated scenarios.

### **History and Social Science.**

Our project-based program emphasizes the use of children's literature in social studies instruction. Projects and activities are often cross-curricular and guided by a multicultural perspective. Teachers use the Discovery Education curricula as one of several resources to develop engaging learning experiences for students. Character and ethics lessons occur several times a month through a literature and technology-based curriculum.

### **Fine Arts. Music**

Fine Arts, Music and visual art are presented as a combination of history, performance, appreciation, and practice. National arts standards are used to ensure a rigorous curriculum that provides students with the appropriate terminology and concepts of the art that they are studying.

### **Middle School.**

FAA serves middle school students at its Friendship Aspire Academy Middle School campus, this campus uses a traditional curriculum and instructional model.

### **Reading and Language Arts.**

Students develop comprehensive reading and language strategies, vocabulary, and grammar skills in the context of real writing. Units focused on broad quarterly curricular themes blend fiction, non-fiction and poetry readings. Daily lessons emphasize specific reading skills and standards applied to reading selections related to the theme.

### **History and Social Science.**

History and Social Studies courses emphasize critical thinking and performance assessment across varied content. Each course emphasizes the links between its content and the quarterly themes – Community, Justice, Perseverance, and Service. Grade six students investigate world geography by examining case studies of contemporary global issues. Seventh grade students learn about the formation of cultures, belief systems, and governments by examining ancient history. Eighth grade students investigate early American history to learn more about the American identity. All courses emphasize literacy and writing skills throughout the learning process.

### **Mathematics.**

A scope and sequence organized around major strands and specific objectives allows students to develop, maintain, and apply skills in the areas of number properties and operation, measurement, geometry, data analysis and probability, algebra, and mathematical processes. Students are

introduced to Eureka Mathematics *A Story of Ratios* Grades 6-8 program, a precursor to *A Story of Functions* introduction into Algebra I, Geometry, Algebra II and PreCalculus. This function offers comprehensive content coverage.

### **Science.**

The middle school science curriculum emphasizes inquiry-based instruction aligned to the Common Core State Standards. Students use the Discovery Education series to practice habits of scientific inquiry. The annual Science Fair – a requirement for all students – emphasizes the application of the scientific process to every-day problems.

### **High School.**

FAA- PCS serves high school students at its Friendship Aspire Academy Southeast High School campus; this campus uses a digital curriculum and instructional model. The high school uses a digital instructional component built to state and national standards. This curriculum offers high quality, state-certified teachers experienced in online instruction. The program is fully accredited by AdvancED and recipient of the ISTE Seal of Alignment for Readiness. The programming is flexible and manageable designed for virtual learning

### **Reading and Language Arts.**

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### **History and Social Science.**

History and Social Studies courses emphasize critical thinking and performance assessment across varied content. Each course emphasizes the links between its content and the quarterly themes – Community, Justice, Perseverance, and Service. All courses emphasize literacy and writing skills throughout the learning process.

### **Mathematics.**

A scope and sequence organized around major strands and specific objectives allows students to develop, maintain, and apply skills in the areas of number properties and operation, measurement, geometry, data analysis and probability, algebra, and mathematical processes. Students are able to enroll in college and career readiness mathematics courses as well as course work recovery through the math courses offered through Edmentum. This function offers comprehensive content coverage.

### **Science.**

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## Friendship Aspire Academy Public

### Charter School

## K-12<sup>th</sup> grade Literacy Plan

Wisdom, Fountas & Pinnell, Wilson’s Language Foundations and Heggerty phonics curricula. Our reading instruction continues in grades K-8 which includes the following components:

- Over 120 minutes of reading, writing and literacy instruction everyday
  - Literacy skills infused into all disciplines such as social studies, mathematics, and science
  - Flexible small groups are utilized to provide targeted **Introduction:**

The Friendship Aspire Academy Public Charter School District has developed a district literacy plan that includes information regarding the district’s curriculum program as well as the professional development that is aligned to the school’s literacy needs and is based on the science of reading. The district plan also indicates how the reporting of reading levels will be accomplished. The district plan will be reviewed annually and updated as

needed. A balanced, comprehensive approach to teaching reading is the purpose of this plan. All action steps are components of a balanced literacy program.

### **The Mission:**

The mission of Friendship Aspire Academy Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities.

### **We believe:**

Literacy is the foundation for learning. Reading and writing are the most important skills a student will learn in school.

Everyone needs to be a lifetime reader and model reading.

- Teachers should use a variety of teaching strategies to accommodate all children. • Teachers must intervene early to ensure all students' success.
- Staff development is critical to a literacy program.
  - Reading and writing instruction emphasizes a balanced approach to teaching and should include: phonics, reading strategies, authentic writing, vocabulary building, and comprehension in all genres.
- Students must learn to access a variety of information.

The more students read & write the better they become; time on task is critical.

- Everyone can learn to enjoy reading and writing.
- Teachers must read to students daily.
- Students must be reading meaningful texts daily.

- Students must write about and create meaningful text daily.
- Teaching reading and writing is the responsibility of all teachers, parents and community leaders.

### **Definition of Literacy**

*Literacy is knowing how to read and write well enough to function in a literate society and being able to apply this knowledge whenever needed.*

### **FAA- PCS Literacy Goals:**

This plan focuses the districts literacy efforts in the following key areas:

1. Providing a range of support to ensure all students have access to a high quality school experience, and a successful transition from primary grades to intermediate grades;
2. Improving K-12<sup>th</sup> teachers' capacity to meet the needs of all students through targeted professional development that helps teachers use data from student assessments to inform instruction and give them new best- practice strategies to target core instruction, interventions, and enrichment based on assessed student need;
3. Expanding the availability and ease-of- use of student data and ensuring that information available to teachers and other stakeholders include disaggregated results of student assessments and growth data in grade K-12;
4. Providing outreach, education, and support to parents to increase their capacity to support their children's developing literacy at home, including utilizing individual learning plans to communicate with families;
5. Assuring that all students become fluent, critical readers, at or above grade level;
6. Enhancing instructional practices so that students view literacy as a rewarding, beneficial experience and have the skills to engage successfully in all types of learning activities;
7. Raising expectations and providing resources so that all instructional staff (administrators, teachers, paraprofessionals, volunteers) are engaged in improving their own literacy and in the pursuit of lifelong learning.

## **Scientifically Based Reading Instruction**

At Friendship Aspire Academy Public Charter School reading instruction begins in Kindergarten with a linear process- oriented approach to reading instruction using Edmentum coursework, Great Minds: Wit & Wisdom, Fountas & Pinnell, Wilson’s Language Foundations and Heggerty phonics curricula. Our reading instruction continues in grades K-8 which includes the following components:

- Over 120 minutes of reading, writing and literacy instruction everyday
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  - Flexible small groups are utilized to provide targeted interventions and accelerations

FAA-PCS has implemented a system of frequent formative assessments in order to benchmark the progress our students make during the school year toward meeting those year-end goals. By using baseline data to set measurable year-end goals while also implementing a system that allows for frequent analysis and adjustment of instructional and organizational practice, a plan is in place to ensure that each student is provided with an educational program to support them in performing at or above grade level by the end of each school year.

FAA-PCS uses the Fountas and Pinnell Benchmark Assessment System to assess and define students’ reading proficiency. The following chart outlines the proficiency targets used by FAAPCS in determining whether or not a student is performing at grade level in the beginning, middle and end of each school year:

Through FAA -PCS Response to Intervention process, students that are identified as not performing at or above grade level are provided with extra supports to ensure a clear path to reading proficiency. All students are supported by the RTI process in having access to a learning program that meets their specific needs as determined through assessments. The blend of information collected from assessment tools drives the development of progress monitoring goals for each student. These are developed using a collaborative model to ensure all adults working with each student are aware of student areas of need and the instructional program in place to meet those needs. The goals and plans generated are then used to drive instruction in the core classroom as well as in RTI. The goals and student progress are discussed at professional learning community meetings, where interventions are evaluated as needed. Data is analyzed and teaching strategies are discussed and practiced for implementation.

# Friendship Aspire Academy Public

## Charter School

### K-12<sup>th</sup> grade Literacy Plan

FAA-PCS maintains a strong commitment from school leadership and educators to meeting the school mission. The staff collaborates throughout the week in Professional Learning Communities (PLC's) to have collaborative data- based discussions about student progress. During these meetings, teachers identify emergent patterns from the formative and summative data and discuss what the data tells them about students' progress toward year-end learning goals.

#### **Science of Reading**

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#### **The Science of Reading Professional Development Plan**

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The plan in place to monitor implementation of this professional development calendar and staff assessment is being monitored by The Director of Academic Instruction for FAA-PCS. The plan has an implementation goal of all FAA-PCS instructional staff completing the science of reading training by the close of the 2021- 2022 academic school year.

### **Science of Reading Curriculum Program Components**

The Science of Reading is the emerging consensus from many related disciplines, based on studies, supported by research, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students do not learn, and what kind of instruction is most likely to work the best for the most students.

The Science of Reading encompass five major components

1. Phonological Awareness
2. Phonics
3. Comprehension
4. Vocabulary
5. Fluency

FAA-PCS has instituted four curriculum components that effectively address all of the five major areas of the SOR:

**Heggerty Curriculum:** Heggerty Phonemic Awareness lessons are meant to supplement existing literacy curriculum and are easily integrated into literacy instruction programs. When lessons are taught consistently each day with explicit teacher modeling and scaffolding support, teachers see

improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words.

**Wilson Foundations:** As a recognized leader in multisensory, structured language programs, Wilson Foundations brings more than a decade of systematic and explicit instruction to the K-3 classroom. Based on the Wilson Reading System® principles, Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Wilson Foundations makes learning to read fun while laying the groundwork for life-long literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

The instruction aligns with states' rigorous college- and career-ready standards. Although Foundations includes comprehension strategies, it must be combined with a core/literature-based language arts program for an integrated and comprehensive approach to reading and spelling.

**Fountas and Pinnell:**

Reading is a highly complex process. Readers must build a system of strategic actions for processing texts A–Z+ that begins with early reading behaviors and becomes a network of strategic actions for reading increasingly difficult texts. The goal of Fountas and Pinnell's is to support student development of self-initiating actions that they will be able to apply to a range of texts of similar difficulty. With daily teaching, our teachers help students climb the ladder of text difficulty with success. The goal of guided reading is to bring the student to the level of complex texts appropriate for



development and grade, in doing so, teaching must begin with where the student is able to engage with some success, so that there is a point of contact, thereby engaging a students' development of a self-extending system for processing texts.

**Wit & Wisdom:** Every text Wit & Wisdom students touch is authentic, of the highest quality, and chosen to meet their social-emotional learning needs—no basals or leveled readers. Students use these texts at every turn to learn—and eventually to master—essential reading, writing, speaking, and listening skills as well as grammar and vocabulary. Along the way, students explore important topics such as the four seasons, the American Revolution, and space exploration. With *Wit & Wisdom*, students practice reading, writing, speaking and listening, academic vocabulary, and style and conventions in concert to build holistic ELA knowledge.

### **Science of Reading Curriculum Program Evaluation**

FAA- PCS has implemented a weekly observation practice of all instructional staff that are presenting reading instruction. Instructional staff are observed by building level administrators, the Director of Academic Development and the Deputy Superintendent.

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**Friendship Aspire Academy Public Charter School**

<b>Action</b>	<b>Additional Comments</b>
Utilizes a written curriculum map that is aligned to the science of reading	Curriculum maps are based on the Arkansas English Language Arts Standards
Provides classroom teachers with a strong, systematic and explicit phonics program	
<p>Screens all K-4 students for reading difficulties following the Act 1063 dyslexia requirements:</p> <ul style="list-style-type: none"> <li>• Phonological and phonemic awareness               <ul style="list-style-type: none"> <li>• Sound symbol recognition</li> </ul> </li> <li>• Alphabet knowledge</li> <li>• Decoding skills</li> <li>• Rapid naming</li> <li>• Encoding skills</li> </ul>	<p>Initial Screening Tools</p> <ul style="list-style-type: none"> <li>• DIBELS: Phoneme Segmentation</li> <li>• DIBELS: Letter Naming Fluency</li> <li>• DIBELS: Nonsense Word Fluency</li> <li>• DIBELS: Oral Reading Fluency</li> <li>• Kindergarten Inventory of Spelling (KIDS)               <ul style="list-style-type: none"> <li>– Word Journeys</li> </ul> </li> <li>• AR-RAN</li> <li>• Developmental Spelling Assessment (DSA)               <ul style="list-style-type: none"> <li>• Phonological Awareness Skills Screener (PASS) Level 1 Screeners</li> </ul> </li> <li>• Developmental Reading Assessment (DRA)               <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Leveled Reading System</li> </ul> </li> </ul>

<p>Ensures adequate time for literacy instruction for K-2 grade students</p> <ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Phonics</li> <li>• Comprehension</li> <li>• Small Group Instruction</li> <li>• Writing</li> </ul>	<p>Instructional objectives are based on the Arkansas English Language Arts Standards</p>
<p>Provides classroom teachers with a strong, systematic and explicit phonics program</p>	<ul style="list-style-type: none"> <li>• Heggerty Phonics</li> <li>• Wilson Reading System: Foundations Curricula</li> </ul>

<p>Ensures adequate time for literacy instruction for 3<sup>rd</sup> grade students in a departmentalized setting</p> <ul style="list-style-type: none"> <li>• Phonics/Word Study</li> <li>• Comprehension</li> <li>• Writing</li> </ul>	<p>Instructional objectives are based on the Arkansas English Language Arts Standards</p>
<p>Integrates literacy skills in content areas through activities that involve reading comprehension, vocabulary, writing, speaking and listening</p>	

<b>Year</b>	<b>Action</b>
Summer/ Fall 2021	All 6-8 literacy teachers began 3-6 RISE Training with a literacy specialist from South Central Service Cooperative
Summer/ Fall 2021	All 6-8 math, science, social studies began RISE Awareness training (Modules 1-6) facilitated by the district curriculum director
Summer /Fall2021	All elementary and middle school music teachers, art teacher, physical education teachers, counselors, librarians, and ELL teacher began RISE Awareness training (Modules 1-6) facilitated by the district curriculum director.
Summer, 2021 and Summer, 2022	All 6-8 literacy teachers will complete 3-6 RISE Training with a literacy specialist from Arkansas Public School Resource Center.
Summer 2022	All licensed 9 – 12 employees will complete RISE Awareness Training (Modules 3-6) facilitated by the district curriculum director/ or APSRC Facilitator
Summer 2022	All 3- 6 math, science, and social studies teachers will complete RISE Awareness training (Modules 1-6) facilitated by the district curriculum director/ or APSRC Facilitator

**Beginning 2019, a school district shall provide for all others 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. It is not recommended to watch or facilitate more than 2-3 courses in a single day of professional development.

- Currently 9 digital learning courses have been released:

- Right to Read Act
- Science of Reading Overview
- The Reading Brain
- Essential Elements
- Phonology
- Critical Foundational Skills-Decoding
- Critical Foundation Skills-Encoding
- Permanent Word Storage ● Vocabulary

- The entire Learning Path must be completed to obtain the awareness credential. ■ Currently 15 courses are scheduled for the completion of the path. Other awareness pathways may be found on [RISEArkansas.org](http://RISEArkansas.org).

## **A. School Program**

1) *Summary of curriculum design and instructional approach.* The foundation of our school design is the belief that all children can, do, and will learn. Within the design, teachers work collaboratively to determine the big ideas and essential questions inherent in each standard and plan instruction to ensure that students achieve high levels of learning. Assessment is used as a tool to gauge students' mastery of standards and helps teachers identify the individual needs of each student. Through a continual cycle of inquiry, teachers are able to individualize instruction and address deficiencies immediately. We know that the success of our students is largely determined by what our teachers believe, know, and are able to do. Therefore, we invest a great deal of time and energy in ensuring that our teachers are involved in a robust cycle of professional development and in providing students with extended and supplemental learning opportunities.

**Kindergarten.** FAA-PCS provides a comprehensive full day program for children in Kindergarten (K). Our K learning environments feature hands-on learning centers, classroom libraries, and computer learning stations. Our development framework encourages children to make self-directed and guided choices throughout the day supported by trained educators and paraprofessionals in each classroom. A typical daily schedule may include:

- Morning Meeting (attendance, weather, news and announcements, etc.) • Vocabulary Building (word wall and vocabulary building activities)
- Learning Centers (writing center, science center, dramatic play, etc.)
- Read Aloud • Content Area Lessons (mathematics, science, and social studies) • Outdoor Play

Our program is designed to challenge students academically and support the social/emotional, physical, cognitive, and language development needs of all children. We track student development on 36 academic, social, and emotional indicators and assess for academic readiness using standardized assessments.

**Elementary:**

We emphasize cooperative learning and provide intervention for students who require additional assistance. Our teachers use a balanced literacy approach to reading, teaching discreet reading skills to students based on their individual reading levels and encouraging them to practice with texts at

their reading level in guided reading groups and independent reading. Additionally, we utilize Wilson Language Foundations curricula for phonics instruction. Fountas and Pinnell Classroom for guided reading instruction and Great Minds Wit & Wisdom curricula for literacy grade level- based instruction. The Wilson Language Foundations program is used for struggling readers at the middle school level as well for English language learners.

### **Science:**

Active, hands-on explorations help students build their understanding of key scientific concepts and big ideas that explain our world. Students participate in inquiry-based exercises, attacking problems head-on, then working with their teachers to determine the scientific content behind the problems. Using experimental kits from FOSS (Full Option Science System), students regularly work on topics related to physical science, earth and space science, life science, and technology.

### **Writing and Language Arts.**

The Writer's Workshop approach enables teachers to instruct students through the stages in which writers advance: prewriting, drafting, revising, editing, proofreading, and publishing. Writing units focus on guiding students through varied forms and purposes of writing.

### **Mathematics.**

Math instruction balances computational fluency, conceptual understanding, and real-word application. Our math units, planned backwards from the Common Core State Standards math standards, use materials drawn from the Great Minds, Eureka Math curricula, and other resources to build skills and understanding. Students engage in math performance tasks to demonstrate that they can apply their math understanding to real or simulated scenarios.

### **History and Social Science.**

Our project-based program emphasizes the use of children's literature in social studies instruction. Projects and activities are often cross-curricular and guided by a multicultural perspective. Teachers use the Discovery Education curricula as one of several resources to develop engaging learning experiences for students. Character and ethics lessons occur several times a month through a literature and technology-based curriculum.

### **Fine Arts. Music**

Fine Arts, Music and visual art are presented as a combination of history, performance, appreciation, and practice. National arts standards are used to ensure a rigorous curriculum that provides students with the appropriate terminology and concepts of the art that they are studying.

### **Middle School.**

FAA serves middle school students at its Friendship Aspire Academy Middle School campus, this campus uses a traditional curriculum and instructional model.

### **Reading and Language Arts.**

Students develop comprehensive reading and language strategies, vocabulary, and grammar skills in the context of real writing. Units focused on broad quarterly curricular themes blend fiction, non-fiction and poetry readings. Daily lessons emphasize specific reading skills and standards applied to reading selections related to the theme.

### **History and Social Science.**

History and Social Studies courses emphasize critical thinking and performance assessment across varied content. Each course emphasizes the links between its content and the quarterly themes – Community, Justice, Perseverance, and Service. Grade six students investigate world geography by examining case studies of contemporary global issues. Seventh grade students learn about the formation of cultures, belief systems, and governments by examining ancient history. Eighth grade students investigate early American history to learn more about the American identity. All courses emphasize literacy and writing skills throughout the learning process.

### **Mathematics.**

A scope and sequence organized around major strands and specific objectives allows students to develop, maintain, and apply skills in the areas of number properties and operation, measurement, geometry, data analysis and probability, algebra, and mathematical processes. Students are



introduced to Eureka Mathematics *A Story of Ratios* Grades 6-8 program, a precursor to *A Story of Functions* introduction into Algebra I, Geometry, Algebra II and PreCalculus. This function offers comprehensive content coverage.

### **Science.**

The middle school science curriculum emphasizes inquiry-based instruction aligned to the Common Core State Standards. Students use the Discovery Education series to practice habits of scientific inquiry. The annual Science Fair – a requirement for all students – emphasizes the application of the scientific process to every-day problems.

### **High School.**

FAA- PCS serves high school students at its Friendship Aspire Academy Southeast High School campus; this campus uses a digital curriculum and instructional model. The high school uses a digital instructional component built to state and national standards. This curriculum offers high quality, state-certified teachers experienced in online instruction. The program is fully accredited by AdvancED and recipient of the ISTE Seal of Alignment for Readiness. The programming is flexible and manageable designed for virtual learning

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