

**Friendship Aspire Academy Middle School
2021-2022 School Improvement Plan**

Step 1: PLAN

NEEDS ASSESSMENT DATA:

Multiple Measures of Student

**Performance Demographic and Processes
Programs and Perceptual**

2020-2021

Attendance data

7 teachers

attended RISE

Stakeholder

surveys

ACT Aspire

Observation data

Periodic Data

from EdReflect

No teachers are

Conversational

2020-2021

currently

implementing

data

ACT Aspire

RISE

Other informal

Summative

methods

Data

Predominant instructional

2020-2021

practices

NWEA Periodic Data

2020-2021

ELPA21 Data

DATA ANALYSIS:

Students are attending school however the majority of students continue to score in need of support on the ACT Aspire.

Findings:

DATA ANALYSIS OF 2020-2021 SY ACT Aspire School-wide Periodic Assessment Data (grades 6-8)

- 49% of students scored close or in need of support in English.
- 51% scored ready or exceeding in English.
- 81% of students scored close or in need of support in Reading.
- 19% of students scored ready or exceeding in Reading.
- 89% of students scored close or in need of support in Science.

- 11% scored ready or exceeding in Science.

- 89% of students scored close or in need of support in Math.

- 11% scored ready or exceeding in Math.

DATA ANALYSIS OF 2019-2020 ELPA 21 Assessment Data (16 Students tested)

- In grade 6: 0% scored at Level 1 (emerging); 100% scored at level 2 (progressing); and 0% scored at level 3 (proficient)

- In grade 7: 20% scored at Level 1 (emerging); 80% scored at level 2 (progressing); and 0% of students scored at level 3 (proficient)

- In grade 8: 17% scored at Level 1 (emerging); 75% scored at Level 2 (progressing); and 8% scored at Level 3 (proficient)

PRIORITIES:

- Quality Teaching & Learning
- Scholar Engagement
- Positive Parental Involvement

THEORY OF ACTION 1:

If leaders provide a rigorous curriculum, provide opportunities for professional development, schedule collaborative meetings, and monitor the work of the teams;
Then teachers will work to ensure that satisfactory academic growth and proficiency happens across all content areas.

GOAL 1:

There will be a 25% increase in the number of scholars who met grade level proficiency for Reading, Math, and Science as determined by the ACT Aspire Summative Assessment (Baseline scores will be determined by the fall periodic assessment and we will progress monitor with the winter and spring assessment to gauge summative readiness).

<p>THEORY OF ACTION 2: If leaders provide a rigorous curriculum, provide opportunities for professional development, schedule collaborative meetings, and monitor the work of the teams; Then teachers will work to ensure that satisfactory academic growth and proficiency happens across all content areas.</p> <p>THEORY OF ACTION 3: If leaders build a positive, proactive school climate, then parents and other stakeholders will feel better about taking part volunteer opportunities.</p>	<p>GOAL 2: There will be a 10% increase in the number of scholars who met grade level proficiency in ELA as determined by the ACT Aspire Summative Assessment. Students not identified as proficient will show a 25% increase in their scores. (Baseline scores will be determined by the fall periodic assessment and we will progress monitor with the winter and spring assessment to gauge summative readiness).</p> <p>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 2020-21 school year.</p>
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Evidence Based Instructional Strategies or Practices:

1. Teachers will receive ongoing professional development focused on the implementation and best practices around Eureka math, Wit & Wisdom and FOSS, writing and supporting ESL learners in gen ed classroom.
2. Teachers will implement instructional strategies based on students' needs as determined from exit ticket analysis and formative assessment results.
3. Teachers and administrators will engage in data meetings 2x monthly to analyze student work to look for gaps in learning and plan reteaching to ensure student mastery of standards.
4. Teachers and administrators will encourage parents to be involved in the school by sharing information and resources in multiple formats (in person, on paper and digital) so they can actively participate in the learning cycle of their child(ren) this school year.

1. **Literacy Curriculum Program:** Wit & Wisdom **Professional Development Program:** AR IDEAS

Step 2: DO

	ACTIONS	TIMELINE	MONITORING
	Teachers will implement research-based TESS Domains 2 (Classroom Environment) and 3 (Instruction) and content specific best practices from Blooms Depth of Knowledge	August 2021-May 2022	Observations and evidence of implementation Lesson Plans Intervention documentation

Implement Grade Level/Discipline Curriculum Maps

Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, writing, speaking and listening

August 2021-May 2022 Pre & Post Data

Teams meet weekly
Principal or designee participates in meetings
Observations/Data
Lesson Plans

	<p>Create an environment that fosters curiosity and learning through collaborative communication</p> <p>Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, writing, speaking and listening</p> <p>Create an environment that fosters curiosity and learning through collaborative communication</p>		<p>PLC PLC minutes Intervention documentation</p>
	<p>Improve the PLC process with reconfigured norms, routines, and expectations</p>	<p>August 2021-May 2022</p>	<p>PLC agenda and minutes Constructed Assessments (Pre and post)</p>
	<p>Based on the RTI Protocol from the District, align our academic RTI system and implement an effective system that:</p> <ul style="list-style-type: none"> - supports for scholars <p>RTI Team trains staff to implement</p>	<p>August 2021-May 2022</p>	<p>Training for staff completed</p> <p>Teachers understand and use process</p> <p>RTI Agenda and Minutes document effective use of system Schedule for RTI meetings</p>

	<p>Student data will be used to identify targets for improving academics for scholars during the intervention/enrichment period.</p> <p>Related arts specialist and instructional paras will assist core teachers with administering assessments, documenting data and providing interventions.</p>	<p>August 2021-May 2022</p>	<p>Data Sheets Intervention Notes PLC minutes Weekly Academic Intervention</p>
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<p align="center">Step 3: CHECK (Evaluation)</p>				
<p align="center">Intervention or Practice to be Evaluated</p>	<p align="center">Person(s) Procedure for Evaluation Responsible</p>	<p align="center">Target Date</p>	<p align="center">Goals</p>	<p align="center">Findings toward meeting Goals (to be included in SIP following year)</p>

<p>1. Administrators will provide professional development for teachers focused on the implementation and best practices around Eureka math, Wit & Wisdom and FOSS.</p>	<p>Principal, Dean and Leader in Training, core subject instructors</p> <ul style="list-style-type: none"> •Generate staff PD plan for school year •Secure presenters for PD dates •Collect materials/sign in sheets at the end of each PD session •Weekly observations by admin team will ensure implementation of curriculum with fidelity • Admin will Provide feedback to teachers via observation/ feedback cycle and on EdReflect monthly 	<p>May 2022</p>	<p>Teachers and administrators will build an effective school instructional model and collaborative culture to increase student achievement and growth in reading.</p>	
<p>3. Teachers and administrators will</p>	<p>Building Staff</p> <ul style="list-style-type: none"> • communicate with parents monthly on how they can be 	<p>May 2022</p>	<p>Faculty and staff will create a positive</p>	

<p>encourage parents to be involved in the school in multiple formats.</p>	<p>involved in their scholars school using multiple outlets in English and Spanish (electronic, paper-based and in person)</p> <ul style="list-style-type: none"> • Create and Conduct a survey assessment mid-year and end of the year to gauge parent satisfaction with communication levels and feelings about opportunities to participate in their child's learning process. Sign in sheet from quarterly QLC meetings will be used to gauge parent involvement <p>Log of parent visits will be kept by admin team each month</p>		<p>environment in which feel welcomed and are informed concerning the ebbs and flows of campus activity.</p>	
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Friendship Aspire Academy Public Charter School



Friendship Aspire Academy
Public Charter School
ARKANSAS

K-12th grade Literacy Plan

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.

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- 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-12th 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:

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug - Sept.)	1st Interval of Year (Nov - Dec.)	2nd Interval of Year (Feb - Mar.)	End of Year (May - Jun.)
Grade K	C+	D+	E+	
	B	C	D/E	
	A	B	C	
				Below C
Grade 1	E+	G+	I+	K+
	D/E	F	H	J/K
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J/K	K	L	M/N
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M/N	N	O	P/Q
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P/Q	Q	R	S/T
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S/T	T	U	V/W
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V/W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

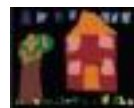
KEY

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations Needs Short-Term Intervention
- Does Not Meet Expectations Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgment.

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.

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K-12th 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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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.



Dates	Professional Development Subject Area	Location
Thursday September 16, 2021	Professional Development	Friendship Southeast
Thursday, September 23, 2021	Data Dive NWEA MAP	Little Rock Mid. and Elem. Campus
Thursday, September 30, 2021	Data Dive NWEA MAP	Pine Bluff Elem. Campus
Thursday October 14, 2021	Data Dive -Records Keeping	Friendship Southeast
Thursday, October 21, 2021	ELA Professional Development Workshop	Little Rock Mid. and Elem. Campus
Thursday, October 28, 2021	Math Professional Development Workshop	Pine Bluff Elem. Campus
Thursday November 4, 2021	Teacher Planning Day	Friendship Southeast
Thursday, November 11, 2021	Math Professional Development Workshop	Little Rock Mid. and Elem. Campus
Thursday, November 18, 2021	ELA Professional Development Workshop	Pine Bluff Elem. Campus
Thursday, December 2, 2022	Content Specific Development	Friendship Southeast
Thursday, December 9, 2021	Teacher Planning Day	Little Rock Mid. and Elem. Campus
Thursday, December 16, 2021	Teacher Planning Day	Pine Bluff Elem. Campus
Thursday, January 13, 2022	TBD	Friendship Southeast
Thursday, January 20, 2022	Data Dive NWEA MAP	Little Rock Mid. and Elem. Campus
Thursday, January 27, 2022	Data Dive NWEA MAP	Pine Bluff Elem. Campus
Thursday, February 10, 2022	TBD	Friendship Southeast
Thursday February 17, 2022	TBD	Little Rock Mid. and Elem. Campus
Thursday, February 24, 2022	TBD	Pine Bluff Elem. Campus

Southeast Campus Development
Pine Bluff Elem. Campus Development
Little Rock Campus Development

R.I.S.E. K-2 Training Dates For New Staff
Day 1 - Thursday, September 17
Day 2 - Friday, September 18
Day 3 - Thursday, October 15
Day 4 - Friday, October 16
Day 5 - Thursday, November 5

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.

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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 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	
Action	Additional Comments
Utilizes a written curriculum map that is aligned to the science of reading	Curriculum maps are based on the Arkansas English Language Arts Standards

<p>Provides classroom teachers with a strong, systematic and explicit phonics program</p>	
<p>Screens all K-4 students for reading difficulties following the Act 1063 dyslexia requirements:</p> <ul style="list-style-type: none"> • Phonological and phonemic awareness <ul style="list-style-type: none"> • Sound symbol recognition • Alphabet knowledge • Decoding skills • Rapid naming • Encoding skills 	<p>Initial Screening Tools</p> <ul style="list-style-type: none"> • DIBELS: Phoneme Segmentation • DIBELS: Letter Naming Fluency • DIBELS: Nonsense Word Fluency • DIBELS: Oral Reading Fluency • Kindergarten Inventory of Spelling (KIDS) – Word Journeys • AR-RAN • Developmental Spelling Assessment (DSA) <ul style="list-style-type: none"> • Phonological Awareness Skills Screener (PASS) Level 1 Screeners • Developmental Reading Assessment (DRA) <ul style="list-style-type: none"> • Fountas & Pinnell Leveled Reading System
<p>Ensures adequate time for literacy instruction for K-2 grade students</p> <ul style="list-style-type: none"> • Phonological Awareness • Phonics • Comprehension • Small Group Instruction • Writing 	<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"> • Heggerty Phonics • Wilson Reading System: Foundations Curricula

<p>Ensures adequate time for literacy instruction for 3rd grade students in a departmentalized setting</p> <ul style="list-style-type: none"> • Phonics/Word Study • Comprehension • Writing 	<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

Year	Action
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.

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.

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. 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.

The high school science curriculum emphasizes inquiry-based instruction aligned to the Common Core State Standards. The annual Science Fair – a requirement for all students – emphasizes the application of the scientific process to every-day problems

Dyslexia Program.

During the 2018-2019 school year, Friendship Aspire Academy- Pine Bluff used evidenced researched based Dyslexia Intervention Programs during one to one intervention to address the deficit areas of students identified as exhibiting the characteristics of dyslexia. There were no students that were identified as dyslexic.

- Throughout the 2018-2019 school year, students attending Friendship Aspire Academy Pine Bluff received dyslexia intervention services from a trained dyslexia interventionist.
- Based upon the PASS Assessment results all students received research based intervention and reading elevation utilizing the Wilson Reading System 4th and 6th edition program. This intervention and elevation was provided to mitigate any signs of dyslexia and to address and reading deficits in students. There were no students that were identified as dyslexic

A Culture of Achievement. In large part, the Friendship Aspire Academy's mission emphasizes preparing students to actively participate in society by providing them with the intellectual and other skills necessary to achieve success. To that end, preparation for on-time college completion is seen as a key factor in ensuring our students' future success. We embed preparation for college throughout all of our campuses by first ensuring a strong culture of achievement. Beginning as early as elementary, FAA-PCS embeds college exposure in the everyday experience of its students.

Educators who care. Friendship selects and develops teachers who are nurturing, go the extra mile, have high expectations and are

willing to share the commitment to college and life success. Friendship educators, through their day-to-day student interaction and communication to students, push students to achieve at their highest levels by modeling positive attitudes, perseverance and supporting individual student growth in the classroom and beyond. Students and families are encouraged to actively participate in the school community.

Assessments that inform practice. Friendship's assessment program provides data throughout the year to provide teachers and students with daily, quarterly and annual ways to check progress, make adjustments and celebrate achievements.

Scheduling that supports academic success. Friendship's instructional day provides time for coverage of all academic subjects and electives and additional time to deepen instruction in reading and mathematics when students require it.

Knowledge and empowerment that propels students to and through college. Friendship students are consistently exposed to college and career. Core content instruction and electives provide college and career exposure, and experiential learning activities, career academy courses challenge students to achieve at higher levels and launch them to college and career success.

Collaborative leadership. Friendship is comprised of smaller learning communities referred to as houses or academies, led by master teachers who lead teachers within their respective communities in conducting 6 regular student data analysis that guides lesson planning, coordinating professional development and identifying other services to support students' social and emotional growth. The master teachers work with overarching school administration to coordinate efforts school-wide based on student academic and other data. This dispersed leadership structure enables smaller communities to specifically identify and address student and teacher needs and provides a career ladder for aspiring teacher leaders.

Differentiated pathways to success that meet every student's need. Afterschool enrichment programs and Saturday enrichment programs offer students the opportunity to jump start learning. During enrichment programs, students are assessed to determine appropriate learning pathways for the upcoming school year.

Resources to leverage achievement. Students and staff are provided tools to facilitate their work, making additional time for richer, deeper instruction for students and meaningful planning and professional development for staff.

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.

At Friendship Aspire Academy 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