



Friendship Aspire Academy
Public Charter School
A R K A N S A S

Friendship Aspire Academies of Arkansas Literacy Plan

Introduction:

The Friendship Aspire Academy Public Charter School Network has developed a network-wide literacy plan with information regarding the curriculum program and the professional development that aligns with each school's literacy needs based on the Science of Reading. The plan indicates how reading levels are reported. The plan is reviewed annually and updated as needed.

A comprehensive approach to teaching reading is the purpose of this plan. All action steps are components of our comprehensive 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 life-long reader.

- Teachers should use a variety of teaching strategies to accommodate all children.
- Early intervention is critical to all students' success.
- Staff development is critical to a literacy program.
- Reading and writing instruction emphasizes a comprehensive approach to teaching and should include phonics, phonological awareness, vocabulary, comprehension, fluency, and writing.
- Students must learn to access a variety of information.

The more students read and write, the better they become. Focused instructional time on foundational skills is critical to closing literacy gaps and ensuring overall reading success.

- Everyone can learn to enjoy reading and writing.
- Teachers must read to students daily.

- Students must read, write, and reflect on meaningful texts daily.
- Reading and writing are the responsibility of all stakeholders.

Definition of Literacy:

Literacy is the ability to read and write.

Friendship Aspire Academies Arkansas Public Charter Schools (FAAA PCS) Literacy Goals Focus:

This plan focuses the network's literacy efforts in the following key areas by

1. Providing support to ensure all students have access to a high-quality school experience and a successful transition from primary 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 best practice strategies to target core instruction, interventions, and enrichment based on assessed student needs;
3. Expanding the availability and ease-of-use of student data and ensuring that information is available to teachers and other stakeholders, including disaggregated student assessments and growth data in grades K-12;
4. Providing outreach, education, and support to parents to increase their capacity to support their children's literacy at home includes utilizing individual learning plans to communicate with families;
5. Assuring all students become fluent critical readers, at or above grade level;
6. Enhancing instructional practices so students view literacy as a rewarding, beneficial experience and have the skills to engage successfully in learning activities;
7. Raising expectations and providing resources so that all instructional staff (Administrators, teachers, paraprofessionals, and volunteers) are engaged in improving their literacy knowledge in pursuing lifelong learning.

FAAA PCS Literacy Goals 2023-2024:

Beginning in September 2023, students in FAAA PCS enrolled in grades Kindergarten through ninth will be given the Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) Assessment. This assessment is administered three times at the beginning, middle, and end of the school year. The NWEA MAP reading and math assessments provide an instructional score. This norm-referenced assessment measures students' growth over a year's time and estimates the grade-level of written material with which the student can most effectively be taught.

Literacy Plan Goals:

1. FAAA PCS will ensure that all students in grades K-9 have access to a guaranteed, viable curriculum horizontally and vertically aligned to promote grade-level reading proficiency.
2. FAAA PCS will commit that teachers be afforded the opportunities for professional growth in evidence-based strategies to equip them to meet the diverse needs of their students.
3. FAAA PCS will procure the resources for teachers and students to support the curriculum.
4. FAAA PCS will continually monitor, assess, and evaluate the effectiveness of the literacy curriculum through curriculum review and in conjunction with student performance data.
5. FAAA PCS will screen and assess students appropriately and provide support when needed.

Assessments and Screenings:

1. Assessments and Screenings Grades K-4

- a. Purpose is to identify or predict students who may be at risk for poor learning outcomes.
- b. Initial screening is conducted for ALL students in grades K-2.
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- c. Screening should be conducted in grades 3-4 for students experiencing difficulty reading as noted by a classroom teacher (OR any student who transfers and data cannot be located).
- d. Additional Level 1 Screening Data are collected for certain students in K-4 based on network RTI protocol

2. Assessments and Screening Grades 5-9

- a. Purpose is to identify or predict students who may be at risk for poor learning outcomes.
- b. Screening is conducted in grades five and higher for students experiencing difficulty reading, as noted by a classroom teacher.
- c. Screening measures include
 - i. Developmental Spelling Assessment (encoding)
 - ii. Quick Phonics Screener (sound -symbol recognition, alphabetic knowledge, and decoding)
 - iii. PASS (phonological awareness)
 - iv. Rapid Naming Screener v. Additional Level 1 Screening Data is collected for certain students in grades 5 -9 based on network RTI protocol

3. Formal Assessments

a. State-required Assessments

i. NWEA (Grades K-8) will be administered three times per year to measure individual student growth over time.

B = Beginning of Year, M = Middle of Year, E = End of Year

ii. ATLAS (Grades 3-10) will be administered at the end of the school year.

Evaluation:

Beginning in July of each year, Network and Campus-level leadership teams work collaboratively to disaggregate and analyze data from the previous school year. Leadership teams use the data to inform decisions regarding the areas of deficit for each campus. Campus Action Plans (CAP) are updated based on the data. Campus Action Plans are shared with faculty and staff members for additional input during the July preservice training.

Formative assessment data are used to inform instructional practices and curricular selections. Academic leadership team members work with teacher teams to coach, plan, model-teach, and re-teach skills that are areas of weakness.

Campus Action Plans are fluid documents that are updated as needed. The CAPs are presented in May to the Friendship Aspire Academy Academies Arkansas Public Charter Schools Board of Education for approval. Campus Action Plans for each campus are posted on the Network's website by August 1.

Beginning 2019, a school network shall provide for all other educators' professional development for one (1) of the prescribed pathways to obtaining awareness credentials 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 network within a blended learning environment. Facilitator guides are provided on the Arkansas IDEAS portal for networks that choose a blended approach. Watching or facilitating more than 2-3 courses in a single day of professional development is not recommended.

Currently 14 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
- Building Comprehension and Writing Through

- Morphology
- Syntax Matters
- Reading Comprehension Difficulty- causes and instructional scaffolds ● Using Graphic Organizers to support comprehension
- supporting Critical Thinking Through Question Generation
 - 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.

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 for 9-12; Great Minds: Wit & Wisdom, Benchmark Workshop, Readers Workshop, Phonics First, Wilson's Language and Foundations. Our reading instruction continues in grades K-8 which includes the following components:

- Over 120 minutes of reading, writing, and literacy instruction every day
- Literacy skills infused into all disciplines such as social studies, mathematics, and science
- Flexible small groups are utilized to provide targeted interventions and accelerations. We provide phonics, phonological awareness, vocabulary, writing, and comprehension instruction.

K-5th

Phonological Awareness (10 minutes)

Phonics (30 minutes) (letter ID, decoding, handwriting, encoding)

Comprehension (40 minutes)

Read Aloud and Shared Reading

Oral Language

Vocabulary

Small Group Reading (60 minutes) Meet with skill-based groups every day to address foundational gaps and support core instruction; RF, L, RI, or RL standards are covered.

Writing (30 minutes)

6th-8th

Offer a Strategic Reading course for students identified as struggling readers. This can be scheduled and used as a double block of reading instruction and intervention.

Word Study (20 minutes) - (basis in morphology)

Comprehension, Unit-Based (40 minutes)

Writing (30 minutes)

9th Grade

Offer Strategic Reading course for students identified as struggling readers. This can be scheduled and used as a double block of reading instruction and intervention.

Implement an evidence-based literacy program for intervention

Ensure students are reading grade-level texts (e.g., articles, excerpts, books) in all content areas multiple times each week

Use robust domain-specific vocabulary development

Utilize grade-appropriate text

FAAA PCS has implemented a system of frequent formative assessments 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.

Through the FAAA PCS Response to Intervention process, students identified as not performing at or above grade level are provided extra support to ensure a clear path to reading proficiency. All students are supported by the RTI process in accessing 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.

FAAA 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. All FAA- PCS instructional staff members have received or are receiving intensive training on the science of reading. All FAAA PCS returning and entering staff will receive training in the science of reading by the end of the 2022-2023 school year.

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 Superintendent for FAAA PCS. The plan has an implementation goal of all FAAA PCS instructional staff completing the science of reading training by the close of the 2023-2024 academic school year.

Science of Reading Curriculum Program Components	
Year	Action
Summer /Fall 2024	All FAAA PCS school based staff will receive the K-2 and/or 3-6 pathway training through an internal RISE facilitator. Awareness training for RISE (Modules 1-6).
2023-2024	All new staff members that join the FAAA PCS organization will receive RISE training as needed.

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

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

Wilson Reading System K-5 (Dyslexia):

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.

Benchmark Workshop K-2:

Benchmark Workshop is a Core Program that meets criteria in four of the five components of reading and is based on valid research grounded in the Science of Reading.

- Phonological Awareness (PA) lessons are written as a warm up for the upcoming phonics lesson, but PA does not meet criteria as the content provided lacks alignment with Arkansas Academic Standards.
- Phonics partially meets criteria and encompasses the teaching of letter ID (upper and lowercase), letter sound correspondences, and progress monitoring.
- Comprehension meets criteria and content encompasses the teaching of verbal reasoning, vocabulary, literacy knowledge, and monitoring comprehension.
- Vocabulary meets criteria and aligns with Arkansas Academic Standards; the program promotes the explicit teaching of multiple meaning word choices and includes a variety of scaffold and
- extension ideas; context clues and morphological word parts are taught using anchor charts.
- Fluency partially meets criteria and is primarily taught to increase rate.

Benchmark Workshop 3-5:

Benchmark Workshop is based on valid research grounded in the Science of Reading. The content is aligned with Arkansas and has content that supports decoding, word recognition, and encoding.

- The Vocabulary component meets criteria; there is content for high-utility, multiple meaning, and content specific words. Content and explicit instruction is evidenced for morphology. Students have opportunities to develop vocabulary through oral language and give suggestions for respectful conversation on an anchor chart. The Vocabulary component of this program builds and extends background knowledge and includes vocabulary that is thematically linked. Content is found for text dependent questions, listening comprehension, and reading comprehension.
- Fluency includes content for rate and prosody.

Lexia Core5 K-5:

Built on the science of reading, Lexia Core5 Reading is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn.

- Core5 supports student agency and growth mindset, giving students a choice over their path and pace through the program, along with awareness and ownership of

performance and progress. The program provides an environment of encouragement with an understanding that learning is ongoing and provides students a safe place to try, fail, and retry.

- Based on student performance in the online program, Core5 alerts and recommends specific intervention and practice resources, empowering educators to focus on what matters most: delivering just the right instruction at just the right time.

Wit & Wisdom 6-8:

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.

Edmentum- Grade 9:

Edmentum is an online curriculum resource that scaffolds learning when students need it with a variety of interactive instructional tools. Students have access to a notes tool, online dictionary, built-in translation, and click-to-speak read-aloud functionality. It provides intuitive views of what to work on next to prioritize activities paired with progress and performance metrics that together empower students as they carve a unique path to achieving learning goals.

Science of Reading Curriculum Program Evaluation:

The FAAA PCS literacy plan will be evaluated by the Chief Academic Officer annually. FAA PCS has implemented a weekly observation practice of reading instruction, by building level administrators. RISE assessments will take place every semester, by RISE assessors.

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, FAAA 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.