



Friendship Aspire Academy  
Public Charter School  
GARLAND ELEMENTARY

Friendship Aspire Academy Little Rock Elementary School  
Friendship Aspire Arkansas

Step 1: PLAN

NEEDS ASSESSMENT DATA:

Multiple Measures of Student Performance	Demographic	Processes and Programs	Perceptual
Pre/Mid/Post Assessments NWEA Data Lumos Data Entrance Tickets Exit Tickets	Attendance data  Observation data from EdReflect	# teachers attended RISE  # teachers implementing RISE  Predominant instructional practices	Level One High Reliability School Survey

PRIORITIES:

High Quality Teaching and Learning  
Student Engagement

DATA ANALYSIS:

Students are attending school however majority of students continue to score in need of support on the NWEA MAP Assessment.

Reading

	In Need of support	Close	Ready	Exceeds	Total Close, Ready, Exceeds
2019-2020 K-1	58/109	32/109	1/109	18/109	58/109
2020-2021 K-2	91/122	12/122	13/122	6/122	31/122
2021-2022 K-3					

Math

	In Need of support	Close	Ready	Exceeds	Total Close, Ready, Exceeds
2019-2020 K-1	56/109	29/109	2/109	22/109	53/109
2020-2021 K-2	84/122	14/122	17/122	9/122	40/122
2021-2022 K-3					

	Attendance Data	TESS Observation Data	# of RISE Teachers
2019-2020	97.15%	0 ineffective	0
2020-2021	93.77%	2 ineffective	2/5
2021-2022		1 ineffective	5/8

**THEORY OF ACTION 1:**  
 All teachers implement researched based multisensory phonic strategies  
 All teachers will implement research based reading strategies  
 Teachers will utilize the manipulatives in classroom instruction and provide for scholars  
 All teachers will provide explicit modeling

**GOAL 1:**  
 By Spring benchmarking, there will be a 50% increase in the number of scholars ready or exceeding for each grade level in reading scores as determined by the NWEA (Baseline will be administered in the fall and we will progress monitor with the winter and spring assessments)

**GOAL 2:**  
 By the end of the year summative assessment, there will be a 50% increase in the number of scholars ready or exceeding in Reading for 3rd grade as determined by the ACT Aspire (Baseline will be administered in the fall and we will progress monitor with the winter and spring assessments)

**THEORY OF ACTION 2:**  
 All teachers will use the strategies and format for math instruction that are aligned with Eureka math.  
 Teachers will utilize the manipulatives in classroom instruction and provide for scholars.  
 All teachers will provide explicit modeling.

**GOAL 3:**  
 By Spring benchmarking, there will be a 50% increase in the number of scholars ready or exceeding for each grade level in math scores as determined by the NWEA (Baseline will be administered in the fall and we will progress monitor with the winter and spring assessments)

**GOAL 4:**  
 By the end of the year summative assessment, there will be a 50% increase in the number of scholars ready or exceeding for 3rd grade in math as determined by the ACT Aspire (Baseline will be administered in the fall and we will progress monitor with the winter and spring assessments)

**Evidence Based Instructional Strategies or Practices:**

1. All teachers implement researched based multisensory phonic strategies and reading strategies
2. All teachers will use the strategies and format for math instruction that are aligned with Eureka math.

**Literacy Curriculum Program:** Heggerty, Phonics First, Wit and Wisdom  
**Professional Development Program:** Brainspring, RISE

## Step 2: DO

	ACTIONS	TIMELINE	MONITORING
<b>Goal 1</b>	<p>Ensure adequate time for literacy instruction</p> <ul style="list-style-type: none"> <li>■ Phonological Awareness (10 minutes)</li> <li>■ Phonics (30 minutes) (letter ID, decoding, handwriting, encoding)</li> <li>■ Comprehension (40 minutes)                             <ul style="list-style-type: none"> <li>● Read Aloud and Shared Reading</li> <li>● Oral Language</li> <li>● Vocabulary</li> </ul> </li> <li>■ 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.</li> <li>■ Writing (30 minutes)</li> </ul>	<p>August 2022- May 2023</p>	<ul style="list-style-type: none"> <li>● Literacy block meets the required components in science of reading</li> <li>● Literacy block schedules are followed daily</li> <li>● Teachers will self-monitor and monitor colleagues for implementation of instructional practices based on the look-fors provided in R.I.S.E. training.</li> <li>● Administrators will monitor implementation of instructional practices through weekly walk throughs, observations, feedback to teachers, and discussion during team meetings.</li> <li>● Novice teacher mentors will monitor implementation of instructional practices and provide feedback to teachers and principal.</li> </ul>
	<p>Screen all K-2 students for reading difficulties</p> <ol style="list-style-type: none"> <li>1. Phonological and phonemic awareness</li> <li>2. Sound symbol recognition</li> <li>3. Alphabet knowledge</li> <li>4. Decoding skills</li> <li>5. Rapid naming</li> <li>6. Encoding skills</li> </ol>	<p>August 2022 January 2023 May 2023</p>	<ul style="list-style-type: none"> <li>● Quarterly updates to the data spread sheets and are posted and actions are taken as a result of the review.</li> <li>● PLC Team meeting minutes reflect discussions of assessment data and actions.</li> </ul>

<p>And develop intervention plans for students identified at risk for reading difficulties</p> <ul style="list-style-type: none"> <li>○ Administer diagnostic assessments to determine specific skill deficits</li> <li>○ Provide evidence-based interventions through a multi-tiered system of support (RTI)</li> <li>○ Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support</li> </ul>		
<p>Implement Academic RTI</p> <ul style="list-style-type: none"> <li>● RTI/SSST will meet weekly</li> <li>● Teachers will gather data</li> <li>● Record interventions &amp; response</li> <li>● School-wide intervention/enrichment period</li> </ul>	<p>August 2022- May 2023</p>	<ul style="list-style-type: none"> <li>● Weekly intervention data updates and actions are taken as a result of the review.</li> <li>● PLC Team meeting minutes reflect discussions of assessment data and actions.</li> <li>● Academic RTI <ul style="list-style-type: none"> <li>RTI/SSST will meet weekly</li> <li>Teachers will gather data</li> <li>Record interventions &amp; response</li> </ul> </li> </ul> <p>School-wide intervention/enrichment period</p>
<p>Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, vocabulary, writing, speaking and listening</p> <p>Utilize texts to build students' background and topical knowledge in each content area</p>	<p>August 2022- May 2023</p>	<ul style="list-style-type: none"> <li>● PLC Team meeting minutes reflect discussions of assessment data and actions.</li> <li>● Teachers will self-monitor and monitor colleagues for implementation of instructional practices based on the look-fors provided in R.I.S.E. training.</li> <li>● Administrators will monitor implementation of instructional practices</li> </ul>

			<p>through weekly walk throughs, observations, feedback to teachers, and discussion during team meetings.</p> <ul style="list-style-type: none"> <li>• Novice teacher mentors will monitor implementation of instructional practices and provide feedback to teachers and principal.</li> </ul>
<p><b>Goal 2</b></p>	<p>Ensure adequate time for literacy instruction  Grades 3-6: Departmentalized setting  Word Study (20 minutes) - (basis in morphology)  Comprehension, Unit-Based (40 minutes)  Writing (30 minutes)</p>	<p>August 2022- May 2023</p>	<ul style="list-style-type: none"> <li>• Literacy block meets the required components in science of reading</li> <li>• Literacy block schedules are followed daily</li> <li>• Teachers will self-monitor and monitor colleagues for implementation of instructional practices based on the look-fors provided in R.I.S.E. training.</li> <li>• Administrators will monitor implementation of instructional practices through weekly walk throughs, observations, feedback to teachers, and discussion during team meetings.</li> <li>• Novice teacher mentors will monitor implementation of instructional practices and provide feedback to teachers and principal.</li> </ul>

<p>Develop intervention plans for students identified at risk for reading difficulties</p> <p>Develop a decision-making tree to determine appropriate support for struggling learners</p> <p>Administer diagnostic assessments to determine specific skill deficits</p> <p>Provide evidence-based interventions through a multi-tiered system of support (RTI)</p> <p>Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support</p>	<p>August 2022 January 2023 May 2023</p>	<ul style="list-style-type: none"> <li>● Weekly intervention data updates and actions are taken as a result of the review.</li> <li>● Quarterly updates to the data spread sheets and are posted and actions are taken as a result of the review.</li> <li>● PLC Team meeting minutes reflect discussions of assessment data and actions.</li> <li>● Academic RTI RTI/SSST will meet weekly Teachers will gather data Record interventions &amp; response School-wide intervention/enrichment period</li> </ul>
<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>Utilize texts to build students' background and topical knowledge in each content area</p> <p>Students should be reading grade-level texts in all content areas throughout each school day</p> <p>Use robust domain-specific vocabulary</p>	<p>August 2022- May 2023</p>	<ul style="list-style-type: none"> <li>● PLC Team meeting minutes reflect discussions of assessment data and actions.</li> <li>● Teachers will self-monitor and monitor colleagues for implementation of instructional practices based on the look-fors provided in R.I.S.E. training.</li> <li>● Administrators will monitor implementation of instructional practices through weekly walk throughs, observations,</li> </ul>

			<p>feedback to teachers, and discussion during team meetings.</p> <ul style="list-style-type: none"> <li>• Novice teacher mentors will monitor implementation of instructional practices and provide feedback to teachers and principal.</li> </ul>
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	<b>ACTIONS</b>	<b>TIMELINE</b>	<b>MONITORING</b>
<b>GOALS</b>	<p>Ensure adequate time for math instruction</p> <ul style="list-style-type: none"> <li>■ Math: Fluency Practice (10 minutes)</li> <li>■ Math: Concept Development (25 minutes)</li> <li>■ Math: Application Problem (15 minutes)</li> </ul>	<p>August 2022- May 2023</p>	<ul style="list-style-type: none"> <li>• Ensure Math block meets the required components for K-2 Standards</li> <li>• Math block schedules are followed daily</li> <li>• Teachers will self-monitor and monitor colleagues for implementation of instructional practices based on the look-fors provided in Eureka Math.</li> <li>• Administrators will monitor implementation of instructional practices through weekly walk throughs, observations, feedback to teachers, and discussion during team meetings.</li> <li>• Novice teacher mentors will monitor implementation of instructional practices and provide feedback to teachers and principal.</li> </ul>
	<p>Screen all K-2 students for math difficulties</p>	<p>August 2022</p>	<ul style="list-style-type: none"> <li>• Quarterly updates to the data</li> </ul>

	<p>Counting and Cardinality          Operations &amp; Algebraic Thinking          Number &amp; Operation in Base Ten          Measure &amp; Data          Geometry</p>	<p>January 2023          May 2023</p>	<p>spread sheets and are posted and actions are taken as a result of the review.</p> <ul style="list-style-type: none"> <li>● PLC Team meeting minutes reflect discussions of assessment data and actions.</li> </ul>
	<p>Develop intervention plans for students identified at risk for math difficulties</p> <ul style="list-style-type: none"> <li>○ Administer diagnostic assessments to determine specific skill deficits</li> <li>○ Provide evidence-based interventions through a multi-tiered system of support (RTI)</li> <li>○ Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support</li> </ul>	<p>August 2022- May 2023</p>	<ul style="list-style-type: none"> <li>● Weekly intervention data updates and actions are taken as a result of the review.</li> <li>● PLC Team meeting minutes reflect discussions of assessment data and actions.</li> <li>● Academic RTI             <ul style="list-style-type: none"> <li>RTI/SSST will meet weekly</li> <li>Teachers will gather data</li> <li>Record interventions &amp; response</li> <li>School-wide intervention/enrichment period</li> </ul> </li> </ul>
<p><b>GOAL 4</b></p>	<p>Ensure adequate time for math instruction          Grades 3-6: Departmentalized setting          Math: Fluency Practice (10 minutes)          Math: Concept Development (25 minutes)          Math: Application Problem (15 minutes)          Student Debrief 10 (minutes)</p>	<p>August 2022- May 2023</p>	<ul style="list-style-type: none"> <li>● Ensure Math block meets the required components based on the state standards.</li> <li>● Math block schedules are followed daily</li> <li>● Teachers will self-monitor and monitor colleagues for implementation of instructional practices based on the look-fors provided in Eureka Math</li> <li>● Administrators will monitor implementation of instructional practices through weekly walk throughs, observations,</li> </ul>



			<p>feedback to teachers, and discussion during team meetings.</p> <ul style="list-style-type: none"> <li>Novice teacher mentors will monitor implementation of instructional practices and provide feedback to teachers and principal.</li> </ul>
	<p>Develop intervention plans for students identified at risk for math difficulties</p> <p>Develop a decision-making tree to determine appropriate support for struggling learners</p> <p>Administer diagnostic assessments to determine specific skill deficits</p> <p>Provide evidence-based interventions through a multi-tiered system of support (RTI)</p> <p>Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support</p>	<p>August 2022</p> <p>January 2023</p> <p>May 2023</p>	<ul style="list-style-type: none"> <li>Weekly intervention data updates and actions are taken as a result of the review.</li> <li>Quarterly updates to the data spread sheets and are posted and actions are taken as a result of the review.</li> <li>PLC Team meeting minutes reflect discussions of assessment data and actions.</li> <li>Academic RTI RTI/SSST will meet weekly Teachers will gather data Record interventions &amp; response School-wide intervention/enrichment period</li> </ul>

<b>Step 3: CHECK</b> (Evaluation)					
Intervention or Practice to be Evaluated	Person(s) Responsible	Procedure for Evaluation	Target Date	Goals	Findings toward meeting Goals (to be included in SIP following year)

<p>1. Teachers and administrators will establish a daily literacy block of uninterrupted time to implement instructional strategies based on the science of reading.</p>	<p>Principal and Grade Level Team Leader</p>	<p>*Verify student progress recorded on data forms quarterly.          *Examine the fidelity of implementation of the daily literacy block.          *Examine the fidelity of implementation of predominant instructional practices          *Examine TESS data          *Examine measures of academic progress based on summative data</p>	<p>May, 2023</p>	<p>Students reading close, ready, or exceeds will increase to 50% or above by July 2023 as reported on NWEA K-2 and ACT Aspire 3-4</p>	<p>Modify predominant instructional practices to gain better outcome of student progress as noted from data wall and summative assessment (move to higher yield instructional practices to gain better outcome)</p>
<p>1. Teachers and administrators will establish a daily math block of uninterrupted time to implement instructional strategies based on /Eureka Math.</p>	<p>Principal and Grade Level Team Leader</p>	<p>*Verify student progress recorded on data forms quarterly.          *Examine the fidelity of implementation of the daily math block.          *Examine the fidelity of implementation of predominant instructional practices          *Examine TESS data          *Examine measures of academic progress based on summative data</p>	<p>May, 2023</p>	<p>Students Math close, ready, or exceeds will increase to 50% or above by July 2023 as reported on NWEA K-2 and ACT Aspire 3-4</p>	<p>Modify predominant instructional practices to gain better outcome of student progress as noted from data wall and summative assessment (move to higher yield instructional practices to gain better outcome)</p>

**Friendship Aspire Academies of Arkansas Literacy Plan**

**Introduction:**

The Friendship Aspire Academy Public Charter School District has developed a district literacy plan with information regarding the district's curriculum program, and the professional development that aligns with the school's literacy needs based on the science of reading. The district plan also indicates how reading levels are reported. The district 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 & 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 fluently, to function in a literate society, and being able to apply this knowledge whenever needed.

**FAA- PCS Literacy Goals:**

This plan focuses the district'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.

### **FAA-PCS Literacy Goals 2022-2023:**

Beginning in September 2022 students in FAA-PCS grades K-8 will be given the NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) Assessment. This assessment will be given three times a year. The NWEA Map reading and math assessments provide an instructional score. This criterion-referenced score estimates the grade level of written material with which the student can most effectively be taught.

### **Literacy Plan Goals**

1. FAA-PCS will ensure that all students in grades K-12 have access to a guaranteed, viable curriculum horizontally and vertically aligned to promote grade-level reading proficiency.
2. FAA-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. FAA-PCS will procure the resources for teachers and students to support the curriculum.
4. FAA-PCS will continually monitor, assess, and evaluate the effectiveness of the literacy curriculum through curriculum review and in conjunction with student performance data.
5. FAA-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.
- 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 district RTI protocol

## 2. Assessments and Screening Grades 5-12

- a. Purpose are 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
  1. Developmental Spelling Assessment (encoding)
  2. Quick Phonics Screener (sound -symbol recognition, alphabetic knowledge, and decoding)
  3. PASS (phonological awareness)
  4. Rapid Naming Screener v. Additional Level 1 Screening Data is collected for certain students in grades 5 -12 based on district RTI protocol

## 3. Formal Assessments

### a. State-required Assessments

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

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

2. ACT Aspire (Grades 3-10) will be administered at the end of the school year. iii. ACT (Grade 11) will be administered to students in grade 11.

## Evaluation

Beginning in July of each year, central office administrators and building-level administrative teams will work collaboratively to analyze data from the preceding year. Using this data, administrators at each school will draft proposed modifications to their school action plans based on the needs identified by the data. This draft plan will be presented to staff during the July pre-service training for staff input, suggestions, and

adaptation. As additional formative testing is administered, principals and central office staff will meet with teacher teams to make curricular and instructional adjustments. The School Action Plan will continually be revisited to address the trends and patterns revealed through continual data analysis. The plans will be presented in May of each school year to Friendship Aspire Academy-Public Charter Schools Board of Education for approval. All School Action Plans will be posted on the district website by August 1.

Beginning 2019, a school district 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 district within a blended learning environment. Facilitator guides are provided on the Arkansas IDEAS portal for districts 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](http://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 Foundations, and Heggerty curricula. 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-5**

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)

#### **6-8**

Extend the literacy block (e.g., double-blocking, block schedules)

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)

#### **9-12**

Extend the literacy block (e.g., double-blocking, block schedules)

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

FAA-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 FAA -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.

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. All FAA- PCS instructional staff members have received or are receiving intensive training on the science of reading. All FAA-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 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**

<b>Friendship Aspire Academy Public Charter School</b>	
<b>Year</b>	<b>Action</b>
Summer /Fall 2022	All FAA-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).
2022/ 2023	All new staff members that join the FAA-PCS organization will receive RISE training as needed.

**Friendship Aspire Academie of Arkansas  
Literacy Plan**

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 K-2:**

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 K-2:**

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.

### **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 12:**

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 FAA-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, 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.