Friendship Aspire Academy

Grades K-12

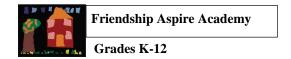# Friendship Aspire Academy District Support Plan

2020-21

Friendship Aspire Academy

Grades K-12

School Reopening & Safety Plan

2020-21

Friendship Aspire Academy Communication

Consistent communication will be more important than ever during 2020-2021. Parents and guardians need to know where they can receive factual information about current situations. Some simple communication guidelines below will ensure that we can communicate effectively with all families as situations arise during the 2020-2021 school year.

Communication with Parents and Students

- As students return to school, registrars should verify that all families have a valid email address and phone numbers in eSchool.
- Principals will communicate to families that all essential communication will be sent through the eSchool Home Access Center (HAC). Principals are also encouraged to use other tools like social media or a newsletter in conjunction with HAC.
- Weekly communication from the principal to parents is recommended.
- It is also recommended that principals set the expectation for teachers to communicate with students and families weekly about each week's expectations and what students will be learning.

Communication with Staff

- Immediate communication will be provided via email.
- Additional information may be communicated directly through the Superintendent or Deputy Superintendent.
- Updates will be provided via the Superintendent Brief.
- There may be times during the school year that situations change quickly because of increases in COVID-19 cases. At the beginning of the year, principals should set up clear procedures about how essential information will be communicated.

Friendship Aspire Academy Learning Options

ON-CAMPUS LEARNING

On-Campus Learning

This term will be used during 2020-2021 to refer to students coming to the school buildings to learn and participate in activities. Students will attend school on a regular instructional schedule and will engage in face-to-face learning on campus during school hours. Elementary students in grades K-3 will be assigned to grade level classes that will be taught by teachers at their home campus.

Secondary students in grades 6-12 will follow their class schedules, but not transition to different classrooms for instruction. Secondary teachers will rotate. Classroom instruction will be designed for mastery of student learning outcomes based on the academic standards for each content area.

Social Distancing Guidelines

Friendship Aspire Academy is committed to the health and safety of our students and employees. The following guidelines have been established and will be observed during the COVID 19 crisis:

Signage and Awareness

Signage reminding students and staff about social distancing, handwashing, and infection prevention will be posted throughout the school.

Arrival and Dismissal

To promote social distancing guidelines during arrival and dismissal, students may be assigned to different entry doors to ensure even distribution of students entering/exiting at each door, providing guidance to students to enter one at a time and wait six feet apart outside the entrance, and, where appropriate, encouraging parents to remain outside during drop-off and pick-up.

Passing Periods

To promote social distancing during passing periods, campuses will minimize moving large groups of students at the same time by staggering passing periods as much as possible, providing guidance to students to stay on the right side of the hallway, and by creating one-way hallways where possible.

Cafeteria

Cafeterias will be open to prepare breakfast and lunch daily. However, students will eat in the classrooms.

Recess

Elementary campuses will limit the number of students at recess at one time and create different play areas for activities to further reduce student interactions. Students and staff will be required to use hand sanitizer and wash their hands before and after recess.

VIRTUAL LEARNING

Virtual Learning - This term will be used during the 2020-2021 school year to refer to students and parents who have made a commitment to participating in learning from home or another location.

Virtual Learning will have rigorous standards and highly structured schedules. Students in virtual learning will be held to Friendship Aspire Academy Grading Procedures. Friendship Aspire Academy students will be required to wear school uniform shirts. Classroom instruction will be designed for mastery of student learning outcomes based on the academic standards for each content area.

Synchronous Instruction - synchronous means that all students in a class will be required to log into lessons daily at specific times. This type of instruction is very similar to a typical school schedule; however, the student is participating virtually. Students must be logged in on time at the teacher's official attendance time to be marked as present for the day.

Procedures for Enrolling in Virtual Learning

Campus registrars will be part of the process for parents and students enrolling in virtual learning. Online sections of courses in eSchool will need to be created for grading and attendance purposes. Students will remain coded to their home campus and be considered students of that campus, even while participating in virtual learning.

Families may choose to have their student(s) participate in virtual learning during the 2020-2021 school year. Families will make the commitment for the semester. All families that will be participating in virtual learning will attend an orientation meeting to become familiar with procedures, expectations, and to check out any needed technology. Students participating in Virtual Learning will be required to use a district-issued Chromebook.

At the end of the semester, families can determine whether they will continue with virtual learning or return to on-campus learning. Campus registrars will begin contacting virtual learning families 10 days before the end of the semester to determine if they are continuing with virtual learning or returning to campus. Families who do not respond during this 10-day window will remain in their current setting for the next semester.

Illness or Exposure induced Virtual Learning - families who experience a case of COVID-19 in their home will be required to self-isolate. Families impacted by self-isolation or quarantine will be enrolled in virtual learning until it is safe for them to return to school. These students will not be required to wait until the end of the grading term to return to school.

BLENDED LEARNING

Blended Learning - means that students will spend some time in required daily lessons, but will also have some time off of the computer to work on hands-on activities assigned by their teacher. Students must be engaged online to be marked as present for the day. Being engaged online daily is any one of these three options:

- Sufficient progress made in Learning Management System (LMS) for that day
- Sufficient progress from teacher/student interactions made that day
- Turn-in of assignments that day

Students attending school on campus, virtually, or via blended instruction will be required to learn all of the grade level standards required by the state of Arkansas. All students will follow the Friendship curriculum, standard grading policies, and take all required tests.

Modification Plan for Temporary School Closure

As stated above, multiple systems are being put in place so that Friendship Aspire Academy can continue to deliver instructional content in case of school closure. DESE requires that each school district be prepared for intermittent closures throughout the 2020-2021 school year. Should the governor of Arkansas require a temporary school closure, the following modification plan would be followed:

Communication

- Registrars will be updating parent email at the beginning of the year in eSchool.
- Principals will begin communicating weekly information to parents via HAC, the same information can be replicated using other communication tools as well.
- Teachers will email weekly communication to parents and students with a summary about what students will be learning that week, assignments, projects, and upcoming assessments.

Instructional Delivery

- Technology specialist will standardize Google Classroom per request of principals and parents.
- The technology specialist and instructional coaches will create a training that will be provided to all teachers regarding set up and use of Google Classroom and Google Meets.
- All teachers set up their Google Classroom to be prepared for the first day of school.
- When school begins, teachers will show On-Campus students how to use Google Classroom to get weekly announcements, assignments, and how to turn in assignments. Teachers will also train students on how to use Google Meets.
- In case of school closure, the four bullets above allow all instructional staff to be ready to pivot into online-only mode as quickly and seamlessly as possible.
- Special services and support services such as Dyslexia and reading intervention continue to support students at the same time daily through Google Meets or Zoom.
- During school closure, teachers will provide daily live instruction from their classrooms as if students were in class on campus.
- All students will take home their designated Chromebooks.

Curriculum during Closure

- Friendship Aspire Academy will follow the regular scope and sequence of our curriculum.
- Instructional Coaches will provide ideas for online content. Instructional Coaches will be available for online PLCs and planning.

School Schedules during Closure

- Teacher and student daily schedules will vary depending on whether the instruction takes place on campus or online. Below is a sample of the structured schedule that would be implemented if schools were to be closed due to an outbreak.

Virtual Learning Instructional Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 - 8:00	Logging on & Greeting	Logging on & Greeting	Logging on & Greeting	Logging on & Greeting	Logging on & Greeting
8:00 - 8:10	Morning Meeting *Social Emotional*	Morning Meeting *Social Emotional*	Morning Meeting *Social Emotional*	Morning Meeting *Social Emotional*	Morning Meeting *Social Emotional*
8:10 - 8:15	Directed Transition	Directed Transition	Directed Transition	Directed Transition	Directed Transition
8:15 - 8:55	Multi-Sensory Phonics Instruction	Multi-Sensory Phonics Instruction	Multi-Sensory Phonics Instruction	Multi-Sensory Phonics Instruction	Multi-Sensory Phonics Instruction
8:55 - 9:25	Shared Reading Instruction	Shared Reading Instruction	Shared Reading Instruction	Shared Reading Instruction	Shared Reading Instruction
9:25 - 9:35	Brain Break Restroom Break	Brain Break Restroom Break	Brain Break Restroom Break	Brain Break Restroom Break	Brain Break Restroom Break
9:35 – 9:40	Directed Transition	Directed Transition	Directed Transition	Directed Transition	Directed Transition
9:40 - 10:10	Integrated Science & Social Studies	Writing Instruction	Integrated Science & Social Studies	Writing Instruction	Writing Instruction
10:10 - 10:55	Math Instruction	Math Instruction	Math Instruction	Math Instruction	Math Instruction
10:55 - 11:10	Math Wrap Up	Math Wrap Up	Math Wrap Up	Math Wrap Up	Math Wrap Up
Scholars will have homework and other independent activities that will be completed outside of class time without direct teacher support					

*Read and math centers will be assigned through the Virtual Classroom

FERPA Considerations

All of the Friendship Aspire Academy plans for Virtual Learning comply with DESE guidance, and Teachers participating in Virtual Learning simply need not disclose any personally identifiable information regarding a student's educational records while teaching virtually.

Friendship Aspire Academy Technology

Chromebooks

During the 2020-21 school year, Friendship Aspire Academy will implement a [1:1 Chromebook](#) distribution plan to all students. Each student will receive a Chromebook to be used both at school and at home for the entire school year. At the completion of the school year, students will turn in their Chromebook where they will be cleaned, updated, and checked for necessary repairs. At the high schools, students will receive the same Chromebook from year to year. Whether participating in On-Campus learning, Virtual Learning, or Blended Learning, students will use their Friendship Aspire Academy issued Chromebooks to complete all required work. Additionally, parents will also be required to sign off on Friendship's Acceptable Use Policy, when they come to check out their child's Chromebook.

Friendship Aspire Academy Health and Safety Guidelines

Protocols for PPE measures

Protective measures, including the use of face coverings, will be determined by either an Executive Order by the Governor or the level of disease activity of COVID-19. The District will rely on data from the Department Health Services (DHS), to determine the disease activity level and the appropriate protective measures. The disease activity level categories below are based on the recommendations of local and state health officials. All Friendship Aspire Academy students and staff are required to wear masks at a minimum.

Procedures for Screening Staff and Students

General
All students and staff will be screened for COVID-19 symptoms daily and individuals who present with symptoms will be separated and sent home. Teachers will monitor students and refer to the nurse if symptoms are present.

Screening Protocols
All students and staff will be required to be screened for COVID-19 symptoms daily prior to entering any district facility.

Testing & Communication Plan for Suspected/Confirmed case of COVID-19 and Protocols for Self-isolation and Quarantine

Student or Staff Displaying COVID-19 Symptoms
- When a student has displayed symptoms of COVID-19, the school nurse will provide a clinical assessment to determine if and when a student needs to be sent home.
- Students who are ill will be separated from their peers and should be picked up within 30 minutes and no later than 1 hour from the time the campus contacted the student's parent/guardian.
- District communication will be provided to the parents of students who came in contact with a COVID-19 positive student or staff member.
- Staff members displaying COVID-19 symptoms will follow district protocols including isolation from students and other staff members.
- Students and staff who have tested positive for COVID-19 will be required to meet the criteria

for isolation or quarantine or provide a physician letter of an alternate diagnosis.

- Students or staff who come into close contact with a COVID-19 positive individual will be asked to self-quarantine for 14 days and may not return to campus during that time.

Protocol for Positive Test Results by Employee/Student (see Appendix #1)

Step 1. Notification
- District administration will send notification to all campus participants if a positive COVID-19 case is identified among participants (employees or students). For students, such written notification is to be provided to the parents or guardians of the students.
- District administration must also notify the local health department.

Step 2. Contact Trace
- The District will try to identify any individuals who had regular or close contact with the affected participant. The student's and/or the employee's confidentiality will be maintained whenever possible and all involved will remind others of the need to keep personal and medical information confidential.
- Administration will work with the employee and/or student to determine the last date the employee and/or student was physically present in any district facility.
- *Core group:*
  - ➢ Will include the entire class (students, Teachers and staff)
  - ➢ May include other Teachers and staff (if multiple Teachers work regularly with the student or staff member)
- *Extended group:*
  - ➢ Anyone who interacted with individuals in core group on a regular basis or came in close contact with core individuals
  - ➢ Extended group should be considered potentially exposed as well and should be screened for symptoms and tested for COVID-19 before returning to school.

Step 3. Follow Isolation Protocols (See Appendix 1)

Step 4: Area Sanitation
- District administration will contact the facilities staff to sanitize all areas the student/employee was in within 72 hours from the time of the known exposure.

Sanitization and Cleaning Plans for Facilities and Buses

General
Frequent cleaning and disinfecting will promote a healthy learning and work environment for students and staff.

Disinfecting Expectations
- Staff will have access to disinfectants to sanitize high-touch and working surfaces and shared objects regularly.
- Staff will limit the use of shared supplies when possible.

Daily Campus Cleaning
- Each classroom and restroom will be disinfected daily.
- All high touch areas will be disinfected daily.
- Custodians will wear masks and gloves during work hours.
- The cafeteria will be disinfected between lunch periods.
- Staff will have access to disinfectants to sanitize working surfaces and shared objects after each use and during breaks in instruction.

Transportation
Friendship Aspire Academy will maintain its outstanding safety record transporting students to and from school with the same care as past years. During the COVID-19 pandemic, additional health and safety measures will be implemented.

- All buses will be thoroughly cleaned daily, focusing on high-touch surfaces.
- Student's temperature will be tested before they board the bus. Those that have a temperature of 100.4 degrees will not be able to board the bus.
- Students are expected to use hand sanitizer dispensers located at the front of the bus when loading and unloading the bus.
- To support contact tracing, students will be assigned seats, and a seating chart will be maintained by the bus driver.

Hand Washing/Sanitizing Expectations

- Hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria and in common areas throughout the campus.
- Staff will be expected to regularly wash or sanitize their hands.

- Requirement for hand washing and/or use of Friendship Aspire Academy provided hand sanitizer:

    - Provide hand sanitizer upon entry to classroom and periodic teacher reminders during instructional day
    - Thorough hand washing after physical activity, before eating, following restroom breaks.

Work and Learning Environments

Classroom Configurations and Procedures
- Desks or tables will be socially distanced as much as instructionally possible.
- Students will use hand sanitizer upon entering the classroom.
- Student materials and supplies will be placed in close proximity to students to reduce movement in the classroom.
- When possible, eliminate communal supplies. Shared supplies will be sanitized between use.
- Reduce the use of large table seating in classrooms and replace with desks when possible. If tables are used, limit the number of students per table and identify which seats are to be used to provide as much social distancing as possible.
- To the extent possible, keep doors open between classes to minimize contact with doors and door handles by students and staff entering or exiting classrooms.
- The gymnasiums may be repurposed for instructional space for teaching and/or virtual learning to increase the teaching capacity of the building, as large events will likely not be possible.
- The recommended procedures will be applied to all classroom settings, including special education services locations when possible and appropriate. Students' individual needs will be addressed on a case-by-case basis.

Classroom Instructional Adjustments
- When possible, technology can be utilized when the use of manipulatives is needed. Teachers will consider assigning cohorts of student's specific manipulatives in order to reduce the possibility of exposure or consider creating individual bags of supplementary aids and/or manipulatives for student use that could also be sent home in the event of school closure.
- Whenever possible, students and staff will maintain consistent groupings of people to minimize the spread of the virus. Additionally, supplemental services will be grouped by grade level when possible.
- The use of outdoor space for learning will be considered when possible. Students should continue to maintain 6 feet distance. Classroom groups working outside will maintain at least 12 feet of social distance from other classroom groups.

Collaborative Work and Projects
- When possible, technology should be utilized when students are involved in collaborative work.
- Group or pair work can be implemented while maintaining physical distancing.
- It is required that students who work in pairs or groups wear a face covering.

Specialized Classrooms
- Parents are encouraged to send students to school with masks even if they are reluctant to wear them. District staff will work with students on wearing masks as part of daily lessons.
- Hygiene routines will be taught, modeled & practiced in all self-contained classrooms
- Specialized equipment will be sanitized between each use. There will be adequate supplies to minimize the sharing of high touch materials or limit use of supplies of equipment to one group of students at a time.
- Procedures and protocols will be put into place to address locker rooms. Protocols will be in place for disinfecting of equipment, students changing clothes, students showering, distancing of students, etc.

Physical Education Classroom Protocols
- Whenever possible, physical education classes will be held outside to allow for maximum physical distance between students.
- Any activities bringing students into close physical contact will be avoided.
- Visual markers will be on the gym floor and bleachers as reminders of social distancing rules.
- Procedures will be implemented in the locker rooms to limit social distancing.
- Equipment will be disinfected after each class period.
- Sanitizing areas and access to handwashing will be provided.

Recess
- Recess activities shall maintain their class cohort and maintain social distancing from other classmates, including 12-feet between groups.
- Campuses will consider limiting the number of students per recess group. Staggered schedules can be utilized when needed.
  - All students and staff will be required to use hand sanitizer before entering the playground and upon exiting the playground.
  - Brain breaks will be implemented as needed, at the discretion of the campus/teacher.
  - "Mask breaks" will be implemented as needed.

Specials

- PE classes will be conducted outdoors whenever possible. Appropriate social distancing measures will be followed.
- Students will use their own art supplies.
- Music, Computer and PE equipment will be sanitized and wiped down after each use.

Collaborative Meetings/Common Areas

In order to provide the safest environment possible in our common/collaborative spaces, while promoting disease prevention and mitigation, the following guidelines will be implemented. Common areas include spaces that are used for meetings and collaboration. This includes computer labs, flexible spaces, teacher lounges, campus libraries, conference rooms and other meeting rooms.

Meeting Spaces/Administrative Spaces - Reception, Offices, Conference Rooms

- Campuses will develop schedules and protocols for the use of common areas, including how to disinfect space between use.
- When possible, meetings will be conducted virtually. However, if the need arises to meet in person please follow campus guidelines:

  - Facial coverings or masks will be utilized.
  - Shield guard will be installed at the reception desk.
  - Hand sanitizer will be provided in front office spaces.
  - Distances of 6 feet will be provided between all occupied seats and workspaces.
  - Visual reminders will be displayed for social distancing throughout common areas.
  - Informational graphics and markers will be posted to help with 6 feet social distancing.
  - Limit the sharing of materials/supplies.

Elevators

- Only students and staff with a physical impairment or the need to move large/heavy equipment will be able to use the elevator.
- No more than 2 people will ride in the elevator at the same time.
- Masks will be worn when on the elevator.

Restrooms

- Proper handwashing technique will be taught to all students and consistently reinforced.
- Elementary Consideration: The scheduling of whole class restroom breaks is recommended to eliminate co-mingling of students across various classes and to ensure teacher monitoring of social distancing guidelines.
- A system will be implemented to identify the number of occupants utilizing each restroom

to mitigate the chance of exceeding maximum occupants per social distancing.

- After a restroom break, students will be required to wash their hands with soap or use hand sanitizer before reentering the classroom.

Campus Visitors/Food Dropoff from Parents

General

Friendship Aspire Academy will restrict visits in schools to only those essential to school operations. Campuses will utilize virtual meeting options to limit campus visitors when possible. All visitors who enter the building will be required to wear a mask.

Visitor Screening/PPE Requirements

- Upon arrival to pick up their student, the parent should notify campus through the entry buzz-in system and show their ID to the camera. The student(s) will be brought out to the parent.
- All individuals entering the building will be required to wear face coverings during substantial and moderate transmission levels.
- Individuals proceeding beyond the reception area will be subject to the following guidelines:

  - All visitors will be subject to screening by way of a symptom screening form.
  - Virtual parent meetings will be made available when possible.
  - Visitors and staff will maintain physical distancing for IEP and other meetings in smaller conference areas.

Transitions

- Students and staff will wear masks.
- Lockers will be assigned and accessed only at times designated as appropriate on each individual campus.
- Staggered releases from each class will be organized when possible to limit the number of students in the hallway during transitions.
- When necessary for transitioning between classes, students will travel corridors as far to the right as possible.
- Visual markers will be developed to help students maintain physical distances and adhere to established campus traffic flow in hallways.
- Traffic patterns will be established throughout the campus that separates individuals to the

greatest extent possible.
- Where possible, one-way traffic throughout campus corridors will be established.
- Classroom doors will be propped open to reduce high touch areas.
- Access to hand sanitizer will be provided throughout the campus.

Arrival

- Early bird arrivals are strongly discouraged. Any students dropped off before the building is open will not be allowed inside the building and must stay socially distanced from other students while waiting for the building to open. Any exceptions would need to be specifically arranged with campus administration.
- Arrival protocols will be established to maintain physical distancing.
- Students will go directly to their homeroom/first period class or designated location upon arrival.
- Lockers will be assigned and accessed only at times designated as appropriate on each individual campus.
- Parents will not be permitted to walk students inside the school building.
- Separate entrances will be utilized for different groups of students (i.e. grade level, drivers, bus riders, etc), and each group of students will be directed to a designated location prior to the start of school. Traffic flow maps will align with grade level entrance locations.
- Hand sanitizer stations will be placed at entrances and exits.
- There will be bus procedures, based on campus specific needs.

FAA LR Garland Arrival (Elementary & Middle School)

Parents will enter FAALR campus through the side gate on 25th Street. Senior Martin will direct two lanes of traffic through the campus and stagger scholars leaving each vehicle. Each drop off point will have a designated entrance indicated by a number.

- Entrance 1 (Courtyard Door Right) will be covered by Coach Austin and utilized by the middle schoolers. Mr. Hadley will monitor students as they enter the front stairway. Teachers will receive students in their 1st period classroom for breakfast.
- Entrance 2 (Courtyard Door left) will be covered by Mr. Robinson and utilized by Second graders. Mr. Kendrick will direct students to their homeroom class with their teachers for breakfast.
- Entrance 3 (Playground Kinder Hall Door) will be covered by Mr. Lamar and utilized by Kindergarten and First Grade Students. Ms. Jacobs and Ms. Watkins will direct students to their classrooms for breakfast with their homeroom teachers.

All students will be screened upon arrival at their designated entry point.

If students do not clear the access point, they will be held in the nurse's office until parents can pick them up.

Alternates will be assigned in the case of teacher absences.

FAA Pine Bluff Elementary Arrival

FAAPB will have 2 separate car entrances:

- Kinder and 1st Grade parents will enter through the main entrance in front of the school.
- 2nd and 3rd grade parents will enter via the parking lot in front of the Innovation Lab.

Once the scholars are on campus, they will enter the building via 3 separate access points:

- Kinder will enter via the door by the SPED classroom
- 1st Graders will enter via the 1st grade hallway
- 2nd and 3rd Graders will enter through the cafeteria

Starting at 7:20, all students will be screened upon arrival to the respective access points. There will be 2-3 adults at each entrance point to ensure that the line moves at a pace that does not cut into breakfast/class times.

Once the students clear the access point, all scholars will immediately enter their classrooms and begin the classroom procedures prior to eating breakfast (washing hands, changing from mask to shield, etc). *If students do not clear the access point, they will be held in the nurse's office until parents can pick them up.*

FAA Southeast High School Arrival

- To gain entry to the school campus, all students, staff, teachers, parents, guests, visitors, vendors, and delivery personnel must have their temperature checked on the forehead and wear a mask. Checks beginning at 7:30 a.m.
- All students and staff will be provided with a reusable facemask. Families will be responsible for daily cleaning.
- Upon arrival on campus, parents will pull into the school parking lot. Student riders will remain in the car until screening is complete.
- Student walkers will be able to stand six feet apart at the main entrance.
- A background questionnaire will be conducted daily to ensure there is no indication of possible infection risk.
- When negative responses are answered, entrance into the building through the main will be granted.
- When a temperature of 100.4 is detected or it is learned that infection exposure was made, students will be advised to go home.

Dismissal

- Campus will designate staggered dismissal groups. Staggering the groups of walkers, car riders, bus riders or grade level will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time.
- Sanitizer stations will be placed at each exit and students will be encouraged to sanitize hands prior to exit.
- There will be bus procedures to encourage social distancing based on campus specific needs.

Garland Dismissal (Elementary & Middle School)

- Beginning at 3:45 grade specific dismissal will be staggered for all bus riders and van riders. All bus riders will be called to the courtyard by bus color and escorted by Coach Lamar, Mr. Hadley and Mr. Kendrick. Coach Austin will direct bus traffic outside near the buses. Social distancing will be adhered to during bus loading.
- At 3:50, walkers will be dismissed and escorted to their morning entrance points and dismissed by staff systematically.
- At 3:55, all after school students will transition to their after-school location and sanitize, eat snacks, and begin activities.
- Beginning at 4:00, all car riders will remain in their classrooms. Each classroom will have a walkie talkie and as parents arrive, student names will be called over the walkies and the students will be escorted to their dismissal locations (same locations as arrival).

FAA Pine Bluff Elementary Dismissal

All paras and specialists will be in the hallways and be assigned to specific pickup areas.
- At **3:50** the announcement for all bus riders/daycare van riders will be made. All bus riders will be dismissed to the cafeteria and they will be escorted to the bus outside of the Innovation lab.
- At **3:55**, all after school students will transition to their after-school location and begin sanitizing hands, eating snacks, and begin activities.
- Beginning at **4:00**, all car riders will be lined up in their classrooms. Each classroom will have a walkie talkie and as parents arrive, the names will be called over the walkies and the students will be escorted to their dismissal locations (same locations as arrival)

FAA Southeast High School Dismissal

- Students staying for after school tutorials/activity will be provided specific social distancing instructions from the instructor.
- Classroom dismissal will be staggered based on the restroom break schedule starting at 3:00 p.m. Classroom teachers will supervise their students' exit to ensure social distancing is maintained.
- Student walkers will be first to exit the building in the rear followed by parent pickups.

On-Campus Student Activities

- Any school wide events that are approved to be held on campus need to adhere to social distancing requirements outlined by Friendship Aspire Academy and DESE.
- School wide events will be live streamed and/or occur virtually when possible.
- Assemblies will be virtual or take place with social distancing measures.
- Meet the teacher, open house, parent conferences, etc. will be held with social distancing measures.
- To limit larger gatherings, campus club meetings should be held virtually when possible. If meeting in person is required, groups should utilize larger meeting spaces or multiple meeting opportunities will be provided.

Outdoor and Off Campus Activities

- Field trips will require district approval.
- Campuses will limit students from leaving campus after school prior to travel or start of extra-curricular or co-curricular activities when possible.
- Student participation in academic contests will only be attended if specific guidance is provided by an authorized entity (e.g., Host site, Friendship Aspire Academy, DESE, etc.)

Prioritizing Literacy

Literacy is fundamental at Friendship Schools, as it should be. To ensure literacy is prioritized at our schools, Friendship Aspire Academy will be utilizing ESA funds for the following:

- After school tutorial programs

- Curriculum specialist

- Literacy curriculum

- Literacy coach

- Math coach

- Behavior interventionist

- Technology

Friendship Aspire Academy Curricular Programs, Counseling, and Special Services

Athletics

- Athletic practices and contests will be conducted following safety protocol provided by guidance from Friendship Aspire Academy and DESE. This will include COVID screening, group sizes, sharing and sanitizing of equipment, locker room usage, etc.
- Hand sanitizing stations will be in gym facilities and equipment will be sanitized on a regular basis.
- If locker rooms can be accessed, all locker room space will be utilized to follow social distancing guidelines.
- Bus travel will follow transportation guidelines provided by Friendship Aspire Academy.
- Spectator attendance at games and contests may be limited based on DESE guidelines. Ticketing for events may be utilized to control capacity of facilities.
- Postgame sign out procedures for athletes will be communicated to parents prior to the beginning of each season.
- Event procedures will be in place to minimize face-to-face interactions.
- Separate entrances and exits may be utilized and event doors may be propped open to minimize physical contact with handles.
- Spectator seats may be marked and/or configured in a way to enforce social distancing.
- Concessions and/or concession sales may be limited to encourage social distancing and to follow health and safety guidelines.

Cheerleading

- Practices and performances will be conducted following safety protocols provided by guidance from Friendship Aspire Academy and DESE. This will include COVID screening, group sizes, sharing and sanitizing of equipment, locker room usage, etc.

Dyslexia

- On-Campus Learning

  - Scheduled Therapy will be provided to grouped students based on therapy groups.
  - Therapy will be provided Monday-Thursday; Friday will be used to catch up with absent students and progress monitor or assess students as necessary.
  - Pod students if possible, per grade level to avoid mixing students from different classes
  - Therapy may need to be recorded for students that are self-isolating periodically and during Modification plan implementation.

- Virtual Learning

    - Dyslexia therapists will hold therapy groups online at designated times based on student schedule.
    - the student during virtual learning

English as a Second Language (ESL)
- On-Campus Learning

    - ESL students grouped with ESL certified teachers where possible
    - ESL teachers providing support to ESL student during intervention times on daily schedule and in the classroom as available
    - Beginning of Year LPAC's will reflect online accommodations if needed for transition to virtual learning

- Virtual Learning

    - Designated EL teachers at each level will support EL students during classwork for K-2 and during Intervention for 3-12 as needed
    - BOY LPACs to reflect online accommodations
    - Instructional support provided through Lexia online with small group instruction provided in areas where students may struggle.

Fine Arts
- Instruction and content will be modified to serve students who are participating on campus and virtually.
- Large group practice sessions will adhere to social distancing guidelines. When possible, classes will be divided into smaller sections to provide better instruction and more physical space.
- Materials and furnishings will be cleaned and sanitized between classes.
- Off-campus fine arts performances will only be conducted if specific guidance is provided by an authorized entity (e.g., Friendship Aspire Academy, DESE, etc.)
- Concerts/performances may be adjusted based on health and safety guidelines provided by an authorized entity (e.g., Friendship Aspire Academy, DESE, etc.) including but not limited to transportation procedures, number of attendees, and the orientation of concerts.
- All fine arts performances will be streamed online when possible.

Special Education

Evaluation and IEP Meetings
- Students can still be referred for special education evaluations if they are participating in virtual or on campus learning. Parents can attend referral meetings via Google Meets video or phone conference at a mutually agreed upon date and time.

- Special education documents, such as consent for an evaluation, that require a signature can be completed via the eSped Collaboration which will enable the parent to sign electronically.

- Students in virtual learning who require special education evaluations will participate in evaluations by appointments on campus. District safety health and hygiene practices will be followed.

- If you choose not to bring your child to campus for an evaluation and the evaluation cannot be completed through other means, the Acknowledgement of Evaluation delay will need to be completed.

- All IEP Meetings will be held via Google Meets video or phone conference to limit exposure to committee members and campus Special Education students attending school On Campus.

IEPs
- Virtual Learning will differ when compared with last spring's Online Learning.

- Students in special education will be included in the requirements for virtual and blended learning as appropriate for each student as determined by the IEP Committee to provide FAPE.

- Students will have the option to participate in support and related services either virtually or on campus in order to implement the IEP. There will be dedicated Virtual Learning teachers and teletherapy options.

- A review IEP Meeting will be held before school begins or no later than during the first 3 weeks of school for all students whose parents request Virtual Learning. The IEP will be reviewed and revised based upon the student's individual needs in the Virtual Learning environment.

- For On-Campus learners, the IEP developed in the student's last IEP meeting will be implemented.

Services and Support for Students in Special Education

- Students in full-time Virtual Learning can attend their related/support service sessions (speech, OT, PT, etc) at the provider scheduled time on campus or can elect to receive their services through Virtual Learning (teletherapy) when available.

- Student specific adaptive equipment, communication devices, assistive technology, and/or accommodations as specified in a student's IEP and determined necessary to provide FAPE will be provided for Virtual Learning. Contact your student's case manager with any questions.

- Parents may elect an On-Campus or Virtual Learning option for walk-in speech therapy services.

- Friendship Aspire Academy will provide resources for parents of students with disabilities to support parents and students in Virtual Learning. Resources will include but are not limited to: visual supports as needed, social stories for struggling students, and live help sessions for individual issues that may arise.

- During Virtual Learning, special education personnel will support the general education teachers in building a classroom community, help with the newly established routines and procedures, collaborate on instruction, implement the contingency plan/supplement, promote student engagement, and/or develop virtual activities with the teacher.

- Some students accessing an alternate curriculum will need the support of a parent/caregiver to participate in online instructional activities. Special Education Staff are available to provide behavioral intervention support as needed in the Virtual Learning environment. This includes assisting teachers with incorporating behavioral best practices in the Virtual Learning environment, consulting and collaborating with parents/guardians as needed on behavioral strategies to support Virtual Learning in the home environment, and providing district training and resources for supporting the learning environment incorporating behavioral best practices.

Health and Safety for Students in Special Education

- For students who require personal care services, staff will follow universal precautions to maintain health and safety. This will include using and changing gloves and other PPE, use of sanitizer to clean surfaces, and hand washing before and after working with each student.

- The expectation to wear facial (mouth and nose) coverings, social distance and follow health and safety guidelines has been and will continue to be communicated to parents, students and staff by the district. Health and safety expectations will be positively reinforced understanding

that some challenges may arise due to the various developmental levels of students. Staff will model and instruct on the importance of social distancing and wearing face coverings.

- When addressing student noncompliance with health and safety, campuses will consider individual student needs and abilities.

- For students with limited communication abilities, teachers will monitor students and communicate with parents about any changes in student behavior that may indicate illness. Should a student show signs of illness, the nurse will be contacted. Teachers know their student's typical behavior and will likely notice when a student exhibits behavior that may indicate they do not feel well.

- Smaller numbers of students in the self-contained classes will assist with social distancing and increase the attention staff can give to monitoring the health of students in the classroom.

- Communication about your student or any health concern is encouraged in the daily communication logs, email, or phone calls.

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Training / Support
- Teachers receive training for the LMS (Lincoln Learning, Learning AZ, Zearn, Mylexia, Edmentum during pre-service training and on an on-going basis throughout the year at staff professional development.
- Teachers receive ongoing support throughout the year. Teachers will receive additional assistance during the implementation phase and will be monitored as the year progresses for additional needed PD.
- Teacher blended learning training will be conducted during pre-service training and on an on-going basis during bi-weekly PD sessions.
- Teachers will continue to receive support in delivery of instruction with blended learning during weekly PLC sessions and in bi-weekly PD sessions.

Technology for Parents and Students
- Alternatives offered to families without internet access include hotspots supplied by the school and printing off packets, if necessary.
- Training and support for parents / students was offered prior to the school year starting, and continues to offered / provided as needed.

Monitoring

To monitor the implementation of the District Support Plan, weekly meetings will be held with the leadership team to discuss progress. The leadership team consists of principals, the superintendent, the deputy superintendent, the Director of Assessment, the Special Education Director, and Instructional Coaches. Principals will examine local formative assessments and information from reading screeners to determine progress weekly. Student data will be monitored by the leadership team bi-weekly. The diagnostic assessment to be used to identify student strengths and weaknesses will be the NWEA MAP for grades K -ACT Aspire Interims will also be used to determine student learning gaps. The NWEA MAP will be used for the beginning of the year, middle of the year, and end of the year testing.

Evaluation

The overall effectiveness of the District Support Plan will be measured by student performance on summative assessments such as ACT Aspire or by the NWEA MAP end of year assessment. An Evaluation will occur at the end of the school year by the Director of Assessment and Deputy Superintendent to determine the effectiveness of the District Support Plan.

Frequently Asked Questions

1. *How will Virtual Learning in 2020-21 be different from online learning at the end of the 2019-20 school year?*

   Last spring, students were in self-paced coursework delivered in google classroom. They were not required to log in at specific times. In 2020-21, Virtual Learners will be required to log into lessons daily at specific times. This type of instruction is very similar to a typical school schedule; however, the student is participating virtually. Virtual Learning students will also be required to take tests and follow the same district grading policies as On-Campus students.

2. *Will Virtual Learners be viewing a teacher in a "live" classroom?*

   Yes, in some cases. Specialized courses particularly in Fine Arts, CTE and upper level classes at the high school may be taught simultaneously to students who are learning on campus as well as those who are learning virtually.

3. *How do parents commit to an instructional model of choice for their child?*

   For current students, parents will complete the commitment survey. Upon enrollment, new students will be provided the opportunity to select their instructional model.

4. *Can students change their commitment after the start of the school year?*

   Due to the scheduling complexities inherent in these three options, parents will be asked to make a commitment for at least one full semester grading period.

5. *Will students in grades 6-12 be able to participate in activities such as clubs and organization meetings?*

   Yes, students who select Virtual Learning, Blended or On-Campus Learning may participate in clubs and/or organizations. Meetings may be held virtually, as applicable. Students must have their own transportation to and from campus.

6. *How will Virtual Learners get assistance if they are struggling with coursework?* Tutoring and intervention assistance will look similar to On-Campus students, with specific online times set aside for each teacher to help students struggling with coursework.

7. *Will Virtual Learners be required to come to campus at any point?*

   Virtual Learners might be asked to come to campus at some point during the grading period to take a test or participate in a required project or assignment that cannot be completed at home.

8. *Will ACT Aspire be administered in 2020-2021?*

   Yes. The Division of Elementary and Secondary Education (DESE) has indicated that ACT Aspire testing will still occur during the 2020-2021 school year, in compliance with state and federal legislation.

9. *What technology will be provided to virtual learners?*

   Students K-12 participating in Virtual Learning will be provided a Chromebook. Students need to use their school-issued Chromebook for Virtual Learning.

10. *How will teachers address any potential learning needs from the school closure last spring?*

    To support all students, the district curriculum will highlight academic standards that teachers will consider as they plan to address the potential learning impacts resulting from the school closure. Teachers will use formative assessments and supplemental resources to personalize student learning to address areas of need.

11. *How will student progress be reported?*

    Overall progress on learning outcomes will be communicated in a "traditional" format using numeric grades. Assignments and grades will be entered into ESchool. The expectations for coursework and guidelines for grading for On-Campus Learning, Blende Learning and Virtual Learning will be the same.

12. *What happens if a student or a teacher tests positive for COVID-19? Will the entire classroom have to quarantine? What if multiple classrooms and students/staff are impacted? Will students be able to participate in Virtual Learning during the quarantine?*

    Students or staff who test positive for COVID-19 will be sent home to recover. When notification of a possible exposure occurs, in coordination with local health authorities, the campus/district will conduct contact tracing. Based on the lab-confirmed results, a determination will be made as to whether an entire classroom or multiple classrooms are required to quarantine. In the event students are required to temporarily quarantine, the education of these students will continue through Virtual Learning for the duration of the quarantine period.

13. *What happens if my child's campus is temporarily closed during the school year?*

    During the period of the school closure, students will remain at home and will engage in learning activities that are primarily delivered through Google Classroom. Live, teacher-led instruction and peer collaboration will be scheduled throughout the day to expand students' opportunities to engage with content and interact with teachers and classmates. Daily student participation in the learning activities will be required. Instructional time will also be dedicated

for independent learning activities. A structured schedule will be provided to students indicating required times for participation in live instruction.

APPENDIX 1: Isolation Protocol & Example Scenarios

Ex. #1: If a student shows symptom at school, immediately separate the student until picked up by parent/guardian

Ex. #2: If teacher, staff or student experiences any COVID-19 symptom he/she self-isolate until the required criteria below have been met

Ex. #3:If the individual was diagnosed with COVID-19, the individual may return to campus when all three of the following criteria are met:

> **1.**at least 3 days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications); **and**
> **2.**individual has significant improvement in symptoms (e.g., cough, shortness of breath); **and**
> **3.**at least 14 days have passed since symptoms first appeared.

Ex. #4: If the individual has symptoms that could be COVID-19, but does not get evaluated by a medical professional or tested for COVID-19, the individual is assumed to have COVID-19, and the individual may not return to campus until all three criteria are met:

> **1.**at least 3 days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications); **and**
> **2.**individual has significant improvement in symptoms (e.g. cough, shortness of breath); **and**
> **3.**at least 14 days have passed since symptoms first appeared.

Ex. #5: If the individual has symptoms that could be COVID-19 and wants to return to campus before completing the above self-isolation period, the individual must obtain a medical certification clearing the individual for return based on an alternative diagnosis.

Ex.: #6: If an employee/student lives with someone who is exposed to a lab-confirmed positive case (symptomatic/asymptomatic), that employee/student should self-isolate for 14 days and monitor for

Introduction:

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

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

The Mission:

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

We believe:

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

Everyone needs to be a lifetime reader and model reading.

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

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

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

Definition of Literacy

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

FAA- PCS Literacy Goals:

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

1. Providing a range of support to ensure all students have access to a high quality school experience, ad a successful transition from primary grades to intermediate grades;
2. Improving K-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 Fundations and Heggerty phonics curricula. Our reading instruction continues in grades K-8 which includes the following components:

- Over 90 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 FAA-PCS in determining whether or not a student is performing at grade level in the beginning, middle and end of each school year:

Friendship Aspire Academy
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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–June)
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 judgement.

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.

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.

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 Fundations 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 Fundations 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 pre-cursor to *A Story of Functions* introduction into Algebra I, Geometry, Algebra II and Pre-Calculus. 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 mathematic 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 schoolwide 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

Friendship Aspire Academy Public Charter School

K-12th grade Literacy Plan

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 Fundations and Heggerty phonics curricula. Our reading instruction continues in grades K-8 which includes the following components:

- Over 90 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

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.

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2020-2021 Friendship Aspire District PD Calendar

Dates	Professional Development Subject Area	Location
Thursday, September 17, 2020	Curriculum Support	Individual Campus
Wednesday, September 30, 2020	RISE Training K-2, DAY 4	APSRC
Thursday, October 1, 2020	Data Dive NWEA MAP	Little Rock Mid. and Elem. Campus
Thursday, October 15, 2020	Data Dive NWEA MAP / Early Dismissal	Pine Bluff Elem. Campus
Thursday, November 5, 2020	ELA Professional Development Workshop	Individual Campus
Wednesday, November 11, 2020	RISE Training 3-6, DAY 4	APSRC
Thursday, November 19, 2020	Math Professional Development Workshop/ Early Dismissal	Individual Campus
Thursday, December 3, 2020	Teacher Planning Day	Individual Campus
Wednesday, December 16, 2020	RISE Training K-2, DAY 5	APSRC
Thursday, December 17, 2020	TBD / Early Dismissal Day	Individual Campus
Thursday, January 7, 2021	TBD	Individual Campus
Thursday, January 21, 2021	TBD/ Early Dismissal Day	Individual Campus
Thursday, February 4, 2021	Data Dive NWEA MAP	Individual Campus
Wednesday, February 15, 2021	RISE Training 3-6, DAY 5	APSRC
Thursday February 18, 2021	Teacher Planning Day	Individual Campus
Thursday, March 4, 2021	TBD	Individual Campus
Wednesday, March 17, 2021	RISE Training K-2, DAY 6	APSRC
Thursday, March 18, 2021	TBD	Individual Campus
Wednesday, April 28, 2021	RISE Training 3-6, DAY 6	APSRC

Whole Campus Virtual Instruction/ Campus Cleaning Day
Professional Development Days Led By Campus Administrator
Data Dive Led By Ms. Dixon

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
Day 6 - Friday, November 6
R.I.S.E. 3-6 Training Dates/ For New Staff
Day 1 - Thursday, October 1
Day 2 - Friday, October 2
Day 3 - Thursday, October 8
Day 4 - Friday, October 9
Day 5 - Thursday, October 29
Day 6 - Friday, October 30

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 2020- 2021 academic school year.

Science of Reading Evaluation

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

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

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

The plan in place to monitor implementation of this professional development calendar and staff assessment is being monitored by The Director of Academic Development for FAA-PCS. The plan has an implementation goal of all FAA-PCS instructional staff completing the science of reading training by the close of the 2020- 2021 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
Provides classroom teachers with a strong, systematic and explicit phonics program	
Screens all K-4 students for reading difficulties following the Act 1063 dyslexia requirements: • Phonological and phonemic awareness • Sound symbol recognition • Alphabet knowledge • Decoding skills • Rapid naming • Encoding skills	Initial Screening Tools • 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) • Phonological Awareness Skills Screener (PASS) Level 1 Screeners • Developmental Reading Assessment (DRA) • Fountas & Pinnell Leveled Reading System
Ensures adequate time for literacy instruction for K-2 grade students • Phonological Awareness • Phonics • Comprehension • Small Group Instruction • Writing	Instructional objectives are based on the Arkansas English Language Arts Standards
Provides classroom teachers with a strong, systematic and explicit phonics program	• Heggerty Phonics • Wilson Reading System: Fundations Curricula
Ensures adequate time for literacy instruction for 3rd grade students in a departmentalized setting • Phonics/Word Study • Comprehension • Writing	Instructional objectives are based on the Arkansas English Language Arts Standards
Integrates literacy skills in content areas through activities that involve reading comprehension, vocabulary, writing, speaking and listening	

Friendship Aspire Academy Public Charter School	
Year	**Action**
Summer/ Fall 2020	All 6-8 literacy teachers began 3-6 RISE Training with a literacy specialist from South Central Service Cooperative
Summer/ Fall 2020	All 6-8 math, science, social studies began RISE Awareness training (Modules 1-6) facilitated by the district curriculum director
Summer /Fall2020	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, 2020 and Summer, 2021	All 6-8 literacy teachers will complete 3-6 RISE Training with a literacy specialist from Arkansas Public School Resource Center.
Summer 2021	All licensed 9 – 12 employees will complete RISE Awareness Training (Modules 3-6) facilitated by the district curriculum director/ or APSRC Facilitator
Summer 2021	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.