

AR
 Friendship Aspire Little Rock
 3615 W 25th St
 Little Rock AR 72204
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District Support Plan 2021-2022

Directions: Insert a link to your district support plan, or copy and paste your district support plan in the box below. Please highlight the literacy plan requirements as defined by Act 1082.

District	Friendship Aspire Academy Little Rock
Superintendent	Phong Tran
Superintendent Email	ptran@friendshipaspire.org
Superintendent Phone	5044584512

Please insert the District Support Plan here:

Introduction:

The Friendship Aspire Academy Public Charter School District has developed a district literacy plan with information regarding the district's curriculum program as well as the professional development that aligns to 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 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, and volunteers) are engaged in improving their own literacy and in the pursuit of lifelong learning.

Literacy Plan Goals

1. FAA-PCS will ensure that all students in grades K-12 will have access to a guaranteed, viable curriculum horizontally and vertically aligned to promote grade level reading proficiency, this will be monitored by the district's Director of Special Education Services and the district's Dyslexia Coordinator.
2. FAA-PCS will commit that teachers will 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 necessary 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.
6. All FAA-PCS teachers shall demonstrate proficiency in knowledge and practices of scientific reading instruction by completing both phases of pathway A.
7. All FAA-PCS K-6 teachers will successfully complete the K-2, and 3-6 R.I.S.E. Academy training. All trained teachers will be observed by the Director of Special Education, who is a ADE Certified SoR Assessor.
8. FAA-PCS Deputy Superintendent will monitor the successful completion and observations of Pathway A –phases I and II. This will be monitored throughout the year, with an expected completion of May 2022. This will be an ongoing process, as new teachers are added to the district.

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 in 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 is to identify or predict students who may be at risk for poor learning outcomes.
- b. Screening is conducted in grades 5 and higher for students experiencing difficulty in 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 are 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.
- 2. ACT Aspire (Grades 3-10) will be administered three times per year (two interims and one summative). iii. ACT (Grade 11) will be administered to students in grade 11.
- 3. Beginning in June 2021, all students in FAA-PCS grades K-8 were 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, which is a criterion referenced score which provides an estimate of the grade level of written material with which the student can most effectively be taught.

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

Monitoring

Beginning in July of each year, the Director of Special Education and the Dyslexia Coordinator for the district 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. In May of each school year, the plans will be presented 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 others educators professional development for one (1) of the prescribed pathways to obtaining awareness credential in knowledge and practices in scientific reading instruction.

- o 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.

Scientifically Based Reading Instruction

At Friendship Aspire Academy Public Charter School reading instruction begins in Kindergarten with a linear process- oriented approach to reading instruction using Edmentum coursework,

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

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

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

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

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

FAA-PCS maintains a strong commitment from school leadership and educators to meeting the school mission. The staff collaborates throughout the week in Professional Learning

Communities (PLC's) to have collaborative data- based discussions about student progress. During these meetings, teachers identify emergent patterns from the formative and summative data and discuss what the data tells them

about students' progress toward year-end learning goals.

Science of Reading

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

At Friendship Aspire Academy reading instruction begins in Kindergarten with a linear process- oriented approach to reading instruction using Edmentum coursework, Great Minds: Wit &

Wisdom, Fountas & Pinnell, Wilson's Language Foundations and Heggerty phonics curricula.

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The Science of Reading Professional Development Plan

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

Science of Reading Curriculum Program Components

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

The Science of Reading encompass five major components

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

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

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

Wilson Foundations: As a recognized leader in multisensory, structured language programs, Wilson Foundations brings more than a decade of systematic and explicit instruction to the K-3 classroom. Based on the Wilson Reading System® principles, Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Wilson Foundations makes learning to read fun while

laying the groundwork for life-long literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing:

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

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

Fountas and Pinnell:

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

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

Science of Reading Curriculum Program Evaluation

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

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

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

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

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: Foundations 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 2021 All 6-8 literacy teachers began 3-6 RISE Training with a literacy specialist from South Central Service Cooperative

Summer/ Fall 2021 All 6-8 math, science, social studies began RISE Awareness training (Modules 1-6) facilitated by the district curriculum director

Summer /Fall2021 All elementary and middle school music teachers, art teacher, physical education teachers, counselors, librarians, and ELL teacher began RISE

Awareness training (Modules 1-6) facilitated by the district curriculum director.

Summer, 2021 and Summer, 2022 All 6-8 literacy teachers will complete 3-6 RISE Training with a literacy specialist from Arkansas Public School Resource Center.

Summer 2022 All licensed 9 – 12 employees will complete RISE Awareness Training

(Modules 3-6) facilitated by the district curriculum director/ or APSRC Facilitator

Summer 2022 All 3- 6 math, science, and social studies teachers will complete RISE

Awareness training (Modules 1-6) facilitated by the district curriculum director/ or APSRC Facilitator

Beginning 2019, a school district shall provide for all others educators professional development for one (1) of the prescribed pathways to obtaining awareness credential in knowledge and practices in scientific reading instruction.

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- Currently 15 courses are scheduled for the completion of the path.

Other awareness pathways may be found on RISEArkansas.org.

A. School Program

1) Summary of curriculum design and instructional approach. The foundation of our school design is the belief that all children can, do, and will learn. Within the design, teachers work collaboratively to determine the big ideas and essential questions inherent in each standard and plan instruction to ensure that students achieve high levels of

learning. Assessment is used as a tool to gauge students' mastery of standards and helps teachers identify the individual needs of each student. Through a continual cycle of inquiry, teachers are able to individualize instruction and address deficiencies immediately. We know that the success of our students is largely determined by what our teachers believe, know, and are able to do. Therefore, we invest a great deal of time and energy in ensuring that our teachers are involved in a robust cycle of professional development and in providing students with extended and supplemental learning opportunities.

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

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

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

Elementary:

We emphasize cooperative learning and provide intervention for students who require additional assistance. Our teachers use a balanced literacy approach to reading, teaching discreet reading skills to students based on their individual reading levels and encouraging them to practice with texts at their reading level in guided reading groups and independent reading. Additionally, we utilize Wilson Language Foundations curricula for phonics instruction. Fountas and Pinnell Classroom for guided reading instruction and Great Minds Wit & Wisdom curricula for literacy grade level- based instruction. The Wilson Language Foundations program is used for struggling readers at the middle school level as well for English language learners.

Science:

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

Writing and Language Arts.

The Writer's Workshop approach enables teachers to instruct students through the stages in which writers advance: prewriting, drafting, revising, editing, proofreading, and publishing.

Writing units focus on guiding students through varied forms and purposes of writing.

Mathematics.

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

History and Social Science.

Our project-based program emphasizes the use of children's literature in social studies instruction. Projects and activities are often cross-curricular and guided by a multicultural perspective. Teachers use the Discovery

Education curricula as one of several resources to develop engaging learning experiences for students. Character and ethics lessons occur several times a month through a literature and technology-based curriculum.

Fine Arts. Music

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

Middle School.

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

Reading and Language Arts.

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

History and Social Science.

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

Mathematics.

A scope and sequence organized around major strands and specific objectives allows students to develop, maintain, and apply skills in the areas of number properties and operation, measurement, geometry, data analysis and probability, algebra, and mathematical processes. Students are introduced to Eureka Mathematics A Story of Ratios Grades 6-8 program, a precursor to A Story of Functions introduction into Algebra I, Geometry, Algebra II and 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 mathematics courses as well as course work recovery through the math courses offered through Edmentum. This function offers comprehensive content coverage.

Science.

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

Dyslexia Program.

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

- Throughout the 2018-2019 school year, students attending Friendship Aspire Academy-

Pine Bluff received dyslexia intervention services from a trained dyslexia interventionist.

- Based upon the PASS Assessment results all students received research based intervention and reading elevation utilizing the Wilson Reading System 4th and 6th edition program. This intervention and elevation was provided to mitigate any signs of dyslexia and to address and reading deficits in students. There were no students that were identified as dyslexic

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

Educators who care. Friendship selects and develops teachers who are nurturing, go the extra mile, have high expectations and are willing to share the commitment to college and life success. Friendship educators, through their day-to-day student interaction and communication to students, push students to achieve at their highest levels by modeling positive attitudes, perseverance and supporting individual student growth in the classroom and beyond. Students and families are encouraged to actively participate in the school community.

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

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

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

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

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

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

Science of Reading

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

At Friendship Aspire Academy reading instruction begins in Kindergarten with a linear process- oriented approach to reading instruction using Edmentum coursework, Great Minds: Wit &

Wisdom, Fountas & Pinnell, Wilson's Language Foundations and Heggerty phonics curricula.

Our reading instruction continues in grades K-8 which includes the following components:

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

Allocation of Resources should align with the District Support Plan. Please add additional tabs for ESA funds to the 2021-2022 federal budget in Indistar. Directions for upload are provided.

<https://dese.ade.arkansas.gov/Offices/fiscal-and-administrative-services/school-funding/allocations>

Assurance

- I assure that administration of the District Plan of Support and the programs, practices, activities, and services provided by this plan will be in accordance with all applicable state and federal statutes.
- I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statement, false claims or otherwise.

By typing my name in the space provided, I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.

Phong Tran	09.21.21
Superintendent Signature	Date

ADE Feedback:

November 1, 2021

Your Literacy District Support Plan has been reviewed and accepted. Please remember to click the submit button to archive your plan.

October 13, 2021

Your Literacy District Support Plan has been reviewed.

Please revise the following:

- Please revise to appropriate grade levels for this campus.
- Please include the goal on the bottom of page 8 on your website's District Support Plan in the plan you submitted in Indistar.
- Please include specific Science of Reading pathways by grade levels. Please note K-6 teachers and K-12 special education teachers must be on a proficiency pathway.
- How will the district monitor the District Plan? Who will monitor the plan and what timelines will be followed for monitoring?

Please highlight all revisions in **blue**.

Once revisions have been made, please resubmit your application in Indistar. Please contact the District Support Office if you have any questions.

September 22, 2021

Your Literacy District Support Plan has been reviewed.

Please revise the following and highlight all revisions in yellow:

- Please upload the ESA budget tab to the 21-22 Form Uploads folder.
- Please include a measurable Literacy Goal for the 2021-2022 school year.
- Please include a statement regarding prioritizing the use of ESA funds for literacy.
- Provide clarification regarding SoR pathways utilized by the district for required training and proficiency levels. What pathways are being followed by grade band? What pathway will new hires follow? What progress is being made towards proficiency? What pathway are special education teachers following? How is the district keeping track of progress? Consider providing a link to a district progress/proficiency document. Please refer to the DESE link for approved pathways for the Science of Reading - <https://dese.ade.arkansas.gov/Offices/learning-services/rise-arkansas/prescribed-pathway-credentialsb>
- How will the district monitor the actions provided in the District Support Plan? What specific timelines will be used to monitor the actions?
- How will the district evaluate the overall effectiveness of the plan? Who at the district will evaluate the data to determine the effectiveness of the support provided to schools?
- Please update the plan to reflect the current school year.

Please highlight all revisions in yellow.

Once revisions have been made, please resubmit your application in Indistar. Please contact the District Support Office if you have any questions.