

## SNSD DISTRICT SUPPORT PLAN FOR LITERACY

Note: SNSD is receiving Level 1 General Support.

Explain the needs assessment process used to identify the focus of the school level improvement plan(s). [PLAN]

### What data was analyzed to determine needs?

Each campus within the Smackover-Norphlet School District analyzed a variety of data to determine needs specific to literacy and to identify the focal points for the school level improvement plans. Due to the pandemic and the closure of schools for face to face instruction in the 2019-2020 school year, summative ACT Aspire scores were not available.

- K-8 Grades: Data from STAR Reading was used to identify baseline reading levels of students in fall, 2020. STAR Reading was given again in the winter to measure individual student growth.
- 3-10 Grades: ACT Aspire Interim Assessments were given at three points during the 2020-2021 school. Data was analyzed to determine growth on grade level standards, deficit areas which need to be addressed, and individual student needs.
- K-12 Grades: During the summer of 2020, teachers met as professional learning communities to identify standards which had not been taught due to the closure of school for face to face instruction, create plans for addressing learning loss, and identify students in need of additional support. These PLCs have continued to meet throughout the year. The focus of these meetings have been: 1) What do we want all students to know and be able to do? 2) How will we know if they learned it? 3) How will we respond when students do not learn? 4) How will we extend the learning for those who already know it? These questions have become the guiding focus for each campus to determine and address needs.

District Literacy Plan	
(1) Goals for improving reading achievement throughout the district	<p>What is the measurable goal for literacy district wide?</p> <ul style="list-style-type: none"> <li>● Decrease the percentage of students on each campus who are identified as being In Need of Support on the ACT Aspire Summative Exam in Literacy by 5% percent</li> <li>● Increase the percentage of students on each campus who are identified as reading on grade level on the STAR Reading exam by 10%</li> </ul>
(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.	<p>ESA funds that have been allocated to the district are being spent on the following:</p> <ul style="list-style-type: none"> <li>● School Improvement Director (\$94,472.80)</li> <li>● Instructional Facilitators (\$64,057.98)</li> <li>● Dyslexia Therapist (\$59,434.54)</li> <li>● Literacy materials and supplies at each campus (\$5,055.72) including supplemental curriculum materials, classroom library books, chart tablets, etc.</li> </ul> <p>Total Enhanced Student Achievement funds allocated to literacy is approximately \$217,965.32.</p>

<p>Literacy curriculum that is aligned to the science of reading.</p>	<p>K- 2 Literacy Curriculum:</p> <ul style="list-style-type: none"> <li>● Heggerty Phonemic Awareness</li> <li>● Saxon Phonics with additional modification based on the science of reading that address deficiencies</li> <li>● Curriculum maps for comprehension and writing instruction that are aligned to the Arkansas standards for English Language Arts</li> <li>● Comprehension and writing instruction use the explicit instructional model (explanation, modeling, guided practice, and independent practice)</li> </ul> <p>3-6 Curriculum</p> <ul style="list-style-type: none"> <li>● Amplify Core Knowledge</li> <li>● 95% Group Phonics</li> <li>● Curriculum maps for comprehension and writing instruction that are aligned to the Arkansas standards for English Language Arts</li> <li>● Comprehension and writing instruction use the explicit instructional model (explanation, modeling, guided practice, and independent practice)</li> </ul> <p>7-12</p> <ul style="list-style-type: none"> <li>● Curriculum maps for comprehension and writing instruction that are aligned to the Arkansas standards for English Language Arts</li> <li>● Comprehension and writing instruction use the explicit instructional model (explanation, modeling, guided practice, and independent practice)</li> </ul>
<p>Dyslexia programs that are aligned to the science of reading</p>	<p>Dyslexia Programs:</p> <p>Tier II:</p> <ul style="list-style-type: none"> <li>● Sounds Sensible</li> <li>● S.P.I.R.E.</li> </ul> <p>Tier 3:</p> <ul style="list-style-type: none"> <li>● S.P.I.R.E.</li> <li>● Take Flight</li> </ul>
<p>Professional learning that is aligned to the science of reading</p>	<p>Science of Reading Professional Learning Pathways:</p> <ul style="list-style-type: none"> <li>● K-2 Teachers: Pathway A</li> <li>● 3-8 Literacy Teachers: Pathway C</li> <li>● 3-8 Core Content Teachers: Pathway D</li> <li>● 9-12 Grade Teachers, K-12 Elective Teachers, Counselors, Central Office Administration, High School Assistant Principal: Awareness Pathway</li> </ul>

	<ul style="list-style-type: none"> <li>● Dyslexia Therapist: Pathway F</li> <li>● Principals, Assistant Principals, and LEA Supervisor: Phase 1 of Pathway A or C + Science of Reading Assessor Training</li> </ul> <p>See Appendix for Science of Reading Professional Learning Plan for Licensed Employees</p>
Reporting of Reading Levels (Act 940)	The Smackover-Norphlet School District will report each kindergarten – 8 <sup>th</sup> grade student’s independent reading level to the parent or legal guardian during the parent teacher conferences held in the fall and the spring. For those not attending the parent teacher conferences, the report will be sent home.

Name of School(s)	Support Requested	District Support Provide a brief description of resources and support to school(s) to meet evidence based practice	Strategy Code 1 - Safe/collaborative 2 - Effective instruction 3 - Viable curriculum
<b>Smackover Elementary School</b>  <a href="#">School Level Plan</a>	<ul style="list-style-type: none"> <li>● Review K-2 Saxon Phonics curriculum and ensure alignment to the Science of Reading</li> </ul>	<ul style="list-style-type: none"> <li>● K-2 teachers will be provided 3 days during the summer of 2021 to review Saxon Phonics curriculum and address areas of deficiency.</li> </ul>	3
	<ul style="list-style-type: none"> <li>● Explore options to increase literacy student achievement for 3rd/4th grade students</li> </ul>	<ul style="list-style-type: none"> <li>● 3rd grade teachers will be provided training to pilot and implement 95% Group Phonics.</li> <li>● 3rd grade teachers will pilot Amplify Core Knowledge ELA in literacy classes. Pending results of pilot program, 4th grade teachers will review Amplify Core Knowledge ELA for the following year.</li> </ul>	3
	<ul style="list-style-type: none"> <li>● Tier II Interventions were not fully aligned to the Science of Reading; requested a new Tier II intervention that was fully aligned</li> </ul>	<ul style="list-style-type: none"> <li>● Purchased Sounds Sensible/S.P.I.R.E. and will provide training to all interventionists who are utilizing the program.</li> </ul>	3
<b>Norphlet Middle School</b>  <a href="#">School Level Plan</a>	<ul style="list-style-type: none"> <li>● Requested support to make Science of Reading awareness videos relevant to licensed personnel who were not ELA teachers</li> </ul>	<ul style="list-style-type: none"> <li>● District will provide facilitated Science of Reading Awareness training for licensed personnel on Pathway D or the Awareness Pathway. Training will embed instructional strategies into the workshop.</li> </ul>	2

	<ul style="list-style-type: none"> <li>Explore options to increase literacy student achievement for 5th grade students</li> </ul>	<ul style="list-style-type: none"> <li>5th grade reading teacher will pilot Amplify Core Knowledge ELA in literacy classes.</li> </ul>	3
	<ul style="list-style-type: none"> <li>Requested more instructional support to help teachers implement Science of Reading effectively into literacy and content area classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Part-time instructional facilitator position was changed to full-time instructional facilitator position.</li> </ul>	1
	<ul style="list-style-type: none"> <li>Tier II Interventions were not fully aligned to the Science of Reading; requested a new Tier II intervention that was fully aligned</li> </ul>	<ul style="list-style-type: none"> <li>Purchased Sounds Sensible/S.P.I.R.E. and will provide training to all interventionists who are utilizing the program.</li> </ul>	3
<b>Smackover High School</b>  <a href="#">School Level Plan</a>	<ul style="list-style-type: none"> <li>Requested support to make Science of Reading awareness videos relevant to licensed personnel who were not ELA teachers</li> </ul>	<ul style="list-style-type: none"> <li>District will provide facilitated Science of Reading Awareness training for licensed personnel on Pathway D or the Awareness Pathway. Training will embed instructional strategies into the workshop.</li> </ul>	2
	<ul style="list-style-type: none"> <li>Requested more instructional support to help teachers implement Science of Reading effectively into literacy and content area classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Part-time instructional facilitator position was changed to full-time instructional facilitator position.</li> </ul>	3

Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s). [DO]

The Executive Director of Academic Excellence and School Improvement of the Smackover-Norphlet School District and other district administrators will meet regularly with identified campus leadership team members (including instructional facilitators, principals, and/or assistant principals) to support the school improvement process. This process is described in the District Support Plan.

In addition, district administrators will do the following:

- District administrators will conduct classroom walkthroughs on campus each month.
- Each campus will be assigned a district administrator to support the campus leadership team. This district administrator will participate in the monthly campus leadership team meetings for the building in which the administrator was assigned.

Explain how the district will evaluate the school-level improvement plan for progress. This explanation should include clearly defined expectations. [check]

The Executive Director of Academic Excellence and School Improvement will use data collected from interim assessments, summative assessments, and common formative assessments to determine if the goals, actions, and tasks identified in each school improvement plan are supporting student achievement and growth. This process is clearly described in the district support plan.

If a campus is not meeting established goals or if new goals need to be added, the Executive Director of Academic Excellence and School Improvement will meet with the appropriate campus leadership team to facilitate the process of conducting a needs assessment, determining a plan of action, implementation, and evaluation (plan, do, check).

**APPENDIX: Science of Reading Professional Learning Plan for Licensed Employees**

Licensed Employee Name	RISE Code (If Completed)	Science of Reading Status
Jordan Ammons	1	Awareness
Kelly Arrington		Pathway A <ul style="list-style-type: none"> <li>● Phase I - Complete</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Hannah Bailey		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-11</li> <li>● Needs to complete modules 12-14</li> </ul>
Sonia Barker		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-8</li> <li>● Needs to complete modules 9-14</li> </ul>
Jonna Bates		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-8</li> <li>● Needs to complete modules 9-14</li> </ul>
Larry Beasley		Pathway C <ul style="list-style-type: none"> <li>● Phase 1 - Completed Days 1-3/ Needs to complete Days 4-6</li> <li>● Needs to complete Science of Reading Assessor Training</li> </ul>
Tim Bishop		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-11</li> <li>● Needs to complete modules 12-14</li> </ul>
Jason Black		Awareness <ul style="list-style-type: none"> <li>● Needs to complete modules 1-14</li> </ul>
Shannon Black		Pathway C <ul style="list-style-type: none"> <li>● Phase 1 - Complete</li> <li>● Needs to complete Science of Reading Assessor Training</li> </ul>

Robin Boerwinkle		<p>Awareness</p> <ul style="list-style-type: none"> <li>Completed modules 1-11</li> <li>Needs to complete modules 12-14</li> </ul>
Kerri Briggs		<p>Pathway C</p> <ul style="list-style-type: none"> <li>Phase 1 - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Harlee Madison Brown		<p>Pathway D</p> <ul style="list-style-type: none"> <li>Completed modules 1-11</li> <li>Needs to complete modules 12-14</li> <li>Needs 3 additional days at co-op</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Jayme Bruton		<p>Awareness</p> <ul style="list-style-type: none"> <li>Completed modules 1-8</li> <li>Needs to complete modules 9-14</li> </ul>
Keitha Clark		<p>Pathway C</p> <ul style="list-style-type: none"> <li>Phase 1 - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Cynthia Coleman		<p>Pathway A</p> <ul style="list-style-type: none"> <li>Phase I - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Tonya Corley		<p>Awareness</p> <ul style="list-style-type: none"> <li>Completed modules 1-8</li> <li>Needs to complete modules 9-14</li> </ul>
Cody Cranford	1	<p>Awareness</p>
Judy Doherty		<p>Pathway A</p> <ul style="list-style-type: none"> <li>Phase I - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Charles Downey		<p>Awareness</p> <ul style="list-style-type: none"> <li>Completed modules 1-8</li> <li>Needs to complete modules 9-14</li> </ul>
Jane Doyle		<p>Pathway A</p> <ul style="list-style-type: none"> <li>Phase I - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>

Raelin Duck		<p>Awareness</p> <ul style="list-style-type: none"> <li>Completed modules 1-11</li> <li>Needs to complete modules 12-14</li> </ul>
Grace Evans		<p>Pathway C</p> <ul style="list-style-type: none"> <li>Phase 1 - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Kimberly Fogle		<p>Pathway A</p> <ul style="list-style-type: none"> <li>Phase I - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Samantha Ford		<p>Pathway D</p> <ul style="list-style-type: none"> <li>Completed modules 1-8</li> <li>Needs to complete modules 9-14</li> <li>Needs 3 additional days at co-op</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Makara Frazier	1	<p>Awareness</p>
Sophia Goode		<p>Pathway C</p> <ul style="list-style-type: none"> <li>Phase 1 - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Stacey Haltom		<p>Pathway A</p> <ul style="list-style-type: none"> <li>Phase I - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Shelley Hargett		<p>Pathway C</p> <ul style="list-style-type: none"> <li>Phase 1 - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Ceara Henderson		<p>Pathway D</p> <ul style="list-style-type: none"> <li>Completed modules 1-11</li> <li>Needs to complete modules 12-14</li> <li>Needs 3 additional days at co-op</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Amber Holloway		<p>Pathway A</p> <ul style="list-style-type: none"> <li>Phase I - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
KyMBERly Hunter		<p>Pathway A</p> <ul style="list-style-type: none"> <li>Phase I - Complete</li> </ul>

		<ul style="list-style-type: none"> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Marla Jameson		Pathway A <ul style="list-style-type: none"> <li>● Phase I - Complete</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Stacy Jerry		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-11</li> <li>● Needs to complete modules 12-14</li> </ul>
Lisa Jordan	1	Awareness
Bobbye Kellam		Pathway A <ul style="list-style-type: none"> <li>● Phase I - Complete</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Spencer Knox		Pathway C <ul style="list-style-type: none"> <li>● Phase I - Complete</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Charlsie Langley		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-11</li> <li>● Needs to complete modules 12-14</li> </ul>
Jerry Langston		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-11</li> <li>● Needs to complete modules 12-14</li> </ul> Science of Reading Assessor Training???
Janie Looney		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-8</li> <li>● Needs to complete modules 9-14</li> </ul>
Terri Lucy		Pathway C <ul style="list-style-type: none"> <li>● Phase 1 - Complete</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Morgan Major		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-8</li> <li>● Needs to complete modules 9-14</li> </ul>
Gretchen McCurry		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-8</li> </ul>



		<ul style="list-style-type: none"> <li>Needs to complete modules 9-14</li> </ul>
Stefanie McMurry	1	Awareness
Amber Miller		Awareness <ul style="list-style-type: none"> <li>Completed modules 1-8</li> <li>Needs to complete modules 9-14</li> </ul>
Amber Moore		Awareness <ul style="list-style-type: none"> <li>Completed modules 1-8</li> <li>Needs to complete modules 9-14</li> </ul>
Melody Morgan		Awareness <ul style="list-style-type: none"> <li>Completed modules 1-11</li> <li>Needs to complete modules 12-14</li> </ul>
Jennifer Muckelrath	1	Awareness
Bernadette O'Guinn	1	Pathway A - Phase I Science of Reading Assessor Training
David Osborn	1	Awareness
Judy Peachey		Awareness <ul style="list-style-type: none"> <li>Completed modules 1-8</li> <li>Needs to complete modules 12-14</li> </ul>
Carolyn Perkins		Pathway A <ul style="list-style-type: none"> <li>Phase I - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Janet Phillips		Awareness <ul style="list-style-type: none"> <li>Completed modules 1-8</li> <li>Needs to complete modules 9-14</li> </ul>
Tami Philyaw		Awareness <ul style="list-style-type: none"> <li>Completed modules 1-8</li> <li>Needs to complete modules 9-14</li> </ul>
Teri Philyaw	1	Awareness
Mike Poff	1	Awareness

Meghan Preston		Pathway A <ul style="list-style-type: none"> <li>● Phase I - Complete</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Sarah Pyle		Pathway D <ul style="list-style-type: none"> <li>● Completed modules 1-8</li> <li>● Needs to complete modules 9-14</li> <li>● Needs 3 additional days at co-op</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Dana Pyron		Pathway D <ul style="list-style-type: none"> <li>● Completed modules 1-11</li> <li>● Needs to complete modules 12-14</li> <li>● Needs 3 additional days at co-op</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Kristi Rainwater		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-11</li> <li>● Needs to complete modules 12-14</li> </ul>
Lauralyn Ramsey		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-11</li> <li>● Needs to complete modules 12-14</li> </ul>
Jennifer Reed		Pathway A <ul style="list-style-type: none"> <li>● Phase I - Complete</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
James Roberts		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-11</li> <li>● Needs to complete modules 12-14</li> </ul>
Heather Russell		Pathway D <ul style="list-style-type: none"> <li>● Completed modules 1-11</li> <li>● Needs to complete modules 12-14</li> <li>● Needs 3 additional days at co-op</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Harley Mariah Saulsbury	1	Awareness
Andrew Schroeder		Awareness <ul style="list-style-type: none"> <li>● Completed modules 1-8</li> <li>● Needs to complete modules 9-14</li> </ul>

Mary Ann Scoggins	1	Awareness
Sausha Smith		Pathway A <ul style="list-style-type: none"> <li>● Phase I - Complete</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Caleb Spradlin	1	Awareness
Sarah Spradlin		Pathway D <ul style="list-style-type: none"> <li>● Completed modules 1-12</li> <li>● Needs to complete modules 13-14</li> <li>● Needs 3 additional days at co-op</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Kim Stanton		Pathway C <ul style="list-style-type: none"> <li>● Phase 1 - Complete</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Dennis Steele	1	Awareness
Holly Strickland	1	Pathway A - Phase I Science of Reading Assessor Training
Tina Stringer		Pathway C <ul style="list-style-type: none"> <li>● Phase 1 - Complete</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Jennifer Teran Herrera		Awareness <ul style="list-style-type: none"> <li>● Completed modules</li> <li>● Needs to complete modules</li> </ul>
Amanda Thornton-Moore	1	Awareness
Heidi Tolin		Pathway A <ul style="list-style-type: none"> <li>● Phase I - Complete</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Holly Walker		Pathway D <ul style="list-style-type: none"> <li>● Phase I - Modules 1-8 need to complete online</li> <li>● Phase I - Modules 9-14 need to complete face to face during the summer of 2021</li> <li>● Needs 3 additional days at co-op</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>

Tracy Walker		Awareness <ul style="list-style-type: none"> <li>Completed modules 1-8</li> <li>Needs to complete modules 9-14</li> </ul>
Carly Weaver		Pathway C <ul style="list-style-type: none"> <li>Phase 1 - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Charlie Weaver		Awareness <ul style="list-style-type: none"> <li>Completed modules 1-11</li> <li>Needs to complete modules 12-14</li> </ul>
Joshua Wesson	1	Awareness
Katy Wesson		Awareness <ul style="list-style-type: none"> <li>Completed modules 1-11</li> <li>Needs to complete modules 12-14</li> </ul>
Tammy Wills	1	Pathway A - Phase I
Brittany Wilson		Pathway A <ul style="list-style-type: none"> <li>Phase I - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Marilyn Winright		Pathway A <ul style="list-style-type: none"> <li>Phase I - Complete</li> <li>Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Kristi Wisinger		Awareness <ul style="list-style-type: none"> <li>Completed modules 1-11</li> <li>Needs to complete modules 12-14</li> </ul>
Heather Wolfe	Complete - Don't know code	Pathway F <ul style="list-style-type: none"> <li>Phase 1 - Complete</li> <li>Phase 2 - Current</li> </ul>
Sherri Wood		Awareness <ul style="list-style-type: none"> <li>Completed modules 1-11</li> <li>Needs to complete modules 12-14</li> </ul>
Hallie Woods		Pathway C <ul style="list-style-type: none"> <li>Phase 1 - Complete</li> <li>Needs to complete Science of Reading Assessor Training</li> </ul>

Jacob Yates		Pathway D <ul style="list-style-type: none"> <li>● Completed modules 1-8</li> <li>● Needs to complete modules 9-14</li> <li>● Needs 3 additional days at co-op</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
Jeffrey Zachry		Pathway D <ul style="list-style-type: none"> <li>● Completed modules 1-8</li> <li>● Needs to complete modules 9-14</li> <li>● Needs 3 additional days at co-op</li> <li>● Phase II - Needs to be deemed proficient by a certified assessor</li> </ul>
<b>2021-2022 New Hires</b>		
SES Principal		
NMS SPED Teacher		
SHS Math Teacher		
NMS Math Teacher		
SHS English Teacher		
Assistant Coach		
SHS Instructional Facilitator		
SES Kindergarten Teacher		

RISE Codes:

1. Awareness
2. Proficiency: Foundation of Reading Test
3. Proficiency: Deemed Proficient by a Certified Assessor
4. Proficiency: AR Graduate After 2021
5. One Year to Obtain Proficiency



**Prescribed Pathways for Awareness Credential:**

All other teachers (e.g., 7-12 Content Specific, Coaches, Library Media Specialists, Career and Technical Education, Counselors, Administrators) shall demonstrate an awareness in knowledge and practices in scientific reading instruction by completing one of the Prescribed Pathways for Awareness.

**Online:**

ArkansasIDEAS

Science of Reading Learning Path

A total of 14 sessions of instructional content (beginning summer 2018).

If you need assistance with your ArkansasIDEAS account, please contact:

ArkansasIDEAS Help Desk

Mon-Fri | 7:00 AM - 5:30 PM

Phone: (800) 488-6689

Email: [ideas@aetn.org](mailto:ideas@aetn.org)

[ideas.aetn.org](http://ideas.aetn.org)

**Option 1:**

Phase I of any of the approved Prescribed Pathways for Proficiency Credentials

Check with session providers for registration and attendance details.

**Option 2:**

Completion of [ADE approved coursework/modules](#) aligned to the [Foundations of Reading Competencies-Awareness Level](#) and offered through an Arkansas Educator Preparation Program.

**Option 3:**

[Critical Reading: Science of Reading Awareness](#) (4 days) provided by the Northwest Arkansas Education Cooperative.

**Option 4:**

[BRAINSread - Awareness Training](#) (3 days)

**Option 5:**

[Institute for Multi-Sensory Education \(IMSE\)](#) - version 2017 or later

**Comprehensive Orton-Gillingham Training (30 hours)**

\*OR\*

**Intermediate Orton-Gillingham Training (30 hours)**