

2021-2022 SNSD District Support Plan

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 professional learning community process.

This group will focus their attention on the four guiding questions of a professional learning community with the intention that the campus leadership team members will return to their campuses with a laser focus on the four questions as well:

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 some students do not learn?
4. How will we extend the learning for students who are already proficient?

The Executive Director of Academic Excellence and School Improvement and other district administrators will work with leaders of the campus leadership teams to create a guaranteed, viable curriculum. This work will take several years to fully accomplish:

1. Teachers will read through the Arkansas standards for the content area in which they are teaching..
2. Teachers will identify essential standards.
3. Teachers will unpack the essential standards underlining concepts and main ideas within the standards and circling the skills or actions that have to be mastered.
4. For each essential standard, teachers will create individual learning targets at the appropriate depth of knowledge.
5. Teachers will create common formative assessments for essential standards.
6. Teachers will administer the common formative assessments periodically throughout the school year.
7. Following the administration of common formative assessments, teachers will collaboratively score the assessments.
8. The teachers will use the results of the common formative assessments to plan for future instruction and
 - a. Provide immediate feedback to all students.
 - b. Provide immediate remediation for students who have not met learning benchmarks.
 - c. Provide support and extension activities for students who are already proficient.

In addition, the Executive Director of Academic Excellence and School Improvement and other district administrators will support campus leaders in the school improvement process by utilizing data from required standardized achievement tests and ensure that schools are regularly revising their school improvement plans within Indistar to meet the needs of each campus for growth.

The following pages will serve as a draft for the agendas for these meetings.

Month	Summer, 2021
Guiding Question	How can the staff at each campus collaborate together to review student achievement data, identify strengths and weaknesses, and create a plan to support student achievement for the 2021-2022 school year?
Assignment	<p>All Principals:</p> <p>Student Achievement Data</p> <p>During your campus professional development days, set aside time to review the student achievement data from the summative ACT Aspire and Renaissance as a group.</p> <p>For each of the following groups or subgroups, what was the raw number and what was the percentage of students who were identified as exceeding, ready, close, or in need of support:</p> <ul style="list-style-type: none"> ● All students ● Special education students ● ELL students ● Economically disadvantaged students ● GT students <p>Update School Improvement Plan</p> <p>Based on your student achievement data, review your school improvement plan (Indistar).</p> <ol style="list-style-type: none"> 1. Are there any tasks which need to be added to or deleted from your current Indistar indicator(s) based on the student achievement data? 2. Do you need to add another Indistar indicator to your plan to address concerns observed in student achievement data? If so, what indicator? 3. Review the current Indistar indicator(s) and tasks with your staff so that all staff clearly know your school improvement plan for the 2021-2022 school year and so that all staff know who is responsible for each of the tasks. 4. Revise Indistar plan based on input from staff.

Month	September, 2021
Report	<p>All Principals:</p> <p>Each principal will present strengths and weaknesses to the administrative leadership team based on student achievement data.</p> <p>Each principal will report on any revisions made to the tasks for the Indistar indicator(s) for the 2021-2022 school year based on the student achievement data collaboration with their faculty.</p>
Guiding Question	How can we monitor student learning throughout the year to determine if students are on track to meet benchmark goals on standardized achievement testing in the spring?
Assignment	<p>Elementary Principal:</p> <ol style="list-style-type: none"> 1. Administer first Renaissance testing benchmark with K-2 students. 2. With your campus leadership team, review Renaissance Data for K-2 from 1st testing window. Identify strengths and weakness observed at this time. 3. How is your current school improvement plan working to support weaknesses? Do additional tasks need to be added to your Indistar indicator(s) to address these weaknesses? 4. Elementary principal will present the raw number and percentage of K-2 students who are meeting district established benchmarks during the October district support meeting.

Discuss reporting of reading levels for K-8 students.

Month	October, 2021
Report	<p>Elementary Principal</p> <p>Elementary principal will present the raw number and percentage of K-2 students who are meeting district established benchmarks for the first Renaissance assessment and next steps for their campus.</p>
Guiding Question	How can we support struggling K-2 readers so that all students will be reading on grade level by the end of second grade?
Assignment	<p>All Principals</p> <ol style="list-style-type: none"> 1. Administer 1st ACT Aspire Interim Assessments during October. 2. With your campus leadership team, review ACT Aspire Interim Assessment data. Identify strengths and weaknesses observed at this time. 3. How is your current school improvement plan working to support weaknesses? Do additional tasks need to be added to your Inidstar indicator(s) to address these weaknesses? 4. Be prepared to present the raw number and percentage of students meeting the 1st benchmark and next steps for your campus at the November district support meeting. <p>District Baseline Cut Scores for ACT Aspire Interim Assessments</p> <ul style="list-style-type: none"> ● 1st – 25% meeting benchmark ● 2nd – 50% meeting benchmark ● 3rd – 75% meeting benchmark

Month	November/December, 2021
Report	<p>All Principals:</p> <p>Each building principal will report on the raw number and percentage of students meeting the 1st benchmark and next steps for their campus.</p>
Guiding Question	What district level support do you need to support the tasks for your Indistar indicator(s)?
Assignment	<p>All Principals:</p> <p>Prepare a two-minute presentation about the implementation of the school's improvement plan and interim assessment data which will be presented at the December school board meeting.</p> <p>Elementary Principal:</p> <p>With your leadership team, identify the raw number of K-2 students who are currently receiving reading interventions.</p> <ul style="list-style-type: none"> ● Are there any students who need intervention, but are not being served? ● Be prepared to report on the number of K-2 students who are currently receiving reading interventions and the number of students who need interventions, but are not being served during the January administrative leadership team. <p>Elementary Principal:</p> <ol style="list-style-type: none"> 1. Administer second Renaissance testing benchmark with K-2 students in January. 2. With your campus leadership team, review Renaissance Data for K-2 from the 2nd testing window. Identify strengths and weaknesses observed at this time. 3. How is your current school improvement plan working to support weaknesses? Do additional tasks need to be added to your Indistar indicator(s) to address these weaknesses? 4. Elementary principals present the raw number and percentage of K-2 students who are meeting district established benchmarks during the February district support meeting. <p>All Principals:</p> <ol style="list-style-type: none"> 1. Administer 2nd ACT Aspire Interim Assessment in January. 2. With your campus leadership team, review ACT Aspire Interim Assessment data. Identify strengths and weaknesses observed at this time. 3. How is your current school improvement plan working to support weaknesses? Do additional tasks need to be added to your

Indistar indicator(s) to address these weaknesses?

4. What district level support do you need to support the tasks for your Indistar indicator(s)
5. Be prepared to present the raw number and percentage of students meeting the 2nd benchmark and next steps for your campus at the February district support meeting.

Month	January, 2022
Report	<p>Elementary Principal: Report on the number of K-2 students who are currently receiving reading interventions and the number of students who need interventions, but are not being served. How are you addressing the needs of these students?</p>
Guiding Question	How can we provide immediate remediation to support students?
Assignment	<p>All Principals: With the leadership team on your campus, discuss options for immediate remediation on your campus.</p> <p>Remember that the new accountability model is a growth model. We need to be looking at individual student growth. We do not need to focus on growth just for “bubble” students anymore; we need to focus on growth for ALL students.</p> <p>Be prepared to:</p> <ul style="list-style-type: none"> ● Present your short term plan for immediate remediation on your campus at the February district support meeting <p>All Principals:</p> <ul style="list-style-type: none"> ● Prepare a two-minute presentation about the implementation of the school's improvement plan and interim assessment data which will be presented at the February school board meeting.

Month	February, 2022
Report	<p>All Principals: Report on short term plan for immediate remediation on your campus.</p> <p>Elementary Principal Present the raw number and percentage of K-2 students who are meeting district established benchmarks for the second Renaissance assessment and next steps for their campus.</p> <p>All Principals: Each building principal will report on the raw number and percentage of students meeting the 2nd benchmark on the ACT Aspire Interim Assessment and next steps for their campus.</p>
Guiding Question	<p>If you were to target one specific area which you believe would have the greatest impact on student achievement on your campus in 2022-2023, what would it be?</p> <p>Said another way, “What is the ONE next most important thing your students need to know in order to be successful?”</p>
Assignment	<p>All Principals:</p> <ol style="list-style-type: none"> 1. With your school’s leadership team, determine what will be your one area of focus for student achievement for the 2022-2023 school year. <ul style="list-style-type: none"> ● If you have different needs at different grade levels or subject areas, then you may select more than one focus. ● No more than three focus points for your campus. 2. With your school’s leadership team, select an Indistar indicator(s) that supports your focus. <ul style="list-style-type: none"> ● If you have an idea of what you want your focus to be, but can’t find an indicator, contact the Executive Director for Academic Excellence and School Improvement for support. 3. With your school’s leadership team, assess only (do not create tasks, etc.) the selected Indistar indicator(s). 4. Bring selected indicator(s) and the current assessment of the indicators to the March district supportmeeting.

All Principals:

1. Administer 3rd ACT Aspire Interim Assessment in March.
2. With your campus leadership team, review ACT Aspire Interim Assessment data. Identify strengths and weaknesses observed at this time.
3. How is your current school improvement plan working to support weaknesses? Do additional tasks need to be added to your current Indistar indicator(s) to address these weakness?
4. What district level support do you need to support the current tasks for your Indistar indicator(s)

Be prepared to present the raw number and percentage of students meeting the 3rd benchmark and next steps for your campus at the April district support meeting.

Month	March, 2022
Report	<p>All Principals</p> <p>Each principal will report the decision of their school's leadership team for the focus points and the Indistar indicator(s) for the 2022-2023 school year.</p>
Guiding Question	How can I select tasks that will have an impact on student achievement?
Assignment	<p>All Principals</p> <ol style="list-style-type: none"> 1. With your school's leadership team, read the Wise Ways for the Indistar indicator(s) which have been selected. 2. With your school's leadership team, determine all of the tasks necessary to successfully implement your plan. Be sure to consider the following: <ul style="list-style-type: none"> ● Professional Development needed ● Resources, materials, and supplies needed 3. Enter each of the tasks into Indistar and assign a person who is responsible for doing each thing. Remember that this plan is for the 2022-2023 school year. Do not assign a date earlier than June 1, 2022 for any given task. 4. Bring a copy of your Indistar indicator(s) and the tasks to the April district support meeting. <p>Elementary Principal:</p> <ol style="list-style-type: none"> 1. Administer 3rd K-2 Renaissance benchmark to K-2 students in April. 2. With your campus leadership team, review Renaissance Data for K-2 from 3rd testing window. Identify strengths and weakness observed at this time. 3. How is your current school improvement plan working to support weaknesses? Do additional tasks need to be added to your Indistar indicator(s) to address these weaknesses? 4. Elementary principal will present the raw number and percentage of K-2 students who are meeting district established benchmarks during the summer district support meeting. <p>All Principals:</p> <ul style="list-style-type: none"> ● Administer the summative ACT Aspire to 3rd through 10th grade students.

Month	April, 2022
Report	<p>All Principals:</p> <p>Each building principal will report on the raw number and percentage of students meeting the 2nd benchmark on the ACT Aspire Interim Assessment and next steps for their campus.</p>
Guiding Question	How can we obtain buy-in from our school regarding the focus point selected for the upcoming school year?
Assignment	<p>All Principals:</p> <ol style="list-style-type: none"> 1. With the school's leadership team, determine a plan for presenting the focus, Indistar indicator(s), and tasks to your campus. 2. Present the plan to your campus. 3. Obtain input from your campus. 4. With the school's leadership team, edit, revise, add, and/or delete tasks for the 2022-2023 school year in Indistar. 5. Bring a copy of the updated Indistar indicator(s) and tasks to the May district support meeting. 6. Prepare a two-minute presentation about the school's plan which will be presented at the May school board meeting for board approval.

Month	Summer, 2022
Report	<p>Elementary Principal</p> <p>Present the raw number and percentage of K-2 students who are meeting district established benchmarks for the second Renaissance assessment and next steps for their campus.</p>
Guiding Question	How can we use student achievement data to help plan for instruction and school improvement for the upcoming school year?
Assignment	<p>All Principals:</p> <p>With your campus leadership team, analyze the student achievement data from the summative ACT Aspire exam. As a group, start making plans for your campus professional days.</p> <ol style="list-style-type: none"> 1. Schedule time during the campus professional development days to review the student achievement data as a group. 2. For each of the following groups or subgroups, what was the raw number and what was the percentage of students who were identified as exceeding, ready, close, or in need of support: <ul style="list-style-type: none"> ● All students ● Special education students ● ELL students ● Economically disadvantaged students ● GT students 3. Are there any tasks which need to be added to or deleted from your current Indistar indicator(s) based on the student achievement data? 4. Do you need to add another Indistar indicator to your plan to address concerns observed in student achievement data? If so, what indicator? 5. Review the current Indistar indicator(s) and tasks with your staff so that all staff clearly know your school improvement plan for the 2022-2023 school and so that all staff know who is responsible for each of the tasks. 6. Revise Indistar plan based on input from staff. <p>As a reminder, at least one focus point needs to be regarding curriculum/instruction. Another instruction should focus on family and community engagement.</p>

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"> ● 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 ● Increase the percentage of students on each campus who are identified as reading on grade level on the STAR Reading exam by 10%
(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical	<p>ESA funds that have been allocated to the district are being spent on the following:</p> <ul style="list-style-type: none"> ● School Improvement Director (\$94,472.80) ● Instructional Facilitators (\$64,057.98) ● Dyslexia Therapist (\$59,434.54) ● Literacy materials and supplies at each campus (\$5,055.72) including supplemental curriculum materials,

<p>funds to improve reading achievement throughout the district.</p>	<p>classroom library books, chart tablets, etc.</p> <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"> ● Heggerty Phonemic Awareness ● Saxon Phonics with additional modification based on the science of reading that address deficiencies ● Curriculum maps for comprehension and writing instruction that are aligned to the Arkansas standards for English Language Arts ● Comprehension and writing instruction use the explicit instructional model (explanation, modeling, guided practice, and independent practice) <p>3-6 Curriculum</p> <ul style="list-style-type: none"> ● Amplify Core Knowledge ● 95% Group Phonics ● Curriculum maps for comprehension and writing instruction that are aligned to the Arkansas standards for English Language Arts ● Comprehension and writing instruction use the explicit instructional model (explanation, modeling, guided practice, and independent practice) <p>7-12</p> <ul style="list-style-type: none"> ● Curriculum maps for comprehension and writing instruction that are aligned to the Arkansas standards for English Language Arts ● Comprehension and writing instruction use the explicit instructional model (explanation, modeling, guided practice, and independent practice)
<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"> ● Sounds Sensible ● S.P.I.R.E. <p>Tier 3:</p> <ul style="list-style-type: none"> ● S.P.I.R.E.

	<ul style="list-style-type: none"> • Take Flight
Professional learning that is aligned to the science of reading	<p>Science of Reading Professional Learning Pathways:</p> <ul style="list-style-type: none"> • K-2 Teachers: Pathway A • 3-8 Literacy Teachers: Pathway C • 3-8 Core Content Teachers: Pathway D • 9-12 Grade Teachers, K-12 Elective Teachers, Counselors, Central Office Administration, High School Assistant Principal: Awareness Pathway • Dyslexia Therapist: Pathway F • Principals, Assistant Principals, and LEA Supervisor: Phase 1 of Pathway A or C + Science of Reading Assessor Training <p style="text-align: center;">Science of Reading Professional Learning Plan</p>
Reporting of Reading Levels (Act 940)	The Smackover-Norphlet School District will report each kindergarten – 8 th 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
Smackover Elementary School School Level Plan	<ul style="list-style-type: none"> • Review K-2 Saxon Phonics curriculum and ensure alignment to the Science of Reading 	<ul style="list-style-type: none"> • K-2 teachers will be provided 3 days during the summer of 2021 to review Saxon Phonics curriculum and address areas of deficiency. 	3
	<ul style="list-style-type: none"> • Explore options to increase literacy student achievement for 3rd/4th grade students 	<ul style="list-style-type: none"> • 3rd grade teachers will be provided training to pilot and implement 95% Group Phonics. • 3rd grade teachers will pilot Amplify Core 	3

		Knowledge ELA in literacy classes. Pending results of pilot program, 4th grade teachers will review Amplify Core Knowledge ELA for the following year.	
	<ul style="list-style-type: none"> • Tier II Interventions were not fully aligned to the Science of Reading; requested a new Tier II intervention that was fully aligned 	<ul style="list-style-type: none"> • Purchased Sounds Sensible/S.P.I.R.E. and will provide training to all interventionists who are utilizing the program. 	3
Norphlet Middle School School Level Plan	<ul style="list-style-type: none"> • Requested support to make Science of Reading awareness videos relevant to licensed personnel who were not ELA teachers 	<ul style="list-style-type: none"> • 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. 	2
	<ul style="list-style-type: none"> • Explore options to increase literacy student achievement for 5th grade students 	<ul style="list-style-type: none"> • 5th grade reading teacher will pilot Amplify Core Knowledge ELA in literacy classes. 	3
	<ul style="list-style-type: none"> • Requested more instructional support to help teachers implement Science of Reading effectively into literacy and content area classrooms. 	<ul style="list-style-type: none"> • Part-time instructional facilitator position was changed to full-time instructional facilitator position. 	1
	<ul style="list-style-type: none"> • Tier II Interventions were not fully aligned to the Science of Reading; requested a new Tier II intervention that was fully aligned 	<ul style="list-style-type: none"> • Purchased Sounds Sensible/S.P.I.R.E. and will provide training to all interventionists who are utilizing the program. 	3
Smackover High School School Level Plan	<ul style="list-style-type: none"> • Requested support to make Science of Reading awareness videos relevant to licensed personnel who were not ELA teachers 	<ul style="list-style-type: none"> • 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. 	2

	<ul style="list-style-type: none"> Requested more instructional support to help teachers implement Science of Reading effectively into literacy and content area classrooms. 	<ul style="list-style-type: none"> Part-time instructional facilitator position was changed to full-time instructional facilitator position. 	3
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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"> ● Phase I - Complete ● Phase II - Needs to be deemed proficient by a certified assessor
Hannah Bailey		Awareness <ul style="list-style-type: none"> ● Completed modules 1-11 ● Needs to complete modules 12-14
Sonia Barker		Awareness <ul style="list-style-type: none"> ● Completed modules 1-8 ● Needs to complete modules 9-14
Jonna Bates		Awareness <ul style="list-style-type: none"> ● Completed modules 1-8 ● Needs to complete modules 9-14
Larry Beasley		Pathway C <ul style="list-style-type: none"> ● Phase 1 - Completed Days 1-3/ Needs to complete Days 4-6 ● Needs to complete Science of Reading Assessor Training
Tim Bishop		Awareness <ul style="list-style-type: none"> ● Completed modules 1-11 ● Needs to complete modules 12-14
Jason Black		Awareness <ul style="list-style-type: none"> ● Needs to complete modules 1-14
Shannon Black		Pathway C <ul style="list-style-type: none"> ● Phase 1 - Complete ● Needs to complete Science of Reading Assessor Training
Robin Boerwinkle		Awareness <ul style="list-style-type: none"> ● Completed modules 1-11

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

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

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

Terri Lucy		Pathway C <ul style="list-style-type: none"> ● Phase 1 - Complete ● Phase II - Needs to be deemed proficient by a certified assessor
Morgan Major		Awareness <ul style="list-style-type: none"> ● Completed modules 1-8 ● Needs to complete modules 9-14
Gretchen McCurry		Awareness <ul style="list-style-type: none"> ● Completed modules 1-8 ● Needs to complete modules 9-14
Stefanie McMurry	1	Awareness
Amber Miller		Awareness <ul style="list-style-type: none"> ● Completed modules 1-8 ● Needs to complete modules 9-14
Amber Moore		Awareness <ul style="list-style-type: none"> ● Completed modules 1-8 ● Needs to complete modules 9-14
Melody Morgan		Awareness <ul style="list-style-type: none"> ● Completed modules 1-11 ● Needs to complete modules 12-14
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"> ● Completed modules 1-8 ● Needs to complete modules 12-14
Carolyn Perkins		Pathway A <ul style="list-style-type: none"> ● Phase I - Complete ● Phase II - Needs to be deemed proficient by a certified assessor

Janet Phillips		Awareness <ul style="list-style-type: none"> Completed modules 1-8 Needs to complete modules 9-14
Tami Philyaw		Awareness <ul style="list-style-type: none"> Completed modules 1-8 Needs to complete modules 9-14
Teri Philyaw	1	Awareness
Mike Poff	1	Awareness
Meghan Preston		Pathway A <ul style="list-style-type: none"> Phase I - Complete Phase II - Needs to be deemed proficient by a certified assessor
Sarah Pyle		Pathway D <ul style="list-style-type: none"> Completed modules 1-8 Needs to complete modules 9-14 Needs 3 additional days at co-op Phase II - Needs to be deemed proficient by a certified assessor
Dana Pyron		Pathway D <ul style="list-style-type: none"> Completed modules 1-11 Needs to complete modules 12-14 Needs 3 additional days at co-op Phase II - Needs to be deemed proficient by a certified assessor
Kristi Rainwater		Awareness <ul style="list-style-type: none"> Completed modules 1-11 Needs to complete modules 12-14
Lauralyn Ramsey		Awareness <ul style="list-style-type: none"> Completed modules 1-11 Needs to complete modules 12-14
Jennifer Reed		Pathway A <ul style="list-style-type: none"> Phase I - Complete Phase II - Needs to be deemed proficient by a certified assessor

James Roberts		Awareness <ul style="list-style-type: none"> Completed modules 1-11 Needs to complete modules 12-14
Heather Russell		Pathway D <ul style="list-style-type: none"> Completed modules 1-11 Needs to complete modules 12-14 Needs 3 additional days at co-op Phase II - Needs to be deemed proficient by a certified assessor
Harley Mariah Saulsbury	1	Awareness
Andrew Schroeder		Awareness <ul style="list-style-type: none"> Completed modules 1-8 Needs to complete modules 9-14
Mary Ann Scoggins	1	Awareness
Sausha Smith		Pathway A <ul style="list-style-type: none"> Phase I - Complete Phase II - Needs to be deemed proficient by a certified assessor
Caleb Spradlin	1	Awareness
Sarah Spradlin		Pathway D <ul style="list-style-type: none"> Completed modules 1-12 Needs to complete modules 13-14 Needs 3 additional days at co-op Phase II - Needs to be deemed proficient by a certified assessor
Kim Stanton		Pathway C <ul style="list-style-type: none"> Phase 1 - Complete Phase II - Needs to be deemed proficient by a certified assessor
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"> ● Phase 1 - Complete ● Phase II - Needs to be deemed proficient by a certified assessor
Jennifer Teran Herrera		<p>Awareness</p> <ul style="list-style-type: none"> ● Completed modules ● Needs to complete modules
Amanda Thornton-Moore	1	Awareness
Heidi Tolin		<p>Pathway A</p> <ul style="list-style-type: none"> ● Phase I - Complete ● Phase II - Needs to be deemed proficient by a certified assessor
Holly Walker		<p>Pathway D</p> <ul style="list-style-type: none"> ● Phase I - Modules 1-8 need to complete online ● Phase I - Modules 9-14 need to complete face to face during the summer of 2021 ● Needs 3 additional days at co-op ● Phase II - Needs to be deemed proficient by a certified assessor
Tracy Walker		<p>Awareness</p> <ul style="list-style-type: none"> ● Completed modules 1-8 ● Needs to complete modules 9-14
Carly Weaver		<p>Pathway C</p> <ul style="list-style-type: none"> ● Phase 1 - Complete ● Phase II - Needs to be deemed proficient by a certified assessor
Charlie Weaver		<p>Awareness</p> <ul style="list-style-type: none"> ● Completed modules 1-11 ● Needs to complete modules 12-14
Joshua Wesson	1	Awareness
Katy Wesson		<p>Awareness</p> <ul style="list-style-type: none"> ● Completed modules 1-11 ● Needs to complete modules 12-14
Tammy Wills	1	Pathway A - Phase I

Brittany Wilson		Pathway A <ul style="list-style-type: none"> ● Phase I - Complete ● Phase II - Needs to be deemed proficient by a certified assessor
Marilyn Winright		Pathway A <ul style="list-style-type: none"> ● Phase I - Complete ● Phase II - Needs to be deemed proficient by a certified assessor
Kristi Wisinger		Awareness <ul style="list-style-type: none"> ● Completed modules 1-11 ● Needs to complete modules 12-14
Heather Wolfe	Complete - Don't know code	Pathway F <ul style="list-style-type: none"> ● Phase 1 - Complete ● Phase 2 - Current
Sherri Wood		Awareness <ul style="list-style-type: none"> ● Completed modules 1-11 ● Needs to complete modules 12-14
Hallie Woods		Pathway C <ul style="list-style-type: none"> ● Phase 1 - Complete ● Needs to complete Science of Reading Assessor Training
Jacob Yates		Pathway D <ul style="list-style-type: none"> ● Completed modules 1-8 ● Needs to complete modules 9-14 ● Needs 3 additional days at co-op ● Phase II - Needs to be deemed proficient by a certified assessor
Jeffrey Zachry		Pathway D <ul style="list-style-type: none"> ● Completed modules 1-8 ● Needs to complete modules 9-14 ● Needs 3 additional days at co-op ● Phase II - Needs to be deemed proficient by a certified assessor

2021-2022 New Hires		
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

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)