

Arkadelphia School District
2022-23 District Support Plan

K-2 (Perritt Primary School)

- Revise written curriculum maps - Dawson Co-op Literacy Specialists will continue to work with teams of classroom teachers during the school year and summer to unpack standards, identify essential standards, and develop common formative assessments.
- Continue to use Wilson Foundations in K-2 - a systematic program in critical foundational skills, emphasizing: phonemic awareness, phonics/ word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling.
- Adopt core instruction materials from the Science of Reading approved list. SOAR Grant funds will be applied to this purchase.
- Approximately 3 hours per day are devoted to literacy instruction. The principal and instructional facilitator work with teachers to ensure the time is structured to include phonological awareness, phonics, comprehension, small group reading, and writing. Title I funds are used to pay the salary and benefits for the Instructional Facilitator position.
- Conduct universal screening for reading difficulties (DIBELS). ESA funds are used to purchase subscription to DIBELS.
- Utilize Reading Eggs software to help develop foundational reading skills. Title V and Title I funds have been used to purchase educational software.
- Administer DIBELS and NWEA three times per year to monitor student progress and identify potential concerns and areas for growth.
- WIN (What I Need) time is scheduled every day. Students receive intervention, remediation, or enrichment based on what data and teacher observation indicate they need.
- Before school tutoring program operates four days per week, 7:15 – 7:45, for identified students. ESSER III Learning Loss funds are used to pay certified and non-certified tutors.
- America Reads Tutors from OBU provide additional support to identified students.
- PLC teams meet regularly to monitor curriculum, plan for instruction, and discuss individual student progress and intervention needs.
- Continue RISE professional development. Continue Science of Reading Awareness training for specialists.
- Assess teachers for Science of Reading proficiency.

- Support plan progress will be reviewed at monthly principals meeting.
- The district has hired a certified Dyslexia Interventionist to provide intervention, guidance, and support to K-12 students identified as having characteristics of dyslexia. ESSER III Learning Loss funds are being used to pay the salary and benefits for this new position.

3-5 (Peake Elementary School)

- Revise written curriculum maps - Dawson Co-op Literacy Specialists will continue to work with teams of literacy teachers during the school year to unpack standards, identify essential standards, and develop common formative assessments.
- 3rd Grade will continue to use Wilson Foundations - a systematic program in critical foundational skills, emphasizing: phonemic awareness, phonics/ word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling.
- Screen struggling readers for reading difficulties using DIBELS and PAST (Phonological Awareness Screening Test); additionally, all students are administered the AR-RAN (Arkansas Rapid Naming Screener) at the beginning of each school year to identify students with potential reading difficulties.
- Administer NWEA three times per year to monitor student progress and identify potential concerns and areas for growth. NWEA data is integrated into Study Island, a web-based educational software program, to create individualized student learning paths. Students spend a minimum of 45 minutes per week in the software program. Title V and Title I funds have been used to purchase educational software.
- An enrichment period is scheduled for each day. During this time, GT pull out and interventions are provided. Paraprofessionals provide Barton Reading and Spelling tutoring to identified students and Heggarty Phonological and Phonemic Awareness intervention to struggling readers. Tutors from Ouachita Baptist University, classroom teachers, and specialists (music, art, PE, etc.) also provide intervention during this period. The Instructional Facilitator coordinates enrichment and intervention activities. Title I funds are used to pay the salary and benefits for the Instructional Facilitator and paraprofessional positions.
- A 90-minute literacy block is scheduled in grades 3-6. The building leadership will begin requiring that teachers structure this block of time: word study (20 minutes), comprehension (40 minutes), and writing (30 minutes).
- Use *Writing Matters: Developing Sentence Skills in Students of All Ages* to improve grammar and writing skills.
- After school tutoring for identified students is provided four hours per week. ESSER III Learning Loss funds are used to pay certified and non-certified tutors.

- Peake participates in Arkansas Reads One Book event each spring. A book is purchased for each student using Title I funds.
- Pearson *ReadyGen* was adopted in 2018 for students in K-5. Re-evaluate this instructional material. Adopt new core instruction materials from the list of Science of Reading approved materials and purchase using SOAR Grant funds.
- PLC and RTI teams meet regularly to monitor curriculum, plan for instruction, and discuss individual student progress and intervention needs.
- Continue RISE professional development. Continue Science of Reading Awareness training for specialists.
- Assess teachers for Science of Reading proficiency.
- Support plan progress will be reviewed at monthly principals meeting.
- The district has hired a certified Dyslexia Interventionist to provide intervention, guidance, and support to K-12 students identified as having characteristics of dyslexia. ESSER III Learning Loss funds are being used to pay the salary and benefits for this new position.

6-8 (Goza Middle School)

- Revise written curriculum maps - Dawson Co-op Literacy Specialists will continue to work with teams of ELA teachers during the school year to unpack standards, identify essential standards, and develop common formative assessments.
- Administer NWEA three times per year to monitor student progress and identify potential concerns and areas for growth. NWEA data is integrated into Exact Path, a web-based educational software program, to create individualized student learning paths. Title V and Title I funds have been used to purchase educational software.
- After school tutoring for identified students is provided four hours per week. ESSER III Learning Loss funds are used to pay certified tutors.
- A licensed reading specialist will provide reading intervention to identified students. ESA funds are being used to pay the salary and benefits for this new position (shared between Goza Middle School and AHS).
- PLC teams meet regularly to monitor curriculum, plan for instruction, and discuss individual student progress and intervention needs.
- Continue RISE and Science of Reading Awareness professional development.

- Assess 6th grade teachers and special education teachers for Science of Reading proficiency.
- Support plan progress will be reviewed at monthly principals meeting.
- The district has hired a certified Dyslexia Interventionist to provide intervention, guidance, and support to K-12 students identified as having characteristics of dyslexia. ESSER III Learning Loss funds are being used to pay the salary and benefits for this new position.

9-12 (Arkadelphia High School)

- Revise written curriculum maps - Dawson Co-op Literacy Specialists will continue to work with teams of English teachers during the school year to unpack standards, identify essential standards, and develop common formative assessments.
- Continue implementation of CommonLit, leveled instructional materials and assessments, in English and Social Studies classes to boost reading and writing skills.
- After school tutoring for identified students is provided four hours per week. ESSER III Learning Loss funds are used to pay certified tutors.
- Screen struggling readers for reading difficulties using the Eckwell Shanker, DSA, and Arkansas Rapid Naming Screener.
- The 25 Book Campaign encourages and recognizes students that read 25 books (or the equivalent) during the school year. The library media specialist operates the program and provides a t-shirt to students who complete the program requirements.
- Continue implementation of an intervention/remediation period two days a week. Students meet in their advisory groups and work on skills in Exact Path. Each student has an individualized learning path based on the placement assessment they took earlier in the year. Students earn incentives for demonstrating growth and progress in the program.
- 2022-23 Administer NWEA three times per year in grades 9 and 10 to monitor student progress and identify potential concerns and areas for growth. NWEA data is integrated into Exact Path, a web-based educational software program, to create individualized student learning paths. ESA funds are being used to purchase NWEA subscription for AHS. Title V and Title I funds have been used to purchase educational software.
- Assign identified students to Critical Reading I. A licensed reading specialist has been hired for this position. ESA funds are being used to pay the salary and benefits for this new position (shared between Goza Middle School and AHS).

- The district has hired a certified Dyslexia Interventionist to provide intervention, guidance, and support to K-12 students identified as having characteristics of dyslexia. ESSER III Learning Loss funds are being used to pay the salary and benefits for this new position.
- PLC teams meet regularly to monitor curriculum, plan for instruction, and discuss individual student progress and intervention needs.
- Continue RISE and Science of Reading Awareness professional development.
- Assess special education teachers for Science of Reading proficiency.
- Support plan progress will be reviewed at monthly principals meeting.