

## PCSSD Literacy Support Plan 2023-2024

### Needs Assessment: [Fall District Level Literacy Data](#)

- According to NWEA MAP Fall 2023 projected proficiencies for ACT Aspire, 49.52% of scholars in grades 3-10 are projected to meet grade level expectations in reading.
- According to NWEA MAP Fall 2023 projected proficiencies for ACT Aspire, 4% of scholars in grades 3-10 are projected to score close and 46% are projected to score in need of support.

### Goals:

1. If we implement a viable Tier 1 literacy curriculum, which includes whole group and small group instruction with remediation and enrichment, aligned to the Science of Reading, then we will improve grade level reading achievement.
2. If we provide Tier 2 and Tier 3 interventions for scholars requiring additional support in literacy skills, then the number of scholars in need of intensive reading support will decrease.
3. If we implement with fidelity a dyslexia program centered on providing explicit, direct, systematic, sequential, cumulative, multisensory, and research-based phonics interventions in a small group setting, tailored to individual scholar needs, then we will address the unique reading challenges faced by our scholars with characteristics of dyslexia and improve their reading performance.

**Goal 1: If we implement a viable Tier 1 literacy curriculum, which includes whole group and small group instruction with remediation and enrichment, aligned to the Science of Reading, then we will improve grade level reading achievement.**

Step 2: Do				Step 3: Check
Action	Responsibility	Timeline	Monitoring/Evidence	Evaluation
<b>Pre-K:</b> Support implementation of Pre-K RISE initiative to expand our focus on early childhood education by providing professional development focused on early literacy development as well as high-quality curriculum and materials that are grounded in the science of reading and aligned to the Arkansas Child Development and Early Learning Standards.	1. Schedule and host an informational meeting with ADE/DESE Early Childhood representatives. 2. Submit required information. 3. Disseminate Launchpad logins and accompanying materials. 4. Work with Alicia Atwood and DESE Early Childhood representatives to establish Phase 1 and Phase 2 completion plans.	-Pre-K Director -Pre-K -2 RISE Facilitator	Bi-weekly <ul style="list-style-type: none"> <li>• Pre-K PD schedule</li> <li>• Agendas</li> <li>• Sign-In Sheets</li> <li>• Launchpad Completion Reports</li> <li>• Coaching Notes</li> <li>• Individualized Plans for non-proficient</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Master District Completion Documentation for Pre-K RISE Phase 1 &amp; 2 and inform the percentage of teachers who successfully completed each component of each phase.</li> </ul>
<b>K-12:</b> <b>Science of Reading (SoR)</b> <del>–ACT 83 of 2019–</del> Ensure completion of SoR requirements and/or pathways by all teachers and administrators. Successful completion of Phase I will include: <ul style="list-style-type: none"> <li>• K-2 Certified Staff trained in Phonics First Level 1 and Brainspring Science of Reading Pathway and/or K-2 Science of Reading Pathway (K-2 R.I.S.E. Academy)</li> <li>• 3-5 Certified Staff trained in 3-6 Science of Reading Pathway (3-6 R.I.S.E. Academy)</li> <li>• K-5 Special Education Teachers trained in a Science of Reading Pathway (The pathway will depend upon the grade levels in which they are assigned.)</li> <li>• Certified Specialty Staff, 7-12 Certified Staff, and Certified District officials completed the prescribed Awareness pathway</li> <li>• Pathway O was also offered to K-3 teachers</li> </ul> Successful Completion of Phase II will include: <ul style="list-style-type: none"> <li>• Building administration completed a SoR proficiency pathway and attend SoR assessor training.</li> <li>• SoR observations by certified SoR Assessor</li> </ul>	1. Create a training plan based on needs. 2. Schedule training. 3. Notify and ensure attendance by participants. 4. Update training records and prepare for Eschool and Efinance data pulls (Student Information System -SIS).	-Director of Humanities -RISE Coaches -District R.I.S.E Liaison	Bi-weekly and summer PD days <ul style="list-style-type: none"> <li>• District SoR Training Calendar</li> <li>• Agendas</li> <li>• Sign-in Sheets</li> <li>• Certified Training</li> <li>• Individualized plans for non-proficient</li> <li>• SIS Cycle Data Input Spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Master List containing documentation of completion</li> <li>• Review of SIS Cycle Data will inform of teachers who have and have not met SoR requirements and need assistance with next steps</li> </ul>
<b>K-12:</b> Ensure district-level training, support, and feedback for educators and building administrators as they work toward achieving and maintaining proficiency in all areas of SoR instruction within their buildings.	1. Collaborate with administrators to discuss Phase I and Phase II expectations for teachers and administrators. 2. Provide schedules of opportunities for Assessor Training for administrators. 3. Google Form Surveys to support needs of educators in regards to Phase I and Phase II expectations 4. Provide schedules of opportunities for continued professional development on SoR	-Dr. Sonya Whitfield Deputy Superintendent -Director of Humanities and Learning Services -Literacy Instructional Coaches	Bi-weekly and summer PD days <ul style="list-style-type: none"> <li>• Agendas</li> <li>• District R.I.S.E. Facilitator Notes</li> <li>• Slide Presentations</li> <li>• District email correspondences</li> <li>• Sign-in sheets</li> <li>• CWT and Focus walk forms</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Walkthroughs and Focus Walks will inform strengths, opportunities, and next steps.</li> </ul>

<p><b>K-12:</b> Support implementation of a core literacy program designed to teach grade-level standards for the five components of reading. Provide site-based professional development as prescribed by NWEA MAP and district common formative assessments.</p>	<p>1. Purchased a K-5 and 6-8 reading curriculum programs. 2. In elementary, phonics is taught using Phonics First in K-2 grade, 3-5 grade is using Benchmark word study is used in 4th-5th grade. Hegerty Phonemic Awareness: The Skills That They Need to Help Them to Succeed is used for phonemic awareness in K-2nd grade. Benchmark Education is used in K-5th grade for comprehension, vocabulary, and fluency.  3. 6 Traits Writing and Benchmark Education Writing are used in grades Kindergarten-8th grades for grammar and writing. The subskills (vocabulary, background knowledge, syntax, semantics, and print concepts) for language comprehension are taught through Benchmark Education. The subskills (sight recognition, decoding, phonological awareness) for word recognition are taught through Phonics First and Hegerty.  4. In Secondary (6-8) uses My Perspectives while 9-12 utilizes Holt McDougal Literature (Common Core Edition) for ELA Comprehension and Fluency reading and supplemental materials. 5. Provide All K-12 Certified Teachers (including SPED) Professional Development to assist in implementing all literacy programs with fidelity.</p>	<p>-Dr. Sonya Whitfield Deputy Superintendent -Director of Humanities and Learning Services -Literacy Instructional Coaches</p>	<p>Bi-weekly, Weekly PLCs, and scheduled PD days</p>	<ul style="list-style-type: none"> <li>District PD schedule</li> <li>Agendas</li> <li>Sign-in Sheets</li> <li>Curriculum Maps</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Walkthroughs and Focus Walks will inform strengths, opportunities, and next steps.</li> <li>Common Formative Assessments will inform strengths, opportunities, and next steps.</li> <li>District Formative and Interim Assessments will inform strengths, opportunities, and next steps.</li> </ul>
<p><b>K-2</b> Continue to monitor the use of Hegerty as a phonological awareness resource. <b>K-2:</b> Continue to monitor Phonics First as a component specific core program to address Tier 1 phonics.</p>	<p>1. Determine training needs. 2. Order Phonics First and Hegerty replacement materials as needed by building. 3. Provide on-going support and coaching throughout the year.</p>	<p>-Dr. Sonya Whitfield, Deputy Superintendent -Director of Humanities and Learning Services - District R.I.S.E. Facilitators -R.I.S.E. TOT Instructional Coaches</p>	<p>Bi-weekly</p>	<ul style="list-style-type: none"> <li>Agendas</li> <li>Sign-in Sheets</li> <li>Certified Training</li> <li>Curriculum Maps</li> <li>Google Form Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Classroom walkthroughs and Focus walks will inform of strengths, opportunities, and next steps</li> </ul>
<p><b>K-5:</b> Monitor the use of Lexia Core 5 as a supplemental program in order to provide additional Tier 1 instructional support to strengthen the core literacy program.</p>	<p>1. Schedule training and future success coach meetings for buildings with Jasmine Hicks. 2. Collaborate with a Lexia success coach, Jasmine Hicks, to analyze student progress data and school usage data. 3. Monthly monitoring of District Lexia Data.</p>	<p>-Dr. Sonya Whitfield Deputy Superintendent -Director of Humanities and Learning Services -Literacy Instructional Coaches</p>	<p>Bi-weekly</p>	<ul style="list-style-type: none"> <li>Lexia Usage Reports</li> <li>Lexia Student Progress Data</li> <li>Training Sign In Sheets</li> <li>Notes from Implementation Success Coach sessions</li> </ul>	<ul style="list-style-type: none"> <li>Usage reports will inform of strengths, opportunities, and next steps</li> </ul>
<p><b>K-6:</b> Support the implementation of a viable literacy curriculum that includes whole and small group instruction on critical literacy components.</p>	<p>1. Science of Reading resources are included for components within the curriculum map. 2. District Curriculum Walk-Through Professional Development will be provided for K-12 teachers. 3. Provide SoR stand-alone professional development for K-6 and special education educators who have achieved Phase 1 and/or 2 proficiency. 4. Provide All K-12 Certified Teachers (including SPED) Professional Development to assist in implementing all literacy programs with fidelity.</p>	<p>-Dr. Sonya Whitfield, Deputy Superintendent -Director of Humanities and Learning Services - Literacy Instructional Coaches -District R.I.S.E. Facilitators</p>	<p>Bi-weekly</p>	<ul style="list-style-type: none"> <li>Curriculum Maps</li> <li>Master Schedules</li> <li>Formal/Informal observations</li> <li>Feedback/Coaching Notes</li> <li>Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Walkthroughs and Focus Walks will allow us to generate data that will underscore instructional strengths, opportunities, deficits, and next steps.</li> </ul>

<b>K-11:</b> Ensure the implementation of District Common Formative Assessments (DCFA) for students in grades K-11.	1. Create DCFA schedule and assessments. 2. Analyze DCFA data 3. Provide remediation opportunities 4. Reassess	--Dr. Sonya Whitfield, Deputy Superintendent - Director of Humanities and Learning Services - Literacy Instructional Coaches	Following each scheduled assessment and during bi-weekly meetings	<ul style="list-style-type: none"> <li>DCFA Schedule</li> <li>Benchmark Education Reports</li> <li>DCFA data sheets by school</li> </ul>	Benchmark Education Reports and DCFA data sheets will inform of strengths, opportunities, and next steps
<b>K-12:</b> Support the work of Professional Learning Communities (PLC) teams as they analyze formative and summative data results, and as they plan and provide standards based enrichment and remediation.	1. Attend PLC training at Summit Leadership. 2. Attend weekly PLC meetings. 3. Additional Solution Tree Training for schools targeted by the state department in special education.	-Dr. Sonya Whitfield, Deputy Superintendent - Director of Humanities and Learning Services - Literacy Instructional Coaches - District and Building Administrators -Grade-Level PLC members	Bi-weekly	<ul style="list-style-type: none"> <li>PLC Meeting Schedules, Agendas, and Notes</li> <li>PD Sign in sheets and training documents</li> </ul>	<ul style="list-style-type: none"> <li>PLC Team notes and individual school improvement plans will inform strengths, opportunities, and next steps.</li> </ul>

**Goal 2: If we provide Tier 2 and Tier 3 interventions for scholars requiring additional support in literacy skills, then the number of scholars in need of intensive reading support will decrease.**

Step 2: Do				Step 3: Check	
Action	Responsibility	Timeline	Monitoring/Evidence	Evaluation	
Ensure the implementation of Intensive Reading Intervention plans for students in grades K - 2.	1. Analyze K-2 NWEA Map Growth Fall and Winter data 2. Create Intensive Reading Intervention plans for students who score below the 20th percentile and 2nd-grade students who took the K-2 test on NWEA Map Growth.	-Dr. Sonya Whitfield, Deputy Superintendent, - Director of Humanities and Learning Services - Literacy Instructional Coaches	Bi-weekly	<ul style="list-style-type: none"> <li>2022-23 PCSSD Literacy Assessment Practices</li> <li>Student IRI plans</li> </ul>	K-2 Winter and Spring NWEA Map Growth data will inform of strengths, opportunities, and next steps
Ensure the implementation of Lexia Core5 and PowerUp in all elementary, middle, and DVA. Learning Ally is used in all high schools to support struggling readers	1. Schedule training and future success coach meetings for Instructional Coaches at each participating school 2. Collaborate with our Lexia success coach to analyze student progress data and school usage data	-Dr. Sonya Whitfield, Deputy Superintendent -Literacy Instructional Coaches	Bi-weekly	<ul style="list-style-type: none"> <li>Lexia Usage Reports</li> <li>Learning Ally Usage Reports</li> <li>Lexia Student Progress Data</li> <li>Training Sign In Sheets</li> <li>Notes from Implementation Success Coach sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Data Usage and Progress Reports will inform of strengths, opportunities, and next steps</li> </ul>
Support RTI teams as they engage in cycles of inquiry to analyze results, plan and provide interventions, and check for progress. <a href="#">Rti Intervention Flowchart</a>	1. Train RTI coordinators on analyzing data. 2. Train RTI coordinators on planning interventions. 3. Train RTI coordinators on progress monitoring tools and data documentation.	-Dr. Tamara Gatewood-Williams, RTI/PBIS Coordinator -District RTI Team	Monthly	<ul style="list-style-type: none"> <li>Meeting Minutes and Agendas</li> <li>RTI Meeting Calendar (District and Building)</li> <li>PD Sign in sheets and training documents</li> </ul>	<ul style="list-style-type: none"> <li>RTI Team observations will inform of strengths, opportunities, and next steps for improving remediation program.</li> </ul>

**Goal 3: If we implement with fidelity a dyslexia program centered on providing explicit, direct, systematic, sequential, cumulative, multisensory, and research-based phonics interventions in a small group setting, tailored to individual scholar needs, then we will address the unique reading challenges faced by our scholars with characteristics of dyslexia and improve their reading performance.**

**K-12: Winsor's Sondag System**

Step 2: Do				Step 3: Check	
Action	Responsibility	Timeline	Monitoring/Evidence	Evaluation	
Utilize a reviewed and approved dyslexia intervention program, Winsor's Sondag System, which meets essential criteria expectations.	1. Purchase, receive, and distribute physical and virtual Sondag System materials.	-Director of Educational Accountability and Special Projects -Dyslexia Liaison	Monthly	<ul style="list-style-type: none"> <li>DESE Program Review</li> <li>Purchase Orders</li> <li>Invoices</li> <li>Sondag System Administrative Dashboard for Virtual Program</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of DESE Approved Programs, Monitoring of Completed Financial Transactions, and Liaison Monitoring of Sondag System Administrative Dashboard and Liaison Fidelity Visit Record</li> </ul>
Support dyslexia interventionists with the necessary training, professional development, and practice in order to deliver interventions with fidelity for scholars identified as needing dyslexia interventions.	1. Purchase, receive, and distribute Sondag System Science of Reading Expansion Kits for all interventionists. 2. Provide Initial Sondag System training for new dyslexia interventionists, 3. Provide Sondag System 3 Day Science of Reading training for all dyslexia interventionists. 4. Provide monthly PLC meetings. 5. Utilize full-time literacy coach as dyslexia liaison to model, observe, and give feedback through fidelity visits.	-Director of Educational Accountability and Special Projects -Dyslexia Liaison	July 2021 - June 2022; Monthly PLCs: training in the fall and as needed with new hires	<ul style="list-style-type: none"> <li>Purchase Orders</li> <li>Invoices</li> <li>Training Sign In Sheets, Agendas, and Handouts</li> <li>Monthly PLC Agenda and Notes</li> <li>Fidelity Visit Calendar and Feedback Forms</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of Completed Financial Transactions, Training Documentation, PLC Agenda/Notes Documents, and Fidelity Visit Calendar and Feedback Forms</li> </ul>

Provide literacy coaches, school psychology specialists, and our full time dyslexia screener with the necessary training and professional development to screen and identify scholars who are in need of dyslexia intervention. -Initial Screeners, Dyslexia Level 1 & Level 2 Screeners <a href="#">2022-2023 PCSSD K-5 Literacy Assessment Practices</a>	1. Determine assessments and procedures for initial, level 1 and level 2 screeners. 2. Hire and train District Level 2 Tester. 3. Order, receive, and distribute screening materials. 4. Meet with School Psychology Specialists to review Dyslexia Resource Guide' Level 2 Screening information and plan for collaboration for the identification and inclusion of students evaluated for Special Education.	-Director of Educational Accountability and Special Projects -Dyslexia Liaison -District Level 2 Dyslexia Tester -School Psychology Specialists Literacy Coaches	Training in the fall and as needed with new hires	<ul style="list-style-type: none"> <li>Data District Assessment Practices Document</li> <li>Training Plan for Level 2 Tester</li> <li>Purchase Orders</li> <li>Invoices</li> <li>Agenda for School Psychology Specialists' Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of Completed Financial Transactions, Training Documentation, and Completed Screenings</li> </ul>
Ensure the communication of progress to administrators/ classroom teachers/ special education teachers/ parents/ guardians.	1. Dyslexia interventionists will update Sonday System progress reports at the end of each quarter. 2. Dyslexia Interventionists will make copies and will disseminate Sonday System progress reports to administrators/ classroom teachers/ special education teachers/ parents/ guardians. 3. Dyslexia Liaison will send progress report reminders prior to the end of each quarter. 4. Original cardstock copy will remain in each scholar's school dyslexia folder. 5. After progress has been documented for the 4th quarter, a copy of the progress report will be filed in each scholar's central office dyslexia folder.	-Dyslexia Liaison -Dyslexia Interventionists	Monthly RtI teams, quarterly to school leadership teams, teachers, and parents	<ul style="list-style-type: none"> <li>Sonday System Progress Reports in Folders</li> </ul>	<ul style="list-style-type: none"> <li>Checking of Progress Reports during Fidelity Visits and End of the Year Checkout for Dyslexia Interventionists to determine Communication Compliance</li> </ul>
Support the implementation of Literacy Connections classes at our middle schools and Academic Reading and Academic Reading II courses at our high schools.	1. Receive approval for Academic Reading Courses. 2. Hire additional interventionists to deliver intervention sessions during periods of the secondary scholars' schedules to maximize efficiency and to ensure credits are earned during high school. 3. Provide additional training for Academic Reading Dyslexia Interventionists to assist with extending their scholars' progress. 4. Secure and implement a literacy platform (Learning Ally) to address the needs of students with reading gaps and deficits	-Director of Educational Accountability and Special Projects -Dyslexia Liaison -Director of Counseling Dyslexia Interventionists	Monthly and as needed	<ul style="list-style-type: none"> <li>Academic Reading II Course Approval and Academic Reading III Course Approval Application</li> <li>Dyslexia Interventionists/ Locations List</li> <li>High school Dyslexia Interventionists' Training and PLC Notes</li> <li>Learning Ally Performance Reports</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of Dyslexia Interventionists PLC notes for discussions related to Literacy Connections and Academic Reading will inform of strengths, opportunities, and next steps</li> </ul>
Monitor progress and growth of dyslexia students' reading performance.	1. Utilize a data spreadsheet for dyslexia student data. 2. Determine current reading performance levels. 3. Monitor BOY, MOY, EOY data. 4. Monitor monthly lesson check data. 5. Track progress monitoring data (Sonday System). 6. Dyslexia Interventionists will collaborate to determine additional supports needed to increase student achievement in reading.	-Dyslexia Liaison -Dyslexia Interventionists	Monthly RtI teams, quarterly to school leadership teams	<ul style="list-style-type: none"> <li>Data Spreadsheet</li> <li>Progress Monitoring</li> <li>BOY, MOY, EOY NWEA results</li> <li>Monthly Lesson Check Data</li> <li>Dyslexia Interventionists PLC Agendas/Notes</li> </ul>	<ul style="list-style-type: none"> <li>Review Scholars' Data to uncover strengths, opportunities, and next steps</li> </ul>
<p align="center"><b>Pulaski County Special School District's Commitment to ESA Funding to Support ELA</b></p> <p>Pulaski County Special School District remains committed to utilizing ESA funds to support literacy district wide. ESA funds are prioritized as it pertains to delivery of professional development opportunities for all K-12 ELA teachers; securing resources that enhance the district's literacy program, and funding the most effective and culturally responsive ELA curriculum. PCSSD also utilizes ESA funds to purchase site licenses for students to support our ELA programs. Funding is available to purchase technological resources and supplies aligned to our ELA curriculum.</p>					
<a href="#">PCSSD Reading Plan of Support</a> <a href="#">PCSSD Literacy Support Plan</a>					