



SCHOLARMADE ACHIEVEMENT PLACE OF ARKANSAS DISTRICT READING SUPPORT PLAN REPORT 2022 – 2023

DISTRICT READING SUPPORT PLAN REPORT 2022.2023

School Improvement Plans remain in effect for two years, but the School Leadership Team may amend as often as necessary or appropriate.

SCHOLARMADE ACHIEVEMENT PLACE OF ARKANSAS CONTACT INFORMATION

School:	Ivy Hill Academy of Scholarship	K-3	Larrissa Williams, Director
School:	Nichols Intermediate Academy of Leadership	4-6	Hazel Harris, Principal
School:	Prodigy Preparatory Academy of Service	7-8	Kelvin Johnson, Director
Address:	2410 S. Battery Little Rock, AR 72206	Phone Number:	501-404-0012
		Fax Number:	501-244-9097
		School Website:	www.scholarmade.org
Managing Director of Achievement		Eltrudia Toliver	
Principal		Hazel Harris	
Superintendent:		Dr. Phillis N. Anderson	
Committee Position	Name	Email Address	
Managing Director of Achievement	Eltrudia Toliver	Eltrudia.toliver@scholarmade.org	
Principal/PK-12 Reading Specialist	Hazel Harris	Hazel.harris@scholarmade.org	
Primary Director/ Certified Reading	Larrissa Williams	Larrissa.williams@scholarmade.org	
Teacher Representative	Keneishia Jefferson	Keneishia.jefferson@scholarmade.org	
Instructional Coach	Larrane Williams	Larrane.williams@scholarmade.org	
Parent Representative	Natasha Tucker	scholarmade@scholarmade.org	
Teacher Representative	Lauren Nicholas	Lauren.nicholas@scholarmade.org	



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MISSION STATEMENT

Our mission is to prepare scholars through innovative leadership and effective teaching to be self-confident, intellectually inquisitive, emotionally intelligent, and academically competent beings. Our Scholars will become leaders and problem-solvers who will improve conditions wherever they choose to work and live.

DISTRICT NEEDS ASSESSMENT

ScholarMade Achievement Place of Arkansas opened in August of 2018 to 275 students from Little Rock, Pulaski County and surrounding areas. The needs assessment process included a detail disaggregation of the ELA and Reading results. According to the 2018-2019 ACT Aspire Summative, baseline scores for the first year of operation in the areas of ELA and Reading revealed that while 55% of the students met the Readiness category in ELA and only 5% scoring in the 'in needs support' category; the Reading results revealed that 13% met the readiness mark and 75% of the students are in the needs support category. In 2021, 14% of Ivy Hill students scored at the Ready Level and 24% scored Close; 4% were Exceeding; 62% in need of support. In Nichols Intermediate, 19% of the students met the Readiness Benchmark; 19% scored Close and 62% of the students scored in the Need Support category. In Prodigy Prep, 18% met the Readiness Benchmark; 16% scored Closes; while 66% scored in the Need Support Category;

DISTRICT PROFILE AND PRIORITY FUNDING SOURCES

ScholarMade Achievement Academy of Arkansas is in Little Rock, Arkansas and is comprised of two schools: Ivy Hill Academy of Scholarship which serves grades K-3 and Nichols Intermediate Academy of Leadership which serves grades 4-6 and Prodigy Prep Academy serves grades 7-9 opening with grade 7 in the Fall of 2020. Our projected student population is 370 students with demographics are 1.2% White, 96% African American, 1% Hispanic, 2% Other. 10% of our students are considered academically gifted. Approximately 12% identified are identified as students with disabilities or a handicapping condition. Approximately 94% of our students are considered economically disadvantaged this year and both schools are Community Eligibility Provision.

Title 1, ESA, and Operational Funds will be used to implement the strategies listed below.

The District collects and reviews progress towards goals quarterly.



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SCIENCE OF READING

ScholarMade staff members utilize Pathway D to meet the required training and proficiency levels. New hires will follow Pathway D or the Pathway that they transferred to the school with if they are experienced teachers.

Adequate progress is being made and is tracked and entered into Cycle 2 and Cycle 6. Review [here](#):

CURRICULUM

[BENCHMARK LITERACY](#) [K-2]

[WIT AND WISDOM](#) – 3-8

ANCHOR TEXTS: 9

[Laying the Foundation](#): 5th – 8th Grade Interdisciplinary supplemental resource.

[Sonday System](#) [K-6]

[Heggerty](#): Phonemic Awareness [K-2]

[Lexia](#): Core Ready and Power UP Supplemental

READING SUPPORT PLAN GOAL 2021: FOR A BETTER TOMORROW

Goal 1: 75% of students who have been ScholarMade students for 3 years will read on grade level when entering Grade 3, as indicated by the ACT Aspire.	Goal 2: To reduce the number of students scoring in the In Needs Support category by 10% in each grade level: 3-8
Goal 3: Professional Development: Teachers will become content competent in reading and literacy.	Goal 4: Establish a strong Family and Literacy Partnership

REQUESTED SUPPORT

GOAL 1: 75% of students who have been ScholarMade students for 3 years will read on grade level when entering grade 3 as measured by the act aspire. Attainment of goal: 2022			
Support Requested/Strategies	Point Person	Monitoring/Evaluation	Status



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<ul style="list-style-type: none"> ▪ Full implementation of Benchmark Literacy with an emphasis on foundational skills ▪ Provide Small Group Reading Training. ▪ Organize school-wide resources to support balanced literacy ▪ Purchases additional books as needed to support classroom libraries and read alouds; 	<ul style="list-style-type: none"> ▪ Principal ▪ Asst. Principal ▪ Certified Reading Administrator ▪ Reading Recovery Teacher ▪ Director of Achievement Instructional Leadership Team/Admin ▪ Teachers ▪ Literacy Consultants 	<ul style="list-style-type: none"> ▪ Principals and Instructional staff review lesson plans weekly with teachers for standards alignment and appropriate pacing. ▪ PLCs held weekly to review and build competence in guiding reading strategies. ▪ Reports from online platforms/digital classes are generated weekly to review student progress in mastery. 	
<ul style="list-style-type: none"> ▪ Frequently assess students understanding of standards taught through a variety of online platform including Lexia; Map Skills, Sonday System Mastery Check and Amplify Science. Use data to drive instructions and generate support plans for interventionists 	<ul style="list-style-type: none"> ▪ Teachers ▪ Principal ▪ Director of Achievement ▪ Certified Reading Administrator ▪ 	<ul style="list-style-type: none"> ▪ Data walls reflect tracking of student progress towards proficiency and growth. ▪ Reading trackers are maintained by the Certified Reading Administrator ▪ to monitor the progress made towards proficiency goals. ▪ Corrective Instruction Day set aside to address misunderstandings and gaps in learning. 	
<ul style="list-style-type: none"> ▪ Level Up! Interventions. Students will receive targeted assistance in areas of deficiencies as identified by the several sources of data including NWEA; ACT Aspire Formative Assessments; Moby Max assessments. 	<ul style="list-style-type: none"> ▪ Interventionists and Personalized Learning Teacher ▪ Director of Achievement ▪ ASA Teachers 	<ul style="list-style-type: none"> ▪ Standards not mastered on each formative assessment will be identified and teachers will provide corrective instruction to address misunderstandings and gaps in learning. Students receive 80-120 minutes of intervention weekly during the school day. ▪ After School Academy is held weekly to provide additional corrective instruction in math, reading, and science 	

GOAL (2): To reduce the number of students scoring in the In Needs Support category by 10% in each grade level: Attainment of Goal: 2021



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Support Requested/Strategies	Point Person	Monitoring/Evaluation	Status
<ul style="list-style-type: none"> ▪ Design Master schedule to include increased planning time for full implementation of PLCs. Use literacy software and applications to support literacy growth ▪ Support Teacher use of Scope and Sequence and Pacing Guides with fidelity. ▪ Intensive support for 3rd, 4th, 5th, 6th, 7th, 8th, 9th grade students below grade level/subject in Need Support category 	<ul style="list-style-type: none"> ▪ Supt. ▪ Principals ▪ Managing Director of Achievement Instructional Leadership Team/Admin ▪ Teachers ▪ 	<ul style="list-style-type: none"> ▪ Review quarterly effectiveness of the scheduling of classes and adjust as needed. ▪ Through weekly PLCs, lesson plans, grade books, teacher actions plans will be developed and reviewed for appropriate alignment of instruction. ▪ Students scoring in the lowest percentile will receive push in and pull-out support in Reading, English, math and science. 	
<ul style="list-style-type: none"> ▪ Formative data including running record levels, NWEA MAP in reading and Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Mastery Checks, Sight Words mastery, ACT Aspire Formative assessments will be analyzed ongoing, and the results will be used to drive instruction and provide Tiered interventions. ▪ Teachers will analyze summative data of incoming students in August to identify students at risk. A timeline for monitoring the academic progress for each individual student will be created and analyzed every six weeks. Teams will meet to discuss and determine further instructional decisions if necessary. 	<ul style="list-style-type: none"> ▪ Managing Director of Achievement ▪ Principal ▪ Teachers ▪ Interventionists 	<ul style="list-style-type: none"> ▪ Reading Intervention trackers will be maintained by the interventionist and the Literacy Specialist to track the performance and growth of students on each formative assessment. Data will be analyzed and used to guide instruction and determine small group instruction. ▪ Academic teams will review monitoring trackers every six week to make modifications and adjustments and identify correction instruction standards. 	
Goal 3: Teachers will become content competent in reading and literacy. Attainment of Goal: 2021			
Support Requested/Strategies	Point Person	Monitoring/Evaluations	Status
<ul style="list-style-type: none"> ▪ All content teachers complete the Science of Reading Rise Training. All ELA and SS teachers will receive professional development and coaching from a literacy specialist throughout the year on the components of the Science of Reading and instructional delivery. 	<ul style="list-style-type: none"> ▪ Principal ▪ Managing Director of Achievement 	<ul style="list-style-type: none"> ▪ Certificates of completion will be collected and maintained. 	



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<ul style="list-style-type: none"> ▪ Literacy, Social Studies, Math, and Science teachers will receive Laying the Foundation training to building their capacity to integrate literacy in all content areas and reach higher DOK Levels. ▪ Weekly common planning and PLCs sessions ▪ Participate in Teacher-to-Teacher Shadowing and Peer Development Support 	<ul style="list-style-type: none"> ▪ Principal ▪ School Directors ▪ Instructional Coach 	<ul style="list-style-type: none"> ▪ Lesson Plans will reflect the appropriate DOK Levels and the integration of reading strategies in math, science, and social studies. ▪ Quarterly Professional Development goals will be set and progress towards meeting those goals will be reviewed and evaluated each quarter. Grade levels will have set common planning period that will allow weekly PLCs. 	
Goal 4: Establish a strong Family, Community and Literacy Partnership: Attainment of Goal: 2021			
Support Requested/Strategies	Point Person	Monitoring/Evaluations	Status
<ul style="list-style-type: none"> ▪ Parents will be engaged in their child’s pathway to reading proficiency by reading to their child 30 minutes a night. ▪ Celebrate Literacy Events for families ▪ Communicate through electronic or postal newsletters ▪ Schedule and conduct Parent Advisory meetings for Title I, Special Education and Curriculum ▪ Translate documents for families as needed ▪ Provide online supplemental programs including Heggerty, Lexiaand Moby Max. ▪ Communicate results of diagnostic assessments to families every 5-6 weeks as progress monitoring occurs ▪ Facilitate Family-School meetings to discuss progress monitoring ▪ Partner with community organizations to read to students and provide volunteer support 	<ul style="list-style-type: none"> ▪ Principal ▪ School Directors ▪ Instructional Coaches ▪ Family Coordinator ▪ Special Education staff ▪ Consultants 	<ul style="list-style-type: none"> ▪ Reading Logs will be completed by parents and collected by the teacher monthly. Students will receive incentives in Kickboard. ▪ Sign In sheets for literacy nights and advisory meetings will be maintained. ▪ Principals send a weekly newsletter to parents and parents will receive weekly School Messenger updates. ▪ Students will practice and review skills during small group instruction and in Tools for Learning. ▪ Academic Parent Teacher meetings and parent conferences will be held frequently to share diagnostic assessments with parents. ▪ Documentation of community readers and volunteer support will be maintained. 	
<ul style="list-style-type: none"> ▪ 50% of parents will attend and participate in the district’s virtual literacy nights. 	<ul style="list-style-type: none"> ▪ Principal ▪ Instructional Coach 	<ul style="list-style-type: none"> ▪ Parent attendance will be monitored and tracked through participation list Multiple opportunities will be held to reach the goal. 	



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LITERACY ASSESSMENTS

Month	Kindergarten	First -Third Grade	Fourth-Eight Grade
Sept	Book Handling/Concepts of Print DIBELS Writing Sample MAP Online assessments	DIBELS Sight Words Writing Sample MAP Online assessments [Moby Max] Sonday System Mastery Check [Fluency and Vocabulary]	Sight/Vocabulary Words Writing Sample MAP Online assessments [Moby Max] Sonday System Mastery Check Online assessments [Moby Max] Sonday System Mastery Check [Fluency and Vocabulary]
Oct	Running Record (all students)	Running Record (all students)	Running Record (all students) ACT Aspire Formative Assessment
STATUS			
Dec	MAP Sight Words	MAP Sight Words Sonday System Mastery Check [Fluency and Vocabulary]	Sight/Vocabulary Words Sonday System Mastery Check [Fluency and Vocabulary]
STATUS			
Jan	MAP DIBELS	MAP DIBELS	ACT Aspire Formative Assessment
Feb	Running Record (all students)	Running Record (all students) Sonday System Mastery Check [Fluency and Vocabulary]	Running Record (all students) Sonday System Mastery Check [Fluency and Vocabulary]
STATUS			
April-May	MAP RR (all students) Sight Words Final Writing Sample	MAP RR (all students) Sight Words Final Writing Sample	MAP RR (all students) Sight Words Final Writing Sample ACT Aspire Summative



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LITERACY PROFICIENCY GRADE LEVEL GOALS/BENCHMARKS

Kindergarten	Beginning-of-Year	Mid-Year	End-of-Year
Instructional Reading Level		B/C	D
NWEA RIT Reading	143 and above	151 and above	158 and above
DIBELS Composite	306	371	
DIBELS -NWF-CLS Letter Sounds	9		
DIBELS NWF-WRC Decoding	1		
DIBELS WRF Word Reading	NA	17 and above	28 and above
Dibels ORF-Accu Reading Accuracy			
ORF Reading Fluency			
Sight Words		15	30

1st GRADE	Beginning-of-Year	Mid-Year	End-of-Year
Instructional Reading Level	D	G	I
NWEA RIT Reading	161 and above	171 and above	177 and above
DIBELS Composite	331	386	441
DIBELS -NWF-CLS Letter Sounds	42	54	60
DIBELS NWF-WRC Decoding	8	10	15
DIBELS WRF Word Reading	15	17	25
Dibels ORF-Accu Reading Accuracy	67%	87%	91%
ORF Reading Fluency	21	35	44
Sight Words	NA	23 and above	47 and above

2nd GRADE	Beginning-of-Year	Mid-Year	End-of-Year
Instructional Reading Level	I	K-L	M
NWEA RIT Reading	176 and above	184 and above	190 and above
DIBELS Composite	330	385	440
DIBELS -NWF-CLS Letter Sounds	55	64	76
DIBELS NWF-WRC Decoding	15	23	24



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DIBELS WRF Word Reading	30	37	46
Dibels ORF-Accu Reading Accuracy	92%	97%	98%
ORF Reading Fluency	51	73	94
Sight Words	50	75	100
DIBELS Maze Basic Comprehension	5	10	11

3rd GRADE	Beginning of Year	Mid-Year	End-of-Year
Instructional Reading Level	M	N-O	P
NWEA RIT Reading	190 and above	195 and above	200 and above
NA	NA	NA	NA
NA	NA	NA	NA
Oral Reading Fluency (Words Correct)	70	86	100
Oral Reading Fluency (Accuracy)			

4th Grade	Beginning-of-Year	Mid-Year	End-of-Year
Instructional Reading Level	M	O-P	T
NWEA RIT Reading	198	203	205 and above
Oral Reading Fluency (Words Correct)	110	124	134 and above
Oral Reading Fluency (Accuracy)	98% and above	98% and above	98% and above e

5th GRADE	Beginning of Year	Mid-Year	End-of-Year
Instructional Reading Level	Q	S-V	W
NWEA RIT Reading	205	209	211 and above
Oral Reading Fluency (Words Correct)	114	119	140 and above
Oral Reading Fluency (Accuracy)	98% and above	98% and above	98% and above

6th GRADE	Beginning of Year	Mid-Year	End-of-Year
Instructional Reading Level	T	W-Y	Z
NWEA RIT Reading	211	214	215 and above
Oral Reading Fluency (Words Correct)	123	134	148 and above



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Oral Reading Fluency (Accuracy)	98% and above	98% and above	98% and above
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7th GRADE	Beginning of Year	Mid-Year	End-of-Year
Instructional Reading Level	V	W-Y	Z
NWEA RIT Reading	211	214	215 and above
Oral Reading Fluency (Words Correct)	130	140	150 and above
Oral Reading Fluency (Accuracy)	98% and above	98% and above	98% and above
8 th GRADE	Beginning of Year	Mid-Year	End-of-Year
Instructional Reading Level	V	W-Y	Z
NWEA RIT Reading	211	214	215 and above
Oral Reading Fluency (Words Correct)	130	140	150 and above
Oral Reading Fluency (Accuracy)	98% and above	98% and above	98% and above