

Glen Rose Middle School

Literacy Support Plan 2019-2020

The literacy PLC will develop and implement a curriculum map that is aligned to the Science of Reading.					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
All teachers will complete yearly professional development requirements on the Science of Reading.	Provide PD schedule on RISE training	Attend and/or complete all required PD on the Science of Reading	7 th and 8 th grade teachers: 2019-2020 six hours of RISE PD 2020-2021 six hours of RISE PD 2021-2022 six hours of RISE PD; Fifth and Sixth grade teachers will attend three days of RISE PD during each school year **See PD plan below	Complete all assessments/projects required for RISE PD	PD certificates of Science of Reading completion
Literacy teachers will collaborate each summer to develop and edit	Provide support, locations, and opportunities for	Locate and have all necessary materials for collaboration.	On-going each year	Literacy curriculum maps based on state standards and the Science of Reading	Literacy Curriculum Maps for grades 5-8

curriculum maps based on the Science of Reading, focus standards, and state standards. They will include grade level texts, opportunities for collaborative communication, and support for struggling readers.	teachers to collaborate.	Attend all collaboration meetings.			
Literacy teachers will utilize the literacy curriculum maps developed by the literacy PLC.	Support and monitor the teaching of the curriculum maps and focus standards	Curriculum maps that contain focus standards will be utilized in literacy instruction.	On-going; quarterly; yearly	Classroom assessments; state interim assessments; summative state assessments	Student scores on all assessments (classroom, interim, summative).

Struggling readers will be screened for reading difficulties (Act 1268 dyslexia requirements). Students will receive literacy support through a variety of programs.					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
All teachers (including content areas) will follow district guidelines and procedures for referring struggling readers for screening.	Inform teachers and staff of screening guidelines and procedures;	Gather required data and evidence on the students being screened;	On-going as needed per student	Screenings for reading difficulties will be completed in a timely manner; Results will be discussed with teachers and administration	Screening results; Reading assistance recommendations for students; Staff and parent communication

<p>Teachers and screeners will watch for:</p> <ul style="list-style-type: none"> • Phonological and phonemic awareness • Sound symbol recognition • Alphabet knowledge • Decoding skills • Rapid naming • Encoding skills <p>Students will be recommended for the Dyslexia program as needed based on data from screenings.</p>	<p>Assist teachers with questions of problems dealing with screening.</p>	<p>Meet with district personnel for screening information; Complete screening forms and provide required data documentation; Assist with scheduling Dyslexia program students if needed</p>			
<p>Struggling readers in grades 5-8 will be screened and recommended for weekly literacy support through the Read 180 program or individual reading assistance. A literacy aide will be provided to read with students and provide individualized support to struggling readers.</p>	<p>Secure funds for hiring a teacher and aides to support literacy programs; Secure funds for renewing the Read 180 program</p>	<p>Collaborate with Read 180 program teacher to examine data on students and determine which students need support; Collaborate with Read 180 teacher for scheduling of students to receive reading support; Assist in training students to follow the Read 180 schedule each day/week;</p>	<p>Ongoing</p>	<p>Read 180 assessments; Classroom assessments; STAR reading; Interim assessments; Summative state assessments</p>	<p>Increased student scores on assessments</p>

		Examine assessments to determine if programs are supporting student reading skills			

The literacy classes are scheduled for adequate time for literacy instruction which includes grade-level texts, fosters curiosity and supports learning through collaborative communication.

Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
Literacy classes in grades five and six have a departmentalized setting. The schedule allows for one hour a day for reading instruction and one hour a day for grammar/spelling/writing instruction. <ul style="list-style-type: none"> • Soday phonics program • Unit based comprehension lessons 	Schedule literacy classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective instruction in literacy;	Utilize time on effective literacy strategies that align with the Science of Reading; Assess, plan, teach, assess, and then adjust and remediate; Participate in on-going professional development; New teachers in the district will receive training as needed;	On-going	Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments	Student scores on assessments; Improved scores on state assessments; STAR reading assessments;

<ul style="list-style-type: none"> • Writing instruction • Daily Grammar Practice activities • Novel units 	Support literacy teachers;				
<p>Literacy classes in grades seven and eight have a departmentalized setting. Students have one hour a day of literacy instruction which includes:</p> <ul style="list-style-type: none"> • Word study • Word structures • Morphology • Unit based comprehension lessons • Writing instruction • Daily Grammar Practice activities • Novel units • Enriched vocabulary study • Etymology 	Schedule literacy classes each day; Support literacy instruction	<p>Utilize time on effective literacy strategies that align with the Science of Reading;</p> <p>Assess, plan, teach, assess, and then adjust and remediate;</p> <p>Participate in on-going professional development;</p> <p>New teachers in the district will receive training as needed;</p>	On-going	Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments	Student scores on assessments; Improved scores on state assessments; STAR reading assessments;
<p>Literacy classes are scheduled to go to the library once a week or once every other week. Accelerated Reader will be used to promote independent reading and book selection. It will be used to support the RISE</p>	Provide a budget that supports the purchase of Renaissance Learning for all students; Provide a budget that supports purchasing a wide	Library media specialist will be the administrator of Renaissance Learning and will work closely with literacy teachers and students to support literacy and	On-going	STAR reading scores; Accelerated Reader scores and points; Circulation statistics; Reward coupons; Reward activities for earning points	Student scores on assessments; Improved scores on state assessments; STAR reading assessments;

<p>initiative and promote a culture of reading. AR will not supplant reading instruction. Students will be rewarded in a variety of ways for participating in Accelerated Reader and earning points.</p>	<p>variety of reading materials in the library media center for all students; Provide support in rewarding students for reading; Support a flexible library schedule for literacy classes to utilize the school library each week;</p>	<p>build a culture of reading; Teachers will voluntarily do book talks for students to encourage independent reading in all genres of books; Library media specialist and teachers will reward students for reading and taking AR quizzes to help improve reading skills;</p>			
<p>Teachers in the special education classrooms will use SRA corrective reading and Mindplay to support literacy instruction. Mindplay is a structured online phonics and word study program used daily to support literacy skills in the special education classrooms.</p>	<p>Support; Monitoring; Funding to purchase programs; Scheduling</p>	<p>Train students on how to use the programs; Monitor while students are using the program; Support students</p>	<p>On-going</p>	<p>Program assessments; Classroom assessments; Teacher observations; State Interim and Summative assessments;</p>	<p>Student scores on all assessments; Documentation of program use by students</p>
<p>Students will have opportunities in all classrooms to participate in collaborative activities such as centers for learning in literacy, Breakout Edu</p>	<p>Support; Monitoring; Observations of activities; Allow purchasing of supplies for activities;</p>	<p>Collaborate in PLCs to share, organize, and discuss collaborative activities for students that are effective and support learning in all subject areas</p>	<p>On-going</p>	<p>Unit assessments; Classroom assessments; Teacher observations;</p>	<p>Student presentations; Documentation of activities; Digital presentations</p>

sessions, book clubs, group work unit projects, etc.					
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All teachers and staff members will participate in a weekly Response to Intervention (RTI) program which will allow for Tier I, Tier II, and Tier III intervention times.					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
Teachers on a leadership team will develop schedules and procedures for the RTI program.	Assist teachers in developing schedules and procedures;	Attend RTI meetings; Read emails; Ask questions; Make sure he/she understands schedules and procedures;	Before school starts; First quarter	Schedules that work for all teachers and students involved	Schedules and procedures that support students learning and remediation;
Remediation will be steered by formative assessments over current focus standards. Tier II intervention will reteach	Monitor and support; Meet with teachers to examine	Create and administer Tier I formative assessments; Decide on 1-10 students who need RTI intervention in literacy;	On-going	Classroom formative assessments; Assessments for Tier II; Assessments for Tier III;	RTI daily schedules; Assessment scores State assessments

<p>current skills being taught and assessed in class. Tier III intervention will support students struggling with skills taught in earlier grades. RTI classes will be held twice a week for a total of 52 minutes per week. Teachers will assess to determine what students need the intervention. After the intervention sessions, those students will be reassessed to determine their understanding of the skills. Teachers who do RTI will choose their students twice a week. Students who do not need intervention will be assigned to enrichment classes during that class period.</p>	<p>assessments and student work samples to decide on intervention plans</p>	<p>Reteach skills in a different way and retest the intervention students; Replace old grade in gradebook with new assessment scores; Maintain data to show that the interventions are effective; Examine and discuss data in monthly PLC literacy meetings</p>			
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Teachers will utilize grade-level texts in all content areas several times a week. A variety of texts will be used across the curriculum (articles, excerpts, books, textbooks, graphs, charts, etc.).

Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
Literacy teachers use a variety of fiction and nonfiction novels throughout the year to teach literacy skills and encourage independent reading from a variety of genres.	Funds for purchase classroom sets of novels; Monitor and support	Research novels to determine text complexity and grade level appropriateness; Collaborate with teachers in other subject areas to connect content through the novel unit;	On-going	Novel unit assessments; Periodic skills assessments; Teacher observations;	Student assessment scores;
Literacy teachers also teach a section of social studies so literacy and social studies skills are daily intertwined.	Create schedules of what teachers are teaching; Support; Monitor; Provide necessary materials for classrooms	Collaborate in PLCs to discuss units, materials, student scores, projects, reading materials; Provide a variety of texts on grade level to use in all subject areas	On-going	Unit assessments; Skills assessments; Teacher observations; Project evaluations;	Student assessment scores; Completed student projects;
All subject area teachers will include grade level texts in lessons several times a week. Sources for texts may be Readworks, Common Lit, textbook supplemental, materials, literacy unit novel studies, Edulastic, etc.	Monitor; Support; Assist in finding resources; Funding when needed for sources;	Collaborate in PLCs to share and discuss grade level texts with everyone; Provide support to students when completing grade level texts;	On-going	Assessments over grade-level texts; Classroom assessments; Interim assessments; Teacher observations; Small group assessments;	Classroom assessment scores; Interim state assessments; Summative state assessments

Literacy Professional Development Plan

Glen Rose Middle School 2019-2020

Administrators	
<p>All administrators, including those at the district level, must complete an <u>awareness</u> pathway.</p> <p>It is highly recommended for all K-6 administrators and LEA supervisors to be Certified Assessors. The DESE has established an observation protocol for Certified Assessors to determine if a teacher has demonstrated knowledge and skills of the science of reading, other than passing the stand alone Foundation of Reading Assessment. Building or district administrators who have completed appropriate training will be able to determine if teachers are proficient in their implementation of strategies based on the science of reading. Demonstrating is NOT a one-time event and determination will take place throughout the year through informal and formal observations and conversations. Certified Assessors will coach teachers into proficiency.</p> <p>A Certified Assessor is a licensed educator that has completed the appropriate Science of Reading training, and who, in the normal scope of his or her duties, is tasked with observing teachers and required to conduct evaluation of personnel. Administrators who complete the Certified Assessor requirements have met Awareness</p> <p>Certified Assessor Requirements:</p> <ul style="list-style-type: none"> • Must successfully complete a Phase I of a prescribed pathway for proficiency (RISEArkansas.org) • Must successfully complete Science of Reading (SOR) Assessor Training (2 day) 	<p>This professional development will be provided by the district through Dawson Educational Cooperative, other Arkansas Service Cooperatives and AETN Arkansas Ideas.</p> <p>https://ideas.aetn.org</p>

Teachers Grades 5-8

Demonstrating Proficiency or Awareness by 2021-2022 for Employment

By the beginning of the 2021-2022 school year:

All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction.

All other teachers shall demonstrate awareness in knowledge and practices of the scientific reading instruction.

Professional Development records will reflect that teachers that have been trained and are able to demonstrate either proficiency in knowledge and practices or awareness in knowledge and practices.

All personnel applying for positions will show they have completed the Science of Reading training before they are considered as a candidate for hire.

Classroom Teachers in Grades K-6 and Literacy Specialist

By the beginning of the 2021-2022 school year:

All teachers **employed** in a teaching position that requires an elementary education license for grades K-6 including K-12 literacy specialist shall demonstrate proficiency in knowledge and practices of scientific reading instruction. It will be the district's responsibility to ensure that teachers employed and teaching in grades K-6 have met the proficiency criteria.

- This includes any classroom elementary educator in grades (K-6) self-contained or departmentalized (Math, Science, ELA, or Social Studies) and K-12 literacy specialist or coaches.
- Those employed under a licensure exception or waiver will have one year to demonstrate proficiency.
- Those who are licensed and returning to the classroom in one of the above mentioned positions will have one year to demonstrate proficiency.

An educator license that expires December 31, 2021 and thereafter will not be renewed if the educator has not met the awareness requirement for the Science of Reading. Applicants are responsible to provide documentation of awareness of best practices in the scientific instruction of reading unless previously documented.

Personnel that are hired with an ALP or returning back to the classroom will be monitored by the district's administration and teachers will be assigned Professional Development that will demonstrate proficiency or awareness in in knowledge and practices of scientific reading instruction.

There will be a one-year period for this to be accomplished.

Educators described above who have not met proficiency requirements for employment by the 21-22 school year, will have one year to complete the requirement. The educator and district will be responsible to provide documentation to show that the educator is working towards the credential during the one year period.

Special Education

By the beginning of the 2021-2022 school year:

All K-12 special education teachers **employed** in a **teaching** position shall demonstrate proficiency in knowledge and practices of scientific reading instruction. It will be the district's responsibility to ensure that special education teachers employed and teaching have met the proficiency criteria.

- This includes resource and self-contained special education teachers in grades K-12 all subjects
- Those employed under a licensure exception will have one year to demonstrate proficiency.
- Those who are licensed and returning to the classroom in one of the above mentioned positions will have one year to demonstrate proficiency.

An educator license that expires December 31, 2021 and thereafter will not be renewed if the educator has not met the Awareness requirement for the Science of Reading. Applicants are responsible to provide documentation of awareness of best practices in the scientific instruction of reading unless previously documented.

Educators described above who have not met proficiency requirements for employment by the 21-22 school year, will have one year to complete the requirement. The educator and district will be responsible to provide documentation to show that the educator is working towards the credential during the one year period.

Personnel that are hired with an ALP or returning back to the classroom will be monitored by the district's administration and teachers will be assigned Professional Development that will demonstrate proficiency or awareness in in knowledge and practices of scientific reading instruction.

There will be a one-year period for this to be accomplished.

All Other Classroom Teachers

By the beginning of the 2021-2022 school year:

All other teachers **employed** in a teaching position shall demonstrate awareness in knowledge and practices of scientific reading instruction. It will be the district's responsibility to ensure that teachers employed have met the awareness criteria.

- This includes 7-12 general education teachers, school and district administrators

Personnel that are hired with an ALP or returning back to the classroom will be monitored by the district's administration and teachers will be assigned Professional Development that will demonstrate proficiency or awareness in in knowledge and practices of scientific reading instruction.

There will be a one-year period for this to be accomplished

- K-6 specialty educators (music, PE, art, library media, etc.)
- Those employed under a licensure exception or waiver will have one year to show awareness.
- Those who are licensed and returning to the classroom in one of the above mentioned positions will have one year to show awareness.

An educator license that expires December 31, 2021 and thereafter will not be renewed if the educator has not met the Awareness requirement for the Science of Reading. Applicants are responsible to provide documentation of awareness of best practices in the scientific instruction of reading unless previously documented.