

GLEN ROSE PUBLIC SCHOOL DISTRICT SUPPORT PLAN

2021-2022

The Glen Rose School District recognizes the need for all students to be able to continue meeting the standards for content at grade level, regardless of the COVID-19 circumstances. The GRSD has developed a plan that uses the face-to-face approach for daily instruction and technology-based for times of emergencies such as quarantine due to COVID-19. We believe that it is our mission to provide our students with a robust curriculum, quality staff able to provide excellent instruction, assessments for our students that will provide multiple modes of delivery that will assure our students have an equitable access to learning.

DISTRICT READY FOR LEARNING COMMITTEE MEMBERS

Tim Holicer, Superintendent
Melissa Weatherford, Federal Coordinator, Special Projects Coordinator
Cathy Acosta, Special Education LEA
Teresa Burroughs, District Parent/Family Engagement Coordinator
MacKinzy Chaney, High School Media Specialist, High School ASCIP Chair
Jennifer Burk, Middle School Classroom Teacher, T-LAG Participant
Christy Moore, Middle School ASCIP Chair, Classroom Teacher
Beth Barnett, Elementary Classroom Teacher
Rhonda Francis, Elementary Counselor, Student Support
Deann Rogers, RN, School Nurse, POC
Ron Loy, Transportation
Jason Hardage, Maintenance and Facilities
Lila Fite, District Treasurer
Karen Gross, Food Services

<p>ACADEMICS Ensure the continuity of teaching and learning by providing a guaranteed and viable curriculum</p>	<p>A guaranteed and viable curriculum will be aligned to the Arkansas Academic Standards for all Glen Rose School District students in grades K – 12. Multiple methods of instruction will be used to provide our students with an equitable learning environment to prepare them to be successful. Our district will focus on face-to-face instruction while also placing assignments and lessons in Google Classrooms for easy access during times of quarantine due to COVID-19.</p>
<p>ACADEMICS - Guaranteed and Viable Curriculum</p>	<p>Students will report to campus five days a week to learn unless a specific school or the entire district closes. Face-to-face instruction allows students to continue learning grade-level content standards through daily interaction with teachers and peers. Remote learning in emergency situations such as quarantine will be allowed with students accessing assignments through Google Classroom and other technology-based programs utilized by the schools such as IXL, Istation, and Renaissance.</p> <p>This option allows teachers and students to remain engaged and prepared to pivot to remote learning in the event of school closure, quarantine or illness.</p> <p>Virtual learning for specific high school courses will be provided for:</p> <ul style="list-style-type: none"> • Grades 9 – 12 through Virtual Arkansas which uses the Canvas Learning Management System <p>Remote learning in times of quarantine will be provided for:</p> <ul style="list-style-type: none"> • Grades K-8 through Glen Rose Staff providing instructional units based on Arkansas Standards using teacher created materials through the Google Classroom Management System,
<p>ACADEMICS – Guaranteed and Viable Curriculum District and School Literacy Plans</p>	<p>The Glen Rose School District Literacy plans district shall provide professional development in scientific reading instruction for teachers employed at the elementary level or in special education to obtain the</p>

proficiency credential. The Proficiency Pathway has two phases that must be successfully completed:

- Phase I- Acquiring Knowledge
- Phase II- Demonstration of Proficiency

The Glen Rose School District shall provide for all others educators professional development to obtain the awareness credential in knowledge and practices in scientific reading instruction.

The Glen Rose School Districts shall establish a professional development program that shall include instruction based on the science of reading and be aligned to the literacy needs of the district each year.

The School Literacy Plans shall include:

- Collaboration between grades and within grades
- Teachers will have the necessary material to support teaching the state standards
- Teachers will maintain a record of student progress by utilizing materials appropriate for their grade level. These may include ACT Aspire scores, NWEA Map Growth scores, STAR Reading assessments, Dibbles Assessments, PLC and team meeting records, Classroom walkthroughs using the Science of Reading Rubric.

Glen Rose Elementary School teachers and staff have been trained in the Science of Reading and yearly training will continue to occur. The training also emphasizes programs being utilized in their school for Literacy. These include programs that include systematic phonemic awareness, vocabulary development, comprehension skills and strategies, fluent reading promoted in each grade level and writing skills including process, grammar and handwriting. The Accelerated Reader will be used to promote independent reading and book selection.

	<p>The Glen Rose Middle School teachers have been trained in the Science of Reading and continued yearly training will occur.</p>
<p>ACADEMICS – Addressing Unfinished Learning</p>	<p>The Glen Rose School District recognizes that their will need to be support for students as they re-enter onsite instruction. Students will be supported in grades K – 12 in the use of Chromebooks for face-to-face and remote learning. They will be familiarized with the concepts of using Chromebooks in the Online Learning Mode as well as how to use them Offline if Internet Connectivity is a problem.</p> <p>The Plan-Do-Check model will be used to continually monitor the process of addressing unfinished learning.</p> <p>Due to the unexpected illnesses and quarantines due to COVID-19, there will possibly be learning gaps in our students. Glen Rose Schools will address unfinished learning from the prior years by analyzing a variety of sources of students data: ACT Aspire summative test data from spring 2021; NWEA map growth assessments; STAR assessments; Dibbles; IXL assessments; Istation assessments; and classroom assessments. Teachers and staff worked during professional development sessions this summer to analyze data, curriculum, and standards to create plans on how to close the learning gaps in our students.</p>
<p>High School</p>	<p>During professional development, teachers analyzed and completed a standards review to identify standards that were mastered, introduced but not yet mastered, and not yet taught for each grade level and subject area. This standards review has been shared with various grade levels so teachers can plan and address unfinished learning. During remediation during the Red Zone, teachers will</p>

	address unfinished standards or standards not yet mastered, as identified by ongoing formative assessments.
Middle School	During professional development, teachers analyzed and completed a standards review to identify standards that were mastered, introduced but not yet mastered, and not yet taught for each grade level and subject area. This standards review has been shared with various grade levels so teachers can plan and address unfinished learning. Each grade level (5-8) will utilize information gathered from a variety of data sources during FLEX (RTI time) to help drive instruction and remediation. During remediation, teachers will address unfinished standards or standards not yet mastered, as identified by ongoing formative assessments.
Elementary School	During professional development, teachers analyzed and completed a standards review to identify standards that were mastered, introduced but not yet mastered, and not yet taught for each grade level and subject area. This standards review has been shared with various grade levels so teachers can plan and address high and low areas of learning. Each grade level (K-4) will utilize information gathered from a variety of data sources to help drive instruction and remediation. The teachers will address the low areas of learning and then assess the students to check for mastery and to decide which standards to move to next for instruction or to reteach.

<p>ACADEMICS – Using a digital platform system</p>	<p>The Glen Rose School District will use a digital platform for presentation and housing of learning materials for face-to-face instruction and possible remote learning situations:</p> <ul style="list-style-type: none"> • High School – Google Classroom will be used during face-to-face instruction and possible remote learning situations due to quarantine. Virtual Arkansas will be used for specific courses for online classes. • Middle School – Google Classroom will be used during face-to-face instruction and possible remote learning situations due to quarantine. • Elementary - Google Classroom will be used during face-to-face instruction and possible remote learning situations due to quarantine.
<p>HUMAN CAPITAL- Teacher Training</p>	<p>Ongoing professional development for Google Classroom and Google apps will be provided as needed. Teachers and staff members work together in grade level and subject areas to support each other with digital platform questions, training, support and delivery. Teachers will be allowed to attend professional development that is needed to support learning for all students.</p>
<p>HUMAN CAPITAL – ADDITIONAL STAFFING</p>	<p>After a needs assessment determines if additional staffing needs are required or staffing needs to be readjusted the district will make a decisions about moving staff members and hiring new staff members based of numbers of students who are in our district.</p>
<p>HUMAN CAPITAL – Information and Support</p>	<p>All staff members were notified of district leave of absence policies along with work expectations to include duty schedules, lunch schedules, and instructional schedules. Throughout the school year, leaders will monitor and revisit schedules for efficiency and effectiveness. School leaders will continuously check in with staff to determine social emotional health of both staff and students, ongoing professional development needs to ensure equitable services to all students, and</p>

	any needs concerning face-to-face instruction and/or possible remote learning situations.
STUDENT SUPPORT – Use of Effective Technology for Parents and Students	<p>High School Students will all have access to Chromebooks in each classroom to access Google Classroom to complete assignments, assessments, and projects. Students are placed in quarantine will be given a Chromebook to take home to complete assignments and continue their learning. Teachers and staff will support student learning through email and phone calls. Students will return the device upon returning to school.</p> <p>Middle School Students will all have access to Chromebooks in each classroom to access Google Classroom to complete assignments, assessments, and projects. Students are placed in quarantine will be given a Chromebook to take home to complete assignments and continue their learning. Teachers and staff will support students learning through email and phone calls. Students will return the device upon returning to school.</p> <p>Elementary School Students will all have access to Chromebooks in each classroom to access Google Classroom to complete assignments, assessments, and projects. Students are placed in quarantine will be given a Chromebook to take home to complete assignments and continue their learning. Teachers and staff will support students learning through email and phone calls. Students will return the device upon returning to school. Parents and students will also be able to communicate with their teacher(s) through Google Classroom, email, other communication apps such as Remind and Dojo, and phone calls.</p>

<p>STUDENT SUPPORT</p>	<p>Special Populations GRSD will continually support our special populations through their 504 plans, collaborations of their developed individual education plans and G/T services. Teachers will be in continual contact with families to ensure continuity of these services. The GRSD staff will work with teachers to make sure these supports are offered in a timely manner.</p> <p>Social/Emotional Support for Students The GRSD recognizes that the COVID 19 Pandemic has increased the need for Social and Emotional Support for our students. School building counselors on each campus will be available to meet with students face to face to assist them in understanding their emotions</p> <p>On-Site mental health counselors will also be available for referrals as needed by the students.</p> <p>Communication with parents and/or guardians from both counselling opportunities will be utilized when necessary.</p>
<p>STAKEHOLDER/COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT Glen Rose School District Communication Plan</p>	<p>Communication between parents and teachers is a vital part of the success of our students at Glen Rose School District</p> <p>Individual Schools may choose the most effective means of communication to their parents and families. These are examples of possible communication tools that will be used.</p> <ul style="list-style-type: none"> • Teachers and parents can communicate through digital platforms such as Remind, Google Classroom, Class Dojo, and private Facebook class groups as well as other approved social media platforms.

- Parents are encouraged to email specific teachers with concerns or questions. A list will be provided at registration and on our school website.

High School

Glen Rose High School has created a virtual open house. All faculty and staff have created a slide introducing themselves and their subjects. Parents can find important information about each specific class on these slides as well as contact information. Information provided includes Remind codes, syllabus, email, and class website if applicable. If requested parents will be given a hard copy of the Glen Rose High School Ready to Learn Plan.

Middle School

Glen Rose Middle School has created a virtual open house. All faculty and staff have created a slide introducing themselves and their subjects. Parents can find important information about each specific class on these slides as well as contact information. Information provided includes Remind codes, syllabus, email, and class website if applicable. A hard copy of our middle school ready to learn plan will be provided to parents.

Elementary

Glen Rose Elementary School will do a drive through open house. Each grade level will have its own evening for parents to drive through and meet the teacher. Teachers will give parents an information packet containing registration information, classroom rules, school contact information and a variety of other school information that is needed for the year. Parents are required to complete the information forms in the packets and return to school on the first day of class.

<p>FACILITIES AND TRANSPORTATION</p>	<p>The Glen Rose School District has ordered PPE based on guidance of ADE/ADH and will order more throughout the year as needed.</p> <p>Hand Sanitizer will be available in every classroom, restrooms, offices and the cafeteria.</p> <p>School leaders will review health screening protocols as necessary, groups activities, and procedures to minimize congregations in the hallways and cafeterias. Drop off and pick up procedures have been modified to avoid close contact between parents and staff members. Bus protocols have been established. All parents/guardians, bus riders, will be notified of new bus protocols, including but not limited to procedures for loading/unloading buses, assigned seating, and any bus procedures that may change during the school year. Parents will be notified of any updates and/or changes to bus routes as needed. The first communications concerning bus routes, procedures, and behavior will be sent out via the school website, social media pages and text messages through the all-call system.</p>
<p>GLEN ROSE SCHOOLS CONTACTS</p>	<p>Superintendent's Office – 332-3684, ext. 6 High School Office – 332-3694, ext. 5 Middle School Office – 332-3694, ext. 4 Elementary School Office – 332-3694, ext. 3</p>

GRSD District Support Plan for Literacy

The district and school leadership teams work through a process of reviewing testing data to identify common areas of focus and need. By the end of the 2021-2022 academic year, students in the Glen Rose School District in grades 3-10 will increase the number of students who scored ready and exceeding in literacy on the ACT Aspire summative assessment.

<p>Goals for improving reading achievement throughout the district</p>	<ol style="list-style-type: none"> 1. GRSD will support each school's individual literacy support plan. 2. GRSD will support the implementation of interventions at all grade levels targeting foundational reading skills utilizing Science of Reading strategies. 3. GRSD will invest in additional staff to support and assist with increasing literacy achievement scores.
<p>Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.</p>	<p>All funds will be distributed based on the needs of each school.</p> <p>Our focus this year is filling the gaps in learning in K-6 in literacy and math. We now have a literacy interventionist and a math interventionist who will support teachers, staff and students to help increase our assessment scores in these areas.</p> <p>We will continue to use funds to support middle school literacy students by providing a full-time literacy aide to work with individual and small groups of students. Data from previous school years supports the use of a literacy aide in grades 5-8 in raising student achievement scores. Students will continue to be screened based on academic needs to determine who will be allowed to work with the literacy aide.</p> <p>Teachers will continue to follow the pathways of professional development for the Science of Reading. Our teachers should complete the Science of Reading by the end of the 2022-2023 school year.</p> <p>Our district will also purchase the NWEA Map Growth Assessment system. Students in grades 3-10 will complete two Map Growth Assessments in Reading, Language, Science, and Math. PLC teams will analyze data to determine specific weaknesses and strengths in curriculum and areas of</p>

	weakness for each student. This assessment will help support an increase in our overall district literacy scores.
Evaluation for Progress	School and district leadership teams will examine periodic and summative assessment scores throughout the year from a variety of sources: IXL, Istation, NWEA Map Growth, Renaissance STAR, Reads 180, ACT Aspire summative, to determine the effectiveness of the literacy programs used at each school. Administration will monitor the accessibility of all students to participate in each program. Decisions will be made throughout the year about the effectiveness of each program and/or modifications that need to be implemented for the success of our students.

Professional Development in the Science of Reading

Elementary and Special Education Teachers, including Reading Specialists- Proficiency Pathway

Beginning 2018-19, a school district shall provide professional development in scientific reading instruction for teachers employed at the elementary level or in special education. Districts are required to provide professional development to educators in one (1) of the prescribed pathways to obtain a proficiency credential.

- There are over 18 Pathways available to educators through the various educational service cooperatives, institutions of higher education, and private vendors. All pathways may be found on RISEArkansas.org.
- Each Proficiency Pathway has two phases that must be successfully completed:
 - Phase I- Acquiring Knowledge
 - Phase II- Demonstration of Proficiency

This professional development will be provided by the district through Dawson Educational Cooperative, other Arkansas Service Cooperatives and AETN Arkansas Ideas.

(<https://ideas.aetn.org>)

All Other Teachers-Awareness Pathway

Beginning 2018-19, a school district shall provide for all other educators professional development for one (1) of the prescribed pathways to obtaining awareness credential in knowledge and practices in scientific reading instruction.

- o Arkansas IDEAS - Science of Reading Learning Path
 - This pathway may be completed by individuals or facilitated by a school district within a blended learning environment. Facilitator guides are provided on the Arkansas IDEAS portal for districts that choose a blended approach. It is not recommended to watch or facilitate more than 2-3 courses in a single day of professional development.
 - Currently 9 digital learning courses have been released:
 - Right to Read Act
 - Science of Reading Overview
 - The Reading Brain
 - Essential Elements Phonology
 - Critical Foundational Skills-Decoding
 - Critical Foundation Skills-Encoding
 - Permanent Word Storage

This professional development will be provided by the district through Dawson Educational Cooperative, other Arkansas Service Cooperatives and AETN Arkansas Ideas.

(<https://ideas.aetn.org>)

Vocabulary

- The entire Learning Path must be completed to obtain the awareness credential
- Currently 15 courses are scheduled for the completion of the path

Other awareness pathways may be found on RISE ARkansas.org

Administrators

All administrators, including those at the district level, must complete an awareness pathway.

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.

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

Certified Assessor Requirements:

- 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)

This professional development will be provided by the district though Dawson Educational Cooperative, other Arkansas Service Cooperatives and AETN Arkansas Ideas.

(<https://ideas.aetn.org>)

District Responsibility

NEW By 2019-2020 school year and annually thereafter, school districts shall establish a professional development program that shall include instruction based on the science of reading and be aligned to the literacy needs of the district.

Beginning with the 2020-2021 school year, a school that does not provide professional development shall be placed on accreditation probation and provide notice to parents that the district has not met the requirements.

Professional development opportunities will be offered through Dawson Educational Cooperative, other Arkansas Educational Cooperatives, and AETN Arkansas Ideas. Decisions about the specifics that are offered will be based on Decisions from Literacy PLCs.

Demonstrating Proficiency or Awareness by 2021 for Employment

By the beginning of the 2022-2023 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 2022-2023 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.

- o This includes any classroom elementary educator

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 knowledge and practices of scientific reading instruction.

in grades (K-6) self-contained or departmentalized (Math, Science, ELA, or Social Studies) and K-12 literacy specialist or coaches.

- o Those employed under a licensure exception or waiver will have one year to demonstrate proficiency.
- o 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, 2022 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 22-23 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.

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