

Glen Rose High School

School Improvement Plan 2021-2022

Literacy Support Plan

Instruction

Glen Rose High School will utilize common reading materials and/or programs.

- Collaboration between grade and within grades needs to occur
- Teachers will have the necessary material to support teaching the state standards
- Teachers will maintain a record of student progress by utilizing interim scores, STAR assessments, PLC and team meeting records

Plan	Do	CHECK
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Key Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
Accelerated Reader/STAR Reading will be used to promote independent reading and book selection. AR will not supplant reading instruction within the classroom.	Assist in acquisition of books, tests and STAR	Use AR as independent reading material. The librarian will maintain an appropriate collection of books, and assist in testing both STAR and AR by running reports, etc.	On-going	AR Reading Data
Critical Reading class is offered and students are placed in the class as needed.	Assist with scheduling students	Employ reading strategies to assist struggling readers.	On-going	AR data, STAR data, Interim test information, classroom walk-throughs, observations, lesson plans
The district has adopted a common reading program, READ 180 for high school. This program will be used for remediation and intervention strategies.	Assist with acquisition of program and scheduling	Maintain records. Match assessments and activities to student/grade level weaknesses.	On-going	Data from READ 180

<p>The district has adopted a corrective reading program, Mind Play. This program will be used in all special education English classrooms for remediation and intervention strategies.</p>		<p>Maintain records. Match assessments and activities to individual student needs/weaknesses.</p>	<p>On-going</p>	<p>Data from Mind Play</p>
<p>LDC units are developed by teachers to assist with reading and writing strategies and other low areas needed. Departments can meet to discuss low areas where improvement is needed.</p>	<p>Provide time for teachers to collaborate Provide assistance for teachers in developing units</p>	<p>Work within departments. Use state standards in devising units. Work with Co-op specialist on an ongoing basis in the development of units</p>	<p>On-going</p>	<p>Lesson plans, units, walk-throughs, observations, Interim assessments, test data</p>
<p>PLC teams met during July and identified power standards and made adjustment to curriculum based on available data</p>	<p>Providing time, PLC meetings throughout the year and monitoring data as it is presented</p>	<p>Identifying strengths and weaknesses, monitoring and adjusting focus areas as needed throughout the year</p>	<p>On-going</p>	<p>Evaluations; student interim assessments, lesson plans</p>
<p>Adding digital options for books through the library: Overdrive using the Sora app. County Library resources Making students aware of other digital options: The Fussy Librarian, YouTube, Amazon, Kindle, Audible and others</p>	<p>Presenting options to students and showing them how to access them</p>	<p>Utilizing the options.</p>	<p>On-going</p>	<p>Google surveys, face to face discussions with classes to assess how often these are used.</p>

Instruction will be comprehensive and balanced

- Data will be collected and used to drive instruction
- Vocabulary development will be intense and meaningful
- Comprehension skills and strategies will be explicitly taught
- Fluent Reading will be promoted in all grade levels
- Integration of knowledge and ideas will be emphasized schoolwide through reading strategies in all content areas.
- Key ideas and details and craft and structure will also be emphasized through reading strategies in content areas.

Key Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
Utilize STAR/AR/Read 180	Provide assistance in purchasing needed programs	Assess, plan, teach, assess and adjust and remediate. Participate in ongoing professional development New teachers to the district will be provided training.	On-going	STAR/AR/Read 180 assessments Interim data State mandated tests
All teachers will incorporate reading instruction strategies in English classes and across all content areas	Support and monitor	Develop lesson plans LDC units Professional development Work with Co-op specialist	On-going	Walkthroughs, observations, lesson plans/units, Assessments both formative and summative
A wide variety of texts and reading material including nonfiction will be utilized for reading instruction	Provide assistance with purchasing materials/programs	Collaborate within and across grade levels	On-going	Observations, lesson plans/units

Assessment

The district will monitor the success of the school's reading program through summative data including state and district mandated tests and assessments. School and classroom on-going formative assessments will drive instructional decisions. Intervention will include: state mandated assessments and district mandated assessments such as STAR, AR, and Read 180

Key Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
NWEA periodic assessment	Review and analyze test results Share and discuss data Provide list to teachers of students who are below grade level	Use data to guide and other instruction as needed for students. Use the list identifying the below grade level students for making intervention plans Keep parents informed and involved	As noted on calendar	PLC meetings, grade and team meetings Develop and report strengths and weaknesses as evidenced through data
District mandated tests: STAR, Read 180 and AR	Review and analyze data Share and discuss data Work with staff to compile lists of students who are achieving below grade level or in need of assistance	Meet as grade level and vertical teams to analyze data. Use the data to guide other instruction	As noted on calendar	Strengths and weaknesses according to the data will be noted and used
Teacher made formative assessments	Monitor lesson plans, etc	Develop and administer assessments. Analyze results for students who are achieving below grade level	On-going	Strengths and weaknesses according to the data will be noted and used

Intervention

All staff including interventionists and resource teachers will provide differentiated instruction based on formative and summative data. This differentiation will include those needing remediation.
 Staff will analyze data on an on-going basis to monitor student progress to assure interventions is appropriate and successful.
 Instructional goals will include short-term and long-term goals for students.

Key Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
Read 180	Purchase program Assist in evaluation of data	Administer and run the program, collect data for review	On-going Students will move in and out as they master skills	Data from Read 180 assessments
STAR/AR	Purchase program Analyze and review data	Administer STAR tests Implement and require AR assessments Provide data to PLC's, and grade level teams Librarian will assist in running reports and inputting students	On-going	Data from STAR reading will be used to monitor student reading level AR assessments will provide feedback on student growth Observations, lesson plans, walkthroughs
Critical Reading	Schedule students	Develop lesson plans to teach reading strategies Utilize STAR/AR	On-going	Lesson plans, observations, use state and district assessments

Professional Development

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
 - Vocabulary

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>)

- 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 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

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.

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

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.

Math and Science Plan

The mathematics PLC will develop and implement a curriculum map that is aligned to the Science of Reading and includes standards and skills not taught in the spring of 2019 due to COVID-19.					
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.	Instruct teachers to complete required hours of Science of Reading on Arkansas Ideas	Attend and/or complete all required PD on the Science of Reading. Also PGP Goal should reflect a literacy goal.	2022-2023 : 6 hours Science of Reading training 2023 complete 2 hours for a total of 14 hours except for SPED teachers who must complete the complete RISE training	SPED complete all assessments/projects required for RISE Other licensed staff provide documentation of completion in EDReflect	PD certificates of Science of Reading completion
Math and Science teachers will collaborate each summer to develop and edit curriculum maps including literacy topics in the Science of Reading, focus standards, and state standards. They will include grade level texts, opportunities for collaborative communication, support for struggling readers, and digital literacy lessons to support the learning of new content in the blended learning environment.	Provide support, locations, and opportunities for teachers to collaborate.	Locate and have all necessary materials for collaboration. Attend all collaboration meetings.	On-going each year	Math and Science curriculum maps based on state standards and the Science of Reading	Mathematics Curriculum Maps for grades 9-12

Math and Science teachers will utilize the math and science curriculum maps developed by the math and science PLCs.	Support and monitor the teaching of the curriculum maps and focus standards	Curriculum maps that contain focus standards will be utilized in mathematics and science instruction.	On-going; quarterly; yearly	Classroom assessments; state interim assessments; summative state assessments	Student scores on all assessments (classroom, interim, summative).
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The mathematics and science classes are scheduled for adequate time for mathematics 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
Mathematics classes in grades 9 - 12 have a departmentalized setting. The schedule allows for 50 minutes a day on mathematics instruction. <ul style="list-style-type: none"> • Math QUEST • Unit based math comprehension lessons • Daily math practice activities • Mathematics vocabulary instruction 	Schedule math classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective instruction in math; Support math teachers;	Utilize time on effective literacy and math 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
<ul style="list-style-type: none"> • Arkansas Playbook for 8th – 12th mathematics • Delta Math • Edulastic Math 					

High school math classes are designed for student needs as well as graduation requirements. There are regular grade level math classes, advanced (Pre AP Cal, College Alg.) classes, and support classes for students struggling in math.	Schedule math classes each day; Support mathematics instruction	Utilize time on effective literacy and math 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 mathematics assessment
Most of the special education mathematics classes in grades 9-12 will be taught by the special education teacher with support from regular education teachers.	Provide scheduling and necessary materials needed in a co-teaching classroom environment	Collaborate to prepare instruction and materials for lessons and students both onsite and digitally online.	On-going	Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments; IEPs	Classroom assessment scores; IEPs; Interim assessment scores;
Students (including special education) will have opportunities in all classrooms to participate in collaborative science activities such as unit projects and hands-on science experiments. Social distancing and disinfecting materials will be utilized when feasible and as needed to meet health and safety guidelines.	Support; Monitoring; Observations of activities; Allow purchasing of supplies for activities; Provide cleaning supplies and PPE	Collaborate in PLCs to share, organize, and discuss collaborative activities for students that are effective and support learning in all subject areas	On-going	Unit assessments; Classroom assessments; Teacher observations;	Student presentations; Documentation of activities; Digital presentations
Science classes in grades 9-12 have a departmentalized setting. The schedule allows for one	Schedule science classes with appropriate time to incorporate Science of	Utilize time on effective literacy and math strategies that align with the Science of Reading; Assess, plan,	On-going	Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments	Student scores on assessments; Improved scores on state assessments; STAR literacy assessments

<p>hour a day for science instruction.</p> <ul style="list-style-type: none"> • Gizmos • Unit based science lessons • Hands-on science experiments and labs 	<p>Reading instructional skills; Monitor classrooms for effective instruction in science; Support science teachers; Provide needed PPE and cleaning supplies</p>	<p>teach, assess, and then adjust and remediate; Participate in on-going professional development; New teachers in the district will receive training as needed;</p>			
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<p>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.</p>					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
<p>Teachers on a leadership team will develop schedules and procedures for the RTI program.</p>	<p>Assist teachers in developing schedules and procedures;</p>	<p>Attend RTI meetings; Read emails; Ask questions; Make sure he/she understands schedules and procedures;</p>	<p>Before school starts; First quarter</p>	<p>Schedules that work for all teachers and students involved</p>	<p>Schedules and procedures that support students learning and remediation;</p>
<p>Remediation will be steered by formative assessments over current focus standards. Tier II intervention will reteach 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 five days a week for a total of 130 minutes per week. Teachers will assess</p>	<p>Monitor and support; Meet with teachers to examine assessments and student work samples to decide on intervention plans</p>	<p>Create and administer Tier I formative assessments; Decide on 1-10 students who need RTI intervention in literacy; Reteach skills in a different way and retest the intervention students; Maintain data to show that the interventions are effective;</p>	<p>On-going</p>	<p>Classroom formative assessments; Assessments for Tier II; Assessments for Tier III;</p>	<p>RTI daily schedules; Assessment scores State assessments</p>

<p>to determine what students need the intervention. After the intervention sessions, those students will be reassessed to determine their understanding of the skills. All students will participate in the RTI program to focus on skills low on ACT testing, support and reinforce skills that will be taught this year, and to enrich students who have mastered required skills. A variety of programs and lessons (listed above) will be provided to support mathematics and science instruction for all students.</p>		<p>Examine and discuss data in monthly PLC literacy meetings</p>			
<p>All teachers will attend a monthly PLC meeting with their subject and grade level team members to discuss RTI, plan and coordinate lessons and materials, discuss problems and solutions, regroup students, etc.</p>	<p>Provide assistance with scheduling, materials, technology, etc. for meetings</p>	<p>Attend monthly meetings to report on progress of programs, curriculum, schedules, assessments, etc.</p>	<p>On-going</p>	<p>Student formative assessment scores; sign-in sheets; agendas</p>	<p>Sign-in sheets; Agendas, minutes of meetings</p>

Environment for Remote Learning Situations					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence

<p>Google Classroom will be our learning management system. Students will have access to a school Chromebook to use at school and at home (if needed). All teachers will create Google Classrooms for their subject areas. Teachers will post daily and/or weekly assignments in the Google Classrooms and/or to the school webpage. Students and teachers will utilize Google Classroom during onsite and remote instruction. Teachers may also include instructional videos to help support learning and teach new content and skills. Teachers will also communicate with students through Google Classroom and/or Gmail. Students will submit and/or share completed assignments through Google Classroom. Students will learn how to download documents and videos into offline mode so assignments can be completed at home even when internet access is not available.</p>	<p>Support teachers with needed resources and materials for assignments; Provide technology to teachers and students; Develop and provide checkout procedures and contracts for Chromebooks; Provide professional development when needed on Google apps and programs;</p>	<p>Create and maintain each Google Classroom; Daily updates of assignments in Google Classroom; Monitor student work and submissions through Google Classroom; Monitor student comments and questions; Attend all professional development sessions;</p>	<p>On-going during the remote learning school year whether onsite or offsite</p>	<p>Students submission of all assignments; Utilization of Google Classroom and other digital assignments;</p>	<p>Student submissions of all assignments; Google Classrooms developed by teachers; Student grades;</p>
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School will extend the open wi-fi to the parking lots located in front of each school. This will allow the internet for students who do not have access at home.	Support technology coordinators in providing open wifi for students to use	Provide support to students and families if they have questions about where and when to access wi-fi	On-going during the remote learning school year	Students will utilize open free wi-fi in school parking lots	Video surveillance and online records of students and families utilizing school open wifi
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Glen Rose High School will use a variety of assessments to determine student progress and mastery of skills and/or state standards and evaluate our programs and curriculum.					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
Students will complete STAR Reading assessments at least twice a year.	Purchase licensing rights for each student; Provide PD over any assessments that need to be administered	Determine if all students are in the programs; Attend PD to learn about software	Ongoing during the 2021-2022 school year	All students complete STAR Reading assessments	Student scores
Students will complete NWEA periodic assessments	Provide PD over assessments; Assist with scheduling; Locate testing rooms;	Log in to required sites; attend PD; prepare classrooms; Become familiar with procedures;	Fall 2021 and Spring 2022	All students complete the state mandated test	Student scores
Teachers will design and administer end of unit exams and or other classroom assessments to evaluate curriculum and determine student needs.	Monitor and assist teachers; Provide materials needed for unit exams;	Create, edit, and administer classroom assessments	On going during the 2020-2021 school year	All students will complete the classroom and unit assessments	Student scores