

Glen Rose Middle School

Literacy Support Plan 2023-2024

The literacy PLTs will develop and implement a scope and sequence that is aligned to the Science of Reading and is based on the 2023 ACT Aspire Summative data.					
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. Update RISE training spreadsheet	Attend and/or complete all required PD on the Science of Reading	7 th and 8 th grade teachers: 2023-2024 complete the online RISE training due by 2024; 5 th and 6 th grade teachers will have completed 6 days of in person training	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 the scope and sequence based on the Science of Reading and state standards. They will include grade level texts, opportunities for collaborative communication, support for struggling readers, and digital literacy lessons to integrate technology into the classroom.	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	Literacy scope and sequence based on state standards, the Science of Reading, STAR, and ATLAS assessments	Literacy Scope and Sequence for grades 5-8

<p>Literacy teachers will utilize the literacy scope and sequence developed by the literacy PLT.</p>	<p>Support and monitor the teaching of the scope and sequence and essential standards</p>	<p>Scope and sequence that contains essential standards will be utilized in literacy instruction</p>	<p>On-going; quarterly; yearly</p>	<p>Classroom assessments; ATLAS assessments; STAR; summative state assessments</p>	<p>Student scores on all assessments (classroom, interim, summative).</p>
<p>The Literacy Coach in grades 5 and 6 will provide support to classroom teachers.</p>	<p>Secure funds for rehiring a Literacy Coach to support classroom teachers; provide training for the Literacy Coach</p>	<p>Work with educators to identify issues with students or curriculum, set goals, and solve problems; Collaborate with educators and school administrators to develop curriculum and lesson plans; Provide Literacy PD when needed. Assist with the PLC process</p>	<p>On-going</p>	<p>Calendar of teacher meetings; correspondence between teachers and coach</p>	<p>Collaborative assessments, lessons; improved scores on assessments</p>

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
<p>All teachers (including content areas) will follow district guidelines and procedures for referring struggling readers for screening.</p> <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 COD program as needed based on data from screenings.</p>	<p>Inform teachers and staff of screening guidelines and procedures;</p> <p>Assist teachers with questions of problems dealing with screening</p>	<p>Gather required data and evidence on the students being screened;</p> <p>Meet with district personnel for screening information;</p> <p>Complete screening forms and provide required data documentation;</p> <p>Assist with scheduling COD students;</p> <p>Teachers are Arkansas Specific Trained for Sondag System</p>	<p>On-going as needed per student</p>	<p>Screenings for reading difficulties will be completed in a timely manner;</p> <p>Results will be discussed with teachers and administration</p>	<p>Screening results;</p> <p>Reading assistance recommendations for students;</p> <p>Staff and parent communication</p>
<p>Struggling readers in grades 5-8 will be screened and recommended for weekly Tier III literacy support. This support will be provided by paraprofessionals using the Sondag 1 and 2 intervention program. The Reading Interventionist will be trained in Take Flight and pull students who qualify according to the characteristics of dyslexia screening.</p>	<p>Secure funds for Take Flight training</p>	<p>Collaborate with the paraprofessional who is using the Sondag program to examine data on students and determine which students need support;</p> <p>Collaborate with the paraprofessional who is using the Sondag program for scheduling</p>	<p>Ongoing</p>	<p>Sondag mastery checks;</p> <p>Classroom assessments;</p> <p>CFAs;</p> <p>ATLAS classroom tool; STAR Reading Summative state assessments</p>	<p>Increased student scores on assessments</p>

		<p>of students to receive reading support; Assist in training students to follow the Soday program schedule each day/week; Examine assessments to determine if Soday programs are supporting students' reading skills</p>			
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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
<p>Literacy classes in grades five and six have a self contained setting. The schedule allows two hours for study/ reading instruction/ writing instruction.</p> <ul style="list-style-type: none"> ● RISE Morphology ● Accelerated Reading ● STAR Reading ● Making Meaning: Vocabulary & Comprehension Curriculum ● Writing Instruction: Being a Writer ● Constructed Responses ● Novel units 	<p>Schedule literacy classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective instruction in literacy; Support literacy teachers</p>	<p>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</p>	<p>On-going</p>	<p>Classroom assessments; CFAs Teacher observations; ATLAS assessments; STAR; Summative state assessments</p>	<p>Student scores on assessments; Improved scores on the state assessment- ATLAS; STAR; IXL diagnostic assessments; Rasinski's 3 Minute Fluency Assessment</p>

<ul style="list-style-type: none"> • Wide variety of digital sources such as ReadWorks, CommonLit, EPIC etc. • IXL • Edulastic 					
<p>Literacy classes in grades seven and eight have a departmentalized setting. Students have 45 minutes a day of literacy instruction (reading/ writing/ grammar) which includes:</p> <ul style="list-style-type: none"> • RISE Morphology • Accelerated Reading • STAR Reading • Unit based comprehension lessons • Writing instruction • Constructed Response • Novel units • Enriched vocabulary study • Wide variety of digital sources such as ReadWorks, No Red Ink, CommonLit, EPIC etc. • IXL, Edulastic 	<p>Schedule literacy classes each day; Support literacy instruction</p>	<p>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</p>	<p>On-going</p>	<p>Classroom assessments; CFAs Teacher observations; ATLAS assessments; STAR; Summative state assessments</p>	<p>Student scores on assessments; Improved scores on state assessments; STAR Reading diagnostic; IXL diagnostic assessment</p>
<p>Literacy classes are scheduled to go to the library once a week (5th-8th). Accelerated Reader will be used to assess independent reading. The Independent Daily Reading (IDR) program from Making Meanings will be used to support the RISE initiative and promote a culture of reading. IDR</p>	<p>Provide a budget that supports the purchase of Renaissance Learning for all students; Provide a budget that supports purchasing a wide variety of reading materials in the library</p>	<p>Library media specialist will be the administrator of Renaissance Learning and will work closely with literacy teachers and students to support literacy and</p>	<p>On-going</p>	<p>STAR reading scores; CFAs; Accelerated Reader scores; Teacher-student reading conferences;</p>	<p>Student scores on assessments; Improved scores on ATLAS assessments; STAR reading assessments</p>

<p>will not supplant reading instruction. Students will be rewarded in a variety of ways for participating in IDR. Students will learn how to find digital ebooks and audio books online to increase their options.</p>	<p>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; Instruction on how to locate digital materials</p>		<p>Circulation statistics; Reward coupons; Reward activities for earning points</p>	
<p>The special education ELA classes in grades 5-8 will work through inclusion in the regular classroom. The regular and special education teachers will work together to teach English Language Arts to all students.</p>	<p>Provide scheduling and necessary materials needed in a co-teaching classroom environment</p>	<p>Collaborate to prepare instruction and materials for lessons and students</p>	<p>On-going</p>	<p>Classroom assessments; Teacher observations; ATLAS classroom assessment tools; Summative state assessments; IEPs</p>	<p>Classroom assessment scores; IEPs; ATLAS classroom tool assessment scores;</p>
<p>Students will have opportunities in all classrooms to participate in collaborative activities such as centers for learning in literacy, book clubs, group work unit projects, etc.</p>	<p>Support; Monitoring; Observations of activities; Allow purchasing of supplies for activities</p>	<p>Collaborate in PLTs 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; CFAs; Teacher observations</p>	<p>Student presentations; Documentation of activities; Digital presentations</p>

All teachers will provide a Technology Driven Classroom to meet the technology needs of today.

Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
<p>Google Classroom will be our learning management system. All teachers will create Google Classrooms for their subject areas. Teachers will post daily and/or weekly assignments in the Google Classrooms. Students and teachers will utilize Google Classroom. Teachers will 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.</p>	<p>Support teachers with needed resources and materials for assignments; Provide technology to teachers and students; Develop and provide checkout procedures for students as needed; 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</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>

All teachers and staff members will participate in a 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
<p>Teachers on a Guiding Coalition will develop schedules and procedures for RTI and the PLC process.</p>	<p>Assist teachers in developing schedules and procedures</p>	<p>Attend RTI meetings; Read emails; Ask questions;</p>	<p>Before school starts; First quarter; on-going</p>	<p>Schedules that work for all teachers and students involved</p>	<p>Schedules and procedures that support students learning and</p>

		Make sure he/she understands schedules and procedures			remediation; IXL reports
7th and 8th grade interventions will be steered by IXL diagnostic assessments, STAR reading assessments, ATLAS Assessments and CFAs. 5th and 6th grade interventions will be steered by CFAs. Tier II intervention will reteach essential skills-and provide extension for those who have mastered those skills. Tier III remediation will support students struggling with skills taught in earlier grades. RTI classes will be held five days a week for a total of 225 minutes per week. All students will participate in the RTI program to intervene in any skill deficits, support and reinforce skills that will be taught this year, and to provide extension to students who have mastered required skills. A variety of programs such as IXL, No Red Ink, Accelerated Reader, Mindplay, ReadWorks, CommonLit, etc. will be used to support learning for all ability levels of students.	Monitor and support; Meet with teachers to examine assessments and student work samples to decide on intervention plans	Create and administer Tier I formative assessments; Maintain data to show that the interventions are effective; Examine and discuss data in monthly PLT literacy meetings; assign and monitor intervention lessons in IXL	On-going	Classroom formative assessments; IXL; ATLAS Assessments; STAR	RTI daily schedules; Assessment scores; IXL data; ATLAS data; STAR data
All teachers will attend PLT meetings once weekly with their content level team members with a focus on the four questions.	Provide assistance with scheduling, materials, technology, etc. for meetings	Attend once a week meetings to report on progress of programs, curriculum, schedules, assessments, analyze	On-going	Student formative assessment scores; sign-in sheets; agendas	Sign-in sheets; Agendas, minutes of meetings

		data, review standards, address how to meet needs of students who did or did not learn the essential standard.			
5th and 6th grade RTI Committee will meet once a month to move students in and out of Tier III remediation.	Monitor and support; Meet with teachers to examine assessments and student work samples to decide on intervention plans	Attend monthly RTI data meetings; provide data to move students in and out of Tier III RTI; monitor students' progress and growth	On-going; monthly	Classroom formative assessments; IXL; ATLAS Assessment; STAR data	RTI data; Sign-in sheets; Agendas, minutes of meetings
7th and 8th grade will keep ongoing data sheets to determine the current Tier III remediation.	Monitor and enter data; if needed: Meet with teachers to examine assessments and student work samples to decide on intervention plans	Provide data to move students in and out of Tier III RTI; monitor students' progress and growth	On-going	Classroom formative assessments; IXL; ATLAS Assessment; STAR data	RTI data sheet

Glen Rose Middle 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 and STAR Math assessments at least three times a year. Data will be shared with parents 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; Share data with parents	Ongoing during the school year	All students complete STAR Reading and STAR Math assessments	Student scores

Students will complete ATLAS Summative Assessments as required.	Provide PD over assessments; Assist with scheduling; Locate testing rooms	Log in to required sites; attend PD; prepare classrooms; become familiar with procedures	Spring 2023	All students complete the state mandated test	Student scores
Students will complete ATLAS Interim Assessments in the Fall/Winter.	Provide PD over assessments; Assist with scheduling; Locate testing rooms	Log in to required sites; attend PD; prepare classrooms; Become familiar with procedures	On going during the school year	98% of students will complete the required ATLAS classroom tool assessments	Student scores
Students will complete IXL Diagnostics every 6 weeks to show skills with deficits as well as student growth.	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 school year	All students complete IXL Diagnostics	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 school year	All students will complete the classroom and unit assessments	Student scores

District and School Professional Development in Science of Reading

Elementary (K-6) and Special Education Teachers, including Reading Specialists - Proficiency Pathway

GRSD 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.

Teachers will complete the SoR training by the beginning of the 2023-2024 school year.

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

All Other Teachers-Awareness Pathway

GRSD shall provide for all 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.

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

Teachers will complete the SoR training by the beginning of the 2023-2024 school year.

(<https://ideas.aetn.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 through Dawson Educational Cooperative, other Arkansas Service Cooperatives and AETN Arkansas Ideas.

All school principals will complete the SoR Certified Assessor training by the beginning of the 2023-2024 school year.

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

District Responsibility

By the beginning of the 2023-2024 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. Anyone hired without the SoR proficiency or awareness certification will work with the district professional development coordinator and the school administrator to determine a plan to complete the certification as soon as possible.

Classroom Teachers in Grades K-6 and Literacy Specialist

By the beginning of the 2023-2024 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.

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 2023-2024 school year, will have one year to complete the requirement. The educator and district will be responsible to provide

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.

documentation to show that the educator is working towards the credential during the one year period.

Mathematics and Science Support Plan 2023-2024

The mathematics PLC will develop and implement a curriculum map that is aligned to the Science of Reading and is based on the 2023 ACT Aspire Summative data.

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. Update RISE training spreadsheet	Attend and/or complete all required PD on the Science of Reading	7 th and 8 th grade teachers: 2023-2024 complete the online RISE training due by 2024; 5th and 6th grade teachers will have completed 6 days of in person training	Complete all assessments/projects required for RISE PD	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, essential 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	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 and ATLAS assessments	Mathematics Curriculum Maps for grades 5-8

of new content in the blended learning environment.					
Math and Science teachers will utilize the math curriculum maps developed by the math PLC.	Support and monitor the teaching of the curriculum maps and essential standards	Curriculum maps that contain essential standards will be utilized in mathematics and science instruction.	On-going; quarterly; yearly	Classroom assessments; ATLAS assessments; summative state assessments	Student scores on all assessments (classroom, ATLAS classroom tool assessment, summative).
The Mathematics Coach in grades 5 and 6 will provide support to classroom teachers.	Secure funds for rehiring a math coach to support classroom teachers; provide training for the Math Coach	Work with educators to identify issues with students or curriculum, set goals, and solve problems; Collaborate with educators and school administrators to support curriculum and lesson plans; Provide professional developments, assist with the PLC process, schedule Dawson meetings to assist with needs	On-going	Calendar of teacher meetings; correspondence between teachers and coach	Collaborative assessments, lessons; improved scores on assessments

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
<p>Mathematics classes in grades five and six have a self-contained setting. The schedule allows for one and a half hours a day in fifth grade mathematics instruction and one hour a day for sixth grade mathematics instruction.</p> <ul style="list-style-type: none"> ● STAR Math ● Unit based math comprehension lessons ● Mathematics vocabulary instruction ● Constructed Responses ● ATLAS Assessment ● Illustrative Mathematics Curriculum 	<p>Schedule math classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective instruction in math; Support math teachers</p>	<p>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</p>	<p>On-going</p>	<p>CFAs; Teacher observations; ATLAS assessments; Summative state assessments</p>	<p>Student scores on assessments; Improved scores on state assessments; STAR math assessments; IXL diagnostic assessments</p>
<p>Mathematics classes in grades seven and eight have a departmentalized setting. Students have 45 minutes a day of mathematics instruction which includes:</p> <ul style="list-style-type: none"> ● IXL ● ATLAS Assessment ● Constructed Responses ● STAR Math ● Unit based math comprehension lessons ● Daily math practice activities 	<p>Schedule math classes each day; Support mathematics instruction</p>	<p>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;</p>	<p>On-going</p>	<p>Classroom assessments; CFAs; Teacher observations; ATLAS assessments; Summative state assessments</p>	<p>Student scores on assessments; Improved scores on state assessments; STAR mathematics assessments</p>

<ul style="list-style-type: none"> Mathematics vocabulary instruction <p>Edulastic</p> <p>Seventh and eighth grade math classes are designed for student needs. There are regular grade level math classes, advanced (Algebra I) classes, and support classes for students struggling in math.</p>		<p>New teachers in the district will receive training as needed</p>			
<p>The special education mathematics classes in grades 5-8 will work through inclusion in the regular classroom. The regular and special education teachers will work together to teach math to all students.</p>	<p>Provide scheduling and necessary materials needed in a co-teaching classroom environment</p>	<p>Collaborate to prepare instruction and materials for lessons and students both onsite and digitally online.</p>	<p>On-going</p>	<p>Classroom assessments; Teacher observations; ATLAS classroom tool assessments; Summative state assessments; IEPs</p>	<p>Classroom assessment scores; IEPs; ATLAS classroom tool assessment scores;</p>
<p>Students will have opportunities in all classrooms to participate in collaborative science activities such as unit projects and hands-on science experiments.</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>
<p>Science classes in grades 5 and 6 will be in a self-contained setting. The schedule allows for 30 minutes a day for science instruction.</p> <ul style="list-style-type: none"> Science Curriculum IXL 	<p>Schedule science classes with appropriate time to incorporate Science of Reading instructional skills;</p>	<p>Utilize time on effective literacy and math strategies that align with the Science of Reading</p>	<p>On-going</p>	<p>Classroom assessments; Teacher observations;</p>	<p>Student scores on assessments; Improved scores on state assessments;</p>

<ul style="list-style-type: none"> ● Unit based science lessons ● Hands-on science experiments and labs 	<p>Monitor classrooms for effective instruction in science; Support science teachers</p>	<p>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</p>		<p>ATLAS classroom tool assessments; Summative state assessments</p>	<p>STAR math assessments; STAR literacy assessments</p>
<p>Science classes in grades 7 and 8 have a departmentalized setting. The schedule allows for 45 minutes a day for science instruction.</p> <ul style="list-style-type: none"> ● Science Curriculum ● IXL ● Unit based science lessons ● Hands-on science experiments and labs 	<p>Schedule science classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective instruction in science; Support science teachers</p>	<p>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</p>	<p>On-going</p>	<p>Classroom assessments; Teacher observations; ATLAS classroom tool assessments; Summative state assessments</p>	<p>Student scores on assessments; Improved scores on state assessments; STAR math assessments; STAR literacy assessments</p>

All teachers will provide a Technology Driven Classroom to meet the technology needs of today.

Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
<p>Google Classroom will be our learning management system. All teachers will create Google Classrooms for their subject areas. Teachers will post daily and/or weekly assignments in the Google Classrooms. Students and teachers will utilize Google Classroom. Teachers will 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.</p>	<p>Support teachers with needed resources and materials for assignments; Provide technology to teachers and students; Develop and provide checkout procedures for students as needed; 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</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>

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
<p>Teachers on a Guiding Coalition will develop schedules and procedures for RTI and the PLC process</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; ongoing</p>	<p>Schedules that work for all teachers and students involved</p>	<p>Schedules and procedures that support students learning and remediation; IXL reports</p>

<p>7th and 8th grade interventions will be steered by IXL diagnostic assessments, ATLAS Assessments, and CFAs. 5th and 6th grade interventions will be steered by CFAs. Tier II intervention will reteach current skills being taught and assessed in class with CFAs. 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 225 minutes per week. All students will participate in the RTI program to remediate any skill deficits, support and reinforce skills that will be taught this year, and to enrich students who have mastered required skills. A variety of programs (listed above) will be provided to support mathematics and science instruction for all students.</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 students who need RTI intervention in math; Reteach skills in a different way and retest the intervention students; Maintain data to show that the interventions are effective; Examine and discuss data in weekly PLT math meetings; assign and monitor intervention lessons in IXL; 5-8 teachers will meet as a team weekly during their planning time</p>	<p>On-going</p>	<p>Common and classroom formative assessments; IXL; ATLAS Assessments</p>	<p>RTI daily schedules; Assessment scores; IXL data; ATLAS data</p>
<p>All teachers will attend PLT meetings once weekly with their content level team members with a focus on the four questions.</p>	<p>Provide assistance with scheduling, materials, technology, etc. for meetings</p>	<p>Attend once a week meetings to report on progress of programs, curriculum, schedules, assessments, analyze data, review standards, address how to meet needs of students who did or did not learn the essential standard</p>	<p>On-going</p>	<p>Student formative assessment scores; sign-in sheets; agendas</p>	<p>Sign-in sheets; Agendas, minutes of meetings</p>

Glen Rose Middle 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 and STAR Math assessments at least three times 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; Share data with parents	Ongoing during the school year	All students complete STAR Reading and STAR Math assessments	Student scores
Students will complete ATLAS as required	Provide PD over assessments; Assist with scheduling; Locate testing rooms;	Log in to required sites; attend PD; prepare classrooms; Become familiar with procedures	Spring 2024	All students complete the state mandated test	Student scores
Students will complete ATLAS Assessments as determined by the district	Provide PD over assessments; Assist with scheduling; Locate testing rooms;	Log in to required sites; attend PD; prepare classrooms; Become familiar with procedures	On going during the 2023-2024 school year	98% of students will complete the required ATLAS classroom tool assessments	Student scores
7th and 8th grade students will complete IXL Diagnostics every 6 weeks to show skills with deficits as well as student growth.	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 school year	All students complete IXL Diagnostics	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 2023-2024 school year	All students will complete the classroom and unit assessments	Student scores
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