

# Glen Rose School District Support Plan 2023-2024

## Prioritizations/Goals

- The Glen Rose School District (GRSD) recognizes the need for all students to be able to continue meeting the standards for content at grade level.
- Our focus this year will be improving literacy across the district in all grades.
- GRSD is focused on becoming a Professional Learning Community (PLC) and improving our PLTs to support student learning and improve student achievement.
- We believe that it is our mission to provide our students with a robust curriculum, effective learning strategies, highly trained staff in the Science of Reading to be able to provide excellent instruction and assessments for our students that will provide equitable access to learning and improve student achievement.

## Resources

- The Glen Rose School District (GRSD) will prioritize ESA funds and any other available funds to support reading instruction.

ACTIONS	PLAN/DO	TIMELINE/EVALUATE
<p>The Glen Rose School District (GRSD) Ready for Learning Committee members will meet as needed to review the Ready for Learning (Continuity of Learning) Plan. Adjustments to the plan can be made throughout the year.</p>	<p><b>GRSD COMMITTEE MEMBERS:</b></p> <ul style="list-style-type: none"> <li>● Tim Holicer, Superintendent</li> <li>● Melissa Weatherford, District Projects Coordinator, Federal Coordinator</li> <li>● Amber McCrackin, Special Education LEA</li> <li>● Darrell Ellis, High School Principal</li> <li>● Shawn Pilgrim, Middle School Principal</li> <li>● Trey Stevens, Elementary School Principal</li> <li>● Bob Morrison, Technology Coordinator</li> <li>● Nicole Hawthorne, Title I Coordinator/ASCIP Chair Elementary</li> <li>● MacKinzy Chaney, High School Media Specialist, High School ASCIP Chair</li> <li>● Jennifer Burke, Middle School ASCIP Chair, Classroom/LEAD Teacher</li> <li>● Rhonda Francis, Elementary Counselor, Student Support</li> <li>● Deann Rogers, RN, School Nurse, POC</li> <li>● Ron Loy, Transportation</li> <li>● Jason Hardage, Maintenance and Facilities</li> <li>● Catheryn Dhane, Administrative Assistant</li> <li>● Karen Gross, Food Services</li> </ul>	<p>The committee will meet quarterly, or more often as needed, to discuss and make changes to the Ready for Learning Plan (Continuity of Services). Adjustments to the plan may be approved by the school board when required and will be updated on the school website.</p>
<b>ACADEMICS</b>		
ACTIONS	PLAN/DO	TIMELINE/EVALUATE
<p>GRSD will 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. Literacy and math interventionists will assist teachers in grades K-6 in determining what curriculum changes need to be made to support improvement in literacy achievement. Multiple methods of instruction will be used to provide our students with an equitable learning environment to prepare them to be successful. Student data will be collected and analyzed during PLT meetings to determine the specific educational needs of each</p>	<p>Daily/Quarterly/Yearly</p>

	<p>student. Modifications in curriculum will be made based on the needs of students.</p>	
<p>GRSD will provide <b>GUARANTEED AND VIABLE CURRICULUM</b> for all students in the district.</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 school closures will be allowed with students accessing assignments on paper or 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.</p> <p>Virtual learning for specific high school courses will be provided for:</p> <ul style="list-style-type: none"> <li>Grades 9 – 12 through Virtual Arkansas which uses the Canvas Learning Management System</li> </ul> <p>Remote learning in times of emergency situations (weather, fire, etc.) will be provided for:</p> <ul style="list-style-type: none"> <li>Grades K-12 through Glen Rose Staff providing instructional units based on Arkansas Standards using high quality instructional materials, teacher created materials and/or scientific-based state approved curriculum through the Google Classroom Management System or paper versions of lessons/assignments.</li> </ul>	<p>Programs, technologies, and staff being used to provide a guaranteed and viable curriculum will be monitored and evaluated monthly, quarterly, and yearly to determine the effectiveness of each program.</p>
<p>GRSD will provide and update <b>DISTRICT and SCHOOL LITERACY</b> plans each school year.</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 proficiency credential.</p> <p>The Proficiency Pathway has two phases that must be successfully completed:</p> <ul style="list-style-type: none"> <li>Phase I- Acquiring Knowledge</li> <li>Phase II- Demonstration of Proficiency</li> </ul> <p>The Glen Rose School District shall provide for all other educators professional development to obtain the awareness credential in knowledge and practices in scientific reading instruction.</p> <p>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.</p> <p>The School Literacy Plans shall include:</p>	<p>GRSD Guiding Coalition (Leadership Team) will collaborate to assist in updating literacy plans each year based on achievement and classroom performance data. The literacy plans are living documents and can be updated at any time.</p>

	<ul style="list-style-type: none"> <li>● Collaboration between grades and within grades</li> <li>● Teachers will have the necessary material to support teaching the state standards</li> <li>● Teachers will maintain a record of student progress by utilizing materials appropriate for their grade level. These may include ACT Aspire scores, ATLAS Classroom Tool scores, STAR Reading assessments, Lexia, DIBELS Assessments, PLT data meetings, Classroom walkthroughs using the Science of Reading Rubric.</li> </ul> <p>Glen Rose Elementary School teachers and staff have been trained in the Science of Reading and yearly training will continue to occur.</p> <p>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> <p>Glen Rose Middle School teachers have been trained in the Science of Reading and any new staff will continue yearly training until certification is complete.</p> <p>Glen Rose High School teachers have been trained in the Science of Reading and any new staff will continue yearly training until certification is complete.</p>	
<p>GRSD will address <b>UNFINISHED LEARNING</b></p>	<p>The Glen Rose School District recognizes that there will need to be support for students who were adversely affected during the 2019-2020 and 2020-2021 school years due to COVID-19. Student periodic and summative assessment data will be analyzed during PLT meetings to determine the needs of specific grade levels and/or students.</p> <p>The Plan-Do-Check model will be used to continually monitor the process of addressing unfinished learning.</p> <p>Glen Rose Schools will address learning gaps and unfinished learning from the prior years by analyzing a variety of sources of student data: ACT Aspire summative test data from spring 2023; ATLAS Classroom Tool assessments; STAR assessments; DIBELS; IXL 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</p>	<p>GRSD and schools will evaluate improvement plans each year based on periodic and summative assessment data to make adjustments where needed. The school improvement plans are living documents and can be updated at any time.</p>

	<p>learning gaps in our students. Teachers and staff will also attend professional development sessions to support the implementation of utilizing PLT meetings to analyze student data in those meetings to support student learning.</p> <p>GRSD will also provide before and after school tutoring for students in grades 9-12 (ESA funds) in mathematics to support unfinished learning and enhance student achievement. Academic tutoring for other grades in literacy and math are scheduled as needed as part of a teacher's weekly duty schedule.</p> <p>GRSD will also provide before and after school enrichment and tutoring programs for students in grades K-6 to support students in all academic areas. This program will also address unfinished learning with a focus on literacy.</p>	
<p><b>HIGH SCHOOL</b></p>	<p>During data analysis and curriculum planning days, 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 weak areas especially in literacy. PLTs will also meet at least once a month to analyze student assessment data to determine the specific education needs of each student.</p> <p>Tier II and Tier III instruction will occur during the LEAP period where teachers will address unfinished standards or standards not yet mastered, as identified by ongoing formative assessments. Students in grades 9-10 will rotate between four LEAP teachers each week to participate in lessons designed to focus on improving literacy skills. Students in grades 11-12 will focus on improving literacy skills, ways to help increase ACT scores for college, workplace readiness skills and developing personal and life skills.</p>	<p>Monthly, Quarterly</p> <p>GR High school PLTs will analyze data from interim, summative and quarterly periodic assessments to determine the needs of each student.</p>
<p><b>MIDDLE SCHOOL</b></p>	<p>During data analysis and curriculum planning days, 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. Classes in grades 5 and 6 will move to a self-contained classroom environment</p> <p>Each grade level (5-8) will utilize information gathered from a variety of data sources during LEAP (RTI time) to help drive instruction and remediation. During remediation, teachers will</p>	<p>Monthly, Quarterly</p> <p>GR Middle school PLTs will analyze data from interim, summative and quarterly periodic assessments to determine the needs of each student.</p>

	address unfinished standards or standards not yet mastered, as identified by ongoing formative assessments. Teachers and students will use Tier II and III remediation strategies and the IXL program to help increase literacy skills. Students will rotate each week among teachers to participate in lessons designed to increase literacy skills.	
<b>ELEMENTARY SCHOOL</b>	During data analysis and curriculum planning days, 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. Teachers and students will use Tier II and III remediation strategies to increase student achievement.	Quarterly  GR Elementary school leadership team will analyze data quarterly from periodic assessments, and classroom assessments to determine the needs of each student.
GRSD will use a <b>DIGITAL PLATFORM</b> to present curriculum and materials to students.	The Glen Rose School District will utilize a digital platform for presentation and housing of learning materials for face-to-face instruction and possible remote learning situations due to quarantine/illness: <ul style="list-style-type: none"> <li>• High School – Google Classroom will be used during face-to-face instruction and possible remote learning situations in case of school closure. Virtual Arkansas will be used for specific courses for online classes.</li> <li>• Middle School – Google Classroom will be used during face-to-face instruction and possible remote learning situations in case of school closure.</li> <li>• Elementary - Google Classroom will be used during face-to-face instruction and possible remote learning situations in case of school closure.</li> </ul>	GRSD administration will monitor weekly to determine whether or not Google Classroom is working efficiently for students, families, and staff. Adjustments will be made if deemed necessary.
<b>HUMAN CAPITAL</b>		
<b>ACTIONS</b>	<b>PLAN/DO</b>	<b>TIMELINE/EVALUATE</b>
GRSD will provide <b>TEACHER TRAINING</b> each year.	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.	Professional development is provided by the district and through Dawson Educational Cooperative at the beginning of each school year. Teachers and staff are encouraged and allowed to attend

		additional training throughout the year as needed for curriculum, technology, assessment, etc.
GRSD will provide <b>ADDITIONAL STAFFING</b> when needed to improve learning.	After a needs assessment determines if additional staffing needs are required or staffing needs to be readjusted the district will make a decision about moving staff members and hiring new staff members based on numbers of students who are in our district.	GRSD will evaluate staffing needs on a quarterly basis to determine what adjustments are needed.
GRSD will provide <b>INFORMATION AND SUPPORT</b> to staff members.	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 any needs concerning face-to-face instruction and/or possible remote learning situations due to school closure (weather, fire, etc.)	GRSD will communicate daily with teachers and staff through email and the school webpage.

**STUDENT SUPPORT**

<b>ACTIONS</b>	<b>PLAN/DO</b>	<b>TIMELINE/EVALUATE</b>
GRSD will promote the use of <b>EFFECTIVE TECHNOLOGY FOR PARENTS AND STUDENTS.</b>	<p><b><u>High School</u></b> Students will all have access to Chromebooks in each classroom to access Google Classroom to complete assignments, assessments, and projects. Students who must go virtual due to school closure 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><b><u>Middle School</u></b> Students will all have access to Chromebooks in each classroom to access Google Classroom to complete assignments, assessments, and projects. Students who must go virtual due to school closure 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><b><u>Elementary School</u></b></p>	GRSD will use Google Classroom daily and/or weekly to house assignments, assessments, materials, and to communicate with students in grades 2-12. Teachers will use email and/or phone calls to communicate weekly/monthly with parents.

	<p>Students will all have access to Chromebooks in each classroom to access Google Classroom to complete assignments, assessments, and projects. Students who must go virtual due to school closure 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>GRSD will provide <b>STUDENT SUPPORT</b> to all students in our district.</p>	<p><b><u>Special Populations</u></b>          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><b><u>Social/Emotional Support for Students</u></b>          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 counseling opportunities will be utilized when necessary.</p> <p><b><u>School Health and Safety</u></b>          GRSD will enhance student safety by working with the Hot Spring County Sheriff's Department to provide a school resource officer (Calvin Reed) on campus during the school day and after school hours at school sponsored events such as athletic events, ceremonies, and/or community meetings.</p> <p>GRSD will support the health and wellness of students, teachers and staff by providing two extra school nurses. Stacy Steed will be located at the kindergarten campus and Brandy Sancez will be located in the elementary building serving grades 1-6. The lead school nurse, Deann Rogers, will monitor students in grades 7-12 and serve as our district point of contact liaison for emergency health concerns.</p>	<p>GRSD will monitor these services weekly/monthly to make sure parents and students are receiving services and/or communications about these services</p>

<b>STAKEHOLDER/COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT</b>		
<b>ACTIONS</b>	<b>PLAN/DO</b>	<b>TIMELINE/EVALUATE</b>
<p>GRSD will implement a plan to <b>COMMUNICATE</b> with families, students, and community stakeholders.</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"> <li>● 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.</li> <li>● Parents are encouraged to email specific teachers with concerns or questions. A list will be provided at registration and on our school website.</li> </ul> <p><b><u>High School</u></b></p> <p>Glen Rose High School hosted a registration and open house at the beginning of the year. Faculty and staff were available to meet parents and communicate expectations for the year. Information provided to families included Remind codes, syllabus, email, and class website if applicable. If requested, parents were given a parent friendly hard copy of the school Parent, Family, and Community Engagement Plan. This plan is located on the school website. The updated district Ready for Learning Plan (Continuity of Services Plan) is also located on the school website. GRHS will host a variety of family events during the year such as parent/teacher conferences, college and career days, and college financial aid workshops.</p> <p><b><u>Middle School</u></b></p> <p>Glen Rose Middle School hosted a registration and open house at the beginning of the year. Faculty and staff were available to meet parents and communicate expectations for the year. Information provided to families included Remind codes, syllabus, email, and class website if applicable. If requested, parents were given a parent friendly hard copy of the school Parent, Family, and Community Engagement Plan. The updated district Ready for Learning Plan (Continuity of Services Plan) is also located on the school website. This plan is located on the school website. GRMS will host a variety of family events during the year such as parent/teacher conferences, book fairs and family science and literacy nights.</p>	<p>Teachers will communicate daily, weekly or monthly with parents as needed based on each child.</p> <p>GRSD will communicate daily with the community through the school website and monthly through board meetings.</p>



	<p><b>Elementary</b>                  Glen Rose Elementary School hosted an open house at the beginning of the year. Families were allowed to meet the teachers and staff. Teachers gave parents an information packet containing registration information, classroom rules, a parent friendly version of the Parent, Family, and Community Engagement Plan, school contact information and a variety of other school information that is needed for the year. And updated version of the Ready for Learning Plan (Continuity of Services Plan) is available on the school website. Parents are required to complete the information forms in the packets and return to school on the first day of class. GRES will also host a Title I and Federal Programs meeting, Parent, Family and Community Engagement meeting, book fairs, literacy nights and parent/teachers conferences.</p>	
<b>FACILITIES AND TRANSPORTATION</b>		
<b>ACTIONS</b>	<b>PLAN/DO</b>	<b>TIMELINE/EVALUATE</b>
<p>GRSD will provide and maintain safe <b>FACILITIES and TRANSPORTATION.</b></p>	<p>GRSD will follow the daily cleaning protocols listed in our Ready for Learning Plan.</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. Drop off and pick up procedures will be modified if needed. Bus protocols have been established. All parents/guardians, bus riders, will be notified of any new bus protocols that are made, 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>GRSD administrators, maintenance supervisors, custodians, teachers and staff will work daily to monitor and maintain safe facilities for everyone.</p>
<p><b>Glen Rose School Contacts</b></p>	<p><b>Superintendent's Office – 332-3684, ext. 6</b>  <b>High School Office – 332-3694, ext. 5</b>  <b>Middle School Office – 332-3694, ext. 4</b>  <b>Elementary School Office – 332-3694, ext. 3</b></p>	

<b>EVALUATION</b>		
<b>Method used to Evaluate Effectiveness of School Improvement Plans</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>
Data from professional development surveys to address needs of effective instruction	Building Principals Other Administration District Projects Coordinator Special Education Supervisor Literacy and Math Coaches	Monthly 2023-2024
Ready for Learning (Continuity of Services Plan) model K-12	Ready for Learning Committee (includes teachers, staff and administrators from each school)	Quarterly 2023-2024
ACT Aspire Summative Data (focusing on Literacy/Reading)	Building Principals District Projects Coordinator ASCIP Chairs Literacy/Math Coaches PLC Teams in each school	August 2023 - September 2024
Referral number from Special Education Identification, 504 Referrals & Dyslexia Referrals for 2022-2023	Building Principals Dyslexia Coordinator Special Education Supervisor	Monthly 2023-2024
iStation, IXL, A+, Lexia, STAR Reading/Early Literacy Assessment Data, Classroom Formative Assessment Data	Building Principals ASCIP Chairs Literacy/Math Coaches PLC Teams	Monthly 2023-2024
ATLAS Classroom Tool Assessments	Building Principals District Projects Coordinator Literacy/Math Coaches PLC Teams	Each quarter during 2023-2024

**Data Collection and Analysis**

Our District Leadership team reviewed data from NWEA Fall Assessments, ACT Aspire 2019-2023, attendance and disciplinary records, Renaissance STAR Reading and Early Literacy Assessments, Read180, IXL, iStation, content area common assessments, and faculty feedback. We also analyzed our processes and procedures, routines, staff professional development, schedules, routines, PLC meeting schedules, and expectations.

<b>Data Analysis - ACT Aspire</b>					
<i>% Students Meets/Exceeds Standards in READING</i>					
<b>DISTRICT</b>					
<b>READING</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Combined Population	41.81%	NO TEST	30.73%	32.32%	41%
Female	48.49%	COVID-19	35.04%	37.75%	42%
Male	36.16%		24.27%	28.41%	40%
Students w/Disabilities	8.57%		4.84%	1.47%	17%
Economically Disadv.	34.86%		24.85%	24.70%	38%
Hispanic	48.15%		25%	19%	100%
Caucasian	41.62%		31.34%	33.02%	39%
African American	0%		0%	0%	N/A
<b>GRSD - ACT Aspire - GRADE LEVELS</b>					
<i>% Students Meets/Exceeds Standards in READING</i>					
<b>READING</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
3rd Grade	46%	NO TEST	32%	41.5%	41%
4th Grade	32%	COVID-19	42%	39.66%	40%
5th Grade	26%		36%	23.08%	28%
6th Grade	65%		24%	39.66%	30%
7th Grade	45%		23%	13.4%	33%
8th Grade	55%		48%	42.53%	31%
9th Grade	38%		20%	34.41%	30%
10th Grade	23%		21%	24.64%	32%

The students in grades 3-10 showed a 2% improvement in Reading on the summative ACT Aspire from spring 2022 to spring 2023. The percentage of students who scored IN NEED OF SUPPORT went from **42% in 2022 down to 40%** in 2023. We will continue to work with our educational cooperative, adjust our curriculum as needed and utilize high quality instructional materials to support the needs of all students in literacy.

## PLAN

### **Prioritization**

1. Set expectations for student learning in literacy.
2. Monitor expectations set for student learning in literacy by making data driven decisions on instructional practices and interventions.

### **Theory of Action**

If district leaders and administrators work collaboratively to provide relevant HQIM literacy resources, participate in school data analysis and support the use of evidence-based practices and curriculum then teachers will work to utilize resources, complete literacy professional development such as SoR, and interpret data to determine what evidence-based practices and curriculum are most effective for their students. Students will then be fully engaged in instructional activities to support their learning in literacy to help improve Reading assessment scores.

### **Goals:**

1. Students in the DISTRICT combined population scoring ready or exceeding on the ATLAS Summative Evaluation (grades 3-10) will score at least 40% or higher.
2. Students scoring in need of support in Reading on the ATLAS Summative Evaluation (grades 3-10) will be below 40%.
3. Increase the number of students in grades K-2 who are reading on grade level based on the state approved assessment (Renaissance STAR) by 10% yearly. Increase the number of graduates meeting the ACT Reading Readiness Benchmark by 20% within five years. (2028)

### **Prioritization of ESA Funding:**

Funding will be prioritized to improve reading achievement throughout the district.

### **DISTRICT Literacy Plan**

1. Glen Rose School District will support each school's individual literacy support plan.
2. Glen Rose School District will support the implementation of interventions at all grade levels targeting foundational reading skills utilizing the Science of Reading strategies and that promote building positive reading habits.
3. Glen Rose School District will invest in additional staff to support and assist teachers and students with increasing Reading achievement scores.

## DO

ACTIONS	PERSON RESPONSIBLE	FUNDING	MONITORING TIMELINE	EVIDENCE
Support and ensure the implementation of the district's literacy plan across grade levels and content areas at each building.	<ul style="list-style-type: none"> <li>• District Leadership Team</li> <li>• Building Principals</li> <li>• Administration</li> </ul>	Federal Funds School Operating Funds	Monthly	<ul style="list-style-type: none"> <li>• Informal and formal observations</li> <li>• Daily Schedules</li> <li>• Teacher feedback</li> </ul>
Support the implementation of interventions at all grade levels targeting foundational reading	<ul style="list-style-type: none"> <li>• Building Principals</li> <li>• Literacy Support Staff</li> </ul>	Title I (elementary) School Operating Funds	Monthly	<ul style="list-style-type: none"> <li>• Informal and formal observations</li> <li>• Teacher feedback</li> </ul>

skills utilizing Science of Reading strategies.				<ul style="list-style-type: none"> <li>Daily schedules</li> </ul>
Invest in a literacy coach who is a certified reading specialist to support and assist teachers with increasing literacy scores in grades K-4.	<ul style="list-style-type: none"> <li>Administration</li> <li>Literacy Support Staff</li> <li>Federal Programs Coordinator</li> <li><i>Meredith Krisell</i></li> </ul>	ARP ESSR	Monthly Yearly	<ul style="list-style-type: none"> <li>New staff hires</li> <li>Informal evaluations</li> <li>Teacher feedback</li> </ul>
Invest in a district school dyslexia coordinator who is a certified reading specialist to support teachers and work directly with students daily to support students identified with characteristics of dyslexia in grades 1-12. She also coordinates the training and scheduling of the aides that support the dyslexia program for the entire district.	<ul style="list-style-type: none"> <li>Building Principals</li> <li>Administration</li> <li><i>Cristy McClard</i></li> </ul>	ESA Funding	Monthly Yearly	<ul style="list-style-type: none"> <li>Informal evaluations</li> <li>Daily schedules</li> <li>Classroom assessments</li> <li>Summative assessments</li> <li>Periodic assessments</li> </ul>
Invest in classroom aides to support and assist teachers with increasing literacy achievement scores in all three schools.	<ul style="list-style-type: none"> <li>Administration</li> <li>Building Principals</li> <li>Federal Programs Coordinator</li> <li><i>Angela Wingfield</i></li> <li><i>Stephanie Stevens</i></li> <li><i>Angel Jones</i></li> <li><i>Rachel Kitchens</i></li> <li><i>Whitney Earnest</i></li> <li><i>Regina Honold</i></li> <li><i>Theresa Whitley</i></li> <li><i>Christy Shelnut</i></li> <li><i>Kirsten Tuggle</i></li> <li><i>Brittany Johnson</i></li> <li><i>Love Doddridge</i></li> </ul>	Title I ( <i>elementary</i> ) ESA Funding ( <i>middle and high</i> )	Yearly	<ul style="list-style-type: none"> <li>New staff hires</li> <li>Informal evaluations</li> <li>Teacher feedback</li> <li>Classroom assessments</li> <li>Summative assessments</li> </ul>
Invest in a literacy specialist to provide Tier II and Tier III intervention to help increase literacy achievement in the elementary grades 1-4.	<ul style="list-style-type: none"> <li>Administration</li> <li>Federal Programs Coordinator</li> <li><i>Felicia Gray</i></li> </ul>	Title I	Yearly	<ul style="list-style-type: none"> <li>New staff hires</li> <li>Informal evaluations</li> <li>Teacher feedback</li> <li>Classroom assessments</li> <li>Summative assessments</li> </ul>

				<ul style="list-style-type: none"> <li>• Previous years assessment data</li> </ul>
<p>Support and ensure that all teachers will continue to follow the pathways of professional development for the Science of Reading. All new teachers should be trained in the SoR by the end of the 2023-2024 school year.</p> <p>Ensure completion of SoR Assessor Training for all building administrators.</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Building Principals</li> <li>• District Projects Coordinator</li> </ul>	Professional Development Categorical Funds	Current - June 2024	<ul style="list-style-type: none"> <li>• Certificates of R.I.S.E. training completed and documented by administrators</li> <li>• ESC Works transcripts collected and documented by administrators</li> <li>• Arkansas IDEAS transcripts collected and documented by administrators</li> <li>• Science of Reading Assessor Certificates</li> </ul>
<p>Utilize the ATLAS Classroom Tool for interim/periodic testing for grades 3-10 in math, reading, science, and language to be able to target specific weak areas in student achievement and curriculum.</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Building Principals</li> <li>• District Projects Coordinator</li> </ul>	DESE	Quarterly	<ul style="list-style-type: none"> <li>• ATLAS Classroom Tool</li> <li>• Testing Calendar</li> <li>• Grade Level Rosters/Testing Groups</li> </ul>
<p>Literacy Curriculum for Glen Rose Elementary currently includes:</p> <ul style="list-style-type: none"> <li>• Arkansas State Standards</li> <li>• Collaborative Classroom (comprehension, vocabulary, writing)</li> <li>• 95 Core Program (phonics)</li> <li>• Heggerty (phonemic awareness)</li> <li>• MindPlay (SPED)</li> <li>• Sonday I/II (intervention)</li> <li>• Let's Play Learn (intervention)</li> <li>• 95 Percent Group Phonological Awareness Kit (K intervention)</li> </ul>	<ul style="list-style-type: none"> <li>• Building Administrator</li> <li>• Literacy Coach/Interventionist</li> <li>• Classroom Teachers</li> <li>• Dyslexia Coordinator</li> <li>• Special Education Coordinator</li> <li>• Special Education Teachers</li> </ul>	Title I School Operating Funds	Daily Quarterly Yearly	<ul style="list-style-type: none"> <li>• Classroom assessments</li> <li>• ATLAS Classroom Tool assessments</li> <li>• ACT Aspire summative reports</li> <li>• Formative Assessments</li> <li>• STAR Reading</li> <li>• STAR Early Literacy</li> </ul>

<ul style="list-style-type: none"> <li>• Barton, Sondag I/II, Countdown from Really Great Reading (intervention with literacy specialist)</li> </ul> <p>The elementary school is continually examining new curriculum and schedule changes to better meet the literacy needs of our students. We are also working closely with Dawson Educational Cooperative for professional development sessions during the year supporting Science of Reading literacy techniques.</p> <p><i>We are waiting to learn from DESE about the following:</i> The elementary SPED subgroup was identified (2022-2023) as “in need of additional targeted support and improvement (ATSI).” All curriculum and schedule changes will include and address the needs of the SPED subgroup to help improve literacy achievement over the next three years.</p>				
<p>Literacy Curriculum for Glen Rose Middle School currently includes:</p> <ul style="list-style-type: none"> <li>• Arkansas State Standards</li> <li>• Novel Units focusing on skills in the Arkansas State Standards (7th/8th)</li> <li>• Collaborative Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Building Administrator</li> <li>• Literacy Coach/Interventionist</li> <li>• Classroom Teachers</li> <li>• Dyslexia Coordinator</li> <li>• Special Education Coordinator</li> </ul>	<p>School Operating Funds</p>	<p>Daily</p>	<ul style="list-style-type: none"> <li>• Classroom assessments</li> <li>• ATLAS Classroom Tool assessments</li> <li>• ACT Aspire reports</li> <li>• Formative Assessments</li> <li>• STAR Reading</li> <li>• Accelerated Reader reports</li> </ul>

<p>(5th/6th)(comprehension, vocabulary, and writing)</p> <ul style="list-style-type: none"> <li>• Latin and Greek Roots (5th/6th) (morphology)</li> <li>• Morpheme Magic (5th/6th) (morphology)</li> <li>• Take Flight (intervention)</li> <li>• Sunday I/II (intervention);</li> <li>• IXL</li> <li>• Mindplay</li> <li>• SRA Corrective Reading</li> <li>• CommonLit (7th/8th)</li> <li>• Readworks (7th/8th)</li> <li>• No Red Ink (7th/8th)</li> <li>• Accelerated Reader (5th-8th) (fiction/nonfiction)</li> </ul> <p>• The middle school is currently examining new curriculum and schedule changes to better meet the literacy needs of our students.</p>				
<p>Literacy Curriculum for Glen Rose High School currently includes:</p> <ul style="list-style-type: none"> <li>• Arkansas State Standards</li> <li>• Novel Units focusing on skills in the Arkansas State Standards</li> <li>• Book study units modified to support literacy in regular, advanced and AP classes</li> <li>• IXL</li> <li>• Critical Reading class to support reluctant and/or low readers</li> <li>• Mindplay</li> <li>• GR Read program utilizing Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>• Building Administrator</li> <li>• Classroom Teachers</li> <li>• Dyslexia Coordinator</li> <li>• Special Education Coordinator</li> </ul>	<p>School Operating Funds</p>	<p>Daily</p>	<ul style="list-style-type: none"> <li>• Classroom assessments</li> <li>• ATLAS Classroom Tool assessments</li> <li>• ACT Aspire reports</li> <li>• Formative Assessments</li> <li>• STAR Reading</li> <li>• Accelerated Reader reports</li> </ul>



<ul style="list-style-type: none"> <li>• A+ (ALE/Summer School)</li> <li>• The high school is currently examining new curriculum and schedule changes to better meet the literacy needs of our students.</li> </ul>				
<p>Invest in three dyslexia specialist aides to support the needs of students with dyslexia. These aides are trained and certified in evidenced-based programs (Sunday system) that strengthen reading skills in students diagnosed with dyslexia. The aides will work with students in grades K-12.</p>	<ul style="list-style-type: none"> <li>• Dyslexia Coordinator</li> <li>• Building Principals</li> <li>• <i>Crystal Merideth</i></li> <li>• <i>Jill Earnest</i></li> <li>• <i>Teresa Grady</i></li> </ul>	<p>ESA Funding and district operating funds</p>	<p>Weekly</p>	<ul style="list-style-type: none"> <li>• Dyslexia program assessments</li> <li>• Classroom assessments</li> <li>• ACT Aspire summative assessments</li> <li>• Building principal observations</li> <li>• Sunday assessments</li> </ul>
<p>Invest in new technology to support the new and current curriculum to remediate, strengthen, and enhance literacy skills in students throughout the district.</p>	<ul style="list-style-type: none"> <li>• Technology Coordinator</li> <li>• District Projects Coordinator</li> <li>• Building Principals</li> </ul>	<p>ESA Funding</p>	<p>Quarterly Yearly</p>	<ul style="list-style-type: none"> <li>• Building principal observations</li> <li>• Technology assessment needs</li> </ul>

### SCIENCE of READING Professional Development

Glen Rose Elementary (K-4) = 100% of their teachers have completed the SoR training

- 30 teachers have completed the SoR training
- Administrator completed the ASSESSOR training

Glen Rose Middle (5-8) = 100% of the teachers have completed the SoR training

- 23 teachers completed the training
- Administrator completed the ASSESSOR training

Glen Rose High (9-12) = 99% of the teachers have completed the SoR training

- 26 teachers completed the training
- One teacher is completing the awareness training and will be complete before school begins.

- Administrator completed the ASSESSOR training

**Links to Science of Reading professional development spreadsheets:**

Glen Rose Elementary - All teachers have been trained in the Science of Reading.

Glen Rose Middle School -

[https://docs.google.com/spreadsheets/d/1Cy7i\\_VIEy8XXwRwPBc9TUaj1Vlx-ml1NRmHEli\\_v74Q/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1Cy7i_VIEy8XXwRwPBc9TUaj1Vlx-ml1NRmHEli_v74Q/edit?usp=sharing)

Glen Rose High School-

[https://docs.google.com/spreadsheets/d/1UEOj8c01qiHc8pMBYdl5v\\_ZPr89IRNrqZskYAhFZME/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1UEOj8c01qiHc8pMBYdl5v_ZPr89IRNrqZskYAhFZME/edit?usp=sharing)

<b>EVALUATION</b>		
<b>METHOD OF EVALUATION</b>	<b>PERSON RESPONSIBLE</b>	<b>TARGET DATE</b>
Professional Development Spreadsheet for Science of Reading	Building Principals District Projects Coordinator	June 2024 September 2024
ACT Aspire Summative Data	Building Principals District Leadership Team School Improvement Teams	August 2024
ATLAS Classroom Tool Assessments created by teachers and instructional coaches	Building Principals School Improvement Teams School PLCs Classroom Teachers Instructional Specialist/Coaches	October 2022 February 2024
Renaissance STAR Reports	Building Principals School Improvement Teams School PLCs	September 2023 December 2023 January 2024 April 2024 May 2024
iStation Assessments Renaissance STAR Early Literacy Renaissance STAR Reading	Elementary Principal Elementary School Improvement Team Elementary PLCs	September 2023-May 2024 (Monthly)
Review and revise school improvement plans based on data	District Projects Coordinator Building Principals School Improvement Teams	May 2023-August 2023 *updated throughout the school year