# Glen Rose Middle School

# Literacy Support Plan 2022-2023

| The literacy PLT will develop and implement a scope and sequence that is aligned to the Science of Reading and is based on the 2022 ACT Aspire Summative data. | | | | | |
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| **Key Components and/or strategies** | **Administrative Responsibility** | **Teacher Responsibility** | **Timeline** | **Assessment** | **Evidence** |
| All teachers will complete yearly professional development requirements on the Science of Reading. | Provide PD schedule on RISE training | Attend and/or complete all required PD on the Science of Reading | 7th and 8th grade teachers: 2022-2023 six hours and/or complete the online RISE training due by 2023; Fifth and Sixth grade teachers will attend three days of RISE PD during each school year until completed | Complete all assessments/projects required for RISE PD | PD certificates of Science of Reading completion |
| Literacy teachers (PLC Teams) will collaborate each summer to develop and edit the scope and sequence based on the Science of Reading, | 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, and NWEA MAP assessments | Literacy Scope and Sequence for grades 5-8 |

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| essential standards, 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. | | | | | |
| Literacy teachers will utilize the literacy scope and sequence developed by the literacy PLT. | Support and monitor the teaching of the scope and sequence and essential standards | Scope and sequence that contain essential standards will be utilized in literacy instruction. | On-going; quarterly; yearly | Classroom assessments; NWEA MAP assessments; summative state assessments | Student scores on all assessments (classroom, interim, summative). |
| The Literacy Coach in grades 5 and 6 will provide support to classroom teachers. | Secure funds for hiring a literacy coach to support classroom teachers; provide training for Literacy Coach | 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. | On-going | Calendar of teacher meetings; correspondence between teachers and coach | Collaborative assessments, lessons; improved scores on assessments |

| Struggling readers will be screened for reading difficulties (Act 1268 dyslexia requirements).  Students will receive literacy support through a variety of programs. | | | | | |
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| **Key Components and/or strategies** | **Administrative Responsibility** | **Teacher Responsibility** | **Timeline** | **Assessment** | **Evidence** |
| All teachers (including content areas) will follow district guidelines and procedures for referring struggling readers for screening.<br>Teachers and screeners will watch for:<br><br>● Phonological and phonemic awareness<br>● Sound symbol recognition<br>● Alphabet knowledge<br>● Decoding skills<br>● Rapid naming<br>● Encoding skills<br><br>Students will be recommended for the Dyslexia program as needed based on data from screenings. | Inform teachers and staff of screening guidelines and procedures;<br>Assist teachers with questions of problems dealing with screening. | Gather required data and evidence on the students being screened;<br>Meet with district personnel for screening information;<br>Complete screening forms and provide required data documentation;<br>Assist with scheduling Dyslexia program students if needed;<br>Teachers are Arkansas Specific Trained for Sonday System | On-going as needed per student | Screenings for reading difficulties will be completed in a timely manner;<br>Results will be discussed with teachers and administration | Screening results;<br>Reading assistance recommendations for students;<br>Staff and parent communication |
| Struggling readers in grades 5-8 will be screened and recommended for weekly Tier III literacy support through the Read 180 | Secure funds for hiring a teacher and aides to support literacy programs; | Collaborate with Read 180 program teacher to examine data on students and determine which | Ongoing | Read 180 assessments;<br>Classroom assessments;<br>STAR reading;<br>Interim assessments; | Increased student scores on assessments |

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| program or individual reading assistance. A literacy aide will be provided to read with students and provide individualized support to struggling readers. | Secure funds for renewing the Read 180 program | students need support; Collaborate with Read 180 teacher for scheduling of students to receive reading support; Assist in training students to follow the Read 180 schedule each day/week; Examine assessments to determine if programs are supporting student reading skills | | Summative state assessments | |
| In the case of a blended learning environment, the dyslexia coordinator will contact parents of students who need services to determine how services will be provided. Literacy support will be provided online virtually with individual students and the dyslexia coordinator. | Provide necessary equipment and professional development to support online literacy instruction | Contact individual students and parents to schedule virtual sessions; Determine what digital support families may require; | Ongoing as needed during the blended learning school year; | Surveys; Emails; Virtual session logs; | Students and families attending virtual literacy support sessions; online assessments |

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 |
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| Literacy classes in grades five and six have a departmentalized setting. The schedule allows for 45 minutes a day for reading instruction and 45 minutes a day for grammar/ spelling/ writing instruction. <br>● RISE Morphology <br>● STAR Reading <br>● Accelerated Reading <br>● Making Meaning Vocabulary & Comprehension Curriculum <br>● Writing Instruction: Being a Writer <br>● Constructed Responses <br>● Novel units <br>● Wide variety of digital sources such as ReadWorks,, CommonLit, EPIC etc. | Schedule literacy classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective instruction in literacy; Support literacy teachers; | Utilize time on effective literacy strategies that align with the Science of Reading; Assess, plan, teach, assess, and then adjust and remediate; Participate in on-going professional development; New teachers in the district will receive training as needed; | On-going | Classroom assessments; Teacher observations; NWEA MAP assessments; Summative state assessments | Student scores on assessments; Improved scores on state assessments; STAR reading assessments; IXL diagnostic assessments |

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| ● NWEA MAP Assessments<br>● IXL<br>● Edulastic | | | | | |
| 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:<br>● RISE Morphology<br>● STAR Reading<br>● Accelerated Reading<br>● Unit based comprehension lessons<br>● Writing instruction<br>● Constructed Response<br>● Novel units<br>● Enriched vocabulary study<br>● Wide variety of digital sources such as ReadWorks, No Red Ink, CommonLit, EPIC etc.<br>● NWEA MAP Assessment<br>● IXL | Schedule literacy classes each day; Support literacy instruction | Utilize time on effective literacy strategies that align with the Science of Reading;<br>Assess, plan, teach, assess, and then adjust and remediate;<br>Participate in on-going professional development;<br>New teachers in the district will receive training as needed; | On-going | Classroom assessments; Teacher observations; NWEA MAP assessments; Summative state assessments | Student scores on assessments; Improved scores on state assessments; STAR reading assessments; IXL diagnostic assessment |

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| ● Edulastic | | | | | |
| Literacy classes are scheduled to go to the library once a week (5th-7th) or once every other week (8th grade only).  Accelerated Reader will be used to promote independent reading and book selection.  It will be used to support the RISE initiative and promote a culture of reading.  AR will not supplant reading instruction.  Students will be rewarded in a variety of ways for participating in Accelerated Reader and earning points.  Students will learn how to find digital ebooks and audio books online to continue reading during blended learning if necessary. | 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 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; | Library media specialist will be the administrator of Renaissance Learning and will work closely with literacy teachers and students to support literacy and 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 during blended learning | On-going | STAR reading scores; Accelerated Reader scores and points; Circulation statistics; Reward coupons; Reward activities for earning points | Student scores on assessments; Improved scores on NWEA MAP assessments; STAR reading assessments; |
| Teachers in the special education classrooms will use SRA corrective reading and Mindplay to support literacy instruction. Mindplay is a structured online phonics and word | Support; Monitoring; Funding to purchase programs; Scheduling | Train students on how to use the programs; Monitor while students are using the program; Support students | On-going | Program assessments; Classroom assessments; Teacher observations; NWEA MAP Assessments and state summative assessments; | Student scores on all assessments; Documentation of progress monitoring of students |

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| study program used daily to support literacy skills in the special education classrooms. | | | | | |
| 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. | Support; Monitoring; Observations of activities; Allow purchasing of supplies for activities | 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 |

| 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. | | | | | |
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| **Key Components and/or strategies** | **Administrative Responsibility** | **Teacher Responsibility** | **Timeline** | **Assessment** | **Evidence** |
| Teachers on a Guiding Coalition will develop schedules and procedures for RTI and the PLC process. | Assist teachers in developing schedules and procedures; | Attend RTI meetings; Read emails; Ask questions; Make sure he/she understands schedules and procedures; | Before school starts; First quarter | Schedules that work for all teachers and students involved | Schedules and procedures that support students learning and remediation; IXL reports |
| Interventions will be steered by IXL diagnostic assessments, STAR reading assessments, and NWEA MAP Assessments.  Tier II intervention will reteach essential skills. Tier III remediation will support students struggling with | Monitor and support; Meet with teachers to examine assessments and student work samples to decide | 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; NWEA MAP Assessments | RTI daily schedules; Assessment scores; IXL data; NWEA MAP data |

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| 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 Read 180, IXL, No Red Ink, Accelerated Reader, Mindplay, ReadWorks, CommonLit, etc. will be used to support learning for all ability levels of students. | on intervention plans | | | | |
| All teachers will attend PLC Team meetings twice monthly with their subject and/or grade level team members to discuss RTI and essential standards, plan and coordinate lessons and materials, discuss problems and solutions, regroup students, etc. | Provide assistance with scheduling, materials, technology, etc. for meetings | Attend twice monthly meetings to report on progress of programs, curriculum, schedules, assessments, etc. | On-going | Student formative assessment scores; sign-in sheets; agendas | Sign-in sheets; Agendas, minutes of meetings |

| 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; NWEA MAP Assessments; STAR Reading Assessment | RTI data; Sign-in sheets; Agendas, minutes of meetings |

| All teachers will provide a Technology Driven Classroom to meet the technology needs of today. This will allow teachers to seamlessly pivot to a blended learning environment when necessary. | | | | | |
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| **Key Components and/or strategies** | **Administrative Responsibility** | **Teacher Responsibility** | **Timeline** | **Assessment** | **Evidence** |
| 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 | 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; | 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; | On-going during the blended learning school year whether onsite or offsite | Students submission of all assignments; Utilization of Google Classroom and other digital assignments; | Student submissions of all assignments; Google Classrooms developed by teachers; Student grades; |

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| 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. | | | | | |
| School will extend the open wi-fi to the parking lots located in front of each school. This will allow internet access 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 blended 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 |
| Professional Development will be provided to all teachers and staff as needed. Training will focus on utilizing Google Classroom as our learning management system. Professional development training will focus on apps and programs that support | Develop and schedule professional development sessions; Provide necessary equipment, staff, and locations for training | Attend all professional development sessions; Have all necessary equipment and materials for training | Summer months before school starts; On-going during the blended learning school year as needed | Professional development sign in sheets; Development of Google Classrooms; Development of digital content | Professional development sign in sheets; Google Classroom development; |

| digital instruction for blended learning. | | | | | |
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| Families with any internet and/or cell phone service in their area may qualify for wifi devices provided by the school district. These devices will be supplied to families in our school district who are in need and qualify to receive the devices. | Collaborate with district administration and technology coordinator to provide devices for students in middle school | Communicate student needs about internet service to administration | Ongoing during the current blended learning school year | Students will be able to complete and submit assignments online at home | Students will submit and complete assignments online |

| 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. | | | | | |
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| **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 | Ongoing during the 2022-23 school year | All students complete STAR Reading and STAR Math assessments | Student scores |
| Students will complete ACT Aspire 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 2022 | All students complete the state mandated test | Student scores |

| Students will complete NWEA MAP Assessments twice a year: 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 interim assessments | Student scores |
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| 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 2022-23 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 |