

Glen Rose School District Support Plan 2021-2022

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, regardless of the COVID-19 circumstances.
- Our focus this year will be improving literacy across the district in all grades.
- GRSD has developed a plan that uses the face-to-face approach for daily instruction and technology-based for times of emergencies such as quarantine due to COVID-19.
- We believe that it is our mission to provide our students with a robust curriculum, effective learning strategies, highly trained staff in the Science of Reading to be able to provide excellent instruction, assessments for our students that will provide multiple modes of delivery that will assure our students have an equitable access to learning.

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 Plan. Adjustments to the plan can be made throughout the year.</p>	<p>GRSD COMMITTEE MEMBERS:</p> <ul style="list-style-type: none"> • Tim Holicer, Superintendent • Melissa Weatherford, District Projects Coordinator, Federal Coordinator • Cathy Acosta, Special Education LEA • Teresa Burroughs, District Parent/Family Engagement Coordinator • MacKinzy Chaney, High School Media Specialist, High School ASCIP Chair • Jennifer Burk, Middle School Classroom Teacher, T-LAG Participant • Christy Moore, Middle School ASCIP Chair, Classroom Teacher • Beth Barnett, Elementary Classroom Teacher • Rhonda Francis, Elementary Counselor, Student Support • Deann Rogers, RN, School Nurse, POC • Ron Loy, Transportation • Jason Hardage, Maintenance and Facilities • Lila Fite, District Treasurer • Karen Gross, Food Services 	<p>The committee will meet quarterly, or more often as needed, to discuss and make changes to the Ready for Learning Plan. Adjustments to the plan may be approved by the school board when required and will be updated on the school website.</p>
ACADEMICS		
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. Our district will focus on face-to-face instruction while also placing assignments and lessons in Google Classrooms for easy access during times of quarantine due to COVID-19.</p>	<p>Daily/Quarterly/Yearly</p>

<p>GRSD will provide GUARANTEED AND VIABLE CURRICULUM 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 quarantine will be allowed with students accessing assignments through Google Classroom and other technology-based programs utilized by the schools such as IXL, Istation, and Renaissance.</p> <p>This option allows teachers and students to remain engaged and prepared to pivot to remote learning in the event of school closure, quarantine or illness.</p> <p>Virtual learning for specific high school courses will be provided for:</p> <ul style="list-style-type: none"> ● Grades 9 – 12 through Virtual Arkansas which uses the Canvas Learning Management System <p>Remote learning in times of quarantine will be provided for:</p> <ul style="list-style-type: none"> ● Grades K-12 through Glen Rose Staff providing instructional units based on Arkansas Standards using teacher created materials and/or scientific-based state approved curriculum through the Google Classroom Management System. 	<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 DISTRICT and SCHOOL LITERACY 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"> · Phase I- Acquiring Knowledge · Phase II- Demonstration of Proficiency <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> <ul style="list-style-type: none"> ● Collaboration between grades and within grades ● Teachers will have the necessary material to support teaching the state standards ● Teachers will maintain a record of student progress by utilizing materials 	<p>GRSD Leadership teams will collaborate to update 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>

	<p>appropriate for their grade level. These may include ACT Aspire scores, NWEA Map Growth scores, STAR Reading assessments, Dibbles Assessments, PLC and team meeting records, Classroom walkthroughs using the Science of Reading Rubric.</p> <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>The majority of the Glen Rose Middle School teachers have been trained in the Science of Reading and continued yearly training will occur until certification is complete.</p> <p>The majority of the Glen Rose High School teachers have been trained in the Science of Reading and continued yearly training will occur until certification is complete.</p>	
<p>GRSD will address UNFINISHED LEARNING</p>	<p>The Glen Rose School District recognizes that there will need to be support for students as they re-enter onsite instruction. Students will be supported in grades K – 12 in the use of Chromebooks for face-to-face and remote learning. They will be familiarized with the concepts of using Chromebooks in the Online Learning Mode as well as how to use them Offline if Internet Connectivity is a problem.</p> <p>The Plan-Do-Check model will be used to continually monitor the process of addressing unfinished learning.</p> <p>Due to the unexpected illnesses and quarantines due to COVID-19, there will possibly be learning gaps in our students. Glen Rose Schools will address unfinished learning from the prior years by analyzing a variety of sources of student data: ACT Aspire summative test data from spring 2021; NWEA map growth assessments; STAR assessments; Dibbles; IXL assessments; Istation assessments; and classroom assessments. Teachers and staff worked during professional development sessions this summer to analyze data, curriculum, and standards to create plans on how to close the learning gaps in our students.</p>	<p>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>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>HIGH SCHOOL</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. During remediation during the Red Zone, teachers will address unfinished standards or standards not yet mastered, as identified by ongoing formative assessments. Teachers and students will utilize the A+ program to help cover reading skills in all subject areas.</p>	<p>Quarterly</p> <p>GR High school leadership team will analyze data from quarterly periodic assessments to determine the needs of each student.</p>
<p>MIDDLE SCHOOL</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. Each grade level (5-8) will utilize information gathered from a variety of data sources during FLEX (RTI time) to help drive instruction and remediation. During remediation, teachers will address unfinished standards or standards not yet mastered, as identified by ongoing formative assessments. Teachers and students will use Tier II and III remediation strategies and the IXL program to help increase reading skills.</p>	<p>Quarterly</p> <p>GR Middle school leadership team will analyze data from quarterly periodic assessments to determine the needs of each student.</p>
<p>ELEMENTARY SCHOOL</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 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</p>	<p>Quarterly</p> <p>GR Elementary school leadership team will analyze data quarterly from periodic assessments, classroom assessments, and iStation assessments to determine the needs of each student.</p>

	strategies and the iStation program to assist with increasing reading skills.	
GRSD will use a DIGITAL PLATFORM 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"> • High School – Google Classroom will be used during face-to-face instruction and possible remote learning situations due to quarantine. Virtual Arkansas will be used for specific courses for online classes. • Middle School – Google Classroom will be used during face-to-face instruction and possible remote learning situations due to quarantine. • Elementary - Google Classroom will be used during face-to-face instruction and possible remote learning situations due to quarantine. 	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.

HUMAN CAPITAL

ACTIONS	PLAN/DO	TIMELINE/EVALUATE
GRSD will provide TEACHER TRAINING 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 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 ADDITIONAL STAFFING 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 INFORMATION AND SUPPORT 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,	GRSD will communicate daily with teacher and staff through email and the school webpage.

	<p>and any needs concerning face-to-face instruction and/or possible remote learning situations.</p>	
STUDENT SUPPORT		
ACTIONS	PLAN/DO	TIMELINE/EVALUATE
<p>GRSD will promote the use of EFFECTIVE TECHNOLOGY FOR PARENTS AND STUDENTS.</p>	<p>High School Students will all have access to Chromebooks in each classroom to access Google Classroom to complete assignments, assessments, and projects. Students placed in quarantine will be given a Chromebook to take home to complete assignments and continue their learning. Teachers and staff will support student learning through email and phone calls. Students will return the device upon returning to school.</p> <p>Middle School Students will all have access to Chromebooks in each classroom to access Google Classroom to complete assignments, assessments, and projects. Students placed in quarantine will be given a Chromebook to take home to complete assignments and continue their learning. Teachers and staff will support students learning through email and phone calls. Students will return the device upon returning to school.</p> <p>Elementary School Students will all have access to Chromebooks in each classroom to access Google Classroom to complete assignments, assessments, and projects. Students placed in quarantine will be given a Chromebook to take home to complete assignments and continue their learning. Teachers and staff will support students learning through email and phone calls. Students will return the device upon returning to school. Parents and students will also be able to communicate with their teacher(s) through Google Classroom, email, other communication apps such as Remind and Dojo, and phone calls.</p>	<p>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>
<p>GRSD will provide STUDENT SUPPORT to all students in our district.</p>	<p>Special Populations GRSD will continually support our special populations through their 504 plans, collaborations of their developed individual education plans and G/T services. Teachers will be in continual contact with families to ensure continuity of these services. The GRSD staff will work with teachers to make sure these supports are offered in a timely manner.</p>	<p>GRSD will monitor these services weekly/monthly to make sure parents and students are receiving services and/or communications about these services</p>

	<p><u>Social/Emotional Support for Students</u> The GRSD recognizes that the COVID 19 Pandemic has increased the need for Social and Emotional Support for our students. School building counselors on each campus will be available to meet with students face-to-face to assist them in understanding their emotions</p> <p>On-Site mental health counselors will also be available for referrals as needed by the students.</p> <p>Communication with parents and/or guardians from both counselling opportunities will be utilized when necessary.</p> <p><u>School Health and Safety</u> 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 COVID-19 related health concerns.</p>	
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STAKEHOLDER/COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

ACTIONS	PLAN/DO	TIMELINE/EVALUATE
<p>GRSD will implement a plan to COMMUNICATE 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"> Teachers and parents can communicate through digital platforms such as Remind, Google Classroom, Class Dojo, and private Facebook class groups as well as other approved social media platforms. Parents are encouraged to email specific teachers with concerns or questions. A list will be provided at registration and on our school website. <p><u>High School</u></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>Glen Rose High School has created a virtual open house. All faculty and staff have created a slide introducing themselves and their subjects. Parents can find important information about each specific class on these slides as well as contact information. Information provided includes Remind codes, syllabus, email, and class website if applicable. If requested, parents will be given a hard copy of the Glen Rose High School Ready to Learn Plan.</p> <p><u>Middle School</u> Glen Rose Middle School has created a virtual open house. All faculty and staff have created a slide introducing themselves and their subjects. Parents can find important information about each specific class on these slides as well as contact information. Information provided includes Remind codes, syllabus, email, and class website if applicable. A hard copy of our middle school Ready to Learn plan will be provided to parents.</p> <p><u>Elementary</u> Glen Rose Elementary School will do a drive through open house. Each grade level will have its own evening for parents to drive through and meet the teacher. Teachers will give parents an information packet containing registration information, classroom rules, school contact information and a variety of other school information that is needed for the year. Parents are required to complete the information forms in the packets and return to school on the first day of class.</p>	
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FACILITIES AND TRANSPORTATION

ACTIONS	PLAN/DO	TIMELINE/EVALUATE
<p>GRSD will provide and maintain safe FACILITIES and TRANSPORTATION.</p>	<p>The Glen Rose School District has ordered PPE based on guidance of ADE/ADH and will order more throughout the year as needed.</p> <p>Hand Sanitizer will be available in every classroom, restrooms, offices and the cafeteria.</p> <p>School leaders will review health screening protocols as necessary, groups activities, and procedures to minimize congregations in the hallways and cafeterias. Drop off and pick up procedures have been modified to avoid close contact between parents and staff members. Bus protocols have been established. All parents/guardians, bus riders, will be notified of new bus protocols, including but not limited to procedures for loading/unloading buses, assigned</p>	<p>GRSD administrators, maintenance supervisors, custodians, teachers and staff will work daily to monitor and maintain safe facilities for everyone.</p>

	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.	
Glen Rose School Contacts	Superintendent's Office – 332-3684, ext. 6 High School Office – 332-3694, ext. 5 Middle School Office – 332-3694, ext. 4 Elementary School Office – 332-3694, ext. 3	

EVALUATION		
Method used to Evaluate Effectiveness of School Improvement Plans	Person(s) Responsible	Target Date
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 2021-2022
Ready for Learning model and implementation K-12	Ready for Learning Committee (includes teachers and administrators from each school)	Quarterly 2021-2022
ACT Aspire Summative Data (focusing on Literacy/Reading)	Building Principals District Projects Coordinator ASCIP Chairs Literacy/Math Coaches PLC Teams in each school	June 2022 - September 2022
Referral number from Special Education Identification, 504 Referrals & Dyslexia Referrals for 2021-2022	Building Principals Dyslexia Coordinator Special Education Supervisor	Monthly 2021-2022
iStation, IXL, A+, STAR Reading/Early Literacy Assessment Data, Classroom Formative Assessment Data	Building Principals ASCIP Chairs Literacy/Math Coaches PLC Teams	Monthly 2021-2022
NWEA Map Growth Assessment Data	Building Principals District Projects Coordinator Literacy/Math Coaches PLC Teams	Quarterly 2021-2022

Glen Rose School District Literacy Support Plan 2021-2022

Data Collection and Analysis

Our leadership team reviewed data from NWEA Fall Assessments, ACT Aspire 2019-2021, 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.

Please use this link to view additional Glen Rose School District Data Analysis:

https://docs.google.com/spreadsheets/d/1hmp4pI4V6BKbAITdqAHZPpVXbsgT_fqX/edit?usp=sharing&oid=107059100798099433541&rtpof=true&sd=true

Data Analysis - ACT Aspire			
<i>% Students Meets/Exceeds Standards in READING</i>			
DISTRICT			
READING	2019	2020	2021
Combined Population	41.81%	NO TESTING due	30.73%
Female	48.49%	To COVID-19	35.04%
Male	36.16%		24.27%
Students w/Disabilities	8.57%		4.84%
Economically Disadvantaged	34.86%		24.85%
Hispanic	48.15%		25%
Caucasian	41.62%		31.34%
African American	0%		0%

GRSD - ACT Aspire - GRADE LEVELS			
<i>% Students Meets/Exceeds Standards in READING</i>			
GRADE LEVELS			
READING	2019	2020	2021
3rd Grade	46%	NO TESTING due to	32%
4th Grade	32%	COVID-19	42%
5th Grade	26%		36%
6th Grade	65%		24%
7th Grade	45%		23%
8th Grade	55%		48%
9th Grade	38%		20%
10th Grade	23%		21%

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 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 ACT Aspire Reading Summative (grades 3-10) will increase from 30% to at least 35% or higher in the spring of 2022.
2. Students scoring in need of support in Reading on the ACT Aspire Summative (grades 3-10) will decrease from 42.28% to below 40% on the spring of 2022 assessment.
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. (2026)

Prioritization of ESA Funding:

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

Please see this link to our ESA funding spreadsheet

: [x 21 - 22 Initial Federal Budgets - Revision 2 - added ESA to workbook for literacy Nov 2021.xlsx](#)

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"> • District Leadership Team • Building Principals • Administration 	Federal Funds School Operating Funds	Monthly	<ul style="list-style-type: none"> • Informal and formal observations • Daily Schedules • Teacher feedback
Support the implementation of interventions at all grade levels targeting	<ul style="list-style-type: none"> • Building Principals • Literacy Support Staff 	Title I (elementary) School Operating Funds	Monthly	<ul style="list-style-type: none"> • Informal and formal observations • Teacher

foundational reading skills utilizing Science of Reading strategies.				<ul style="list-style-type: none"> feedback Daily schedules
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"> Administration Literacy Support Staff Federal Programs Coordinator <i>Meredith Krisell</i> 	Title I	<ul style="list-style-type: none"> Monthly Yearly 	<ul style="list-style-type: none"> New staff hires Informal evaluations Teacher feedback
Invest in a middle school literacy coach who is a certified reading specialist to support teachers and work directly with students daily to support students with reading difficulties in grades 5-8. She also coordinates the dyslexia program for the entire district.	<ul style="list-style-type: none"> Building Principals Administration <i>Cristy McClard</i> 	ESA Funding	<ul style="list-style-type: none"> Monthly Yearly 	<ul style="list-style-type: none"> Informal evaluations Daily schedules Classroom assessments Summative assessments Periodic assessments
Invest in classroom aides to support and assist teachers with increasing literacy achievement scores in all three schools.	<ul style="list-style-type: none"> Administration Building Principals Federal Programs Coordinator <i>Angela Wingfield</i> <i>Mary Bewley</i> <i>Angel Jones</i> <i>Merlyn Dollar</i> <i>Regina Honold</i> <i>Theresa Whitley</i> <i>Christy Shelnut</i> <i>Somer Bland</i> <i>Brittany Johnson</i> 	Title I (<i>elementary</i>) ESA Funding (<i>middle and high</i>)	<ul style="list-style-type: none"> Yearly 	<ul style="list-style-type: none"> New staff hires Informal evaluations Teacher feedback Classroom assessments Summative assessments
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"> Administration Federal Programs Coordinator <i>Felicia Gray</i> 	Title I	<ul style="list-style-type: none"> Yearly 	<ul style="list-style-type: none"> New staff hires Informal evaluations Teacher feedback Classroom assessments Summative assessments Previous years assessment data
Invest in a literacy aide for the middle school grades to work with individual and	<ul style="list-style-type: none"> Administration Federal Programs Coordinator 	Title V (REAP)	<ul style="list-style-type: none"> Yearly 	<ul style="list-style-type: none"> New staff hires Informal evaluations Teacher

<p>small groups of students to help increase reading achievement scores.</p>	<ul style="list-style-type: none"> • Dyslexia Coordinator • <i>Teresa Grady</i> 			<p>feedback</p> <ul style="list-style-type: none"> • Periodic assessments • Summative assessments • Previous years assessment data
<p>Support and ensure that all teachers will continue to follow the pathways of professional development for the Science of Reading. All teachers should be trained in the SoR by the end of the 2022-2023 school year.</p> <p>Ensure completion of SoR Assessor Training for all building administrators.</p>	<ul style="list-style-type: none"> • Administration • Building Principals • District Projects Coordinator 	<p>Professional Development Categorical Funds</p>	<p>Current - June 2023</p>	<ul style="list-style-type: none"> • Certificates of R.I.S.E. training completed and documented by administrators • ESC Works transcripts collected and documented by administrators • Arkansas IDEAS transcripts collected and documented by administrators • Science of Reading Assessor Certificates
<p>Invest in NWEA Map Growth Assessment program 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"> • Administration • Building Principals • District Projects Coordinator 	<p>Individual School Operating Funds</p>	<p>Quarterly</p>	<ul style="list-style-type: none"> • NWEA Map Growth Reports • Testing Calendar • Testing Session Rosters
<p>Literacy Curriculum for Glen Rose Elementary currently includes:</p> <ul style="list-style-type: none"> • Arkansas State Standards • Journeys • Sonday (phonics/decodables); • Heggerty (phonemic awareness) • Equipped for Reading Success (phonemic aware/small group) • iStation • MindPlay (SPED) 	<ul style="list-style-type: none"> • Building Administrator • Literacy Coach/Interventionist • Classroom Teachers • Dyslexia Coordinator • Special Education Coordinator • Special Education Teachers 	<p>Title I School Operating Funds</p>	<p>Daily Quarterly Yearly</p>	<ul style="list-style-type: none"> • Classroom assessments • NWEA Map Growth Reports • ACT Aspire reports • Formative Assessments • STAR Reading • STAR Early Literacy

<p>The elementary school is currently 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>The elementary SPED subgroup was identified 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"> ● Arkansas State Standards ● Novel Units focusing on skills in the Arkansas State Standards ● Souday (phonics/decodables); ● IXL ● Read 180 ● Mindplay ● SRA Corrective Reading ● CommonLit ● Readworks ● No Red Ink ● Accelerated Reader (fiction/nonfiction) <p>The middle school is currently examining</p>	<ul style="list-style-type: none"> ● Building Administrator ● Literacy Coach/Interventionist ● Classroom Teachers ● Dyslexia Coordinator ● Special Education Coordinator 	<p>School Operating Funds</p>	<p>Daily</p>	<ul style="list-style-type: none"> ● Classroom assessments ● NWEA Map Growth Reports ● ACT Aspire reports ● Formative Assessments ● STAR Reading ● Accelerated Reader reports

<p>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"> ● Arkansas State Standards ● Novel Units focusing on skills in the Arkansas State Standards ● Book study units modified to support literacy in regular, advanced and AP classes ● Critical Reading class to support reluctant and/or low readers ● Mindplay ● Beavers Read program ● A+ (remediation for 9th and 10th graders) ● Accelerated Reader (fiction/nonfiction) <p>The high school is currently examining new curriculum and schedule changes to better meet the literacy needs of our students.</p>	<ul style="list-style-type: none"> ● Building Administrator ● Classroom Teachers ● Dyslexia Coordinator ● Special Education Coordinator 	<p>School Operating Funds</p>	<p>Daily</p>	<ul style="list-style-type: none"> ● Classroom assessments ● NWEA Map Growth Reports ● ACT Aspire reports ● Formative Assessments ● STAR Reading ● Accelerated Reader reports
<p>Invest in two 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"> ● Dyslexia Coordinator ● Building Principals ● <i>Crystal Merideth</i> ● <i>Jill Earnest</i> 	<p>ESA Funding</p>	<p>Weekly</p>	<ul style="list-style-type: none"> ● Dyslexia program assessments ● Classroom assessments ● ACT Aspire summative assessments ● Building principal observations ● Sunday assessments

<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"> • Technology Coordinator • District Projects Coordinator • Building Principals 	<p>ESA Funding</p>	<p>Quarterly Yearly</p>	<ul style="list-style-type: none"> • Building principal observations • Technology assessment needs
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SCIENCE of READING Professional Development
<p>Glen Rose Elementary (K-4) = 100% of their teachers have completed the SoR training</p> <ul style="list-style-type: none"> • All teachers have completed the SoR training • Administrator has completed the ASSESSOR training <p>Glen Rose Middle (5-8) = 76% of the teachers have completed the SoR training</p> <ul style="list-style-type: none"> • 19 teachers completed the training • 6 teachers making progress through the training • Administrator is making progress through the ASSESSOR training <p>Glen Rose High (9-12) = 85% of the teachers have completed the SoR training</p> <ul style="list-style-type: none"> • 22 teachers completed the training • 4 teacher making progress through the training • Administrator is making progress through the ASSESSOR training
<p><u>Links to Science of Reading professional development spreadsheets:</u></p> <p>Glen Rose Elementary - All teachers are trained in the SoR.</p> <p>Glen Rose Middle School - https://docs.google.com/spreadsheets/d/1Cy7i_VIEy8XXwRwPBc9TUaj1Vlx-ml1NRmHEIi_v74Q/edit?usp=sharing</p> <p>Glen Rose High School- https://docs.google.com/spreadsheets/d/1UEOBj8c01qiHc8pMBYdl5v_ZPr89IRNrqZskYAhFZME/edit?usp=sharing</p>

EVALUATION		
METHOD OF EVALUATION	PERSON RESPONSIBLE	TARGET DATE
<p>Professional Development Spreadsheet for Science of Reading</p>	<p>Building Principals District Projects Coordinator</p>	<p>June 2022 September 2022</p>
<p>ACT Aspire Summative Data</p>	<p>Building Principals District Leadership Team School Improvement Teams</p>	<p>July 2022-September 2022</p>
<p>NWEA Map Growth Assessment Data</p>	<p>Building Principals School Improvement Teams</p>	<p>October 2021 February 2022</p>

	School PLCs	
Renaissance STAR Reports	Building Principals School Improvement Teams School PLCs	September 2021 December 2021 January 2022 April 2022 May 2022
iStation Assessments Renaissance STAR Early Literacy Renaissance STAR Reading	Elementary Principal Elementary School Improvement Team Elementary PLCs	September 2021-May 2022 (Monthly)
Review and revise school improvement plans based on data	District Projects Coordinator Building Principals School Improvement Teams	May 2021-August 2021