

Literacy Plan

Instruction

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

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

Key Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
Accelerated Reader/STAR Reading will be used to promote independent reading and book selection. AR will not supplant reading instruction within the classroom.	Assist in acquisition of books, tests and STAR	Use AR as independent reading material. Librarian will maintain an appropriate collection of books, and assist in testing both STAR and AR by running reports, etc.	On-going	AR Reading Data
Critical Reading class is offered and students are placed in the class as needed.	Assist with scheduling students	State standards will be taught Use the adopted curriculum Employ reading strategies to assist struggling readers	On-going	AR data, STAR data, Interim test information, classroom walk-throughs, observations, lesson plans
The district has adopted a common reading program, READ 180, for high school This program will be used for remediation and intervention strategies	Assist with acquisition of program and scheduling	Maintain records. Teach state standards Match assessments and activities to student/grade level weaknesses.	On-going	Data from READ 180
LDC units are developed within all departments to assist with reading strategies and other test skills	Provide time for teachers to collaborate Provide assistance for teachers in developing units	Work with departments, state standards in devising units Work with Co-op specialist on an ongoing basis in the development of units	On-going	Lesson plans, units, walk-throughs, observations, Interim assessments, test data

Instruction will be comprehensive and balanced

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

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

Assessment

The district will monitor the success of the school's reading program through summative data including state and district mandated tests and assessments.

School and classroom on-going formative assessments will drive instructional decisions.

Intervention will include: state mandated assessments and district mandated assessments such as STAR, AR, and Read 180

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

Intervention

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

Key Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
Read 180	Purchase program Assist in evaluation of data	Administer and run the program, collect data for review	On-going Students will move in and out as they master skills	Data from Read 180 assessments

STAR/AR	Purchase program Analyze and review data	Administer STAR tests Implement and require AR assessments Provide data to PLC's, and grade level teams Librarian will assist in running reports and inputting students	On-going	Data from STAR reading will be used to monitor student reading level AR assessments will provide feedback on student growth Observations, lesson plans, walkthroughs
Critical Reading	Schedule students	Develop lesson plans to teach reading strategies Utilize STAR/AR	On-going	Lesson plans, observations, use state and district assessments

Professional Development

Elementary and Special Education Teachers, including Reading Specialists- Proficiency Pathway

Beginning 2018-19, a school district shall provide professional development in scientific reading instruction for teachers employed at the elementary level or in special education. Districts are required to provide professional development to educators in one (1) of the prescribed pathways to obtain a proficiency credential.

- There are over 18 Pathways available to educators through the various educational service cooperatives, institutions of higher education, and private vendors. All pathways may be found on RISEArkansas.org.
- Each Proficiency Pathway has two phases that must be successfully completed:
 - Phase I- Acquiring Knowledge
 - Phase II- Demonstration of Proficiency

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

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

All Other Teachers-Awareness Pathway

Beginning 2018-19, a school district shall provide for all others educators professional development for one (1) of the prescribed pathways to obtaining awareness credential in knowledge and practices in scientific reading instruction.

- o Arkansas IDEAS - Science of Reading Learning Path
 - This pathway may be completed by individuals or facilitated by a school district within a blended learning environment. Facilitator guides are provided on the Arkansas IDEAS portal for districts that choose a blended approach. It is not recommended to watch or facilitate more than 2-3 courses in a single day of professional development.
 - Currently 9 digital learning courses have been released:
 - Right to Read Act
 - Science of Reading Overview
 - The Reading Brain
 - Essential Elements Phonology
 - Critical Foundational Skills-Decoding
 - Critical Foundation Skills-Encoding
 - Permanent Word Storage
 - Vocabulary
 - The entire Learning Path must be completed to obtain the awareness credential
 - Currently 15 courses are scheduled for the completion of the path

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

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

Other awareness pathways may be found on RISE ARkansas.org

Administrators

All administrators, including those at the district level, must complete an awareness pathway.

It is highly recommended for all K-6 administrators and LEA supervisors to be Certified Assessors. The DESE has established an observation protocol for Certified Assessors to determine if a teacher has demonstrated knowledge and skills of the science of reading, other than passing the stand alone Foundation of Reading

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

Assessment. Building or district administrators who have completed appropriate training will be able to determine if teachers are proficient in their implementation of strategies based on the science of reading. Demonstrating is NOT a one-time event and determination will take place throughout the year through informal and formal observations and conversations. Certified Assessors will coach teachers into proficiency.

A Certified Assessor is a licensed educator that has completed the appropriate Science of Reading training, and who, in the normal scope of his or her duties, is tasked with observing teachers and required to conduct evaluation of personnel. Administrators who complete the Certified Assessor requirements have met Awareness

Certified Assessor Requirements:

- Must successfully complete a Phase I of a prescribed pathway for proficiency (RISEArkansas.org)
- Must successfully complete Science of Reading (SOR) Assessor Training (2 day)

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

District Responsibility

NEW By 2019-2020 school year and annually thereafter, school districts shall establish a professional development program that shall include instruction based on the science of reading and be aligned to the literacy needs of the district.

Beginning with the 2020-2021 school year, a school that does not provide the professional development shall be placed on accreditation probation and provide notice to parents that the district has not met the requirements.

Professional development opportunities will be offered through Dawson Educational Cooperative, other Arkansas Educational Cooperatives, and AETN Arkansas Ideas. Decisions about the specifics that are offered will be based on Decisions from Literacy PLCs.

Demonstrating Proficiency or Awareness by 2021 for Employment

By the beginning of the 2021-2022 school year:

Professional Development records will reflect that teachers that have been trained and are able to demonstrate either proficiency in

All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction.

All other teachers shall demonstrate awareness in knowledge and practices of the scientific reading instruction.

knowledge and practices or awareness in knowledge and practices.

All personnel applying for positions will show they have completed the Science of Reading training before they are considered as a candidate for hire.

Classroom Teachers in Grades K-6 and Literacy Specialist

By the beginning of the 2021-2022 school year:

All teachers **employed** in a teaching position that requires an elementary education license for grades K-6 including K-12 literacy specialist shall demonstrate proficiency in knowledge and practices of scientific reading instruction. It will be the district's responsibility to ensure that teachers employed and teaching in grades K-6 have met the proficiency criteria.

- o This includes any classroom elementary educator in grades (K-6) self-contained or departmentalized (Math, Science, ELA, or Social Studies) and K-12 literacy specialist or coaches.
- o Those employed under a licensure exception or waiver will have one year to demonstrate proficiency.
- o Those who are licensed and returning to the classroom in one of the above mentioned positions will have one year to demonstrate proficiency.

An educator license that expires December 31, 2021 and thereafter will not be renewed if the educator has not met the awareness requirement for the Science of Reading. Applicants are responsible to provide documentation of awareness of best practices in the scientific instruction of reading unless previously documented.

Personnel that are hired with an ALP or returning back to the classroom will be monitored by the district's administration and teachers will be assigned Professional Development that will demonstrate proficiency or awareness in knowledge and practices of scientific reading instruction.

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

Educators described above who have not met proficiency requirements for employment by the 21-22 school year, will have one year to complete the requirement. The educator and district will be responsible to provide documentation to show that the educator is working towards the credential during the one year period.