

# Glen Rose Middle School

## Literacy Support Plan 2021-2022

The literacy PLC will develop and implement a curriculum map that is aligned to the Science of Reading and is based on the 2021 ACT Aspire Summative data.					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
All teachers will complete yearly professional development requirements on the Science of Reading.	Provide PD schedule on RISE training	Attend and/or complete all required PD on the Science of Reading	7 <sup>th</sup> and 8 <sup>th</sup> grade teachers: 2021-2022 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 will collaborate each summer to develop and edit curriculum maps based on	Provide support, locations, and opportunities for	Locate and have all necessary materials for collaboration. Attend	On-going each year	Literacy curriculum maps based on state standards and the Science of Reading and NWEA MAP assessments	Literacy Curriculum Maps for grades 5-8

<p>the Science of Reading, focus standards, and state standards. They will include grade level texts, opportunities for collaborative communication, and support for struggling readers, and digital literacy lessons to support the learning of new content in the blended learning environment.</p>	<p>teachers to collaborate.</p>	<p>all collaboration meetings.</p>			
<p>Literacy teachers will utilize the literacy curriculum maps developed by the literacy PLC.</p>	<p>Support and monitor the teaching of the curriculum maps and focus standards</p>	<p>Curriculum maps that contain focus standards will be utilized in literacy instruction.</p>	<p>On-going; quarterly; yearly</p>	<p>Classroom assessments; NWEA MAP assessments; summative state assessments</p>	<p>Student scores on all assessments (classroom, interim, summative).</p>
<p>The Literacy Coach in grades 5 and 6 will provide support to classroom teachers.</p>	<p>Secure funds for hiring a literacy coach to support classroom teachers</p>	<p>Work with educators to identify issues with students or curriculum, set goals, and solve problems; Collaborate with educators and school administrators to develop curriculum and lesson plans; Create teaching material for educators</p>	<p>On-going</p>	<p>Calendar of teacher meetings; correspondence between teachers and coach</p>	<p>Collaborative assessments, lessons; improved scores on assessments</p>

Struggling readers will be screened for reading difficulties (Act 1268 dyslexia requirements). Students will receive literacy support through a variety of programs onsite and virtually in a blended learning environment.

Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
<p>All teachers (including content areas) will follow district guidelines and procedures for referring struggling readers for screening. Teachers and screeners will watch for:</p> <ul style="list-style-type: none"> <li>● Phonological and phonemic awareness</li> <li>● Sound symbol recognition</li> <li>● Alphabet knowledge</li> <li>● Decoding skills</li> <li>● Rapid naming</li> <li>● Encoding skills</li> </ul> <p>Students will be recommended for the Dyslexia program as needed based on data from screenings.</p>	<p>Inform teachers and staff of screening guidelines and procedures; Assist teachers with questions of problems dealing with screening.</p>	<p>Gather required data and evidence on the students being screened; Meet with district personnel for screening information; Complete screening forms and provide required data documentation; Assist with scheduling Dyslexia program students if needed; Teachers are Arkansas Specific Trained for Sonday System</p>	<p>On-going as needed per student</p>	<p>Screenings for reading difficulties will be completed in a timely manner; Results will be discussed with teachers and administration</p>	<p>Screening results; Reading assistance recommendations for students; Staff and parent communication</p>
<p>Struggling readers in grades 5-8 will be screened and recommended for weekly literacy support through the Read 180 program or</p>	<p>Secure funds for hiring a teacher and aides to support literacy programs;</p>	<p>Collaborate with Read 180 program teacher to examine data on students and determine which</p>	<p>Ongoing</p>	<p>Read 180 assessments; Classroom assessments; STAR reading; Interim assessments;</p>	<p>Increased student scores on assessments</p>

<p>individual reading assistance. A literacy aide will be provided to read with students and provide individualized support to struggling readers.</p>	<p>Secure funds for renewing the Read 180 program</p>	<p>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</p>		<p>Summative state assessments</p>	
<p>In 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.</p>	<p>Provide necessary equipment and professional development to support online literacy instruction</p>	<p>Contact individual students and parents to schedule virtual sessions; Determine what digital support families may require;</p>	<p>Ongoing as needed during the blended learning school year;</p>	<p>Surveys; Emails; Virtual session logs;</p>	<p>Students and families attending virtual literacy support sessions; online assessments</p>

The literacy classes are scheduled for adequate time for literacy instruction which includes grade-level texts, fosters curiosity and supports learning through collaborative communication.

Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
<p>Literacy classes in grades five and six have a departmentalized setting. The schedule allows for one hour a day for reading instruction and one hour a day for grammar/spelling/writing instruction.</p> <ul style="list-style-type: none"> <li>● RISE Morphology</li> <li>● STAR Reading</li> <li>● Accelerated Reading</li> <li>● Unit based comprehension lessons</li> <li>● Writing instruction</li> <li>● Constructed Responses</li> <li>● Novel units</li> <li>● Readworks</li> <li>● No Red Ink</li> <li>● CommonLit</li> <li>● Epic</li> <li>● NWEA MAP Assessments</li> <li>● IXL</li> <li>● Edulastic</li> </ul>	<p>Schedule literacy classes with appropriate time to incorporate Science of Reading instructional skills;  Monitor classrooms for effective instruction in literacy;  Support literacy teachers;</p>	<p>Utilize time on effective literacy strategies that align with the Science of Reading;  Assess, plan, teach, assess, and then adjust and remediate;  Participate in on-going professional development;  New teachers in the district will receive training as needed;</p>	<p>On-going</p>	<p>Classroom assessments;  Teacher observations;  NWEA MAP assessments;  Summative state assessments</p>	<p>Student scores on assessments;  Improved scores on state assessments;  STAR reading assessments; IXL diagnostic assessments</p>

<p>Literacy classes in grades seven and eight have a departmentalized setting. Students have one hour a day of literacy instruction which includes:</p> <ul style="list-style-type: none"> <li>● RISE Morphology</li> <li>● STAR Reading</li> <li>● Accelerated Reading</li> <li>● Unit based comprehension lessons</li> <li>● Writing instruction</li> <li>● Constructed Response</li> <li>● Novel units</li> <li>● Enriched vocabulary study</li> <li>● Etymology</li> <li>● Wide variety of digital sources such as ReadWorks, No Red Ink, CommonLit, EPIC etc.</li> <li>● NWEA MAP Assessment</li> <li>● IXL</li> <li>● Edulastic</li> </ul>	<p>Schedule literacy classes each day; Support literacy instruction</p>	<p>Utilize time on effective literacy strategies that align with the Science of Reading; Assess, plan, teach, assess, and then adjust and remediate; Participate in on-going professional development; New teachers in the district will receive training as needed;</p>	<p>On-going</p>	<p>Classroom assessments; Teacher observations; NWEA MAP assessments; Summative state assessments</p>	<p>Student scores on assessments; Improved scores on state assessments; STAR reading assessments; IXL diagnostic assessment</p>
--	---	--	-----------------	---	---

<p>Literacy classes are scheduled to go to the library once a week or once every other week. 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.</p>	<p>Provide a budget that supports the purchase of Renaissance Learning for all students; Provide a budget that supports purchasing a wide variety of reading materials in the library media center for all students; Provide support in rewarding students for reading; Support a flexible library schedule for literacy classes to utilize the school library each week;</p>	<p>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</p>	<p>On-going</p>	<p>STAR reading scores; Accelerated Reader scores and points; Circulation statistics; Reward coupons; Reward activities for earning points</p>	<p>Student scores on assessments; Improved scores on NWEA MAP assessments; STAR reading assessments;</p>
<p>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 study program used daily to</p>	<p>Support; Monitoring; Funding to purchase programs; Scheduling</p>	<p>Train students on how to use the programs; Monitor while students are using the program; Support students</p>	<p>On-going</p>	<p>Program assessments; Classroom assessments; Teacher observations; NWEA MAP Assessments and state summative assessments;</p>	<p>Student scores on all assessments; Documentation of progress monitoring of students</p>

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, Breakout Edu sessions, 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 weekly Response to Intervention (RTI) program which will allow for Tier I, Tier II, and Tier III intervention times.					
<b>Key Components and/or strategies</b>	<b>Administrative Responsibility</b>	<b>Teacher Responsibility</b>	<b>Timeline</b>	<b>Assessment</b>	<b>Evidence</b>
Teachers on a leadership team will develop	Assist teachers in developing	Attend RTI meetings; Read emails; Ask questions;	Before school starts; First quarter	Schedules that work for all teachers and students involved	Schedules and procedures that support students



schedules and procedures for the RTI program.	schedules and procedures;	Make sure he/she understands schedules and procedures;			learning and remediation; IXL reports
<p>Remediation will be steered by IXL diagnostic assessments and then NWEA MAP Assessments. Tier II intervention will reteach current skills being taught and assessed in class. Tier III intervention will support students struggling with skills taught in earlier grades. RTI classes will be held five days a week for a total of 130 minutes per week. All students will participate in the RTI program to remediate any skill deficits, support and reinforce skills that will be taught this year, and to enrich students who have mastered required skills. A variety of programs such as IXL, No Red Ink, Accelerated Reader, Mindplay, ReadWorks, CommonLitetc. will be used to support learning for all ability levels of students.</p>	<p>Monitor and support; Meet with teachers to examine assessments and student work samples to decide on intervention plans</p>	<p>Create and administer Tier I formative assessments; Maintain data to show that the interventions are effective; Examine and discuss data in monthly PLC literacy meetings; assign and monitor intervention lessons in IXL</p>	<p>On-going</p>	<p>Classroom formative assessments; IXL; NWEA MAP Assessments</p>	<p>RTI daily schedules; Assessment scores; IXL data; NWEA MAP data</p>

All teachers will attend a monthly PLC meeting with their subject and/or grade level team members to discuss RTI, plan and coordinate lessons and materials, discuss problems and solutions, regroup students, etc.	Provide assistance with scheduling, materials, technology, etc. for meetings	Attend monthly meeting 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
---	--	--	----------	--	--

Blended Learning Environment for Remote Learning Situations					
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	Support teachers with needed resources and materials for assignments; Provide technology to teachers and students;	Create and maintain each Google Classroom; Daily updates of assignments in Google Classroom; Monitor student work and submissions	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;

<p>Google Classrooms. Students and teachers will utilize Google Classroom. Teachers will also include instructional videos to help support learning and teach new content and skills. Teachers will also communicate with students through Google Classroom and/or Gmail. Students will submit and/or share completed assignments through Google Classroom. 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.</p>	<p>Develop and provide checkout procedures for students as needed; Provide professional development when needed on Google apps and programs;</p>	<p>through Google Classroom; Monitor student comments and questions; Attend all professional development sessions;</p>			
<p>School will extend the open wi-fi to the parking lots located in front of each school. This will allow internet for students who do not have access at home.</p>	<p>Support technology coordinators in providing open wifi for students to use</p>	<p>Provide support to students and families if they have questions about where and when to access wi-fi</p>	<p>On-going during the blended learning school year</p>	<p>Students will utilize open free wi-fi in school parking lots</p>	<p>Video surveillance and online records of students and families utilizing school open wifi</p>
<p>Professional Development will be provided to all teachers and staff as needed.</p>	<p>Develop and schedule professional development</p>	<p>Attend all professional development sessions; Have all necessary</p>	<p>Summer months before school starts; On-going during the</p>	<p>Professional development sign in sheets; Development of Google Classrooms;</p>	<p>Professional development sign in sheets; Google Classroom development;</p>

Training will focus on utilizing Google Classroom as our learning management system. Professional development training will focus on apps and programs that support digital instruction for blended learning.	sessions; Provide necessary equipment, staff, and locations for training	equipment and materials for training	blended learning school year as needed	Development of digital content	
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.					
<b>Key Components and/or strategies</b>	<b>Administrative Responsibility</b>	<b>Teacher Responsibility</b>	<b>Timeline</b>	<b>Assessment</b>	<b>Evidence</b>
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	Determine if all students are in the programs; Attend PD	Ongoing during the 2020-21 school year	All students complete STAR Reading and STAR Math assessments	Student scores

	assessments that need to be administered	to learn about software			
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 as determined by the district	Provide PD over assessments; Assist with scheduling; Locate testing rooms;	Log in to required sites; attend PD; prepare classrooms; Become familiar with procedures;	On going during the school year	98% of students will complete the required interim assessments	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