

Greene County Tech Middle School

Literacy Plan



2021-2022

Literacy Vision

Greene County Tech Middle School recognizes the fundamental need for all students to be on grade level by the third grade. Studies have shown that students that do not meet this goal are at a higher risk of future academic struggles unless support and interventions are provided. Greene County Tech Middle School's commitment is to provide additional support, continuous monitoring and interventions for sixth and seventh graders that have not met grade level benchmarks in reading or for those that are not progressing as predicted. The following will be used to address the needs of its students when identified: (1) A reading system using evidence-based instruction. (2) Phonological awareness strategies and approach to reading. (3) Interventions geared to target the needs of students when needed. The Middle School's Literacy Plan promotes progress monitoring for all Middle School students to determine the needs of each student. GCT Middle School's Literacy Plan provides a variety of avenues to support students determined to be academically struggling based on the specific needs of individual students as determined by collected data and monitoring results. The Middle School utilizes remediation and interventions targeting skills determined to be lacking for students in need of support. The most effective instruction and remediation for GCT Middle School students is provided by using state and federal monies as budgeted by the GCT school district. The teaching staff employs evidence-based instructional methods/strategies directed at improving students' literacy skills, comprehension and maintaining a progressive move forward. Greene County Tech Middle School teachers will continue with on-going professional development in the Science of Reading and will support student academics in using evidence-based instructional strategies. In addition, Moby Max, the Sonday System, Shelton's Way, Connections, Accelerated Reader, Edulastic, Star Reading, and Star Math are employed at the Middle School as intervention tools and to collect needed data for progress monitoring systems to identify and target students' weaknesses.

Initial Assessment

Greene County Tech Middle School's School Report Card from 2017 to 2018 had a decline on its overall ESSA School Index Score from a 76.68 (B) in 2017 to a 69.1 (C) in 2018. In 2019, there was a slight increase to 69.18 (C). Due to COVID-19, ACT Aspire was not given in 2019-2020. The School Report Card for 2020-2021 is not available at this time. A school's Index Score is calculated using multiple measures or components. Two of these components include academic growth for students and progression trends toward being proficient in English. These components are directly related to competency in Literacy.

ACT Aspire Results

Subject Proficiency by Grade Level:

**Note: Not the same students*

6th Grade	English	Reading	Writing
2016-2017	76%	42%	29%
2017-2018	72.0%	41.1%	59%
2018-2019	81%	48%	72%
2019-2020	N/A	N/A	N/A
2020-2021	75%	35%	N/A

7th Grade	English	Reading	Writing
2016-2017	86%	34%	10%
2017-2018	79.5%	42.8%	35%
2018-2019	78%	37%	73%
2019-2020	N/A	N/A	N/A
2020-2021	82%	31%	N/A

Combined Grades	Reading on Grade Level
2016-2017	47.72%
2017-2018	52.57%
2018-2019	not available
2019-2020	N/A
2020-2021	not available

****ACT Aspire was not given in 2019-2020 due to COVID-19***

6th Grade: Literacy

	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg. Ready or Exceeding	State Avg.
2016-2017	13.48%	18.09%	25.18%	43.26%	68.44%	68.44%	62.77%
2017-2018	32.97%	25.00%	22.46%	19.57%	42.03%	41.73%	46.77%
2018-2019	4%	15%	35%	46%	81%	81.2%	72.8%
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	?	?	?	?	?	?	?

7th Grade: Literacy

	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg. Ready or Exceeding	State Avg.
2016-2017	25.37%	15.44%	27.57%	31.62%	59.19%	58.97%	56.52%
2017-2018	33.56%	21.69%	22.71%	22.03%	44.75%	44.59%	44.59%
2018-2019	3%	19%	36%	42%	78%	78.1%	78.4%
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	?	?	?	?	?	?	?

***ACT Aspire was not given in 2019-2020 due to COVID-19.**

2020-2021 ACT Aspire Results for 6th grade

College and Career Readiness:

ENGLISH: Ready (425)

ACT Readiness Benchmark: (425): National Average

Required Cut-off Score to be “Ready”: (420)

43%: Exceeding, 32%: Ready, 19%: Close, 5%: In Need of Support

READING: Close (418)

ACT Readiness Benchmark: (419): National Average

Required Cut-off Score to be “Ready”: (421)

15%: Exceeding, 20%: Ready, 32%: Close, 33%: In Need of Support

2020-2021 ACT Aspire Results for 7th grade

College and Career Readiness:

ENGLISH: Ready (428)

ACT Readiness Benchmark: (428) : National Average

Required Cut-off Score to be “Ready”: (421)

44%: Exceeding, 38%: Ready, 14%: Close, 3%: In Need of Support

READING: Close (419)

ACT Readiness Benchmark: (420): National Average

Required Cut-off Score to be “Ready: (423)

9%: Exceeding, 22%: Ready, 34%: Close, 35%: In Need of Support

Literacy Goals

The primary goal of the Literacy Plan for Greene County Tech Middle School is to provide the support, guidance and assistance for every student to reach their full potential as life-long readers and learners by routinely monitoring and assessing the needs of students. The GCT Middle School's Literacy Plan is a framework utilizing the Science of Reading's instructional approach to reading when interventions and remediation is necessary to assist struggling readers. When needed, students exhibiting academic gaps attributed to their reading abilities will be provided tiered interventions by staff trained in the Science of Reading components.

The Goals set forth in the Literacy Plan are as followed:

- The Middle School will provide remediation and interventions for students failing to make adequate progress in reading and literacy as determined by a variety of assessment tools and gathered data.
- On-going professional development in the components and application of the Science of Reading will continue for Middle School staff with 6th grade teachers becoming “proficient” and 7th grade teachers becoming “aware” as dictated by **Act 1063 (the Right to Read Act)**, 2017 by the start of the 2022-2023 school year.
- The use of common assessment tools by the staff will be used to gather data for fidelity in the monitoring process.
- To provide a tiered or layered approach to interventions for students who are recognized through the assessment process as having deficits in reading skills and comprehension depending on the needs and skills lacking for each student.
- To use the strategies set forth in the Science of Reading that include phonics, phonemic awareness, reading fluency, vocabulary building and comprehension when data deems necessary.
- To provide appropriate evidence-based interventions for students identified with characteristics of dyslexia as required by Arkansas statutes using multi-sensory instructional methods provided by trained staff.
- To keep open lines of communication between parents/guardians and the school in the education of their child and address concerns voiced in the child's academic progress.
- To provide incentives to encourage Middle School students to strive for continual improvement in grade level reading and comprehension.

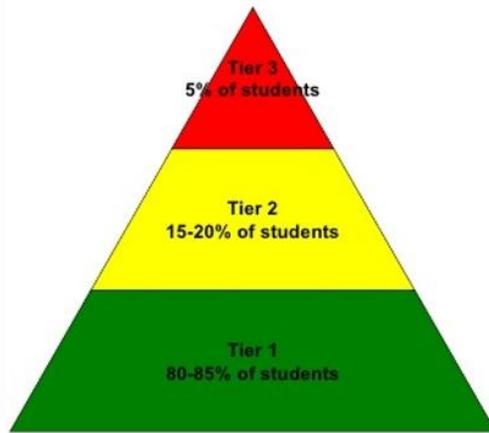
Assessment and Instruction

Greene County Tech Middle School has on staff four certified members trained to provide specific evidence-based interventions using Shelton's Way designed to teach students at the Middle School that have characteristics of dyslexia. In addition, the Middle School has one part-time paraprofessional trained in Connections to provide interventions for students, as well. One of the four staff members providing evidence-based interventions is a Certified Academic Language Therapist licensed in Shelton's Way. The Middle School has one interventionist paid for with matched federal Enhanced Student Achievement (ESA) funds for students struggling with reading skills and reading comprehension. All Middle School teachers will complete training in The Science of Reading by the start of the 2022-2023 school year.

Students are assessed at the beginning of each school year using Star Reading to determine their current level of reading. Students are assessed again using this tool mid-year giving a snapshot into reading gains or losses. Parents/guardians are apprised of the reading grade level determined by these assessments. In addition, Star Reading provides a view of the reading performance over a number of years that can be accessed to see how a student has progressed with reading. Another assessment tool used at the Middle School is Moby Max, which is a computer based program that shows student's strengths and weaknesses related to Literacy and Math skills using pre and post test data. Moby Max is a tool that gives a comprehensive look at student performances in the areas of English, Reading, Writing, and Math. These assessments lend valuable insight into the academic abilities of students over the years that ACT Aspire has been used.

Greene County Tech Middle School utilizes a three tier approach in response to educating all of its students. The three tiers are organized as represented in the following:

Three-Tier Model of RTI



- **Tier 1-Core Instructional Interventions**
 - All students
 - Preventive, proactive
- **Tier 2-Targeted Group Interventions**
 - Some students (at-risk)
 - Assessment-based
 - High efficiency
 - Rapid Response
- **Tier 3-Intensive, Individual Interventions**
 - Individual students
 - Assessment-based
 - High intensity
 - Of longer duration

Tenhagen/Kueht 2007

Tier 1 is done by classroom teachers and is data driven. It is the most frequently used intervention approach, but there are some students that need additional support. The GCT Middle School's Literacy Plan involves, not only Tier 1 responses, but tiers 2 and 3 as well. Students not meeting expectations, showing signs of falling behind and/or are struggling, may be given additional academic interventions in a tier 2 approach to address the underlying problems or is used for students that have slightly more intensive issues. A recommendation to the building's Student Assistance Team made up of administrators, the counselor, teachers and social worker is one avenue to begin if initial Tier 1 interventions are not fruitful. The SAT team reviews all past data, assessments, grades, and uses teachers' input to decide a course of action that may or may not involve interventions with a Tier 2 approach. Students needing dyslexia screenings to determine if a student has characteristics of dyslexia is also available. The Shelton's Way and Connections are employed at the Middle School to address the needs of dyslexia students. The Middle School will use Tier 3 interventions if a student requires more intensive individualized interventions.

The Middle School is a Title I school allowing the Middle School to use ESSA (formerly NSLA) money set aside by the district's budget for before and after school tutoring which targets students that did not score Ready or above on the ACT Aspire assessments. Students must meet the guidelines set forth in Title I by the federal government to participate in the before or after

school tutoring program. The Middle School will use funds to offer remediation/tutoring in literacy and math selected weeks during the school year.

Incentives

Students are encouraged to do their best to increase their reading skills and academic progress by the use of incentives. Students that meet their Accelerated Reader goals each nine weeks are rewarded with various activities that may include outside free time, field trips or a movie. AR goals are set by initial reading level assessments that determine the difficulty of the books they are required to read and then take an assessment once a book has been read. Top AR readers are rewarded at the end of the school year with a field trip and recognized for their achievements at the end of the year awards' assembly.

Program Evaluation

The Middle School's Literacy plan will be evaluated yearly by the administration and staff to determine the effectiveness of the Literacy Plan to recommend revisions if deemed necessary. Yearly review of the plan will be data-driven by the use of assessment data collected and the needs of the Middle School's students as reflected by the strengths and weaknesses shown.