GREENE COUNTY TECH
Primary School

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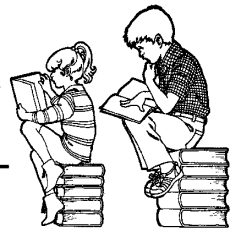

Educational Board Members

Hardy Thompson

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Literacy Team GCT Primary

Sherri Namors, Literacy Coach

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Christy Cupp, Reading Specialist

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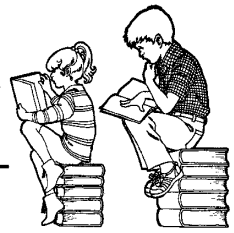

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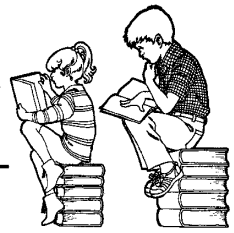

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Section 1: Literacy Plan Rationale

Greene County Tech Primary holds the belief that an effective literacy plan can meet each individual student's needs within the building. Student achievement is the responsibility of all of the stakeholders within the Greene County Tech School District: students, educators, parents, and elected officials that represent the citizens. The community as a whole will only be as successful as the school system within the town. "How well children succeed in school affects their future endeavors in life" (Miller, McCardle & Hernandez, 2010). It is our duty to support all students to obtain the literacy skills needed to be productive members of society in the 21st century.

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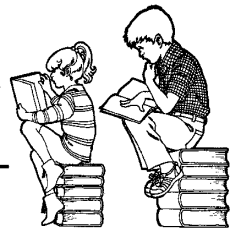

According to the current statistics in Arkansas, 34 percent of graduating seniors in the state are not meeting reading readiness benchmarks (ACT, 2018). The state of Arkansas has recognized the importance of creating a comprehensive initiative for improving literacy. Greene County Tech Primary has provided professional development to the classroom teachers based on the science of reading as defined by § 6-17-429(k)(1) in June and July of 2019. After the completion of the professional development, the staff members of GCT Primary will meet one of the prescribed pathways to obtain proficiency in knowledge and practice in scientific reading instruction (in conjunction with the SOR observations by building administration after RISE training is completed).

During the 2021-2022 school year, the Kindergarten classroom performed as follows on the STAR assessment : Early Literacy student growth percentile median 45, pretest standard score 479 and posttest standard score 656. Therefore, for Kindergarten Early Literacy a change of +177 was achieved. In the First Grade classroom students performed as follows on the STAR assessment: Early Literacy student growth percentile median 71, pretest standard score 632 and posttest standard

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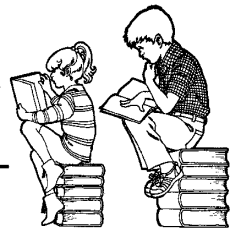

score 779. Therefore, for First GradeEarly Literacy a change of +147 was achieved. In Kindergarten out of the 11 students that qualified to take the STAR Reading, the following progress was documented: pretest standard score 0, posttest standard score 66, with a +66 change during the school year. In First Grade 129 students qualified to take the STAR Reading assessment with the following progress documented: pretest 168, posttest 243, with a change of +40 reported. In conjunction with the STAR assessment, GCT Primary also uses the Dynamic Indicators of Basic Early Learning Skills to assess and progress monitor students in Kindergarten and First Grade. DIBELS is a standardized and research based assessment that measures the early foundational skills needed for reading. DIBELS can be vital in providing indicators as to which students will meet benchmark, those students who are considered “at-risk,” and are vital in determining which children will possibly need additional interventions. The Developmental Spelling Assessment (DSA) will be implemented in Kindergarten through First Grade. The DSA is based on developmental spelling theory and includes two components: a Screening Inventory for determining a child's stage of development, and parallel Feature Inventories for highlighting strengths and weaknesses in

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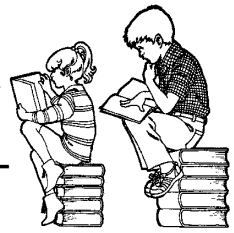

knowledge of specific orthographic features. The following plan will be composed of five main components: strengthening literacy development in Kindergarten and First Grade; providing a strategic intervention plan; examining school policy and culture for supporting literacy development; building leadership among the stakeholders; and teacher professional development.

Research suggests that “90% of children with reading difficulties will achieve grade level reading if they receive help by the First Grade (Velluntio et al., 2008). The purpose of the GCT Primary literacy plan will be to intervene before students start experiencing reading difficulty. By providing explicit, systematic, cumulative and diagnostic instruction all students will have the opportunity to achieve at high levels.

Section 2: Literacy Vision Statement

Greene County Tech Primary School has a mission to provide a safe learning environment that is nurturing and challenging for all students. Students will learn to read for understanding and pleasure, and will learn to write for effective communication. GCT Primary will work with parents and the community members to support students as they

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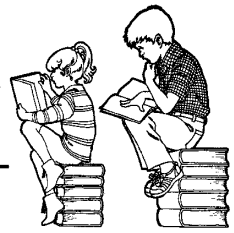

grow in knowledge and character to develop the skills and behavior necessary to become responsible, productive members of society.The number of students that will be in need of support will be calculated at the beginning of each school year. A data driven plan will be used to monitor the effectiveness of the literacy program to ensure that all students' targeted-individual needs are being met.

Greene County Technical School Primary Literacy Goal

Goal 1: Leadership

• By spring 2022, the Principal and Literacy Team at each school site will lead the implementation of the Greene County Tech Primary Literacy Plan to ensure student growth.

Goal 2: Assessment

• By June 2022, all educational staff will be proficient in using assessment data to improve student learning and professional practice in teaching literacy standards.

Goal 3: Instruction

• By June 2022, instructional staff will implement appropriate literacy strategies in reading and writing based on data and driven by the *Arkansas Curriculum Standards for English Language Arts*. In addition, the literacy team and teachers will review new

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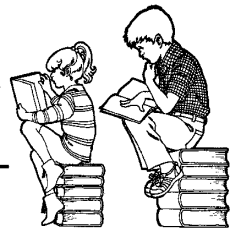

Literacy Core Reading programs for the next school year according to Arkansas Curriculum Standard guidelines. For the 2021-22 our focus is on phonemic awareness and phonics skills.

Goal 4: Staff Development

• By 2022, the District will refine the Professional Learning Community (PLC) model to include a professional development plan that reinforces differentiation (within the tiers) and offers support based on student data, state mandates, and district and site initiatives.

Goal 5: Student Support

• By 2022, staff, schools, and the district will design high quality learning experiences for our high needs population: students with disabilities and/or economically disadvantaged.

Section 4: Action Plan Maps

Goal 1: Leadership

· By spring 2022, the Principal and Literacy Team at each school site will lead the implementation of the *GCT Primary Literacy Plan* to ensure student growth.

	Action Step I	**Action Step II**	**Action Step III**
Action Step	Communicate District Literacy Plan to all stake-holders (staff, students, parents, school community).	Implement District Literacy Plan across grade levels and content areas to collaborate between the grades.	Monitor effectiveness of GCT Primary Literacy Plan.

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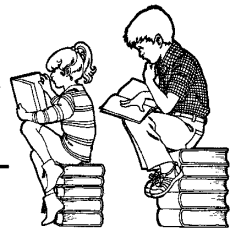

Timeline	**Ongoing**	**June 2021 – June 2022**	**June 2021 – June 2022**
Lead Person(s)	• Building Principals • Literacy Team • Literacy Coaches	• School Administrator • Entire Instructional Staff	• District Leadership Team • Building Principals • Literacy Team • Literacy Coaches
Resources Needed, Included Budget Source	• Completed District Literacy Plan per building • Time to inform and collaborate • Time & budgeting for book purchases	• Instructional materials, technology, professional development and support • Intervention staffing • Anchor/Focus Standards by grade level	• Time • Data • Reflection • Feedback
Specifics of Implementation	· Disseminate plan to stakeholders · Meet with entire staff to inform and convey the urgency and importance of literacy	• "Literacy Update" as a standing agenda item at data team meetings • End of year literacy portfolio and rating scales	• Analysis of student benchmark data used to drive classroom instruction

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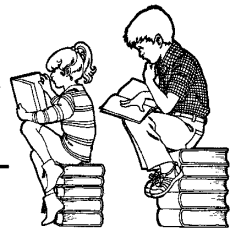

	· Generate enthusiasm for the work · Develop a plan with staff to communicate the *GCT Primary Literacy Plan* and goals with parents and students	• Share student assistant team information with the next building level	• Walkthroughs by school administrators • Feedback from staff • Quarterly meeting of Literacy Team • Facilitate sharing of best practices among staff • Identify and provide support for individual staff development needs • Provide opportunities for peer observation

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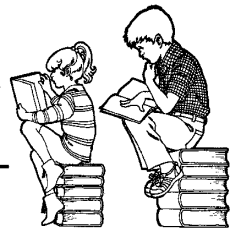

Measures of Success	• Staff is able to articulate the goals of the literacy plan • Students and parents are supportive of literacy in the schools	Curriculum Maps, Pacing Guides, Unit Plans, Lesson Plans, Benchmark Assessments, Student data, Walkthrough data	Student data; Walkthrough data
Monitoring	**Ongoing**	**Monthly**	**Ongoing**

Goal 2: Assessment

· By June 2022, all educational staff will be proficient in using assessment data to improve student learning and professional practice in teaching literacy standards.

	Action Step I	**Action Step II**	**Action Step III**
Action Step	Literacy assessment data will be used to improve student learning and professional practice	Development and implementation of a training plan for using a data management system(s).	Support will be given to educators based on the needs assessment.
Timeline	**Present - June 2022**	**June 2021- present**	**June 2021 – June 2022**
Lead Person(s)	• Literacy Team • Literacy Coaches	• School Administrator • Literacy Coaches • Classroom Teachers • Literacy Team	• Classroom Teachers • Building Principals • Literacy Team • Literacy Coaches
Resources Needed, Included Budget Source	• PD Funds • Meeting Schedule	• Identify Data Management system (DIBELS/STAR) • PD Funds • Schedule for training	• PD Funds • Training Schedule • Team Meetings • Faculty agenda & sign in logs

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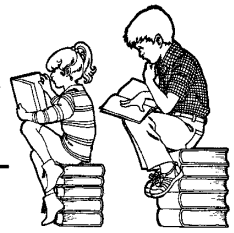

			• Trainers
Specifics of Implementation	• Provide staff an understanding of various assessments, including specific literacy assessments and the goals of administering the assessments. • Develop teacher understanding of the meaning of data for classroom instruction and differentiation	• Create structure for training educators in using data management system • Set up schedule of differentiated training for levels of proficiency in using data management system • Align training to goals	• Offer trainings based on needs assessment • Collect data based on teacher participation • Use data for making decisions for future training opportunities
Measures of Success	• Observation data from data meetings • Data is used to develop lessons and units	Selection of Data management system and/or training in data management system	• Data from needs assessments. • List of training and participants
Monitoring	**Annually, Fall, Winter, and Spring**	**Annually, Fall and Spring**	**Annually, Fall and Spring**

Goal 3a: Instruction – Kindergarten Writing/Reading

· By June 2022, instructional staff will implement appropriate literacy strategies in reading and writing based on data and driven by the *Arkansas Curriculum Standards for English Language Arts*.

	Action Step I	**Action Step II**	**Action Step III**

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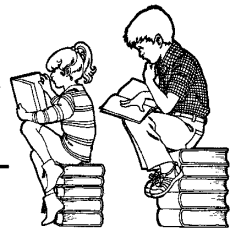

Action Step	*Demonstrate understanding of spoken words, syllables, and sounds *With prompting and support write voluntarily over short time frames	Ensure all instructional staff use the writing/reading components adopted by the Science of Reading effectively across all content areas.	Provide opportunities for instructional transitions between writing/reading instruction vertically and horizontally
Timeline	**2021- 2022**	**Present- June 2022**	**June 2020 – June 2021**
Lead Person(s)	● Building Principals ● Literacy Team ● Literacy Coaches	● School Administrator ● Literacy Coaches	● District Leadership Team ● Building Principals ● Literacy Team ● Literacy Coaches ● Classroom Teachers
Resources Needed, Included Budget Source	● PLCs ● Time and opportunities for building wide collaboration	● PLCs ● Time and opportunities for building wide collaboration. ● Peer Observations	● PLCs ● Time for building wide collaboration ● Peer observations
Specifics of Implementation	● Progress Monitoring ● Explore options for subscribing to electronic progress monitoring tools	● Support for content area teachers ● Observations and feedback	● Schedule collaboration vertically and horizontally using English Language Arts Standards ● Provide purposeful transitions between Kindergarten and 1st Grade
Measures of Success	● Dibels ● Kindergarten Foundational Skills survey ● DSA	● Evidence of implantation – student work ● Improvement in Renaissance STAR Early Literacy assessment	● Student work/data ● Meeting notes/agendas

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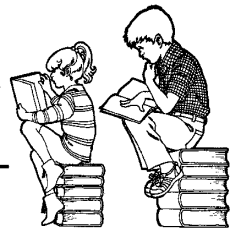

Monitoring	**Semester until May 2022**	**Semester until May 2022**	**Semester until May 20212**

Goal 3b: Instruction – First Grade Writing/Reading

· By June 2022, instructional staff will implement appropriate literacy strategies in reading and writing based on data and driven by the *Arkansas Curriculum Standards for English Language Arts*.

	Action Step I	**Action Step II**	**Action Step III**
Action Step	*Know and apply grade level Phonemic Awareness, Phonics, & Word Analysis Skills in decoding words *Write routinely over an extended period of time frame for a range of task, purposes, and audiences	Ensure all instructional staff use the writing/reading components adopted by the Science of Reading effectively across all content areas.	Provide opportunities for instructional transitions between writing/reading instruction vertically and horizontally
Timeline	**2021- 20222**	**Present- June 2022**	**June 2021 – June 2022**
Lead Person(s)	● Building Principals ● Literacy Team ● Literacy Coaches	● School Administrator ● Literacy Coaches	● District Leadership Team ● Building Principals ● Literacy Team ● Literacy Coaches ● Classroom Teachers
Resources Needed, Included Budget Source	● PLCs ● Time and opportunities for building wide collaboration	● PLCs ● Time and opportunities for building wide collaboration. ● Peer Observations	● PLCs ● Time for building wide collaboration ● Peer observations

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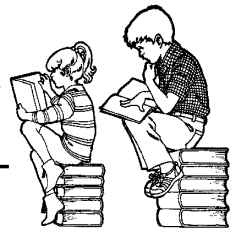

Specifics of Implementation	● Progress Monitoring ● Explore options for subscribing to electronic progress monitoring tools	● Support for content area teachers ● Observations and feedback	● Schedule collaboration vertically and horizontally using English Language Arts Standards ● Provide purposeful transitions between Kindergarten and 1st Grade
Measures of Success	● Dibels ● First Grade Foundational Skills survey ● DSA	● Evidence of implantation – student work ● Improvement in Renaissance STAR Early Literacy assessment & STAR Reading Assessment	● Student work/data ● Meeting notes/agendas
Monitoring	**Semester until May 2022**	**Semester until May 2022**	**Semester until May 2022**

Goal 3c: Instruction – First Grade Writing/Reading

· During each calendar school year instructional staff will implement plans for students identified at risk for reading difficulties

- Ensure adequate time for literacy instruction
  - Suggested Literacy Instructional Block would include the following:
    - Phonological Awareness (10 minutes)
    - Phonics (30 minutes) (letter ID, decoding, handwriting, encoding)
    - Comprehension (40 minutes)
      - Read Aloud and Shared Reading
      - Oral Language
      - Vocabulary

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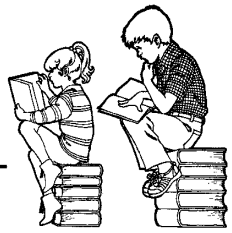

- Small Group Reading (60 minutes) Meet with skill-based groups every day to address foundational gaps and support core instruction; RF, L, RI, or RL standards are covered.
- Writing (30 minutes)

- Develop intervention plans for students identified at risk for reading difficulties
  - Administer diagnostic assessments to determine specific skill deficits
  - Provide evidence-based interventions through a multi-tiered system of support (RTI)
  - Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support

Screen all K-2 students for reading difficulties (Act 1268 dyslexia requirements)

1. Phonological and phonemic awareness
2. Sound symbol recognition
3. Alphabet knowledge
4. Decoding skills
5. Rapid naming
6. Encoding skills

Students in the Greene County Tech School District identified with characteristics of dyslexia, as defined by and in compliance with *Arkansas Dyslexia Resource Guide* (December 2017,) may include both blended (hybrid and/or virtual (online) remote (distance) delivery approaches depending on the specific intervention being used. As such, students may learn at least in part through virtual (online) learning, with some element of student control over time, place, path, and/or pace; and at least in part in a supervised, brick and-mortar location away from home (school or learning center) or virtual (online) remote (distance) learning whereby interventionists/therapists and students are not in the same place. Instruction and learning may take place asynchronously and/or synchronously The delivery method will require interventionists and/or therapists to be trained to deliver the specific program with fidelity in compliance with the publishers of the program and supported by evidence based research. The delivery approach for students with characteristics of dyslexia.

The Greene County Tech School District shall screen each student in K-2 and others required by the Arkansas Department of Education rule using the Dynamic Indicators of Basic Early Literacy Skills

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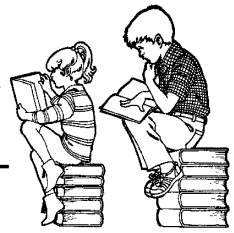

(DIBELS) or an equivalent screener. Additional screening assessments will be administered to measure components that are not measured by DIBELS or the equivalent screener. Initial screening measures consist of short, informal probe(s) given to all students to identify those at risk or at some risk for not meeting grade-level standards. The Dyslexia Screening Process shall include:

Initial Screening

The initial screening of students shall be performed with fidelity and will include without limitation (Ark. Code Ann. § 6-41-603):

1. Phonological and phonemic awareness;

2. Sound symbol recognition;

3. Alphabet knowledge;

4. Decoding skills;

5. Rapid naming; and

6. Encoding skills.

Initial screenings will be conducted by teachers or reading interventionists for students in grades K-2 (required) and 3+ (per teacher referral) either onsite or Via Zoom/Google meet when screening data can be obtained in this format. If the screener under subdivision (a)(1) of the law shows that a student is at risk, or at some risk then a level I dyslexia screener shall be administered (Ark. Code Ann. § 6-41-603). If the (initial) screener under subdivision (a)(1) of section 6-41-603 shows that a administered (Ark. Code Ann. § 6-41-603 (3)(A)). The level I dyslexia screening of a student shall be performed with fidelity and include the components listed under subdivision (a)(2) of this section (Ark. Code Ann. § 6-41-603 (3)). The level I dyslexia screening process shall include documentation of the components of literacy to include but not limited to the following:

1. Phonological and phonemic awareness;

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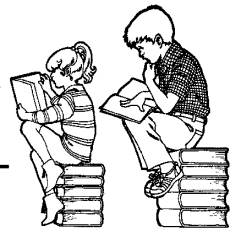

2. Sound symbol recognition;

3. Alphabet knowledge;

4. Decoding skills;

5. Rapid naming; and

6. Encoding skills.

Level I Screening

The level I dyslexia screening is a process of gathering additional information that should include progress monitoring data, work samples, formative literacy assessments, parent interviews, teacher questionnaires, early indicator checklists and additional age and grade appropriate dyslexia screening tools for the six areas. Level I screenings will be conducted onsite or Via Zoom/Google meet when screening data can be obtained in this format. The determination of existing characteristics of dyslexia should be based on multiple sources of data. A school-based decision-making team should meet to review student records and progress, inform parents of concerns, and obtain parental consent when additional assessments are needed to determine if characteristics of dyslexia exist. The level I dyslexia screening process shall include documentation of the components of literacy to include but not limited to the following:

1. Phonological and phonemic awareness;

2. Sound symbol recognition;

3. Alphabet knowledge;

4. Decoding skills;

5. Rapid naming; and

6. Encoding skills.

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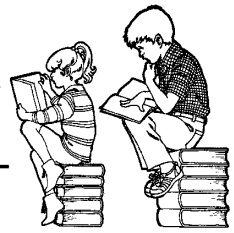

Initial and Level 1 screenings are conducted onsite or Via Zoom/Google meet when screening data can be obtained in this format. However, Level II screeners are completed in person. Services are provided based on the students' academic needs.

K-12 students will participate in a blended or virtual tier III intervention with a trained interventionist who is trained to provide therapy/interventions using an evidence-based dyslexia intervention program which is on the approved list of dyslexia interventions provided by ADE/DESE.

Students in grades K-5 who have been identified with characteristics of dyslexia and are enrolled in a virtual platform will receive general education instruction delivered through Edgenuity, Inc. platform with allowable accommodations provided as documented in each student's IEP/Section 504 Plan/ELPAC plan. Special education services will be provided per each student's IEP/Section 504 Plan/ELPAC plan. These students will receive evidence-based dyslexia interventions through a virtual/remote delivery method with an interventionist trained to deliver the specific program with fidelity in compliance with the publishers of the program and supported by evidence-based research.

Students in grades 6-12 enrolled in the virtual instructional delivery option who have been identified with characteristics of dyslexia and have an IEP/Section 504 Plan/ELPAC will receive both general and/or special education services per his/her an IEP/Section 504 Plan/ELPAC plan. If applicable, virtual general education instruction will be delivered through Virtual Arkansas platform with allowable accommodations provided as documented in each student's IEP/Section 504 Plan/ELPAC plan. These students will receive evidence-based dyslexia interventions through a virtual/remote delivery method with an interventionist trained to deliver the specific program with fidelity in compliance with the publishers of the program and supported by evidence-based research.

Asynchronous: Interventionists/therapists and students engage in teaching and learning at different times and different locations through educational and instructional technology. Can be effective depending on the specific intervention being used, the age of the student and the level of training the interventionists has achieved.

Synchronous: Interventionists/therapists and students are engaged in teaching and learning at the same time through educational and instructional technology. May be more effective for younger learners or those for whom asynchronous interaction may not effectively meet IEP goals and objectives. Can be

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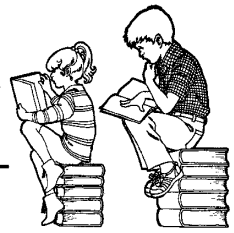

effective depending on the specific intervention being used and the level of training the interventionists has achieved.

Asynchronous and synchronous: Interventionists/therapists and students are engaging in teaching and learning at the same time and at different times trough educational and instructional technology

Level II Screener

If a student's performance on an initial screener, level I screening, or level II dyslexia screening under § 6-41-603 indicates a need for dyslexia intervention services, the student's parent or legal guardian shall be: (1) Notified of the results of the dyslexia evaluation; and (2) Provided with information and resource material, including without limitation: (A) The characteristics of dyslexia; (B) Appropriate classroom interventions and accommodations for students with dyslexia; and (C) The right of the parent or legal guardian to have the student receive an independent comprehensive dyslexia evaluation by a: (i) Licensed psychological examiner; (ii) School psychology specialist; (iii) Licensed speech-language pathologist; (iv) Certified dyslexia testing specialist; or (v) Dyslexia therapist. (Ark. Code Ann. § 6-41-604 (a)) The level II dyslexia screening is a more detailed process for identifying a pattern of strengths and weaknesses documenting the characteristics of dyslexia. The determination of existing characteristics may be based on performance criteria (i.e. cut-points, benchmarks) of the chosen assessments to be used as the level II dyslexia screening. Norm-referenced, diagnostic assessments designed to measure

the underlying cause, characteristics, and outcomes should be administered to identify the characteristics of dyslexia. The specific skills to be tested include phonological awareness, rapid naming, word reading, decoding, fluency, spelling, and reading comprehension.

The school-based decision making team may use these five key questions to determine if the student needs dyslexia intervention services. The information gleaned from these questions reflects components of the definition of dyslexia as expressed in Ark. Code Ann. § 6-41-602. If the level II dyslexia screening conducted by the school district indicates a student exhibits characteristics of dyslexia (first three questions answered with a "yes"), the student shall be considered to have met the typical profile of a student with dyslexia and should be provided intervention services (Ark. Code Ann. § 6-41-603) using a

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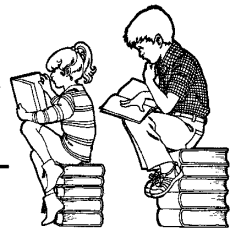

dyslexia program delivered with fidelity. If it is determined that the student has functional difficulties in the academic environment due to characteristics of dyslexia, the necessary accommodations or

equipment for the student shall be provided under Section 504 of the Rehabilitation Act of 1973 (Ark. Code Ann. § 6-41-603) as they existed on February 1, 2013, if qualified under the applicable federal law. In other words, having a learning problem does not automatically qualify a student for accommodations under Section 504. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504. The determination of substantial limitation must be made on a case-by-case basis with respect to each individual student. The Section 504 regulatory provision at 34 C.F.R. 104.35 (c) requires that a group of knowledgeable persons draw upon information from a variety of sources in making this determination.

Goal 4: Staff Development

The District will refine the Professional Learning Community (PLC) model to include a professional development plan that reinforces differentiation (within the tiers) and offers support based on student data, state mandates, and district and site initiatives.

	Action Step I	**Action Step II**	**Action Step III**
Action Step	State mandated requirements will be offered to faculty to meet the Science of Reading proficiency level	● Collect and analyze student achievement data and staff data in order to identify course/instructional needs ● STAR, DIBELS, K-1 Foundational Skills Survey data ● Survey staff for input	Encourage staff presentations and professional leadership
Timeline	**June 2021-June 2022**	**June 2021-June 2022**	**June 2021-June 2022**

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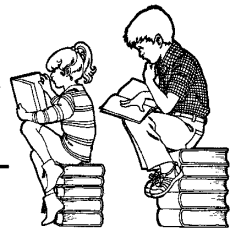

Lead Person(s)	● Literacy Coaches	● School Administrator ● Literacy Coaches	● District Leadership Team1 ● Building Principals ● Literacy Team ● Literacy Coaches
Resources Needed, Included Budget Source	● PD Funds	● Assessment Data ● HRS Survey ● Training for all staff on how to effectively use data	● PD Proposal form ● Proposals from teachers for presentations
Specifics of Implementation	● Plan state mandated PD ● Create & Review PGP ● Teachers will attend RISE and LETRS training at Greene County Tech Primary	● Gather specific data ● Review academic data ● Review surveys ● Plan PD	● Survey staff for input on PD needs ● Gather information on state and district initiatives ● Schedule PD
Measures of Success	● Teachers utilize growth plans and PD opportunities ● Teachers will provide reflection on PD and implantation evidence	● PD meets the need identified by surveys and data	● Process for including teacher presenters implemented in the 2019-2020 school year
Monitoring	**June 2021-July 2021**	**Ongoing- May 2022**	**August 2021- May 2022**

Goal 5: Student Support

· By 2022, staff, schools, and the district will design high quality learning experiences for our high needs population: students with disabilities and/or economically disadvantaged.

	Action Step I	**Action Step II**	**Action Step III**

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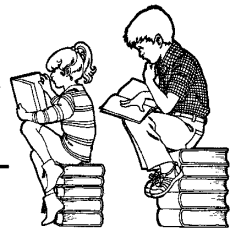

Action Step	Inventory interventions and determine needs and schedules	Explore and create an Intervention Protocol document	Provide literacy support tools to our high needs population
Timeline	**June 2021- May 2022**	**July 2021- June 2022**	**August 2021- May 2022**
Lead Person(s)	• Building Principals • Literacy Team • Literacy Coaches • Interventionists • SPED	• Building Principals • Literacy Coaches • Interventionists • SPED	• Building Principal • Literacy Coaches • Interventionists • SPED
Resources Needed, Included Budget Source	• Literacy intervention list/resources used K-1 • Specialized intervention programs used by interventionists and special education teachers	• Analyze the current intervention resources and document as needed to create a revised protocol	• LEA Funds
Specifics of Implementation	• Evaluate current interventions and specialized programs • Determine number of teacher who need training in intervention strategies	• Write an intervention protocol manual that addresses the variety of interventions, the intensity of interventions, and students to be served • Steps for school implementation • Student tracking of services	• Research effective intervention materials for special education and general education • Purchase additional materials to address student needs in phonemic awareness, phonics, decoding, vocabulary, and/or comprehension

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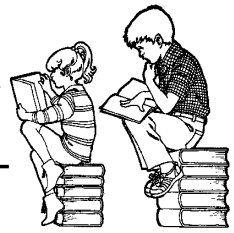

Measures of Success	● All teachers teaching interventions will have been trained in current, evidence based instruction.	● Monitor use of interventions by attending Data PLCs and analyze student data to adjust and/or maintain interventions	● Creation of building goals for intervention and delivery models
Monitoring	**August 2021- May 2022**	**July 2021- June 2022**	**May 2022**

Section 5: Greene County Tech Primary Building Plan for Assessing and Reporting Data

Assessment:

- Kindergarten and First Grade will collect data on all students in the area of Literacy using Dibels, and the DSA
- Kindergarten and First Grade will be assessed using the STAR testing. Dates will be provided when 2021-2022 memo is sent out to school districts

Reporting Techniques:

- Literacy Team meetings will be held after STAR testing cycles to review data with the teaching staff and school administration
- All classroom teachers will send data (Dibels and the DSA) to the literacy coach
- Data will be reviewed and sent to the next school building in Permanent folders at the conclusion of the 2021-2022 school year

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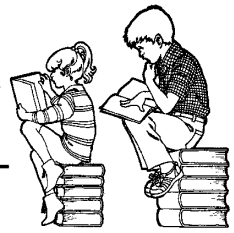

Section 6: District Expectations and Supports for Schools

- Greene County Tech Primary will submit the literacy plan to the school LEA by May 1 of each calendar school year. The plan will then be submitted for board approval to be posted on the school website by no later than August 1st of each calendar year.
- Building Principals will include updates to school literacy team and school employees at monthly faculty meetings and team meetings
- The school literacy team will conduct PLCs for Kindergarten and First Grade
- Building principals will report building progress to district administrators
- The district will provide funding for employees to complete the appropriate professional development requirements with respect to the science of reading
- The GCT district will support the adopted GCT Primary building literacy plan as approved by the school board

The goal of the Primary Literacy Team is to meet monthly to monitor and adjust as needed the aforementioned literacy goals. At the conclusion of the 2021-2022 school year, the team will reconvene to assess and plan goals for the next school year. The

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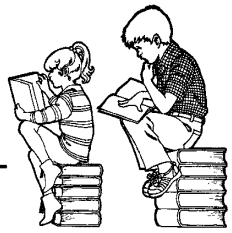

building principals will then meet with the administration at the district level to discuss a revised plan and any progress on literacy goals.

Appendices *Appendix A: Greene County Tech Primary Assessment Data*

RENAISSANCE® **Star Growth Report**
Star Early Literacy

School	Teachers	Starting Reporting Period	Ending Reporting Period	Demographics	Scale	Benchmark Type
GCT PRIMARY SCHOOL	**26 Teachers**	**Fall 2020-2021**	**Spring 2020-2021**	**All Demographics**	**Star Enterprise Scale**	**District**

Score Definitions

SGP: Student Growth Percentile
GE: Grade Equivalent
NCE: Normal Curve Equivalent
EST. ORF: Estimated Oral Reading Fluency
SS: Scaled Score
PR: Percentile Rank
IRL: Instructional Reading Level

District Benchmark Categories
Star Early Literacy
Urgent Intervention | Intervention | On Watch | At/Above Benchmark

Grade
K

Star Early Literacy

Summary (232 of 246 Students)

SGP *(Expectation = 50)*							
Met Expectations	Median	Testing Window	Avg. SS	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
99	44	Pretest	476	33	40.5	-	-
		Posttest	651	49	49.3	-	-
		Change	**175**	**16**	**8.8**	**-**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.
[b] The test was completed in a long period of time.

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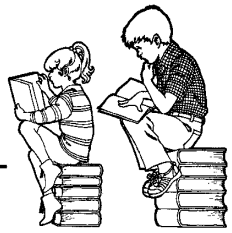

RENAISSANCE

Star Growth Report
Star Reading

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School	Teachers	Groups	Starting Reporting Period	Ending Reporting Period	Demographics	Scale	Benchmark Type
GCT PRIMARY SCHOOL	**26 Teachers**	**Whole Classes**	**Fall 2020-2021**	**Spring 2020-2021**	**All Demographics**	**Star Enterprise Scale**	**District**

Grade
K

Score Definitions

SGP: Student Growth Percentile
SS: Scaled Score
GE: Grade Equivalent
PR: Percentile Rank
NCE: Normal Curve Equivalent
IRL: Instructional Reading Level
EST. ORF: Estimated Oral Reading Fluency

District Benchmark Categories
Star Reading
Urgent Intervention | Intervention | On Watch | At/Above Benchmark

Summary (18 of 232 Students)

SGP *(Expectation = 50)*							
Met Expectations	Median	Testing Window	Avg. SS	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
13	72	Pretest	167	85	71.9	1.0	53
		Posttest	376	95	84	3.2	103
		Change	**209**	**10**	**12.1**	**2.2**	**50**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.
[b] The test was completed in a long period of time.

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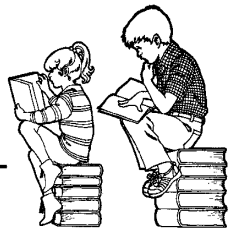

Grade
1st

Star Early Literacy

Summary (161 of 232 Students)

SGP *(Expectation = 50)*		Testing Window	Avg. SS	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
Met Expectations	Median						
71	45	Pretest	584	29	38.6	-	13
		Posttest	751	48	48.8	-	46
		Change	**167**	**19**	**10.2**	**-**	**33**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.
[b] The test was completed in a long period of time.

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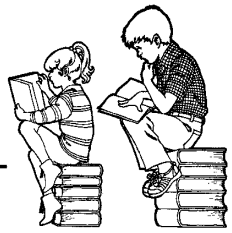

Grade
1st

Score Definitions

SGP: Student Growth Percentile **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent **EST. ORF:** Estimated Oral Reading Fluency
SS: Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

District Benchmark Categories
Star Reading
Urgent Intervention Intervention On Watch At/Above Benchmark

Summary (76 of 232 Students)

SGP *(Expectation = 50)*							
Met Expectations	Median	Testing Window	Avg. SS	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
47	62	Pretest	159	72	62.2	P	52
		Posttest	258	82	69.1	2.1	73
		Change	**99**	**10**	**6.8**	**1.2**	**21**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.
[b] The test was completed in a long period of time.

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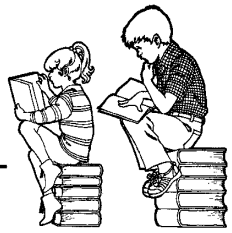

RENAISSANCE®

Star Summary Report

Star Reading Enterprise Assessment (English)

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School	Teachers	Groups	Date Range	Demographics	Scale
GCT PRIMARY SCHOOL	25 Teachers	Whole Classes	04/15/21–05/31/21	All Demographics	Star Enterprise Scale

Grade
K

PR Distribution Summary

Percentile	Students	Percent
Below 25th	2	18%
25th to 49th	6	55%
50th to 74th	0	0%
75th & Above	3	27%

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	8	73%
1.0 - 1.9	0	0%
2.0 - 2.9	3	27%
3.0 - 3.9	0	0%
4.0 - 4.9	0	0%

IRL Distribution Summary

IRL	Students	Percent
PP (<0)	8	73%
P (0.0 - 0.9)	0	0%
1.0 - 1.9	2	18%
2.0 - 2.9	1	9%
3.0 - 3.9	0	0%

RENAISSANCE®

Star Summary Report

Star Reading Enterprise Assessment (English)

Generated Apr 30, 2021, 9:59 AM

School	Teachers	Groups	Date Range	Demographics	Scale
GCT PRIMARY SCHOOL	25 Teachers	Whole Classes	04/15/21–05/31/21	All Demographics	Star Enterprise Scale

Grade
1st

PR Distribution Summary

Percentile	Students	Percent
Below 25th	17	13%
25th to 49th	16	12%
50th to 74th	33	26%
75th & Above	63	49%

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	16	12%
1.0 - 1.9	36	28%
2.0 - 2.9	51	40%
3.0 - 3.9	20	16%
4.0 - 4.9	6	5%
5.0 - 5.9	0	0%

IRL Distribution Summary

IRL	Students	Percent
PP (<0)	37	29%
P (0.0 - 0.9)	7	5%
1.0 - 1.9	35	27%
2.0 - 2.9	30	23%
3.0 - 3.9	15	12%
4.0 - 4.9	4	3%

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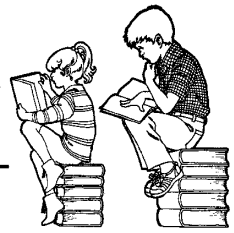

Appendix B: Assessment Calendar 2021-2022

**Calendar will be updated when the memo is sent from the state department*

September 2021						
	13 STAR Testing	14 STAR Testing	15 STAR Testing	16 STAR Testing	17 STAR Testing	

January 2022						
	10 STAR Testing	11 STAR Testing	12 STAR Testing	13 STAR Testing	14 STAR Testing	

April 2022						
	18 STAR Testing	19 STAR Testing	20 STAR Testing	21 STAR Testing	22 STAR Testing	

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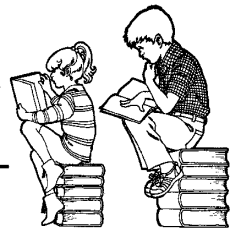

Appendix C: Intervention Model

Criteria:

- Support the core instructional program
- Provide systematic and explicit instruction fluidly throughout the tiers
- Address the critical components of reading according to the RISE and science of reading
- Provide targeted instruction specific to needs based on diagnostic assessments

	Kindergarten- First Grade
Phonemic Awareness	Heggerty Phonemic Awareness (Tier I and Tier II) Benchmark Phonetic Connections (Tier I) Sonday System (Tier II)
Fluency	Sonday System (Tier II)
Vocabulary	Isabel Beck- Bringing Words to Life (Tier I and Tier II)

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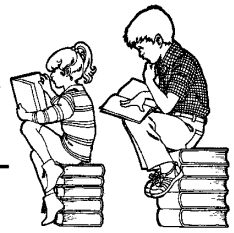

Appendix D: Literacy Team Roles and Responsibilities

The reading specialist team with the assistance of the literacy coach will be responsible for identifying students that are in need of additional support, tracking progress of the individual student's growth, and implementing targeted interventions. Furthermore, the reading specialist will report any concerns or lack of progress to the classroom teacher and the student assistance team.

The literacy team in conjunction will synthesize data based on student performance. Building leaders will set literacy goals based on the data collected and needs of the students. The literacy plan will then be reviewed and actions will be set in place based on the data driven process.

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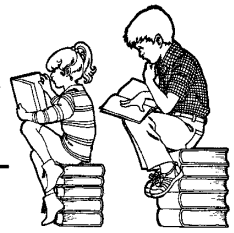
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