

# Gentry School District Support/Comprehensive Literacy Plan

## Needs Assessment (PLAN)

The Gentry School District leadership team completed the needs assessment process that included collection and review of the following:

1. Data review (MAP, ACT Aspire, ACT, ELPA 21, cycle reports-attendance, discipline, and surveys-HRS, staff, student, and FACE)
2. Review of existing school improvement plans
3. Review of perceptual data from surveys by district and building
4. Evaluation of existing programs for effectiveness

We then performed a root cause analysis to determine the problems to be addressed, determined priorities, developed a theory of action, and developed a goal that targeted literacy improvement in our district.

### Priorities:

1. Increase reading achievement by implementing instructional units that identify essential standards, instructional targets, and incorporate common formative assessments, all of which are aligned to provide a coherent and sequential comprehensive reading program.
2. Establish, support and maintain high functioning professional learning communities in all schools.

### Theory of Action:

**If:** District leaders work collaborate to provide relevant resources and support in the use of evidence-based practices and data, to promote fully engaging instructional activities in all classrooms

**And if:** Building administrators ensure a safe and secure environment; are fully engaged as instructional leaders, monitor the implementation of evidence-based practice through the use of TESS and the Science of Reading observations, and support the implementation of high functioning professional learning communities

**And if:** teachers are fully engaged; use evidence based instructional practices acquired through relevant professional development; work in collaborative teams to implement the cycle of inquiry through high functioning professional learning communities

**Then:** students will be fully engaged in instruction and activities that prepare them with skills to be successful in whatever path they choose when they leave Gentry School District.

**Goal:**

All students in grades K-10 will meet and/or exceed their yearly projected MAP growth in reading and all students in grades 3-10 will score at "ready" or "exceeding" levels on ACT Aspire. Additionally, 11th and 12th grade students will achieve at college/career readiness level on the ACT in Reading prior to graduation.

**Rationale/Data Review:**

**2021-22 Data Review can be found here for all schools.**

**2020-21 Data Review can be found [here](#) for all schools.**

*2019-20 Due to COVID-19 school closures, standardized assessments were canceled and a full set of assessment data was not obtained.*

## **2018-19 Data Review**

**Gentry Primary School** 18-19 Percentage of students meeting growth (Reading): K-81% 1-69% 2-50%

**Gentry Intermediate School** 18-19 Percentage of students meeting growth (Reading): 3-64% 4-56% 5-67%

18-19 ACT Aspire percentage of exceeding and ready (Reading):  
3-37% 4-33% 5-46%

### **Gentry Middle School**

18-19 Percentage of students meeting growth (Reading): 6-63%  
7-64% 8-78%

18-19 ACT Aspire percentage of exceeding and ready (Reading):  
6-35% 7-46% 8-58%

### **Gentry High School Conversion Charter School:**

18-19 Percentage of students meeting growth (Reading): 9-58%  
10-65%

18-19 ACT Aspire percentage of exceeding and ready (Reading):  
9-37% 10-27%

### **Professional Development Plan (SUPPORT):**

1. A K-12 Literacy Specialist (Coppedge) will complete training to be a Trainer of Trainers in RISE Academy K-2, 3-6 and LETRS.
2. All K-6, K-12 Special Education, Literacy Instructional Facilitators, Literacy Interventionists, ESL teachers and interventionists will complete K-2, K-2 LETRS, or 3-6 RISE Academy.
3. Teachers not required to participate in RISE Academy will obtain an Awareness credential by completing 18 hours of Science of Reading

Awareness videos through IDEAS .

4. All core teachers in grades K-5 will complete Phonics First or Structures training.

**Curriculum: (How does your current curriculum and resources address the Five Components of Effective Literacy Instruction per the National Reading Panel?)**

It is the goal of the district to evaluate the materials and resources currently in use to determine the level of alignment within each of these components and develop a plan for addressing any areas that need to be strengthened. Any purchases made will come from the DESE approved list of materials, resources, and curriculum programs for public school districts. The K-12 Literacy Program instructional materials and curriculum resources list for Gentry School District can be found [here](#).

1. Phonemic Awareness-Heggerty and Kilpatrick, System 44
2. Phonics-Phonics First, Phonics Chip Kits, Read 180, System 44
3. *Vocabulary-Four Square Vocabulary Model* by Frayer, Gentry instructional units, Newsela
4. Fluency-Read 180, Gentry Instructional units, Newsela
5. Comprehension-Read 180, Gentry instructional units, Newsela

**Action Steps: (DO/RESPOND)**

1. Train all teachers in the Five Components of Effective Literacy Instruction per the National Reading Panel through implementation of the district professional development plan.

2. Implementation of best practices according to the Science of Reading and Five Components of Effective Literacy.
3. All students in K-3 will be screened for reading difficulties using Oral Reading Fluency. Students in grades 4-5 will be screened as recommended by their teacher.
4. Students who do not pass the level one Oral Reading Fluency screener will receive a Level Two dyslexia screener administered by the district Dyslexia Specialist.
5. Students who do not pass the Level Two screener will receive direct intervention designed for students with Dyslexia. Phonics First is used for this intervention.
6. Additional Screeners/Diagnostic Assessments will be administered including:
  - a. Phonemic Awareness: PAST assessment
  - b. Phonics: Phonics First Quick Spelling Assessment
  - c. Vocabulary: Classroom assessments
  - d. Fluency: Oral Reading Fluency
  - e. Comprehension: Oral Reading Fluency
7. Students not demonstrating progress in reading but have passed the Level One screener will receive intervention in small group instruction in the classroom as well as during "RTI Time" and "Pioneer Time" (secondary schools).
8. Progress will be monitored and plans adjusted accordingly in Professional Learning Communities. Student reading levels will be communicated with all staff who work with students during PLC meetings.
9. Reading levels will be determined by the Lexile score provided by the Fall and Winter MAP assessment and communicated with parents twice per year at parent/teacher conferences. Parents who are unable

to attend P/T conferences will receive information in the mail.

10. APEX Learning will be purchased and implemented to provide additional support for students who are credit deficient and struggle with reading.

11. An afterschool program developed specifically for student athletes will be implemented to provide tutoring and support in reading.

12. An Alternative Learning Environment program will be implemented to further support students who demonstrate at risk factors to support improvement in reading achievement

13. READ 180 and System 44 licenses and materials will be purchased with ESA funds to provide teachers a remediation tool for students who are not achieving at goal levels in MAP and/or Aspire in reading.

14. Script will be purchased to provide a streamlined method of documentation of achievement data, and response to intervention strategies.

15. Critical and Academic Reading classes will be implemented for students scoring "In Need of Support" and/or demonstrating characteristics of dyslexia.

16. After school tutoring will be made available for students to learn reading strategies in an effort to improve reading achievement.

17. Summit Learning personalized learning platform will be implemented in English classes to improve reading achievement.

18. Refine the PLC process to address the six leading questions for successful implementation of RISE strategies and support attainment of high reliability schools certification. Solution Tree associates will be contracted to establish, support and maintain high functioning professional learning communities districtwide.

19. A Dyslexia Interventionist (1.0 FTE, Swicegood) and Dyslexia Specialist (1.0 FTE, Montgomery) will be employed using ESA funds

to support implementation of RISE and the district dyslexia plan.

20. A K-12 Literacy Specialist (1.0 FTE, Coppedge) will be employed to support the implementation of RISE and improve student achievement.

21. Solution Tree associates will be contracted to support the implementation and alignment of coherent and sequential units of instruction.

**Coordination and Integration: (Person responsible, funding source, outside org.)**

**People responsible for this goal:** All Administrators in Gentry Public Schools

**Funds used to support this goal:**

ESA: Dyslexia Interventionist, Dyslexia Specialist, Amira, Read 180, System 44, Script, MAP Assessment

Title I: 1.0 Literacy Specialist, 1.0 Assistant Principal of Equity, Curriculum, and Instruction, 6 (.25 FTE) Interventionists (MCL/DRT), supplemental materials to support improvement of reading instruction and achievement, professional development above requirements, parent and family engagement activities to support student achievement

Title IIA: High quality professional development will be provided for teachers to support improved reading achievement.

Title III: Imagine Learning, Read 180 and System 44 will be purchased to support reading achievement for English Language Learners

ELL: 1.0 ESL Coordinator, 1.0 ESL Instructional Assistant, and 1.0 FTE ESL Interventionist to support student achievement in English

Language Development, literacy, and math

PD: Costs associated with professional development for teachers, interventionists, specialists, and administration

ALE: APEX credit recovery and tutorials, 1.0 FTE Student Services Coordinator, .25 ALE Director, chromebooks, reading instructional materials and supplies

Outside Agency Support: Northwest Arkansas Educational Services Cooperative (NWAESC)

**Evidence: (CHECK/MONITOR)**

1. We will have achieved this goal when 95% of all students achieve at a minimum of the 65th Percentile on the MAP assessment in reading.
2. We will have achieved this goal when 90% of all students achieve at "ready" and "exceeding" levels on the ACT Aspire.
3. We will have achieved this goal when 75% of all students achieve at college/career readiness level on the 11th Grade ACT administered annually.

**Summative assessment:**

**GPS** The Spring administration of the MAP is their summative assessment for accountability.

**GIS, GMS, and GHSCC** will administer the ACT Aspire each Spring as a summative assessment. The ACT will be administered to all juniors at GHSCC annually.



**Formative assessment: (GPS and GIS)** Oral Reading Fluency Assessment and PAST will be administered to monitor student progress throughout the school year. A standards based report card will also be used quarterly to monitor student progress. Proficiency scales developed collaboratively based on RISE principles will be used to determine the level of progress for each component of the report card.

**GPS, GIS, GMS, GHSCC** will administer and review MAP assessment data three times per year (Fall, Winter, Spring) to monitor student progress.