



SPOTLIGHT TEXAS

Literacy transformation in Glen Rose

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By the fourth year, now we're doing it with integrity and the kids are getting it, we're getting it.

DEBBIE MORRIS

Principal, Glen Rose Intermediate School



4 years

of sustained
implementation

Building teacher confidence,
consistent instructional routines,
and schoolwide buy-in over time.

OVERVIEW

What does it take to move from adopting a new literacy program to making consistent, evidence-based instruction part of a school's culture? At Glen Rose Intermediate School in Texas, educators have spent several years building confidence, strengthening instructional routines, and bringing greater consistency to reading instruction.

Through sustained implementation of 95 Phonics Core Program®, teachers have developed stronger program buy-in and greater confidence in delivering explicit phonics instruction. Educators have also seen benefits beyond reading lessons, including more student writing and greater consistency when substitutes step in.

This is a story about what lasting literacy change looks like when educators have the time, tools, and shared commitment to make evidence-based instruction part of everyday practice.

DISTRICT SNAPSHOT

Glen Rose Intermediate School

STUDENT DEMOGRAPHICS

- 480 students in grades 3–5
- 175 students in grade 3
- 11% emergent bilingual students
- 21% special education
- 41% economically disadvantaged
- Title I school



GRADE
LEVELS

Grades 3-5



YEAR
IMPLEMENTED

2021



PROGRAM USED

One95 Literacy Ecosystem™
featuring 95 Phonics Core Program®



Ready to learn more? Contact a literacy specialist.

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