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2024-25 Primary and Elementary Literacy Reflection Tool (Reading Plan)

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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

A.J. Whittenberg is committed to achieving grade-level English Language Arts (ELA) standards by incorporating essential elements such as oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension in accordance with the 2024 South Carolina College and Career Readiness Standards (SCCCR) for ELA. Instruction is provided through a variety of formats, including whole group, small group, and individualized one-on-one settings, to ensure tailored support for all students.

Curriculum maps are structured around Scarborough's Rope, emphasizing both language comprehension and word recognition, based on best practices from reading research. Students participate in activities that enhance their skills in phonological awareness, phonics, fluency, vocabulary, and comprehension through standards-based materials. Daily literacy practices, such as shared reading, close reading, and collaborative writing, foster engagement and deeper text understanding.

The programs used, for example HMH Into Reading, focus on phonological awareness, phonics, vocabulary, and comprehension, providing a solid literacy framework. Heggerty Phonemic Awareness offers daily phonological instruction in 4K, while Reading Horizons provides explicit systematic phonics instruction for K5-2.

To monitor student progress, various assessment tools are used, including myIGDIs for 4K, MAP for 1st grade, Mastery Connect for grades 2-5, and Amira benchmarks for all grades. These assessments track skills aligned with Scarborough's Reading Rope, ensuring all students receive necessary support to develop their literacy skills and improve text comprehension.

Section B: Foundational Literacy Skills, Continued

Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

In alignment with Greenville County Schools, A.J. Whittenberg focuses on clear and systematic instruction for word recognition, helping students progress logically from basic sounds to more complex word forms. The instructional programs implemented are consistent with the principles of the science of reading.

Amira assessments are tailored to measure students' skills in decoding and word recognition, concentrating on phonological awareness, letter-sound relationships, high-frequency words, vocabulary, and reading accuracy and fluency.

For 4K students, the Heggerty Phonemic Awareness program offers explicit instruction in phonological skills for effective reading development.

For K5-2 students, Reading Horizons focuses on phonological awareness, decoding strategies, and high-frequency words, using multi-sensory techniques to boost engagement and understanding.

For students in grades 3-5, HMH Into Reading is used to provide individualized instruction in the areas of phonological awareness, phonics (decoding and encoding), vocabulary and comprehension.

Overall, connecting word recognition assessment and instruction with structured literacy and foundational skills is crucial for building a strong reading foundation for PreK-5th grade students.

Section C: Intervention

Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

A.J. Whittenberg uses various assessment tools to identify the most effective ways to assist PreK-5th grade students facing challenges in reading. By analyzing universal screening and diagnostic assessment data, they can focus on particular areas such as word recognition or language comprehension. All instructional decisions align with the GCS Multi Tiered System of Support Framework to guarantee that students receive the appropriate support they require.

For intervention, AJ Whittenberg uses GCS-approved programs such as Leveled Literacy Intervention, Reading Horizons, Amira Interventions, and Lexia Core 5. The data from the Amira universal screener, along with other assessments, helps shape both classroom and extra support interventions that follow Scarborough's Reading Rope model. Important reports from Amira and Reading Horizons, help guide teachers in selecting strategies to support individual students.

For 4K students, decisions regarding instruction are based on various assessments from the GCS 4K curriculum maps. My Individual Growth and Development Indicators (MyIGDIs) data informs teaching at every level, while the DIAL-4 screening helps identify students who may need more support in their academic, social-emotional, or developmental areas. Teachers also use Heggerty Phonemic Awareness assessments online to keep track of and plan for phonological and phonemic awareness instruction.

Section D: Supporting Literacy at Home

Describe the system in place to help parents in your school understand how they can support the student as a reader and writer at home.

A.J. Whittenberg has implemented several programs to help parents support their children's reading and writing skills at home. One available resource is the Amira Parent Reports, which provide helpful strategies for improving literacy development in the home setting. In addition, the Heggerty Phonemic Awareness Parent Newsletter is offered, with a recommendation for 4K teachers to share it with families. Consistent communication is also upheld through teacher or school newsletters to keep parents updated. For parents of students in grades K-2, a Reading Horizons letter details key components and specific skills that can be practiced at home to further enhance their child's literacy progress.

A.J. Whittenberg encourages parents to participate in the school's book of the month program. Families can complete an engaging activity with a different text monthly.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

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A.J. Whittenberg conducts progress monitoring of reading achievement and growth at the school level, utilizing comprehensive data to inform intervention decisions aimed at ensuring students attain grade-level proficiency in reading.

For Amira progress monitoring, the expected growth targets include an Accelerated Rate of Improvement (ARM) growth greater than 0.1 per month or reach the 25th percentile or higher on the ARM percentile scale.

The school systematically tracks student progress through the Multi-Tiered System of Supports (MTSS), the Amira Data Protocol, and the GCS Intervention Progress Monitoring Data Sheet for the 2024-2025 academic year, as well as the Greenville Progress Monitoring document. Additionally, schools are required to document interventions within the Intervention Connection System (ICS) to maintain a comprehensive record of student support efforts.

Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

Teachers are currently participating in professional development focused on the science of reading, structured literacy, and foundational literacy skills, aimed at enhancing reading achievement for all students. They are engaged in LETRS (Language Essentials for Teachers of Reading and Spelling) training and participate in weekly Professional Learning Communities (PLCs). Additionally, all K4 teachers at A.J. Whittenberg have successfully completed LETRS for Early Childhood, further strengthening their instructional competencies in early literacy.

HMH 9 week overview
Coaching Cycles

Section G: District Analysis of Data

Strengths

Teachers use the 2024 South Carolina College- and Career-Ready Standards for instructional planning. The curriculum includes various text types to boost student understanding and engagement. Teachers ask different types and levels of questions to encourage critical thinking and assess comprehension. Interactive discussions about learning goals are promoted. Educators regularly collect assessment data to track student progress. Ongoing professional development for teachers is tailored to student needs, and a systematic approach identifies students needing Tier II interventions to ensure their success.

Possibilities for Growth

Teachers actively participate in ongoing professional learning communities that focus on enhancing student performance. They regularly collaborate to establish measurable short and long-term goals and develop strategic action plans. Furthermore, teachers consistently utilize formative data to inform and adapt their instructional practices.

Description Area

*Note: The three questions below are included this year to gauge school-level LETRS implementation. "Eligible" teachers for state-funded LETRS training: K-3 Classroom Teachers, Reading Coaches, Reading interventionists, K-3 Special Education Teachers, School Administrators

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

0

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?

0

How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?

26

Section H: 2023-24 School SMART Goals and Progress Toward those Goals**Goal #1**

Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 12% to 9% in the spring of 2024.

Goal #1 Progress

In 2023-24 the percentage of 3rd grade students scoring Does Not Meet of SC READY ELA was 6%.

Section I: 2024-25 School SMART Goals and Action Steps Based on Analysis of Data

Description Area

For all schools serving third grade students, goal #1 MUST read: Third Grade Goal: Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from ___ % to ___% in the spring of 2025.

Goal #1

Third Grade Goal: Reduce the percentage of third graders scoring at the "Does Not Meet" level in the spring of 2024 as determined by SCReady from 6% to 5% in the spring of 2025.

Goal #1 Action Steps

Provide ongoing Tier I and Tier II reading intervention to individual students scoring below the 40th percentile on the Amira Benchmark. Students below the 25th percentile will utilize Amira tutoring to close learning gaps. Teachers will continuously monitor student progress through a variety of observation tools.

Students in Tier III will receive individualized reading instruction using researched-based strategies focused on closing learning gaps.

Third grade teachers will engage in ongoing professional learning communities to monitor student performance and create a differentiated support plan.

At risk students will receive daily small group instruction driven by specific needs.
