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.

At Blythe Academy, literacy instruction is grounded in the 2024 SCCCR ELA standards and reflects best practices informed by the science of reading research. Instruction occurs in various Tier 1 settings, including whole group, small groups, and strategy groups, ensuring that all students receive appropriate support in developing their reading skills.

Blythe's curriculum maps focus on both aspects of Scarborough's Reading Rope: language comprehension and word recognition. These maps emphasize the importance of phonological awareness, phonics, fluency, vocabulary, and comprehension, which are essential components of literacy instruction. Dedicated time is allocated daily for language and word study components, using a variety of standards-based materials.

Instructional practices include shared reading, interactive read-alouds (IRA), close reading, shared writing, and independent reading and writing. These practices not only reinforce reading and writing skills but also promote oral language development through structured discussions, read-alouds, and collaborative

projects.

Blythe Academy uses a combination of curricular resources from Greenville County Schools (GCS) to support literacy instruction:

- HMH Into Reading provides comprehensive coverage, with an emphasis on phonological awareness, phonics, vocabulary, and comprehension.
- Heggerty Phonemic Awareness for 4K offers systematic and explicit instruction in phonological awareness through engaging daily lessons.
- Reading Horizons for K5-1st focuses on explicit, systematic, and sequential phonics instruction.

For reading assessment, Blythe Academy utilizes a range of tools to monitor students' progress:

- myIGDIs (Early Literacy) is used in 4K to assess early literacy skills in the fall, mid-year, and spring.
- MAP is administered to 1st graders to track growth.
- Mastery Connect benchmarks for grades 2-5, along with GCS-developed unit assessments, ensure students are on track to meet grade-level expectations.
- School-developed common formative assessments provide additional insights into student progress.
- Amira benchmark assessments are aligned to Scarborough's Reading Rope and offer detailed subscores in areas like decoding, phonological awareness, high-frequency words, background knowledge, and vocabulary. The Amira Reading Mastery (ARM) score synthesizes students' reading abilities across multiple assessment tasks, comparing their performance to grade-level expectations and providing an Oral Reading Fluency accuracy score.

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.

Blythe Academy prioritizes explicit, systematic, and sequential instruction for word recognition to ensure that students develop literacy skills in a logical and progressive manner. Starting with foundational skills, instruction begins with the smallest units of sound and gradually builds toward more complex word structures, aligning with best practices from the science of reading.

At Blythe Academy, this instructional approach is supported by a variety of

resources. For PreK students, Heggerty Phonemic Awareness provides systematic, daily lessons that explicitly teach phonological and phonemic awareness. This early focus on sound recognition and manipulation lays a critical foundation for later reading success.

For students in K5 through 1st grade, Reading Horizons plays a key role in teaching phonological awareness, decoding and encoding strategies, and letter-sound correspondences. The program also emphasizes high-frequency words and uses multi-sensory learning approaches to engage students and reinforce their understanding of word recognition skills. By focusing on both the decoding of unfamiliar words and the encoding of words in writing, students develop a well-rounded ability to recognize and use words.

In addition, HMH Structured Literacy provides support across grade levels, focusing on phonological awareness, phonics, vocabulary, and comprehension. This structured literacy approach ensures that students receive explicit instruction in decoding and encoding words, which is vital for reading fluency and comprehension.

Amira benchmark assessments are used throughout the school to monitor student progress. These assessments evaluate students' proficiency in key areas of word recognition, including decoding, phonological awareness, letter-sound correspondence, high-frequency words, vocabulary, and word reading accuracy. Amira also assesses background knowledge and fluency, giving teachers comprehensive data to guide instruction and provide targeted support where needed.

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.

At Blythe Academy, universal screener data and diagnostic assessments are used to determine targeted pathways of intervention, focusing on either word recognition or language comprehension for students in PreK-5th grade who have not demonstrated grade-level reading proficiency. These instructional decisions and interventions align with the GCS MTSS (Multi-Tiered System of Supports) Framework, ensuring that students receive the level and type of support appropriate to their needs.

For students in K5-5th grade, the Amira universal screener plays a key role in identifying specific areas of need. Amira's data is aligned with Scarborough's Reading Rope, helping teachers distinguish whether a student's reading difficulties stem from word recognition (phonological awareness, decoding, high-frequency words) or language comprehension (background knowledge, vocabulary). Based on Amira's Class Progress Report, Instructional Recommendations, Skills Status, and Skills Diagnostics reports, teachers can make informed decisions about targeted interventions both within the classroom and through supplemental programs such as RTI and Resource services.

The intervention process follows guidance from the 2024-2025 GCS Tiered Supports document:

- For students who need Tier 2 or Tier 3 interventions, GCS-approved programs such as Reading Horizons, Lexia Core 5, and Amira Interventions are employed to address specific reading challenges.
- For students in Tier 3, these intensive interventions are designed to provide explicit, individualized support, ensuring that gaps in foundational literacy skills are addressed by utilizing Reading Horizons and Amira Interventions.

In PreK, data from myIGDIs (an early literacy screener) and DIAL-4 (administered in the fall) help teachers identify students with potential academic, social-emotional, or developmental needs. Teachers use myIGDIs data to inform whole group, small group, and individual instruction, tailoring their approach based on students' progress in literacy skills. Additionally, the Heggerty Phonemic Awareness assessments provide critical data on students' phonological and phonemic awareness, guiding instructional planning and monitoring student growth in these early literacy skills.

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.

At Blythe Academy, a system is in place to help parents understand how they can support their child's development as a reader and writer at home. The school provides various resources and opportunities to keep parents informed and engaged in their child's literacy journey.

One key resource is the Amira Parent Reports, which offer personalized strategies for parents and guardians to support their child's literacy development at home. These reports provide clear, actionable steps parents can take to reinforce reading

and writing skills, based on their child's specific needs.

In PreK, Heggerty Phonemic Awareness Parent Newsletters are shared with families to highlight activities they can do at home to develop phonological and phonemic awareness. These newsletters encourage parents to engage their children in sound-based games and activities that align with what they are learning in the classroom.

The school also communicates through teacher newsletters, which regularly include tips and suggestions for parents on how to support reading and writing at home. These newsletters may highlight strategies such as setting aside time for daily reading, discussing books, and practicing spelling and Most Common Words in fun and engaging ways.

Additionally, Literacy Night focused on literacy is organized to further educate families on how they can contribute to their child's reading and writing progress. During these events, teachers share important literacy strategies, provide demonstrations and offer materials that parents can use to support their child's literacy development at home.

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.

At Blythe Academy, progress monitoring of reading achievement and growth is a systematic process that ensures all students are on track to reach grade-level proficiency. The school uses a combination of tools and protocols to assess student progress and make informed decisions about interventions.

Amira progress monitoring is a key component of this system. To accelerate students' reading growth, the goal is for students to achieve an Amira Reading Mastery (ARM) growth of >0.1 per month or to reach the 25th percentile or higher on the ARM percentile. These benchmarks help guide teachers in determining whether students are progressing at the expected rate.

At the school level, student progress is closely monitored through the MTSS & Amira Data Protocol. These tools provide a structured approach for analyzing student data and making decisions about interventions. Teachers and support staff regularly review this data to ensure that interventions are tailored to the students' needs and are effective in moving them toward grade-level proficiency.

Additionally, the school documents all interventions in the Intervention Connection System (ICS). This system tracks the specific interventions implemented for each student, ensuring accountability and allowing for continuous monitoring of student growth over time. Through these combined efforts, the school is able to provide timely and appropriate support to students, ensuring they make steady progress toward meeting grade-level reading standards.

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.

At Blythe Academy, teacher training is grounded in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students. The school emphasizes ongoing professional development, collaborative learning opportunities, and targeted training programs to ensure that teachers are equipped with the knowledge and tools needed to deliver effective literacy instruction.

A key component of this training is the LETRS (Language Essentials for Teachers of Reading and Spelling) program, which provides teachers with a deep understanding of the science of reading and how to implement structured literacy practices in the classroom. All 4k teachers are currently participating in LETRS for Early Childhood, which focuses specifically on the foundational literacy skills needed to support early learners. This training equips teachers with the ability to teach phonological awareness, phonics, vocabulary, and comprehension in a structured and systematic way.

In addition to LETRS, Blythe Academy uses Professional Learning Communities (PLCs) as a platform for continuous professional growth. Teachers meet regularly in PLCs to collaborate, share best practices, and analyze student data. These meetings are focused on improving reading achievement through evidence-based strategies aligned with the science of reading. Teachers also use PLC time to review student progress, assess the effectiveness of interventions, and make instructional decisions based on data.

Section G: Analysis of Data

Strengths:

At Blythe Academy, one of the school's strengths is its commitment to creating a literacy-rich environment where students have access to a wide variety of genres and reading levels, fostering engagement and a love for reading. The school also prioritizes ongoing, job-embedded professional development, offering training opportunities that are tailored to the needs of both teachers and students. This ensures that instruction remains relevant and effective.

Teachers at Blythe Academy are dedicated to delivering explicit instruction that follows a systematic scope and sequence, ensuring that literacy skills are built progressively and thoroughly. Additionally, the use of classroom libraries empowers students by offering them choice in their reading materials, further supporting their individual interests and promoting autonomy in their learning.

Possibilities for Growth:

At Blythe Academy, there are several opportunities for growth that can enhance students reading development. One area for growth is encouraging teachers to more consistently notice, teach, and prompt the use of strategic reading behaviors, helping students become more mindful and intentional in their reading. Another growth area involves having both teachers and students set short-term, actionable goals to further support the development of specific reading behaviors and skills.

The school could also take specific actions to foster stronger partnerships with local community organizations, creating additional resources and opportunities for students. Finally, strengthening parent relationships by offering resources and guidance on how to support literacy at home can further enhance student achievement.

*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: K5: 6, 1st: 9, 2nd: 7, 3rd: 8 ; TOTAL = 30
- Reading Coaches; 2
- Reading interventionists 1
- K-3 Special Education Teachers: 3
- School Administrators: 3
- We also have ESOL and Challenge participating in LETRS.

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)?	41

Section H: <mark>2023-24</mark> School SMART Goals and Progress Toward those Goals

Please provide your previous school goals from last school year and the progress your school has made toward these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goal #1: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from ___19.7___ % to _15.9_ % in the spring of 2024.	Progress: ● Went from 19.7 to 21.5% ● Utilizing Reading Horizons in K5, 1st grade, and SPED resource ● Implementing small group targeted instruction throughout the school year ● Provide ongoing professional development focused on explicit and systematic instruction
Goal #2: Increase the percent of students SC Ready scores by at least 3% in both ELA and math	Progress: ELA-67.3% Math-61.6%
Goal #3: Provide on going job embedded professional development opportunities specific to teacher and student needs	Progress: ● Reading Horizons training support for K5 and 1st grade teachers ● LTRS training for all k5-3rd grade

	teachers

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

All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

For all schools serving third grade students, goal #1 MUST read:

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 ___ % 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 __21.5__ % to __18.5__% in the spring of 2025.
Action Steps:	- Utilize Amira tutoring for all 3rd grade students - Small group targeted instruction daily and throughout the school year - Applying strategies and techniques from LETRS training. - Provide ongoing professional development focused on student engagement and teacher instruction