

2024-25 Rudolph Gordon School Reading Plan

School Name	Rudolph Gordon School
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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the school include 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 Rudolph Gordon School, our literacy instruction is based on the 2024 SCCCR ELA standards. Tier 1 instructional settings include whole groups, small groups, strategy groups, and one-on-one conferencing. Curriculum maps address both sides of Scarborough's Rope (language comprehension and word recognition) and include best practices as supported by the science of reading research. There is dedicated time for language and word study components, including phonological awareness, phonics, fluency, vocabulary, and comprehension using a variety of standards-based materials. We have incorporated time for shared reading, IRA, close reading, shared writing, and independent reading/writing daily. Oral language is developed and strengthened through planned structured discussions, read-alouds, and collaborative projects.

Curriculum resources we utilize include HMH into Reading and HMH Structured Literacy, which emphasizes the importance of phonological awareness, phonics, vocabulary, and comprehension. We also utilize Reading Horizons in kindergarten

and special education resource to address explicit, systematic, and sequential phonics instruction.

The reading assessment tools we currently use include MAP, Mastery Connect benchmarks for grades second through fifth, kindergarten Reading Horizons skill checks, GCS-developed unit assessments, school-developed common formative assessments, and Amira benchmarks.

The Amira Reading Mastery (ARM) score synthesizes students' reading ability across multiple assessment tasks that vary by grade level, expressing this score in relation to grade level expectations. Additionally, Amira benchmark assessment subscores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high-frequency words, background knowledge, and vocabulary. Finally, Amira benchmark assessments also provide an Oral Reading Fluency accuracy score. Teachers utilize this data to inform small group, differentiated instruction that addresses specific student needs.

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.

At Rudolph Gordon, we prioritize explicit, systematic, and sequential instruction for word recognition, ensuring that students build their skills in a logical progression. This begins with the smallest units of sound and advances to more complex word structures. Amira benchmark assessments are designed to evaluate students' proficiency in decoding and recognizing words through phonological awareness, letter-sound correspondence, high-frequency words, vocabulary, background knowledge, and word reading accuracy and fluency. Teachers can listen to students' reading through the program, analyze the data from their work, and use this information to further support students' acquisition of these foundational literacy skills.

HMH Structured Literacy focuses on phonological awareness, phonics (decoding and encoding), vocabulary, and comprehension. Our kindergarten teachers use

Reading Horizons which emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high-frequency words, and multi-sensory learning approaches. These programs are aligned with the science of reading research, with a structured scope and sequence to ensure instruction is systematic and sequential.

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.

Rudolph Gordon's instructional decisions and interventions are based on the GCS MTSS Framework, matching the student's needs to the level and type of support. Amira universal screener data and additional formative and summative assessments are used to inform interventions inside the classroom as well as supplemental interventions outside of the general education classroom. The data from Amira is aligned to Scarborough's Reading Rope.

Amira reports are used to guide instruction for all tiers which include, the Class Progress Report, Instructional Recommendations, Skills Status, and Skills Diagnostics reports. All students scoring in the 25th percentile or below are served in daily tier 2 intervention through reading intervention, multilingual program, or special education services. These students receive Reading Horizons instruction, which is based on the science of reading research.

Students across all grade levels scoring below the 25th percentile receive tier 2 intervention services using Amira tutoring three times a week for at least 10 minutes. These students also receive small group intervention with the classroom teacher.

All third-grade students use Amira Tutoring for 30 minutes of weekly reading support. This program monitors their progress and provides real-time tutoring based on students' oral reading fluency. Interventionists and teachers regularly monitor student progress using multiple data sources (Amira data, common formative assessments, and benchmark assessments) to make adjustments to tiered support as needed. Intervention groups are flexible, so students may qualify or be dismissed from intervention services throughout the year.

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.

Consistent communication between home and school is a top priority at Rudolph Gordon. Teachers communicate weekly learning objectives related to literacy through class newsletters. Syllabi are posted on our school website and include the scope and sequence of reading and writing learning across the year. Teachers meet with all parents for fall conferences, during which they discuss student progress related to reading and provide parents with information on how to support their child/ren at home with literacy skills. Amira Parent Reports were sent home within 15 days of the assessment and discussed at fall conferences. These reports indicate strategies for parents/guardians to support literacy development in the home environment. We understand the importance of reading at home to ensure parents are involved in their child's learning.

We offer incentive programs throughout the year to encourage reading at home. One program we hold annually is a summer reading incentive program to encourage students to read books over the summer. This program is promoted on our school website as well as at school leading up to summer break. Additionally, we host Battle of the Books to encourage students to read and appreciate literature. Students read a list of books and participate in a quiz-bowl-style tournament.

Our students partner with other classes, typically elementary partnered with intermediate, to participate in book buddies. Book buddies allows older students to model and mentor various skills for our younger students. We participate in Read Across America Week to promote reading at home and school. Our classrooms host mystery readers, inviting community members to be guest readers in their classrooms. Additionally, we encourage all students to participate in the Reading All-Stars program through Greenville Drive. This reading program is designed to incentivize and promote reading at home. Many of our students participate in this program, which allows them to attend a Greenville Drive baseball game to celebrate reading.

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.

All grade levels use Amira to monitor progress. On Amira, the expected student growth is an ARM score of greater than .1 per month to accelerate the rate of growth or to reach the 25th percentile or higher on the ARM percentile. In addition to Amira progress monitoring, kindergarten, intervention, and special education resource use multi-skill checks from reading horizons to monitor student progress related to phonics and decoding.

For students in second through fifth grade, teachers utilize predictive assessments to track progress related to the mastery of grade-level standards. Teams analyze common formative assessments to make instructional decisions that cater to students' specific needs. Teachers use their data to develop plans for students who have not demonstrated mastery, as well as for those needing enrichment. We monitor student progress utilizing the Multi-Tiered Systems for Support & Amira Data Protocol, and the Greenville County Schools Progress Monitoring document for the 2024-2025 school year. We document interventions in the Intervention Connection System (ICS) to track student support from year to year and to make informed decisions about interventions and support for individual students.

Section F: Teacher Training

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

Teachers in kindergarten through third grade, as well as Special Education teachers, are participating in Volume 1 of LETRS (Language Essentials for Teachers of Reading and Spelling) training this year. Instructional coaches and administrators are also receiving LETRS training to further support literacy instruction across the school.

Grade levels continue to be supported in the Professional Learning Community (PLC) process, working collaboratively with coaches and administrators to

strengthen data-driven conversations and make instructional decisions based on real-time data. New this year is the introduction of ELA Power Standards, so coaches are supporting teachers in understanding the purpose of Power Standards and monitoring student progress toward mastery of the Power Standards.

Kindergarten and Special Education teachers are actively participating in coaching focused on the implementation of Reading Horizons. Each teacher receives several individual coaching opportunities throughout the year with reflective conversations geared toward effective implementation and utilizing program resources to support students at different levels of mastery. They also have the opportunity to attend district-wide training related to specific aspects of the program.

With the support of the literacy specialist and instructional coach, teams are collaboratively planning and utilizing resources from the State Department to ensure that lessons are standards-aligned and rigorous. Teachers are receiving support in the utilization of the new HMH (Houghton Mifflin Harcourt) curriculum through regular professional development specific to their grade levels, which is facilitated by district Academic Specialists. During these sessions, teachers examine standards, resources, and assessments more closely to enhance teacher clarity and strengthen standards-based instruction.

Additionally, teachers participate in coaching cycles with instructional coaches and the literacy specialist, where they use real-time data and implement specific strategies to enhance instruction effectively. This collaborative approach ensures that educators are equipped with the tools and knowledge necessary to support student learning and growth.

Section G: Analysis of Data

Strengths:

- Third, fourth, and fifth-grade percentages in ELA show that students achieving 'Meets' and 'Exceeds' exceeded the district and state average.
- Reading Literary Text was the highest strand in 3rd-5th grade in ELA.
- Overall there was a decrease of students scoring approaches in grades third, fourth, and fifth from 15.1% to 14.7%.

Possibilities for Growth:

- Third Grade scored the lowest on TDA.
- Language Craft and Structure in literary and informational text across third through fifth grades.
- Fifth grade scored the lowest on Inquiry within Writing strands.

***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)?	42

Section H: **2023-24** 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).

<p>Goal #1: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC Ready from 10.3% to 7.3% in the spring of 2024.</p>	<p>Progress: The percentage of third graders scoring Does Not Meet on SC Ready in the spring of 2024 increased to 13.1%.</p>
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<p>Goal #2: Reduce the percentage of 6-8 graders scoring Does Not Meet in the spring of 2023 as determined by SCReady from 12.8% to 9.8% in the spring of 2024.</p>	<p>Progress: The percentage of 6-8 graders scoring Does Not Meet on SC Ready in the spring of 2024 decreased from 12.8% to 11.2%.</p>
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Section I: 2024-25 School SMART Goals and Action Steps Based on Analysis of Data

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.

<p>Goal #1</p>	<p>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 13.1% to 7.1% in the spring of 2025.</p>
<p>Action Steps:</p>	<p>Instructional Design Support:</p> <ul style="list-style-type: none"> ● Tier One- Teachers will provide differentiated, small-group instruction for all students based on data from multiple resources (including Amira, formative assessments, and benchmarks). Teachers will unpack standards beginning with power standards. ● Tier Two- Students scoring in the 25th percentile and below will participate in 30 minutes of Amira tutoring each week, which supports students’ individual oral reading and comprehension needs. These students will also receive small group reading intervention using Reading Horizons. Students whose Amira ARMs score is below the 40th percentile will receive additional small-group intervention strategy groups. ● Tier Three- Students work with Special Education teachers in small groups on phonics, fluency, comprehension, and writing skills using Reading Horizons. <p>Data Analysis:</p> <ul style="list-style-type: none"> ● Continue to utilize assessments to drive instruction and tiered support for students. ● Routinely progress monitor students to ensure mastery of skills and plan intervention for students not yet at mastery. ● Collaboratively analyze and plan for instruction in PLCs (including Coaches and Interventionists when possible).