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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.

Literacy instruction across all grade levels at Mitchell Road Elementary is based on the 2024 SCCCR ELA standards as teachers implement the five pillars of reading into their daily instruction. The five pillars include phonemic awareness, phonics, fluency, vocabulary, and comprehension. Curriculum maps address both sides of Scarborough's Reading Rope (language comprehension and word recognition) as well as include best practices as supported by science of reading research. Teachers address literacy standards in a variety of classroom settings, including whole group, small group, and 1-1 conferencing. Small groups are strategy groups which address the specific literacy needs of each student in the group. All teachers provide dedicated time for language and word study components, including phonological awareness, phonics, fluency, vocabulary, and high frequency words. They use a variety of standards-based materials, including:

Heggerty for Pre-K where students receive systematic and explicit instruction in phonological and phonemic awareness through daily lessons that engage students in listening, rhyming, segmenting, and blending,

Reading Horizons for grades K-2 which also provides systematic and explicit instruction in phonics, spelling, high frequency words, fluency, word analysis, and grammar, and includes decodable reading passages. The program begins with letter names and sounds and strategically moves forward with the aim of having all third graders proficient in reading by the end of third grade. The program provides regular assessment opportunities, including readiness checks, daily skill checks, and cumulative skill checks. Transfer activities provide opportunities for students to practice what they have learned.

Phonics, Spelling, and Word Study by Fountas and Pinnell, for grades 3-5. This curriculum is reflected in the explicit and systematic standards-based lesson plans for those grades on the district curriculum landing page. The purpose is to provide a systematic word study system which includes the systematic teaching of word study principles and strategies. Teachers are encouraged to use data to inform their teaching practices. Teachers work with students in whole group, small groups, and individual strategy groups, as needed. The skills students learn in word study are reinforced during the writing workshop.

G2 Reading and Writing Curriculum: Word study skills are also addressed during the teaching of reading and writing, as teachers provide instruction geared to develop oral language and fluency, as well as comprehension of grade-level texts to meet the grade level English/Language Arts standards. Our teachers use our district's G-2 (Greenville's Guide to Literacy) curriculum which is aligned with the 2024 SCCCR ELA standards. Teachers at all grade levels provide experiences such as structured discussions, interactive read-alouds with accountable talk, and collaborative projects to help students develop rich oral language skills. Oral language and reading comprehension are also supported as teachers in grades K-2 routinely engage students in shared reading, close reading, and shared writing.

All teachers support reading fluency and comprehension through explicit work in strategy groups, as well as classroom discussions during reading, writing, and content. Teachers regularly combine science or social studies content with reading objectives and standards to provide authentic reading experiences for students.

All teachers use standards-based assessment tools to determine areas of strengths and weaknesses, and to drive instruction. These assessment tools include:

myIGDIs for 4K (Early Literacy-fall, Early Literacy and Math-mid-year and spring)

MAP for 1st grade

Mastery Connect benchmarks for grades 2-5

GCS-developed unit assessments

School-developed common formative assessments

Reading Horizons skills checks in diagnostic assessment tools

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.

Amira benchmark assessment reading subscores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary.

Amira benchmark assessments also provide an Oral Reading Fluency accuracy score.

Amira is norm-referenced and standardized, and has a high reliability and validity for long term reading success.

The ultimate intention of all literacy activities is to help students reach their greatest academic potential in accordance with the 2024 SCCCR ELA standards.

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.

Greenville County Schools prioritizes explicit, systematic, and sequential instruction for phonics and word recognition, ensuring that students build their skills in a logical progression, starting with the smallest units of sound and advancing to more complex word structures. Explicit phonics, word recognition, and vocabulary skills are taught at each grade level.

Our 4K class follows the Heggerty curriculum for systematic and explicit instruction in phonological and phonemic awareness. This curriculum emphasizes eight phonemic awareness skills: rhyme, onset fluency, phoneme isolation, blending, segmenting, adding, deleting, and substituting. In addition, letter names, sound recognition, language awareness, and oral language development skills are taught using nursery rhymes. The curriculum provides opportunities for assessment to be used to guide instruction.

Our K5-2 classes are implementing the Reading Horizons curriculum which emphasizes systematic and explicit instruction in phonological and phonemic awareness, and includes sequential instruction in phonics, spelling, high-frequency words, and reading fluency. We are in our third year of implementing this program. Students routinely participate in skill checks to measure progress in Reading Horizons.

Our 3-5 teachers follow the G2 Word Study Curriculum which is aligned to 2024 SCCCR ELA standards and also provides explicit and systematic instruction in phonics, spelling, high frequency words, and vocabulary. Students are regularly assessed in these skills.

This year our school is using Amira benchmark assessments which 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 are able to use the diagnostic information provided through this assessment to provide targeted instruction to students, not only in the whole class setting, but in strategy groups and one on one instruction.

Teachers in all classrooms are implementing best practices in the teaching of language and word study as supported by science of reading research.

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.

Our school uses the Amira 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. We follow the guidelines set forth in our district MTSS Handbook to identify students and to determine which pathway of support is best for each student who is struggling in reading.

Grades K-5:

In order to identify those students who need additional support outside of the regular classroom, we study student data using several data points, including Amira benchmarks, Reading Horizons skill checks, and test data from the previous spring. We identify students (who are not already being served in the special education resource program or the Multi-Language program) who score below the 24th percentile in Amira. We study their Amira data and compare it to other data points to select students for intervention.

Students who have severe deficits in phonemic awareness, phonics, spelling, word recognition, and fluency participate in intervention with Reading Horizons.

Students who are proficient in oral reading skills, but struggle with reading comprehension participate in LLI (Leveled Literacy Instruction). This program offers more intensive comprehension work, as well as appropriate phonics skills for each student.

The majority of our students are served in tier one instruction in the classroom as teachers use explicit and systematic standards-based instruction to teach reading and word recognition skills. Teachers also work with students in strategy groups which are formed based on specific diagnostic information in foundational reading skills provided by Amira. According to our MTSS handbook, students who score between the 20th and 40th percentiles have a fifty percent chance of passing the state reading test, therefore, all students in grades K-5 who scored below the 40th percentile on their fall Amira benchmark participate in regular tutoring with Amira (10 minutes day/3x week).

Additionally, per district requirement, all of our third graders (regardless of their percentile ranking) participate in Amira tutoring three times a week for 10 minutes each time.

Students who are served in reading resource participate in Reading Horizons supplemental online practice activities in addition to the

systematic and explicit Reading Horizons instruction they receive in the resource room.

Students who are served in our multilingual learner program participate in online activities with Lexia Core 5, which is a research-based program that accelerates the acquisition of foundational literacy skills for students of all abilities.

Pre-K

Instructional decisions for 4K students are based on a combination of formative and summative assessments incorporated into GCS 4K curriculum maps and resources, as well as site-specific common formative assessments.

MyIGDIs: (Individual Growth and Development Indicators) are brief, child-friendly preschool assessments used to monitor the growth and development of preschoolers on the path to kindergarten. These assessments provide the teacher with the tools to continually monitor students and to identify students who are at risk of developmental delays. The 4K teacher uses data from myIGDIs to inform whole group, small group, and individual instruction.

DIAL-4: The 4K teacher administers the DIAL-4 in the fall. Screening results enable the teacher to identify individual students whose academic, social emotional, and/or developmental needs may require further investigation.

Heggerty Phonemic Awareness: The 4K teacher also has access to Heggerty Phonemic Awareness assessments through the Heggerty PA online platform. Assessment results can be used to monitor student progress with phonological and phonemic awareness skills, and to plan for targeted 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.

PreK

In 4K the teacher continuously shares ways for parents to support their child's reading and writing through the weekly newsletter and Seesaw via Journals or Announcements.

The K4 teacher holds project days that support literacy and invites families in to view student work and as she discusses the importance of literacy at home.

During parent conferences the K4 teacher provides activities and resources for parents to support working with their children at home (e.g. alphabet/phonemic awareness games with materials provided, resources such as Reading Rockets online information). The teacher also supplies students and families with books in the winter and spring.

Grades K-5

All teachers send home Amira Parent Reports after each benchmark. This informational report provides parents with information about their child's reading progress, including:

Assessment scores: A current overview of a student's assessment scores

Reading Rope percentile rankings: A student's Reading Rope percentile rankings

Explanations and illustrations: Detailed explanations and illustrations to help parents understand the information

Reading tips: Practical reading tips to help parents support their child's reading development at home

Teachers in kindergarten and first grade discuss the Amira Parent Report during the first parent conference. They discuss tips for reading with children at home.

Teachers in grades 2-5 also discuss reading scores and reading progress with parents during fall conferences, as well as ways the parent can promote reading and writing in the home.

Interventionists send home reading progress reports and periodic newsletters to give parents ideas about how to support literacy at home. This year, these letters will focus on the science of reading strategies and tips for parents.

Teachers in grades K-2 send home Reading Horizons Activity Pages for each unit. These provide students with opportunities for practice, and they allow the parent to see and understand the skills their child is working on.

Parents are invited to activities that promote reading, such as the second grade Mother's Day Tea (poetry) and kindergarten activities revolving around The Gingerbread Man.

Our school sponsors activities to promote student reading and that encourages parents to read along with their child. These activities include reading logs with incentives (over the summer and during the school year), and reading Bingo in the winter and fall.

Our school sponsors a Poetry Slam during the month of February and parents are encouraged to hear their child read a poem on our morning news show.

Our school regularly has community volunteers come in to read to students. These volunteers may include former Mitchell Road students, local high school students, local librarians, Mitchell Road Friends volunteers, and more.

We also train community volunteers who are willing to work with students who may be struggling in reading.

Students at Mitchell Road enjoy storytellers. We invite parents from other cultures to tell stories from their cultures. We also have a storyteller who comes in during February for Black History Month.

Our ELA (English Language Arts) committee plans various activities that involve parents.

Our Mitchell Road Elementary School Parent Newsletter (Mustang Messenger) will include a monthly tip geared to help parents promote reading 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.

Our school provides for progress monitoring of reading achievement and growth, and decisions about intervention are made based on all available data points, including Amira, Reading Horizons, and Mastery Connect Benchmarks.

Students who participate in Amira tutoring are seamlessly monitored on a regular basis as Amira integrates the progress monitoring with their regular tutoring sessions. Students are unaware that they are being progress monitored. The expected growth is an ARM growth of $>.1$ per month (to accelerate rate) OR to reach the 25th%ile or higher on the ARM percentile. Classroom teachers, interventionists, and the school's leadership team monitor student progress and can quickly identify students who are struggling.

Teachers and the school's instructional leadership team monitor student progress utilizing the MTSS & Amira Data Protocol according to the following schedule:

August/September - administer Amira Benchmarks, create an intervention plan, inform parents regarding intervention.

October - Analyze student progress monitoring data and problem-solve for students not responding to intervention.

November/December - Analyze student progress monitoring data and problem-solve for students not responding to intervention.

January - Administer mid-year Amira benchmark, determine needs and notify parents regarding intervention.

January/February - Continue intervention and progress monitor.

March - Analyze student progress monitoring data and problem-solve for students not responding to intervention.

April - Administer Amira End of Year benchmark.

Student progress on Amira is carefully monitored and carefully charted by the school literacy specialist to note student growth and to spot areas of concern.

Interventionists document interventions in the Intervention Connection System (ICS) and they update at mid-year and at the end of the year to maintain a record of intervention progress for subsequent years.

Student progress in intervention is routinely monitored by the interventionists and intervention decisions are made based on student progress.

Our school's instructional leadership team also routinely monitors and discusses school-wide data in order to make the best decisions for

students and to ensure that programs are taught with fidelity.

Students who participate in Reading Horizons regularly participate in skill checks that inform interventionists and resource teachers and help them to form strategy groups.

Students in grades 2-5 participate in reading MVP benchmarks. These benchmarks provide teachers with valuable information geared to drive their instruction. Teachers use common formative assessments to monitor student progress.

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.

LETRS Training:

Thirty -one faculty members (including administration) are currently going through year one of LETRS training.

One faculty member has completed years one and two of LETRS training. One faculty member has completed year one of LETRS and is currently working on year two.

The 4K teacher has completed the Early Childhood LETRS training.

The 3K special education teacher is currently taking the Early Childhood LETRS training.

Science of Reading:

Teachers in grades K-2 receive extensive ongoing training and coaching in the teaching of Reading Horizons (science of reading aligned).

The K4 teacher has received training in Heggerty (science of reading aligned).

In addition to LETRS training, we have incorporated several activities to support the science of reading, including:

Five minute talks at the beginning of faculty meetings to help teachers tie together what they are learning in LETRS training to practice in the classroom.

Informational "one-pagers" explaining each of the five pillars of literacy and how they look through the science of reading lens (periodically shared with teachers)

Teacher PLCs (professional learning communities) which delve into the ELA standards to determine exactly what the standard means so they can plan instruction. They also measure and study student performance through in-book pre and post assessments, MasteryConnect Benchmarks, and common formative assessments to make instructional decisions and choose strategy groups for further instruction.

Coaches work with teachers through co-teaching, modeling, and coaching cycles to provide job-embedded training on teaching explicit literacy skills through reading, writing, word study, and content using science of reading techniques.

This spring teachers will be provided with an overview of the HMH (Reading of Science aligned) curriculum they will begin to use in the 2025-26 school year, so they can plan lessons over the summer.

Teachers will discuss the results of their LETRS case studies at a PLC meeting in the spring.

Section G: District Analysis of Data

Strengths

Teachers work together in PLCs (professional learning communities) to plan instruction that aligns with the South Carolina College and Career Ready Standards and focuses on bringing the language of the standards to the classroom. Teachers plan assessments and study data from assessments to plan further instruction and remediation, if necessary. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. Teachers ensure texts and other materials, including classroom libraries are appropriate for the readers in their classrooms.

Possibilities for Growth

Provide more in-depth training in literacy instruction for new staff members; and provide more opportunities for supporting literacy in the home.

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?

1

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

1

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

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Section H: 2023-24 School SMART Goals and Progress Toward those Goals

Goal #1

(Third Grade Goal) Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 16 % to 13 % in the spring of 2024

Goal #1 Progress

We were not successful with this goal, as 15.6% of our third graders scored Does Not Meet in the spring of 2024.

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 SC Ready from 15.6% to 12.6% in the spring of 2025.

Goal #1 Action Steps

*Provide professional development, coaching and support in the five pillars of reading across the curriculum. (IRA, Mini-lessons, Guided Reading, Independent Reading, Strategy Groups, Writing and reading in the content area)

*Work with third grade teachers in PLCs (professional learning communities) to dig deeper into the standards and to determine best practices to help students meet the 2024 SCCCR ELA standards.

*Work with teachers to reinforce standard-specific vocabulary terms in lesson plans, anchor charts, and teacher and student conversation.

*Provide support as teachers use student performance to drive instruction (1-1 coaching, PLCs, grade level meetings).

*Provide support in interpreting data and diagnostic reports through Amira.

*Work with teachers to determine strategy groups for reading, writing, and word study.

*Reinforce teacher training in LETRS through discussions at PLC, and informational points made at faculty meetings connecting LETRS training and the science of reading with what this should look like in the classroom.
