

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

The passage of Act 114 updates The Read to Succeed Act by requiring schools and districts to prepare comprehensive reading proficiency plans that are *aligned to the science of reading, structured literacy and foundational literacy skills*. This year's literacy reflection tool prompts schools and districts to respond in a narrative format. For more information about reading plan requirements, along with a hard copy of the full questions and directions on how to complete both the district and school surveys, please visit the reading plan homepage at:

<https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/>.

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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.

Reading instruction and assessment in the school follow the 2024 SCCCR ELA standards by focusing on key areas: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Instruction happens in various settings such as whole group, small group, strategy groups, intervention groups, and one-on-one conferencing.

The HMH reading curriculum is designed to support both language comprehension and word recognition, following Scarborough's Reading Rope and best practices

from science of reading research. All classrooms have time in schedule for focused word study and language development, covering phonological awareness, phonics, fluency, vocabulary, and comprehension with standards-based materials.

Each day, students engage in shared reading, read-alouds (IRA), close reading, shared writing, and independent reading/writing. Oral language skills are built through discussions, accountable talk, read-alouds, and group projects.

Key resources include HMH Into Reading for structured literacy and phonics. Reading Horizons is used as Tier 2 and 3 support.

Assessment tools include MAP (1st grade), Mastery Connect (2-5), and Amira Benchmarks (K-5) measure student progress. These tools are aligned with Scarborough's Reading Rope and track skills like decoding, phonological awareness, and oral reading fluency. Data from these assessments is accessible to all teachers and is used to guide instruction based on individual 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.

Word recognition assessment and instruction for K-5th grade students are closely aligned with the science of reading, structured literacy principles, and foundational literacy skills. GCS ensures that instruction is explicit, systematic, and sequential, helping students develop word recognition skills in a logical order, starting with basic sounds and moving to more complex word structures.

Amira Benchmark Assessments assess students' proficiency in decoding and word recognition by measuring phonological awareness, letter-sound correspondence, recognition of high-frequency words, vocabulary, background knowledge, and word reading accuracy and fluency.

HMH Structured Literacy focuses on the foundational skills of phonological awareness, phonics (decoding and encoding), vocabulary, and comprehension. This ensures that students build a strong understanding of how words work in text.

Reading Horizons for students receiving Tier 2 and 3 support is used to emphasize phonological awareness, decoding, encoding, letter-sound correspondence, and high-frequency words. It integrates multi-sensory learning approaches, which supports different learning styles and reinforces word recognition skills through tactile and visual engagement.

By following this structured and research-based approach, GCS supports all students in developing strong word recognition skills, which are essential for reading fluency and comprehension.

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 utilizes Amira Benchmarks as universal screener data and diagnostic assessments to create targeted intervention pathways for K-5th grade students who have not reached grade-level reading proficiency. These interventions are tailored based on the needs of students.

As a school, we use GCS MTSS Framework to guide instructional decisions. This ensures that students receive the appropriate level and type of support depending on their specific needs. Interventions are differentiated to address deficits in reading.

Amira universal screener data provides critical insights into student performance, including phonological awareness, phonics, high-frequency words, decoding, vocabulary, and comprehension. This data is aligned with Scarborough's Reading Rope, helping teachers to determine whether a student's challenges are rooted in word recognition or language comprehension. Formative and summative assessments supplement Amira data to give a well-rounded picture of each student's abilities. These assessments inform classroom-based interventions as well as supplemental interventions outside the regular classroom setting, for students who qualify.

Amira provides several reports to help guide instruction, including:

- Class Progress Report: Gives an overview of the whole class's reading progress.
- Instructional Recommendations: Provides targeted strategies for individual students.
- Skills Status: Tracks specific literacy skills such as decoding, phonemic awareness, and vocabulary.
- Skills Diagnostics: Offers detailed insights into areas of strength and need, helping to shape intervention plans.

Following the 2024-2025 GCS Tiered Supports guidance document, students who

are not meeting grade-level expectations receive interventions based on their specific needs. This can involve Tier 2 or Tier 3 support. Our school is using Reading Horizons for Tier 2 and 3 instruction.

By combining screener data, diagnostic assessments, and structured interventions, the school ensures that each student receives the support needed to progress toward grade-level reading proficiency.

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.

The school has a comprehensive system in place to help parents understand how they can support their child's reading and writing development at home. This system emphasizes communication, resources, and direct engagement with parents.

Amira Parent Reports provide personalized insights into each student's reading progress. These reports also include practical strategies for parents to support literacy development at home, such as phonics activities, vocabulary practice, and ways to enhance reading fluency. These reports are provided to parents after benchmarking is completed.

Teacher or school newsletters are sent home regularly and include tips and resources for parents to support literacy at home. These newsletters often contain suggestions for reading and writing activities, recommended reading lists, and ways to create a literacy-rich home environment.

The school hosts Parent/Family events focused on literacy. These events offer parents the opportunity to learn about reading and writing strategies, understand the school's literacy curriculum, and participate in hands-on activities that they can replicate at home. During these events, teachers demonstrate how to engage children in meaningful literacy experiences and share resources that parents can use. Parents are given books and other literacy resources to enhance their home literacy environment.

The school has a parent resource room with resources and materials available for parents to check out items to use at home with their students. The materials include educational games and hands-on materials for learning.

By providing reports, newsletters, and direct engagement opportunities, and materials/resources, the school ensures that parents are well-equipped 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.

The school implements a robust system for monitoring reading achievement and growth at the school level, ensuring that all students are on track for grade-level proficiency in reading. This system utilizes comprehensive data analysis and structured protocols to guide intervention decisions.

Amira progress monitoring is a key component of the school's approach, with specific growth expectations set for students. The goal is for students to achieve an Accelerated Reading Mastery (ARM) growth of greater than 0.1 per month. Additionally, students should aim to reach the 25th percentile or higher on the ARM percentile ranking. This ensures that all students are making adequate progress in their reading skills.

The school utilizes the MTSS & Amira Data Protocol alongside the GCS Intervention Progress Monitoring Data Sheet for the 2024-2025 school year. These documents provide a framework for regularly assessing student performance and determining the effectiveness of interventions. The Greenville Progress Monitoring document is also used to track student growth over time, allowing educators to make informed decisions based on the most current data.

Interventions are documented in the Intervention Connection System (ICS). This system allows teachers and administrators to record the specific interventions provided to each student, monitor their progress, and evaluate the effectiveness of these interventions. By maintaining detailed records, the school can ensure that interventions are tailored to meet the needs of each student and can adjust strategies as necessary.

Decisions about interventions are based on all available data, including ongoing assessments from Amira and other formative assessments. By analyzing this data, educators can identify students who may need additional support and determine the most effective strategies to help them achieve grade-level proficiency in reading.

Through these systematic practices, the school ensures that all students receive the support they need to improve their reading skills and make consistent progress towards grade-level expectations.

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.

The school is committed to providing comprehensive teacher training grounded in the science of reading, structured literacy, and foundational literacy skills to enhance reading achievement for all students. The training provided is designed to equip educators with the knowledge and skills necessary to effectively teach reading and writing across grade levels.

All K5-3rd grade teachers, special education teachers, ML teachers, interventionists, instructional coaches, administration, and literacy specialist are participating in LETRS (Language Essentials for Teachers of Reading and Spelling). This program focuses on the foundational principles of literacy instruction, emphasizing phonological awareness, phonics, vocabulary, fluency, and comprehension. By completing LETRS training, teachers gain a deep understanding of how children learn to read and write, enabling them to implement evidence-based practices in their classrooms.

The school schedules and encourages participation in Professional Learning Communities (PLCs) where teachers collaborate to share best practices, discuss challenges, and explore strategies related to literacy instruction. These PLCs foster a supportive environment for continuous professional growth and allow educators to engage in meaningful discussions about the science of reading and its application in their teaching.

In addition to LETRS and PLCs, the school provides ongoing professional development opportunities focused on structured literacy and foundational literacy skills. This includes workshops and district provided trainings led by experts in literacy education. Topics may cover effective instructional strategies, assessment practices, and intervention techniques that align with the science of reading.

Teachers are provided with access to various resources and instructional materials that align with structured literacy principles. This ensures that they can implement evidence-based strategies in their classrooms effectively. Support may also include coaching and mentoring from literacy specialists who can observe classroom practices and offer feedback.

The training and resources provided are designed to support reading achievement for all students, including those who may struggle with literacy. By equipping teachers with a solid understanding of the science of reading and structured literacy, the school aims to create a consistent and effective approach to literacy instruction across all grade levels.

Through this comprehensive training framework, the school is dedicated to enhancing teacher effectiveness in literacy instruction, ultimately supporting the reading success of every student.

Section G: Analysis of Data

Strengths:

- Documentation of all reading, writing, and intervention assessments and using data to drive instructional and also modify or adjust instructional strategies.
- Parental involvement: Providing parents with a variety of resources and strategies to use at home. Providing literacy family events with dinner included. Title I parent meetings/parent conferences are promoted to keep parents informed.
- Promote the use of the literacy framework/workshops and purposeful and intentional planning
- Consistently use Career Ready standards to help focus and guide lessons daily
- Provide diverse reading materials to meet the needs of all learners as well as represent the culture of all learners
- Consistently provide and promote professional learning opportunities
- Multiple partnerships within the Welcome community highly encourage volunteer opportunities parents/community partner
- Classrooms reflect student learning
- Intervention teachers serve students in K-5th grade to provide additional reading and math support

Possibilities for Growth:

- Implement school-wide, data-driven PLCs
- ML Co-teaching in all grades
- Conducting school-wide Learning Walks and analyzing data to set goals
- Using Classroom Mosaic observations feedback to determine coaching needs
- Continue implementation of new ELA program (SAVVAS)
- Consistently prompt, teach, and encourage the use of reading strategies across K-5th grade
- Setting measurable goals through teacher/student collaboration specifically geared toward increasing productive reading behaviors
- "Targeted" effective classroom interventions for individual and small group instruction
- Collaborating and providing feedback as a grade level to discuss teacher/student goals monthly
- Consistently provide small group reading instruction in all K-5th grade classrooms

"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?	2
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	37

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 towards 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 [previous school year] as determined by SC READY from <u>41</u> % to <u>36</u> % in the spring of 2024.	Progress: While we did decrease our percentage of Does Not Meet to 36.9%, we fell a little short of our school goal of 36%.
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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 <u>37</u> % to <u>34</u> % in the spring of 2025.
Action Steps:	<ul style="list-style-type: none"> ● ML Co-teaching in K-5th grade ● LETRS Training ● Implementation of school-wide PLCs ● Implementation of HMH curriculum ● Read to Succeed parent conferences ● Ongoing common formative assessments and discussion during data team meetings using Mastery Connect ● Data driven small group and intervention for grades K-3 ● Title I Academic Specialist support ● Co-planning with instructional coaches ● Daily, data-driven guided reading groups ● Highly qualified master teachers ● Collaborative planning and data analysis ● Interactive and reflective coaching cycles ● Identifying and providing additional interventions/supports for students through OnTrack process ● Scaffolding support ● Weekly intentional planning ● District and school professional development