

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/>.

Important notes:

- This year's reflection tool reflects the updated law as well as the state's implementation of the Multi-Tiered System of Supports (MTSS). Please use only the updated literacy plan documents when completing this year's survey.
- This year's survey also includes questions about the total number of LETRS completers in your school.

Please submit your reading plan for review to Beverly Pilkey
(bholtpilkey@greenville.k12.sc.us) by October 4, 2024.

This is only a template for you to use for drafting your school's reading plan. Once you receive feedback from Academics, you must complete the [SCDE FormStack](#) to submit your plan to the SCDE no later than the close of business on October 11, 2024.

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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.

Our focus at Mauldin Elementary is to teach the skills required for proficient reading and writing. The Five Pillars of Reading Instruction consist of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Reading assessments and instruction are designed to holistically support all students in developing essential skills that align with 2024 SCCCR ELA grade-level standards. The current curriculum maps address both sides of Scarborough's Rope (language comprehension and word recognition) as well as include best practices as supported by science of reading research.

There is a dedicated time for language and word study components, including phonological awareness, phonics, fluency, vocabulary and comprehension using a variety of standards-based materials. Oral language development is supported through shared reading, structured discussion, read-alouds, and collaborative projects.

Heggerty Phonemic Awareness in 4K provides systematic and explicit instruction in phonological and phonemic awareness through daily lessons that engage students in listening, rhyming, segmenting, and blending.

To monitor progress and inform instruction, GCS utilizes a variety of assessment tools. The early literacy assessment, myIGDIs for 4K, tracks students' growth in key areas. MAP for first grade provides insights into reading skills. MasteryConnect Benchmarks in Grades 2-5 help identify areas for improvement. GCS has developed unit assessments as well as school developed common formative assessments. Our newest form of assessment is Amira Assessments. These benchmarks measure various reading skills, providing scores that align with Scarborough's Reading Rope including phonological awareness, decoding, and fluency. Amira benchmark assessments also provide an Oral Reading Fluency accuracy score. 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.

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 of PreK5 –5th grade

Mauldin Elementary prioritizes explicit, systematic, and sequential instruction for 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.

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.

Reading Horizons for K5–2 emphasizes phonological awareness, decoding and encoding strategies, letter–sound correspondence, high frequency words, and multi–sensory learning approaches.

Heggerty Phonemic Awareness for 4K provides systematic and explicit instruction in phonological and phonemic awareness.

Phonological Awareness Screening Test (PAST) is used as a diagnostic survey of phonological skill coupled with diagnostic measures of phonic, word recognition, spelling and passage reading fluency.

The *HMH Into Reading* curriculum is currently being implemented in Grades 3-5. This curriculum is based on research in the essential elements of literacy with scaffolds for multilingual learners and a Spanish-English biliteracy solution.

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.

Multiple data sources are considered in making instructional decisions and determining interventions, with a focus on matching intensity of the supports/resources to students' needs.

Amira universal screener data and additional formative and summative assessments inform interventions inside the classroom as well as supplemental interventions outside of the regular classroom. The data from Amira is aligned to Scarborough's Reading Rope. Amira provides multiple reports to guide instruction. These reports include Class Progress Report, Instructional Recommendations, Skills Status, and Skills Diagnostics reports.

Our reading interventionists adhere to Tier 3 GCS approved intervention programs which include Leveled Literacy Intervention, Reading Horizons, Amira interventions and Lexia Core 5.

4K

Instructional decisions 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.

MyIGDI's data informs teachers to successfully address whole group, small group, and individual instruction.

DIAL-4: Teachers use DIAL-4 screening results (administered in the fall) to identify individual students whose academic, social emotional, and/or developmental needs may require further investigation.

Heggerty Phonemic Awareness: Teachers have 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 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.

Amira Parent Reports indicate strategies for parents/guardians to support literacy development in the home environment.

4K teachers are encouraged to share the Heggerty Phonemic Awareness Parent Newsletter with parents.

Teacher or school newsletters are sent home weekly to connect parents with school activities.

Student led conferences on Parent Night are focused on literacy.

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 monitors student progress utilizing the MTSS & Amira Data Protocol and GCS Intervention Progress Monitoring Data Sheet for 2024-2025.

With Amira progress monitoring, expected growth should be ARM growth of $>.1$ per month (to accelerate rate) OR to reach the 25th%ile or higher on the ARM percentile.

Reading Horizons provides progress monitoring data to show student growth.

Mastery Connect results are analyzed during PLC's to identify areas of strengths and weaknesses and develop strategies to support student learning.

Formative and summative assessments are examined to ensure the assessments

align to the standards.

Our school documents interventions in the Intervention Connection System (ICS).

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.

Mauldin Elementary supports teacher learning by providing multiple opportunities to participate in teacher training.

Currently K-3, Special Education teachers, our literacy specialist, interventionists and administrators are participating in LETRS training.

In addition, 3-5 teachers are provided HMH overview support through PLC's. Our literacy specialist and instructional coach schedule coaching cycles throughout the year to support teachers in best practices for literacy instruction. During PLC's, each grade level participates in collegial conversations pertaining to student learning, standards based instruction, and teaching strategies.

Professional development provided by district academic specialists focus on standards based literacy instruction.

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Section G: Analysis of Data

Strengths:
The teachers use a comprehensive formative assessment system. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new skills and processes by reading and writing authentic texts for the majority of the instructional time. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. Teachers use the South Carolina College and Career Ready Standards when planning instruction. Teachers ensure texts and other materials are appropriate for the readers in their classrooms. Teachers prominently display artifacts reflective of student learning.
Possibilities for Growth:
Teachers make instructional decisions and program choices aligned with scientific research and strategic use of assessments and observations of students. Teachers facilitate collaboration during PLC's to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. Teachers provide targeted, effective in-class intervention which must be 30 minutes in addition to 90 minutes of daily reading instruction

***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?	3
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)?	44

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: (Third grade Goal) Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC Ready from 25.7% to 22.7% in the spring of 2024.	Progress: During the 2023-2024 school year the percentage of third graders scoring Does Not Meet as determined by SC READY was increased from 25.7% in the Spring of 2023 to 31.8% in the Spring of 2024. This was a 6.1 % increase from the previous school year's SCReady Results for those students scoring Does Not Meet.
Goal #2: During the 23-24 school year, the percentage of students Meeting/Exceeding expectations in English Language Arts (ELA) on the SC Ready assessment will increase from 59% to 63% to meet the goal of 90th percentile.	Progress: During the 23-24 school year the percentage of students Meeting/Exceeding expectations in English Language Arts (ELA) on the SC Ready Assessment decreased from 59.8% to 55.9% . This was a decrease of 3.9%

Goal #3:	Progress:
Goal #4:	Progress:

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>31.8</u> % to <u>28</u> % in the spring of 2025.
Action Steps:	Unpack standards and examine data through weekly PLC’s . Utilize Amira three times a week for a total of 30 minutes per week. Data dives after Mastery Connect to identify school, grade level, and student needs. Continue ELA professional development with district academic

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Optional:

Goal #2	
Action Steps:	

Optional:

Goal #3	
Action Steps:	

