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

School Name	Hollis Academy

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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.

Instruction and assessments in Tier 1 address all components of Scarborough's Reading Rope and align to the 2024 SCCCR ELA Standards. Greenville County Schools adopted HMH Into Reading, and Hollis Academy began our school year implementing it as our main resource. Class schedules have specific allotted times for the different components, including phonological awareness, phonics, fluency, vocabulary, and comprehension.

ELA instruction follows our district curriculum maps, which include best practices as supported by science of reading research. In addition to implementing HMH Into Reading, our two 4K classrooms use Heggerty Phonemic Awareness, which provides systematic and explicit phonological and phonemic awareness instruction, and our K5 classrooms implement Reading Horizons, which provides explicit phonological and phonemic awareness, and phonics instruction. Our ELA block provides several opportunities for students to engage in various texts including shared reading, interactive read alouds, shared writing, and independent reading and writing opportunities, which also allows for additional small group and individual conferencing time based on students' needs. All components of our ELA block provide opportunities for oral language development, through structured

discussions, turn and talks, as well as through collaborative projects. There are also various opportunities for reading and writing throughout the day in other content areas.

A variety of ELA assessments are utilized. Schoolwide, Amira benchmarks are administered in the fall, winter, and spring. Amira assigns an ARM (Amira Reading Mastery) score, which is based on normative data and aligns to grade level expectations. In addition, in 4K, myIGDIs Early Literacy components are administered in the fall, winter, and spring. In K5, Reading Horizons includes daily skill checks, multi skill checks, as well as a mid year and a cumulative year skill check. First grade utilizes MAP three times a year, and Grades 2-5 utilize Mastery Connect benchmark assessments three times a year. Our curriculum maps include Greenville County Schools developed common formative assessments, and grade levels also create common formative assessments.

Our students, who are Multilingual Learners, are supported in classrooms with co-teaching support, sheltered instruction, or pull-out for newcomers from MLP teachers. They also utilize Lexia Core 5 or Lexia English, to support English proficiency in listening, speaking, reading, and writing. Students take an initial assessment to determine specific needs, and students are provided specific instruction within the online program. Lexia Core 5 provides detailed reports on student progress, as well as provides lesson plans with explicit instruction for teachers to use, as needed.

Section B: Foundational Literacy Skills

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 assessments and instruction are aligned to the science of reading. Assessments are administered and data is used to inform instruction, as well as to determine mastery of skills. Incorporating a specific time in our daily class schedules allows each class the opportunity to provide explicit, systematic, and sequential instruction in structured literacy and with foundational literacy skills.

A variety of assessments are utilized for word recognition. Schoolwide, Amira benchmark assessments evaluate each student's proficiency in foundational literacy skills, including phonological and phonemic awareness, letter-sound correspondence, decoding, encoding, recognizing high frequency words, vocabulary, word accuracy, and fluency. Amira's ability to evaluate each student's assessment data, while providing feedback and support, is also used as an instructional component. Amira tutoring provides specific instruction to each

individual student until they reach mastery. Teachers are able to monitor student data and progress to provide additional specific instruction, as needed.

HMH Into Reading includes instruction and assessment through the Structured Literacy component. This includes phonological awareness, phonics (decoding and encoding), and vocabulary. A variety of texts are included, which can be used to assess student's accuracy and fluency.

In addition, there are various additional assessments that teachers administer. Heggerty Phonemic Awareness includes instruction, as well as various assessments to determine progress and mastery of skills. LETRS training provides strategies for best practices in instruction, and also a variety of assessments, including phonological and phonemic awareness, a word inventory to assess encoding skills, as well as a word recognition assessment by skill.

Reading Horizons provides explicit and systematic instruction in phonological and phonemic awareness, letter-sound correspondence, decoding and encoding skills, most common words, while utilizing a multi-sensory learning approach. There are daily skills checks and multi skills checks where data is used (with teacher's anecdotal notes) to inform small group instruction. The mid year cumulative assessment and the end of year cumulative assessments are used to determine mastery of skills.

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.

Universal screeners and diagnostic assessments are used to determine interventions for students who are not yet demonstrating grade level reading proficiency based on Greenville County Schools' MTSS Framework. Grade level PLCs analyze a variety of data sources (SCReady, AMIRA Benchmarks, Mastery Connect, word inventories) to determine intervention needs.

Using a variety of data sources, teachers provide additional instruction in small groups or individually, based on specific needs. Amira provides tutoring on an individual basis and adjusts instruction, as students progress. Student progress is documented and monitored in Amira through Benchmark Reports, Class Progress Reports, Instructional Recommendations, Skill Status Reports, and Skill Diagnostic Reports. PLCs analyze student growth and determine next steps.

Students who have the highest needs receive an additional 30 minutes daily of reading instruction based on students' specific needs. Instructional resources, such as Reading Horizons, Amira tutoring, Leveled Literacy Intervention, and Lexia Core 5 are available for intervention and are selected to match student needs.

In 4K, instructional decisions are based on a variety of formative and summative assessments within the Greenville County Schools 4K Curriculum Maps. Early in the fall, DIAL-4 is administered to identify students whose academic, social-emotional, and/or development needs require additional attention. Additionally, data from the myIGDIs Early Literacy inform whole group, small groups and individual instruction. Heggerty Phonemic Awareness also provides a variety of additional assessments to support instruction and progress monitoring of 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.

There are a variety of ways in which we communicate with families to support literacy at home. Our monthly school newsletters, as well as class newsletters, provide families with information about skills that are focused on that week and/or unit, and ways to support students at home. Title 1 Parent Meetings are scheduled throughout the year and share information about reading and writing at home. AMIRA Parent Reports will be shared with families. These reports show data on benchmark results and include strategies to support literacy development at home. Heggerty Phonemic Awareness and Reading Horizons, both have parent letters to inform families of instruction at school and how to support the skills at home. Lastly, we host a yearly literacy night. Public Education Partners supports Hollis Academy by providing books, student self-selected, to help prevent summer reading loss. Along with the books, students also receive writing journals, and a variety of materials to support reading and writing engagement and enjoyment.

We also have a Parent Coordinator, who supports communication with families. They also provide language classes for adults to support literacy development, using Rosetta Stone.

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.

Greenville County Schools' MTSS Framework provides guidance for progress monitoring. Interventions and progress monitoring is documented in the Intervention Connection System (ICS). Grade level PLCs discuss student progress, and refer students to OnTrack as needed for additional support.

In addition to benchmark data, Amira provides weekly progress monitoring as the tutoring is accessed. Our goal for students is to increase their ARM score by >0.1 point per month or to reach the 25th percentile or higher. Class Tracking Reports, Benchmark Reports, and Skill Status are all reports to monitor progress. Additionally, Reading Horizons provides progress monitoring data through Skills Checks and Multi-Skills checks.

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.

Hollis Academy provides ongoing professional development for teachers. Classroom teachers, coaches, and administration participated in LETRS training starting in the 2022-2023 school year and new staff receive training as they join our staff. Additionally, all 4K staff are participating in LETRS for Early Childhood. The information gained from this training is used during PLCs to support best practices in literacy instruction.

Reading Horizons instruction in K5, intervention, and Special Education is supported by our reading coach, who completed the Reading Horizons' Leadership Academy, and instructional coaches.

Teachers also engage in coaching cycles with instructional coaches and the reading coach to support literacy instruction. The Instructional Leadership Team discusses and plans additional professional development opportunities as needs arise.

Greenville County Schools also provides professional development opportunities for teachers to support implementation of the 2024 SCCCR ELA standards, HMH Into Reading, Amira, and Reading Horizons.

Section G: Analysis of Data

Strengths:

- Most teachers have completed LETRS training.
- Implementation of Greenville County Schools' Curriculum Maps using HMH Into Reading to support 2024 SCCCR ELA standards and Early Learning Standards for 4K
- Additional instructional ELA resources, including Heggerty Phonemic Awareness and Reading Horizons
- Amira benchmark, individualized tutoring, and progress monitoring
- Specific time in daily schedule to explicitly teach foundational literacy skills (phonological awareness, phonemic awareness, phonics, high frequency words)
- Dedicated, weekly 60 minutes grade level PLC to discuss data and instructional strategies
- Two reading interventionists
- Five Multilingual Program teachers, co-teaching in Tier 1
- Literacy-rich environments and resources in each classroom to support the reading and writing
- Parent and Community Involvement with literacy development
  - Title 1 Parent Meetings throughout the year
  - Literacy Night
  - Public Education Partners supports summer reading
  - School and classroom newsletters
  - Parent Coordinator to support communication with families
  - ESOL classes for adults to support literacy development

Possibilities for Growth:

- Continued support through PLCs to systematically collect and utilize data to discuss student growth, plan whole class, small group, and for individual needs, including focused reading intervention.
- Continued PD to implement 2024 SCCCR ELA standards and Greenville County Schools' Curriculum Maps using new resources and monitoring progress through Mastery Connect, district summative assessments, and grade level common formative assessments.
- Continued support to implement Reading Horizons.
- Continue to provide multiple genres, bilingual texts, decodable texts, and additional texts, which are organized in a way that students can easily access materials, to meet the various reading levels and needs in each classroom.

*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?	16
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	11

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

Goal #1: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 42% to 32 % in the spring of 2024.	Progress: According to Hollis Academy's SC Ready data, 43% of the third graders scored Does Not Meet.
Goal #2:	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 43 % to 40% in the spring of 2025.
Action Steps:	1. Teachers will participate in PLCs, professional development, and coaching cycles to increase knowledge of effective literacy strategies to support students' literacy growth using academic discourse, intentional lesson planning, which engages students in high levels of critical thinking and problem solving, 1:1 conferencing, small group instruction, and strategy groups.
	2. Teachers will analyze Amira data, Mastery Connect assessments, Greenville County Schools developed unit assessments, and school developed common formative assessments to determine targeted and effective in-class instruction and intervention.
	3. Using new knowledge from LETRS training to support small group targeted instruction in the areas of Scarborough's Reading Rope.
	4. Targeted intervention in grade three with reading interventionists and Amira tutoring.
	5. Targeted co-teaching instruction with ML teachers to support literacy.
	6. Lexia Core 5 and Lexia English to support ML learners.