School Name	Buena Vista Elementary

Principal Name	Dave Burgess

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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 at Buena Vista is based on the 2024 SCCCR ELA standards. Tier 1 instruction in all classrooms includes whole group, small group, strategy groups and one-on-one conferencing. Teachers are guided by the District curriculum maps which 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. Every classroom has dedicated time for phonics and word study, vocabulary, reading fluency and comprehension as well as interactive read aloud and shared reading. Teachers have access to rich resources at Buena Vista! They utilize HMH Into Reading which emphasizes the importance of phonological awareness, phonics, vocabulary and comprehension as well as literature to supplement their small reading groups and book clubs within the classroom. Students are assessed using MAP testing in first grade and Mastery Connect benchmarks in grades 2-5 as well as Amira in grades kindergarten through fifth. Amira Reading Mastery scores synthesize students' reading abilities across multiple assessment tasks that vary by grade level, expressing these scores 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. Teachers use Greenville County Schools' unit assessments as well as school-developed common formative assessments.

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 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.

Buena Vista teachers are using the HMH Structured Literacy resource which focuses on phonological awareness, phonics (decoding and encoding), vocabulary 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.

Instructional decisions and interventions are based on the Greenville County Schools MultiTiered Systems of Support Framework matching students' needs to the level and type of support. The Amira universal screener data coupled with formative and summative assessment data inform interventions within the classrooms as well outside of the classroom. The data from Amira is aligned to Scarborough's Reading Rope. Amira reports guide instruction with class progress reports, instructional recommendations, skills status and skills diagnostic reports.

Once students at Buena Vista are identified to receive intervention outside of the classroom they are placed into small groups for instruction with certified teachers. We utilize Reading Horizons with our students showing deficits in phonics and Leveled Literacy Intervention with students showing deficits in reading fluency, accuracy and comprehension.

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.

Parents receive multiple informational tools regarding literacy and supporting their readers at home. Classroom teachers send home Amira Parent Reports that offer specific ways for parents to support and help grow their readers. Classroom newsletters are emailed weekly to parents and offer insight into their student's literacy instruction and activities for parents to do with their children. Students bring home their book nightly that they've read in their small group with their teacher.

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 Buena Vista Instructional Leadership Team meets weekly with interventionists to review documented data from Amira and Mastery Connect (after benchmarks). For Amira progress monitoring, the expected growth is ARM growth of >.1 per month (to accelerate rate) OR to reach the 25th%ile or higher on the ARM percentile. Intervention decisions are made using this data and students performing below the 25 percentile were placed in intervention groups which are fluid depending on growth and needs. All intervention students are documented in the Intervention Connection System.

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.

All Buena Vista teachers, coaches and administrators who work with students in grades kindergarten through third are participating over the next two years in LETRS training.

During weekly grade level PLCs, teachers are sharing and discussing student data around literacy and discussing best practices to improve their students' learning. Best practices are rooted in the science of reading and teachers are supported by the Literacy and Instructional Coaches.

Section G: Analysis of Data

Strengths: Data driven discussions and instructional decision making; resources and assessments that are aligned to the science of reading and Scarborough's Reading Rope

Possibilities for Growth: Supporting literacy at home

*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)?	38

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 2023 as determined by SC READY from 9.4 % to 6.4 % in the spring of 2023-2024	Progress: We did not meet our goal.

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 15.9% to 12.9% in the spring of 2025.
Action Steps:	Tier I: Teachers will implement daily phonics, vocabulary and reading minilessons according to the HMH guidelines and pacing as well as LETRS training. Teachers will meet with small groups of students according to their need in reading fluency, accuracy and/or comprehension. Teachers will also provide 30 minutes of intervention daily based on students' reading needs. All third grade students will complete 30 minutes of tutoring in Amira weekly. Progress will be monitored using Amira. Tier II: Students who have been identified as needing intervention outside of the classroom will receive 30 minutes per day of either Reading Horizons or Leveled Literacy Intervention to work on phonics, fluency and/or reading comprehension. Students are progress monitored using Amira tutoring.