

## 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.

Our literacy instruction at every grade level throughout our school is based on the 2024 South Carolina College and Career Readiness Standards. Our tier 1 instruction includes whole group, small group, and strategy groups to meet the individual needs of students based on classroom and benchmark data. Our district curriculum maps address both language comprehension and word recognition strategies as well as best practices as supported by the science of reading. We have dedicated time for language and word study components including phonological awareness, phonics, fluency, and vocabulary and comprehension using a variety of standards-based materials. These skills are addressed through shared reading, interactive read-aloud, close reading, shared writing, and independent reading/writing of literary and informational texts. During these lessons, teachers model reading and writing to build accuracy and fluency. Teachers also provide practice time with authentic texts in order for students to sustain work on reading and writing. Oral language development is supported through structured discussions, read-alouds, and collaborative projects. Our ELA curriculum resource for grades K-5 is HMH Into Reading which includes a structured literacy component that addresses phonological awareness, phonics, vocabulary, and comprehension. In our 4K classroom, Heggerty Phonemic Awareness is used to provide systematic, explicit instruction in phonological awareness through daily

lessons that engage students in listening, rhyming, segmenting, and blending routines. In our self-contained special education classroom, the Sound Sensible curriculum is for instruction in phonological awareness, letter-sound identification, and decoding. Additionally, the Spire curriculum is used to address phonological awareness, letter-sound identification, fluency, vocabulary and comprehension. Sign language is used to enhance instruction for our students with a hearing impairment.

A variety of reading assessment tools are used to inform classroom instruction. Students at all grade levels participate in fall, winter, and spring benchmarks. In K4, we use the MyIGDIs Early Literacy items to assess students as they progress through the school year. In Kindergarten, we use the Kindergarten Readiness Assessment to assess school readiness in the area of language and literacy at the beginning of each school year. These results are used to identify students with language and literacy needs. In first grade, students are assessed using MAP to track proficiency and growth in reading and language throughout the school year. In grades 2-5, Mastery View Predictive Assessments are utilized to assess students' progress with rigorous items aligned to the state ELA assessment. The Amira universal screener is used across all grade levels. The Amira Reading Mastery score synthesizes students' reading ability across multiple assessment tasks that vary by grade level, expressing this score in relation to grade level expectations. The Amira benchmark subscores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. It also provides an Oral Reading Fluency accuracy score which updates as students utilize the program. In addition to these benchmarks, teachers regularly and consistently assess standards taught through common formative assessments to make instructional decisions for remediation and acceleration of reading and language skills.

## **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 in 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. Daily phonics instruction takes place at all grade levels and is grounded in the science of reading. The HMH structured literacy component emphasizes phonological awareness, word decoding and encoding, vocabulary, and comprehension. The Heggerty Phonemic Awareness program uses movement-based learning techniques to provide systematic and explicit instruction in phonological and phonemic awareness ranging from simple to more complex skills. Additionally, our school utilizes the Sounds in Motion program to help students develop phonemic awareness, listening, and early literacy skills by using kinesthetic motions for phonemes. This provides a scaffold for students to remember the letter sounds by creating a sense of the sound in their muscle memory. In our self-contained special education classroom, the Sound Sensible curriculum is used for instruction in phonological awareness, letter-sound identification, and decoding. Additionally, the Spire curriculum is used to address phonological awareness, letter-sound identification, fluency, vocabulary and comprehension. These programs are aligned to the word recognition and language comprehension skills in Scarborough's Reading Rope. Sign language is used to enhance instruction for our students with a hearing impairment.

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. The assessment of subskills is utilized by teachers to identify strengths and weaknesses in foundational skills to make instructional decisions and aid in differentiation. The Kindergarten Readiness Assessment results are used in Kindergarten to determine students with language and literacy needs.

## 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.

Greenville County Schools uses a multi-tiered system of support to match tiers of support to students' variety of needs. Within the MTSS framework, students' needs are identified based on valid and reliable assessment tools and supported through evidence-based core instruction and intervention supports. Students are identified for tier 2 and tier 3 supports using several data points. The Amira universal screener data, formative and summative classroom assessments, and benchmark reports inform interventions inside and outside the classroom. The data from Amira is aligned to Scarborough's Reading Rope. Teachers and instructional leaders use the Amira Class Progress Report, Instructional Recommendations, Skills Status, and Skills Diagnostic Reports to make instructional decisions. Common formative and summative assessment data is also used by teachers and instructional leadership to inform instruction and provide effective, targeted reading interventions within the classroom. Teachers monitor students and prompt for use of strategic reading behaviors using all sources of information. Reading Horizons is used as an intervention program at our school. This program emphasizes phonological awareness, word decoding and encoding strategies, letter-sound correspondence, and high frequency words using a multi-sensory learning approach. Students are given opportunities daily to transfer what they have learned through reading and writing practice. Embedded in this program are multi-skills checks to monitor student progress. Students are given a phonics assessment to determine placement within the program and to provide targeted instruction. Voyager Passport is also used as an intervention program at our school. This program is a research-based, proven intervention that is aligned with the science of reading. The program uses systematic and explicit instruction in the five components of reading. The Voyager Passport lessons emphasize phonological awareness, phonics, high frequency words, word decoding and encoding, vocabulary, and comprehension. Embedded in this program are skills checks to monitor students' progress. Students are given a placement test to determine placement within the program and to provide targeted instruction. In our 4K program, instructional decisions are based on a combination of formative and summative assessments incorporated into the GCS 4K curriculum maps and resources as well as school-specific common formative assessments. The teacher uses MyIGDIs data to inform whole group, small group, and individual instruction. The teacher uses

DIAL-4 screening results to identify individual students whose academic needs may require further investigation. Students in intervention receive 30 minutes of small group targeted, effective instruction aligned with the science of reading in addition to 90 minutes of daily reading and writing instruction. Interventionists collaborate with students to set short term goals for 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.

In grades K-5, students are assessed using the Amira universal screener in the fall, winter, and spring. Parents are provided with a report which gives information regarding their child's reading progress in decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. Included in this report are strategies for parents/guardians to support literacy in the home environment. Teachers include language and literacy skills within their weekly classroom newsletter and on their class website to promote parent involvement. Parents are also provided with resources specific to their child's language and literacy needs at parent-conferences and on-track meetings. These resources may include phonemic awareness, phonics, word decoding and encoding, vocabulary, and/or comprehension based on the needs of the student. Students receiving intervention are provided with a folder for daily practice of the skills taught during intervention. The activities within the folder may include phonemic awareness, phonics, word decoding and encoding, vocabulary, and/or comprehension based on the needs of the student. Additionally, parents regularly receive written communication about their child's progress in intervention. We offer several activities each year to promote language and literacy at home. Families are invited to attend our annual storybook character parade and our annual storybook event held in the media center. Students will also be given the

opportunity to participate in a read-athon to increase reading practice at home. We will also offer all families an opportunity to attend a parent information meeting about reading development which will include tips to support literacy at home. At our school, we understand the importance of early intervention and parental involvement for reading development. Therefore, we will hold a midyear literacy open house for the primary grades. At this event, student writing will be displayed and families can engage in activities to support reading and writing in the home environment. Parents will be provided with materials to extend reading instruction at home for students in the early grades.

### **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.

As part of our district MTSS framework we screen all students; analyze the data to determine tiers of support; provide instruction, intervention, and enrichment support; progress monitor to determine the response to supports; and then analyze the response and make adjustments. We use the Greenville Progress Monitoring Document to determine which data to track that will best align with the students' reading deficit. We collect progress monitoring data every 10 days and analyze data every 6-8 weeks to problem solve and make necessary adjustments. We use the GCS Intervention Progress Monitoring Data Sheet to track ELA interventions and monitor student response to intervention. Throughout this process we utilize the district Amira Data Protocol to guide our progress monitoring analysis discussions and make adjustments to intervention. In order to accelerate growth rate, expected ARM growth with Amira progress monitoring is  $> .1$  per month or to reach the 25th percentile or higher. All school interventions are documented in the Intervention Connections

System. In our self-contained and resource special education classrooms, Goalbook is used to find appropriate reading goals for students. Goalbook also provides progress monitoring assessments and data sheets to keep track of students' individual reading goals.

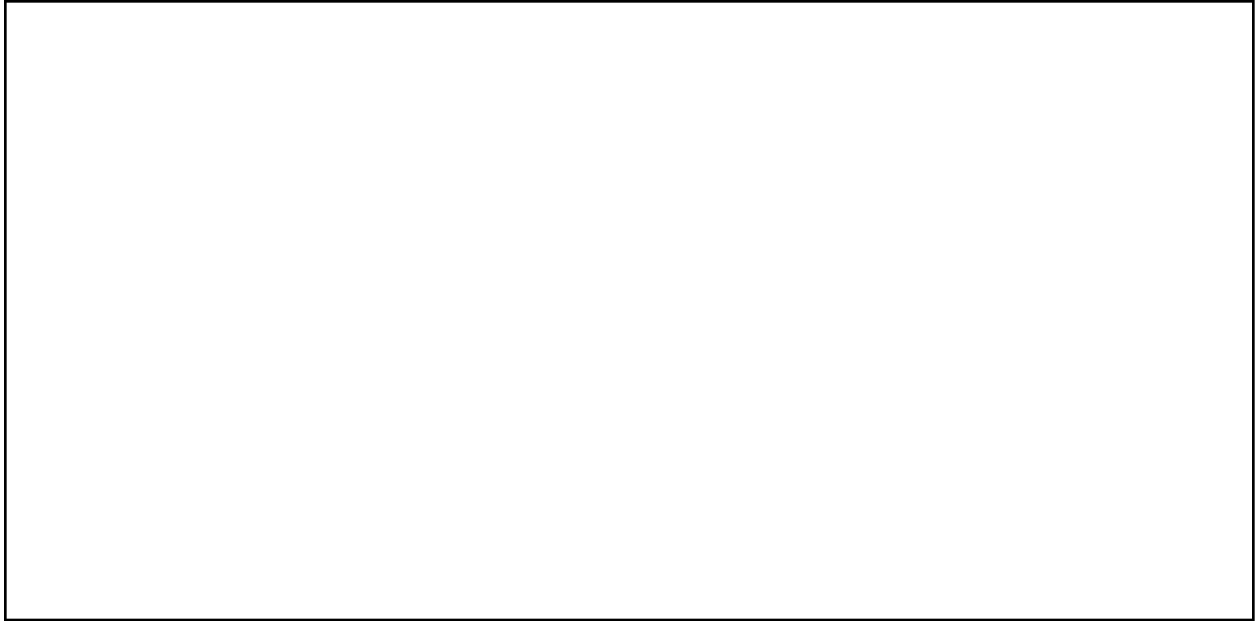
## Section F: Teacher Training

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.

Teachers throughout our school will receive training based in the science of reading to support reading achievement for all students. All grade level classroom teachers engage in weekly Professional Learning Communities. During our PLCs we plan grade level instruction based on the 24-25 South Carolina College and Career Readiness Standards. We also analyze data collected through classroom common formative and summative assessments to determine the needs of individual students for remediation and acceleration of reading and language skills.

As part of our school professional development plan, we train teachers on how to unpack the standards to ensure consistency across the grade level and school. We also utilize the standard resources provided by the South Carolina State Department of Education to further clarify the depth of the standards.

All K5-2nd grade teachers, special education teachers, interventionists, instructional coaches, and administrators are currently participating in LETRS training. The K4 teacher at our school is participating in LETRS for Early Childhood training. As a part of LETRS training, all participants are conducting case studies with students that are struggling with reading. At the end of each LETRS unit, participants are meeting to discuss the reflection questions and apply their knowledge to their case studies. All of our 3rd - 5th grade teachers and related arts teachers are participating in a book study using the book, Shifting the Balance (3-5) by Jan Burkins and Kari Yates. This book examines 6 ways to embrace the Science of Reading and bring it into the classroom for the intermediate grades. During the study, our related arts teachers will be discussing how they can support these efforts in their art area.



### Section G: Analysis of Data

#### Strengths:

- Performance in ELA showed growth in fourth and fifth grades with fifth grade showing the highest growth.
- Fourth grade students' performance in ELA from 2021-2022 increased from 80.5 to 81.4 in 2022-2023.
- Fifth grade students' performance in ELA from 2021-2022 increased from 86.0 to 89.1 in 2022-2023.
- Interventionists supplement small group reading instruction
- Dedicated time for Interactive Read Aloud, small group instruction, and independent reading and writing
- SCReady data is analyzed to identify weaker strands for targeted instruction
- Formative and summative assessments are analyzed consistently to make instructional decisions
- Family Literacy Nights are offered to support literacy at home
- The related arts team supports reading instruction in their classroom by expanding Vocabulary and introducing nuances in word groups



Possibilities for Growth:

- Performance in ELA decreased in third grade
- Third grade students' performance in ELA from 2021-2022 decreased from 74.4 to 69.8 in 2022-2023.
- Dedicated time for phonemic awareness instruction as part of a daily structured literacy lessons in primary grades
- Phonics instruction at all grade levels
- 90-120 minutes per week of reading and writing instruction
- Dedicated time for grammar and vocabulary at all grade levels
- Additional parent information meetings to support literacy at home
- A literacy open house for families with students' in primary grades
- Unpacking standards with teachers to improve teacher clarity
- Teachers in grades K-3, interventionists, instructional coaches, and administrators participating in LETRS training
- LETRS participants completing case studies on struggling readers to apply knowledge learned

**\*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)?	18

### 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 at the “Does Not Meet” level in the spring of 2023 as determined by SCReady from 11.6 % to 8.6% in the spring of 2024.	Progress: The percentage of third graders scoring at the “Does Not Meet” level in the spring of 2024 was 4.3%.
Goal #2:	Progress:
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: Maintain the percentage of third graders scoring at the “Does Not Meet” level in the spring of 2024 as determined by SCReady at 4.3%.
Action Steps:	<p>The Instructional Coach and Literacy Specialist will conduct PLCs and student centered coaching cycles to support teachers in planning instruction and analyzing student data.</p> <p>Third grade students will receive 30 minutes of daily phonics instruction using a systematic, explicit, and sequential curriculum aligned with the science of reading. Third grade students will also receive vocabulary, grammar, reading comprehension, and writing instruction for a total of 90-120 ELA minutes per week.</p> <p>Teachers and instructional leaders will analyze Amira universal screening data to target instruction in the classroom</p> <p>Students performing between the 26th% and 39th% on the Amira universal screener will receive tier 2 targeted small group intervention within the classroom 3 days per week.</p> <p>Students performing below the 25th% on the Amira universal screener will receive tier 3 targeted small group intervention outside the classroom with an interventionist 4 days per week for 30 minutes each day using a research-based proven curriculum aligned with the science of reading.</p> <p>All third grade students will participate in Amira tutoring 3 times per week for a minimum of 10 minutes per day.</p> <p>Third grade parents will be informed of their child’s reading progress through the Amira universal screening parent report, progress reports, report cards, and parent-teacher conferences. Resources will be provided to parents to promote reading in the home environment.</p>

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Optional:

Goal #2	
Action Steps:	

Optional:

Goal #3	
Action Steps:	

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