2024-2025 Primary and Elementary Literacy Reflection Tool (Reading Plan)
Midway Elementary School
Principal: Tim Carnahan

| 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.* | At Midway Elementary we use a research based curriculum for reading instruction, which includes our district adopted reading series, HMH Into Reading, UFLI, and Heggerty. Our curriculum supports the Science of Reading. There is an emphasis on word recognition and language comprehension strands that are highlighted on Scarborough's Reading Rope. Students are taught using a gradual release model as they use HMH, UFLI, and Heggerty to teach comprehension skills, vocabulary, fluency, phonics, oral language, and phonological awareness.

HMH Into Reading for K-5 provides the students with many opportunities to learn comprehension skills and strategies for understanding new words connected to text, academic language as well as highlighted stems in morphology studies. The students learn and apply these skills in modules that connect several Read Alouds, Shared Reading texts, decodables, and leveled readers under the umbrella of a theme that is woven throughout all the texts teachers utilize with students in each module. The modules provide many opportunities for students to discuss texts, annotate text evidence, and write about their reading to deepen their comprehension while strengthening their written communication skills. In addition students have the opportunity to collaborate with their peers in literacy stations provided in the curriculum for each module. In these stations, students practice their oral reading fluency, apply comprehension skills in texts, practice solving words, and writing.

Though HMH does include phonic lessons for K-5 to help students learn common phonograms, initial sound blends, digraphs, contractions, multisyllabic words, and inflectional endings, at our school we use UFLI. UFLI is an explicit, direct instruction model for teaching students phonic rules and high frequency words. Students apply their new learning by reading, spelling, writing, and manipulating words in order to make more words. The lessons in the HMH are utilized as needed by K-5 to reinforce phonic skills.

Heggerty is a systematic phonemic awareness curriculum that we utilize in K-2 to help reinforce the literacy foundation. Teachers use this curriculum whole group and in small groups to help students grow in their knowledge of oral language which directly impacts emerging reading skills. The HMH curriculum has phonemic awareness lessons that teachers can use as needed in K-1 to reinforce 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.*	Midway Elementary uses a curriculum that supports the Science of Reading. The UFLI and Heggerty curriculum materials are utilized all year in order to build as well as reinforce the early literacy foundation. The teachers model, guide, and coach students as they teach phonological awareness, phonics, and orthography daily in whole groups as well as small groups. The UFLI also supports vocabulary acquisition and fluency as students learn new words based on phonic rules by making words and reading decodable passages. Student growth in the area of phonological awareness, phonics, and orthography is assessed through observations and note taking while the teacher leads the class during the UFLI and Heggerty lessons. In addition, growth and needs are measured on the i-Ready Reading assessment, weekly "encoding" assessments for demonstration of learned phonic skills along with acquisition of irregular high frequency words, the LETRS spelling assessment, and the new state department tool, IAI-WR tool. The assessments provide teachers with valuable information to determine areas of need from the word recognition part of Scarborough's Reading Rope. Teachers can build on a student's foundational literacy knowledge and explicitly teach needed skills to help with reading growth. Not only does the data received from these assessments help classroom teachers differentiate instruction, it helps determine if students require RTI intervention to reinforce foundational skills. The information teachers collect on student growth in phonological awareness, phonics, and orthography is collected and tracked in digital literacy logs. Preschool- Third grade teachers, interventionists, and special education providers receive ongoing professional learning in our first year of LETRS training to help build knowledge of the science of reading. During the training we learn how to diagnose reading problems, utilize strategies to help students grow as readers, and discuss assessments like the IAI for driving differentiating literacy instruction. In addition to the LETRS training, our preschool teachers are in a district REL early literacy cohort to build knowledge of early literacy knowledge in order to plan appropriate instruction to build foundational literacy skills. Kindergarten-Fifth grade teachers are involved in ongoing professional learning to learn how to use district assessments to diagnose literacy foundational needs and use the data to drive instruction.

Section C: Intervention	When the school year started, all K-5 Midway students took i-Ready Reading. After all the students completed the diagnostic assessment, the teachers met with an i-Ready representative and the instructional coaches to look at their data. We discussed the strengths and areas of needed growth for the students so teachers could differentiate instruction in class. We explored resources on i-Ready reading that could be used for small group instruction to help students with areas of need in phonemic awareness, phonics, high frequency words, vocabulary and comprehension. i-Ready reading not only helps us track growth for students in intervention once a month but also growth for all students in the winter and spring.
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.*	At this point in the year, we have looked closely at students in K-2 and 4-5 that were below the 10th percentile. We also looked at grade 3 students below the 22nd percentile. Our purpose for the close examination was to determine what interventions are in place at this time for those students. A lot of the students we examined were already receiving interventions through RTI or Special Education. Students not receiving services have been discussed and other data has been looked at to determine next steps for needed intervention. For those students already receiving interventions, we have had conversations as a school leadership team to discuss individual student academic data, behaviors, needed support, and placement for intervention or needed changes in current intervention for optimal growth. Teachers assess students on a regular basis in between i-Ready benchmark testing to document growth, areas of need, and changes in intervention as needed. Teachers look at their data along with the literacy coach, their grade level teams, and interventionists to determine next steps. Teachers document interventions implemented for Tier 1 interventions. Students requiring more intervention are taught and assessed regularly by an interventionist. The classroom teachers also document continued interventions in the classroom for these students.

Section D: Supporting Literacy at Home	Midway Elementary provides many opportunities for parents to understand how to support their children 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.*	At the beginning of the year, we hosted an Open House in order to talk to parents about the new reading standards, the curriculum based on the Science of Reading, and assessments the students would take during the year. In addition we talked to parents about resources that would come home for students to utilize to practice growing as a reader. Then parents were able to visit the school library and talk to the librarian about the book collection as well as the opportunities students have for visiting the library. Parents were invited into classrooms to talk to teachers about the curriculum, see student work, and look at books the students were reading in classroom libraries. Another way we have reached out to families about reading support was to share the R2S legislation with parents who had students in K-3. During the presentation we shared the expectations for readers, needed support, and interventions that would be put in place to help students grow as readers. In grade 3 students below the 22nd percentile will be on a "Retention Watch List". Teachers will meet with the parents of these students every quarter to discuss progress, next steps at school, and support for home. Parents receive information on a regular basis through Parent Square from central services, Midway, and classroom teachers to help support reading growth. Teachers send home books, words that students need to practice reading & writing, along with other homework to reinforce the 5 Pillars of Reading Instruction. In mid September, parents received i-Ready diagnostic results for their students. Following the district mass send out of that information all parents were encouraged to come in for a conference in October. After the winter i-Ready benchmark in December, parents will receive information concerning i-Ready reading growth. Parents will again be encouraged to come in for a conference in February. At the end of the year i-Ready reading growth will be shared with parents after the spring i-Ready benchmark. Teachers and interventionists stay in contact with the parents whose students are receiving intervention for reading so the parents will know how to support the learning at home.

Section E: Progress Monitoring	At the beginning of the year students take i-Ready reading and teachers assess students in class to get baseline data for reading accuracy, comprehension, phonics, and foundational literacy skills.
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. *	Based on the i-Ready reading data, our RTI team which includes the interventionists, administrators, instructional coaches, counselors, ML teacher, and the resource teacher look at students that are below the 25th percentile in i-Ready reading. We discuss interventions from the previous year and make decisions based on past performance, this year's baseline data and teacher feedback.

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The lead interventionist uses the data and our discussion to form Tier 2 and Tier 3 groups for grade levels based on areas of need. Students are then pulled 2-4 days a week for 30 to 45 minutes for intensive interventions using decodables and leveled texts with phonic as well as comprehension practice. These students are progress monitored monthly using i-Ready and other formative assessments done 1-on-1 to drive intervention instruction.

Students not on a tier that need intervention are put on Tier 1. Teachers meet with the literacy coach to set a goal and determine an appropriate progress monitoring measure. Progress monitoring measures are determined based on the goal set for growth. Teachers use oral reading assessments, decodable passages, comprehension checks, and grade level fluency probes to measure growth towards meeting the reading goal.The teachers provide classroom interventions and document for up to six weeks. After that time the teacher can meet with the literacy coach or lead interventionist to determine if the student needs a change of intervention or a move to Tier 2.

Once a month our leadership team has an RTI meeting, in order to look at current students being served in the tiers and discuss students that need more intervention, possible testing, or less intervention due to growth. Our conversations are driven by data collected by the teachers and interventionists.

Section F: Teacher Training	This year our Preschool through third grade classroom teachers, our ML teacher, interventionists, and special education teachers are being trained throughout the year on LETRS along with the administrators and literacy coach. Our assistant principal made a long range plan for independent completion of LETRS sessions, professional learning with a LETRS staff developer, bi-monthly staff meetings to reflect and discuss our new learning. Our group sessions are focused on what we have learned that helps us understand the process of reading, discuss our available data on word recognition, and ways to help students who are striving readers.
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. *	
	In addition to LETRS ongoing training, teachers meet with the literacy coach once or twice a month for reading planning for the Science of Reading research based curriculum HMH. We look at the upcoming modules, lessons, standards taught, and assessments. Each Module provides teachers with a structured reading plan for teaching word recognition and language comprehension strands throughout the literacy block each day using HMH, UFLI, Heggerty, and other district approved supplemental materials. The literacy coach provides resources, support in the classroom, and training to preschool-fifth grade teachers, special education teachers, and interventionists as needed throughout the year. The literacy coach meets with teachers to look at data to see reading growth and needs in order to think about next steps for differentiation after i-Ready benchmark testing and other times throughout the year when reading data is collected. The teachers also receive training on administering as well as analyzing oral reading, phonics, and phonemic awareness assessments. An i-Ready representative comes several times a year to help teachers analyze their reading data to determine next steps and groups for differentiation. The training helps teachers to know what students need to do to make their stretch growth by the end of the year.

Section G: District Analysis of Data Strengths*	*Teachers put ELA learning targets on the board and unpack them with students to help students focus on the goal for each lesson evident during learning walks throughout the year.
	*Teachers use the workshop model to teach ELA using new research based curriculum materials focused on the Science of Reading--UFLI and Heggerty for phonics and phonemic awareness in K-2. Upper grades use UFLI for phonics intervention evident during learning walks throughout the year and conversations regarding students on Tier 1 documented on Tier 1 plans.
	*Teachers analyze i-Ready reading data with their grade level teams, administrators, literacy coach, and i-Ready representative after benchmarks. The data is used to set goals for individuals, a class, and a grade level.
	*Teachers use Read Alouds interactively to teach standards, promote literacy conversations using academic language, and to analyze text through questioning along with evidence from the text for responses. Observed during learning walks and teachers utilized professional learning and resources on Interactive Read Alouds.
	* The literacy coach and librarian have partnered with classroom teachers to promote a love for reading with special reading days, book talks on new books to check out, librarian lessons on selecting "Just Right" books, volume of reading challenges, classroom coach visits to read aloud new books from the library, planned author visits virtual & in-person.
Possibilities for Growth*	*Teachers pull small groups and conduct conferences with individuals but need to work on having a focused plan evident by observers and a schedule for meeting with students to help them grow as readers.
	*Teachers need to take specific notes on all their students as they meet with them in small groups or 1-on-1 to document strengths and areas of need to help plan future instruction.
	*Teachers need to work on implementing the new research based HMH to teach reading standards and utilize suggested supplemental materials to reinforce new learning.
	*Special education teachers and interventionists need to join with classroom teachers to learn about the new reading curriculum and district formative assessments in order to support classroom instruction as well as making sure all students get a "guaranteed" quality literacy experience informed by assessments.

*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?*	1
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?*	1
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?*	34

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).

If you do not have a copy of your goals from the 2023-24 school year, email Marie Gibbons at mgibbons@ed.sc.gov.

Goal #1*	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 12% to 10% in the spring of {2024}
Goal #1 Progress*	1. Teachers administered ongoing running records and used i-Ready reading data to target needed skills. 2. Teachers communicated with families about growth, support provided by school, and needed support at home. 3. Teachers worked with interventionists, Esser I.A., and literacy coach to determine next steps for students working below grade level. 4. Based on reading data collected during the year, students were discussed during RTI meetings to determine if RTI placement needed to be changed or just a change of intervention. Information was shared with teachers. 5. In addition, teachers participated in ongoing professional learning to help students become more successful at TDA writing which incorporated Read Aloud, passage reading, analyzing texts, unpacking the SC Ready writing rubric, and writing TDA's based on different texts.

Goal #2	Goal #2 Teachers will collaborate with their colleagues to analyze available reading data to discuss strengths and needs. Teachers will share possible steps and instructional strategies to try within a reading workshop model using the units of study curriculum along with supplemental resources for small group instruction.
Goal #2 Progress	1. Teachers met with the literacy coach and i-Ready representative after each benchmark to analyze data, determine next steps for students, and explore available resources to help students grow as readers. 2. Teachers used i-Ready data and ongoing running records to determine growth towards meeting reading goals set by each teacher with their students. 3. Students not making adequate progress received supplemental instruction in the tiers. The literacy coach met with teachers to set up Tier 1 plans and determine goals along with strategies to meet goals. 4. The lead interventionist and literacy coach worked with the teachers to discuss progress and revise interventions as needed. 5. Literacy Coach and administrators did informal walkthroughs to collect data on focused differentiation to work on reading goals within the workshop model. 6. The literacy coach provided feedback and professional learning in order to help teachers use data to inform instruction along with planning the instruction to help students grow. (whole group lessons using curriculum, reading goal strategy groups, reading goal conferences, reader partnerships, lessons & informal observations focused on engagement along with volume of reading as well as stamina in order to grow as readers.)

Goal #3	Goal #3 The school librarian, literacy coach, and administrators will collaborate to plan author visits, a literacy night, and guest readers who will read to classes as read with individual students.
Goal #3 Progress	1. The leadership team was able to set several dates for virtual author visits with a focus on reading volume and growing as a writer. Books in the library were highlighted for students and teachers to check out. 2. Several events were planned around Book Fairs to bring in parents and grandparents to enjoy a meal, visit the classroom, and purchase books. 3. Information was shared during the book fair about selecting "Just Right" books and guidance was provided in finding choice books of interest. 4. Many guest readers including older students, retired teachers, parents, the resource officer, administrators and the literacy coach were planned throughout the year in person as well as recorded read alouds. 5. Volunteers were utilized throughout the year to listen to and read with individual students at the request of teachers. 6. The public library sent a volunteer reader to come each 9 weeks to read to students in RTI. Several books were highlighted from the MES library that students could check out.

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.

If you have questions about completing this section, please contact Marie Gibbons at mgibbons@ed.sc.gov.

For all schools serving third grade students, goal #1 MUST read:

Third Grade Goal: Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from __ % to __% in the spring of 2025.

Goal #1	Goal # 1 Third Grade Goal: Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SC Ready from 17.5% to 15.5% in the spring of 2025.
Goal #1 Action Steps	1. Teachers will administer ongoing oral reading assessments and use i-Ready reading data to target needed skills. 2. Teachers will communicate with families about growth, support provided by school, and needed support at home. 3. Teachers worked with interventionists and the literacy coach to determine next steps for students working below grade level. 4. Based on reading data collected during the year, students will be discussed during RTI meetings to determine if RTI placement needed to be changed or just a change of intervention. Information will be shared with teachers. 5. In addition, teachers will participate in ongoing professional learning to use data to plan for instruction to help striving readers especially below the 22% make gains.

Goal #2	The percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA will improve from 89% to 92%.
Goal #2 Action Steps	1. Teachers are participating in the LETRS training to support a deeper understanding of the Science of Reading which will support all students. 2. Teachers participated before school started, in a training on the parts of the new HMH curriculum and resources. 3. Teachers will utilize Heggerty and UFLI programs to support phonics and phonemic awareness. 4. Teachers were provided CUPS, assessments, and suggestions for supplemental resources. 5. Teachers will collaborate with grade level teams to plan out each module in the CUPS utilizing suggested resources, the new standards, end of module assessments, and available data collected to determine student needs. 6. The literacy coach will provide ongoing professional learning on the new curriculum and assessments to drive instruction. 7. Throughout the year teachers will use district mandated assessments including HMH end-of-module assessments to determine next steps for reteaching, remediation, and enrichment. The Literacy coach will support teachers as they work together.
Goal #3	The percentage of MES students who will meet i-Ready Stretch Growth in either Winter or Spring will increase from 54.5% to 58%

Goal #3 Action Steps	1. Teachers will participate in professional learning to support all learners:
	   a. K-2 teachers are participating in LETRS training
	   b. 3-5 teachers are participating in a book study to accelerate learning
	   c. All staff will participate in professional learning cycle around creating rigorous and engaging learning
	2. The i-Ready staff will provide coaching sessions to support the analysis and use of data while planning small group sessions
	3. The literacy coach and math coach will lead data dives following i-Ready diagnostics to support differentiation in the classroom.
	4. Teachers worked with interventionists and the literacy coach to determine next steps for students who need additional support.
	5. Teachers worked with the gifted and talented team and the literacy coach to determine next steps for students who need enrichment.