

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.

At Brook Glenn Elementary, reading instruction and assessment are designed to align with the 2024 SCCCR ELA standards, ensuring that every student receives comprehensive literacy support that addresses the key components of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. As a school community, our approach integrates Scarborough's Reading Rope, addressing both language comprehension and word recognition, which are fundamental to students meeting grade-level English/Language Arts standards.

We use diverse instructional settings that include whole group, small group, strategy groups, and one-on-one conferencing to meet individual student needs. This differentiated approach allows teachers to tailor instruction to address specific

skills such as phonics, fluency, and comprehension.

District provided curriculum maps guide teachers in ensuring that both sides of Scarborough's Rope (language comprehension and word recognition) are addressed. Instructional strategies rooted in the science of reading are embedded into daily routines, offering dedicated time for critical literacy components such as phonological awareness, phonics, vocabulary, and comprehension. Daily literacy practices include shared reading, interactive read-alouds (IRA), close reading, shared writing, and opportunities for independent reading and writing. These activities are designed to promote oral language development, which is supported by structured discussions, collaborative projects, and interactive read-alouds to enhance comprehension and vocabulary.

HMH supports comprehensive literacy development with a structured approach to phonological awareness, phonics, vocabulary, and comprehension, which are all essential for text comprehension. Heggerty Phonemic Awareness (4K) Systematic and explicit instruction in phonological and phonemic awareness is provided through daily lessons. These lessons engage students in activities such as rhyming, segmenting, and blending to build a strong foundation in early literacy.

At Brook Glenn, Reading Horizons is used in all K5 - 2nd grade classrooms and offers explicit, systematic, and sequential phonics instruction, supporting word recognition development.

Our assessment tools include a combination of universal screeners and benchmarks like myIGDIs (4K), MAP (1st grade), MasteryConnect benchmarks (grades 2-5), and Amira benchmarks (K5 - 5). These assessments help track student progress in literacy skills such as phonological awareness, decoding, fluency, vocabulary, and comprehension. Amira Reading Mastery (ARM) Score: The ARM score integrates multiple assessment tasks to provide a comprehensive view of a student's reading ability, including decoding, high-frequency words, and vocabulary. These scores

align with Scarborough's Reading Rope, ensuring that the core components of reading development are consistently monitored.

By utilizing an approach to instruction and assessment that emphasizes both word recognition and language comprehension, we ensure that students develop the necessary skills to comprehend texts and meet grade-level standards in English/Language Arts.

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.

In PreK-5th grade, word recognition assessment and instruction are carefully aligned with the science of reading, structured literacy, and foundational literacy skills to ensure that students build the necessary skills for reading success. GCS's approach emphasizes explicit, systematic, and sequential instruction, focusing on the core elements of phonological awareness, phonics, vocabulary, and fluency to support strong word recognition.

The HMM curriculum covers phonological awareness, phonics (decoding and encoding), vocabulary, and comprehension, following the science of reading. It provides structured lessons that build students' understanding of how sounds and letters combine to form words, emphasizing both decoding for reading and encoding for spelling. In PreK, Heggerty provides systematic, explicit instruction in phonological and phonemic awareness. This program teaches young learners foundational skills such as listening for sounds, rhyming, segmenting, and blending. These skills are critical for helping students develop an understanding of how sounds work in words, a key component of word recognition.

In grades K 5 - 2nd, Reading Horizons provides a structured, multisensory approach to phonological awareness, decoding, and encoding. It includes strategies for letter-sound correspondence, high-frequency words, and phonics instruction. The sequential nature of the program helps students progressively build word recognition skills, allowing them to move from reading simple to more complex words.

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.

At Brook Glenn Elementary, universal screener data and diagnostic assessments play a key role in determining targeted pathways for intervention, specifically focusing on word recognition and language comprehension for PreK-5th grade students who have not demonstrated grade-level reading proficiency. These decisions align with the GCS MTSS Framework, where interventions are carefully matched to each student's unique needs.

Amira is a universal screener used to inform instructional decisions. The data collected through Amira, which is aligned with Scarborough's Reading Rope, helps identify whether students require interventions in word recognition or language comprehension. Amira's Class Progress Report, Instructional Recommendations, Skills Status, and Skills Diagnostics reports guide both classroom instruction and supplemental interventions. These reports allow teachers to identify gaps in foundational skills and provide targeted instruction based on individual student needs.

Interventions are organized according to the GCS Tiered Supports guidance document. Students identified as needing additional support are placed in either Tier 2 or Tier 3 intervention programs, depending on the severity of their needs. The approved Tier 3 intervention programs for Brook Glenn Elementary include:

- Leveled Literacy Intervention
- Reading Horizons
- Amira Interventions
- Lexia Core 5
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)

These programs focus on critical areas of reading development, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. For students requiring the most intensive support, Tier 3 interventions are implemented both within and outside the regular classroom setting.

For PreK students, the school utilizes a combination of formative and summative assessments embedded in the GCS 4K curriculum maps. Specific assessments used include:

- **MyIGDIs:** Teachers rely on this data to inform the whole group, small group, and individual instruction.
- **DIAL-4:** This screener is administered in the fall to identify students with potential academic, social-emotional, or developmental needs.
- **Heggerty Phonemic Awareness:** This tool provides ongoing assessments of phonological and phonemic awareness skills, allowing teachers to monitor progress and plan differentiated instruction.

By consistently using data from universal screeners and diagnostic assessments, Brook Glenn Elementary ensures that students receive the most appropriate interventions tailored to their specific literacy development needs. This data-driven

approach supports the effective implementation of the GCS MTSS Framework, with a focus on helping students achieve grade-level 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.

At Brook Glenn Elementary, a comprehensive system is in place to help parents understand how they can support their child's reading and writing development at home. This system provides parents with accessible resources, clear communication, and opportunities for active involvement in their child's literacy journey.

Amira Parent Reports:

Parents receive detailed reports from the Amira universal screener, which highlight their child's progress in literacy and offer specific strategies to support reading at home. These reports are designed to be user-friendly and provide actionable suggestions that align with the literacy skills being taught in school, ensuring that parents can reinforce those skills in a home environment.

Heggerty Phonemic Awareness Parent Newsletter (4K):

For PreK parents, Brook Glenn Elementary shares the Heggerty Phonemic Awareness Parent Newsletter. This newsletter contains tips and activities that parents can use at home to support the development of phonemic awareness, a foundational skill for reading and writing. By involving parents early in their child's literacy journey, the school fosters strong home-school collaboration from the start.

Teacher or School Newsletters:

Teachers and the school regularly communicate with parents through newsletters that include literacy tips, reading lists, and suggestions for writing activities. These newsletters serve as a direct way to keep parents informed of classroom learning and ways they can extend that learning at home. Teachers may also provide links to digital literacy resources or recommend reading apps that parents can use with their children.

Parent Nights Focused on Literacy:

Brook Glenn Elementary hosts a spring parent night specifically focused on literacy. This event provides parents with hands-on strategies for supporting reading and writing at home with make and takes available for parents. Parents can participate in activities that demonstrate literacy, discuss the stages of reading and writing development, and ask questions to better understand how to support their child's progress. In addition to this night, teachers hold student led conferences in which literacy information is shared with families alongside recommendations.

Together, these resources and events create a well-rounded support system that empowers parents to take an active role in their child's literacy development. Through regular communication, accessible resources, and interactive events, Brook Glenn Elementary ensures that parents are well-equipped to help their children grow as readers and writers at home.

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.

Progress monitoring of reading achievement and growth is a systematic process, ensuring that all students are on track to reach grade-level proficiency. Decisions about intervention are data-driven and based on multiple data points, aligning with the GCS MTSS Framework and utilizing various progress monitoring tools.

Amira Progress Monitoring:

This year, Amira plays a central role in monitoring student progress. The school uses Amira data to track student growth in reading on a monthly basis. The goal is for students to demonstrate an ARM (Amira Reading Measure) growth of greater than 0.1 per month to accelerate their rate of improvement or reach the 25th percentile or higher on the ARM percentile score. This expected growth is a key indicator of whether students are closing the gap towards grade-level proficiency.

MTSS & Amira Data Protocol:

Progress monitoring at Brook Glenn is aligned with the MTSS & Amira Data Protocol. Teachers and intervention teams regularly review Amira data, along with other formative assessments, to make informed decisions about intervention needs. The protocol ensures that students identified as needing additional support are placed in appropriate tiers (Tier 2 or Tier 3) and receive targeted interventions based on their specific needs, such as word recognition or language comprehension.

GCS Intervention Progress Monitoring Data Sheet (2024-2025):

Brook Glenn Elementary also utilizes the GCS Intervention Progress Monitoring Data Sheet, which provides a structured approach to tracking student progress during interventions. This document helps teachers and school leaders monitor the

effectiveness of interventions, adjust instructional strategies as needed, and ensure that students are progressing toward grade-level proficiency.

Greenville Progress Monitoring Document:

The school follows the Greenville Progress Monitoring document to ensure consistency in monitoring practices. This document outlines key guidelines for assessing student progress, setting goals for reading achievement, and determining whether interventions are leading to meaningful growth.

Intervention Documentation in ICS:

All interventions are documented in the Intervention Connection System (ICS). This system allows teachers and school staff to keep detailed records of the interventions each student is receiving, track progress, and update data as students move through different tiers of support. The ICS helps ensure accountability and provides a clear history of each student's response to intervention.

Through the use of Amira, the MTSS & Amira Data Protocol, the GCS Progress Monitoring Data Sheet, and the ICS, Brook Glenn Elementary maintains a rigorous and data-driven approach to monitoring reading progress. This system ensures that interventions are timely, targeted, and adjusted based on real-time data to help all students reach grade-level reading proficiency.

Reading Horizons Skill Checks are an integral part of assessing student mastery of phonics skills and guiding instruction. These skill checks are short, targeted assessments embedded within the Reading Horizons program and are designed to measure students' understanding and application of specific phonics skills, such as decoding, encoding, and recognizing high-frequency words.

The primary purpose of the Reading Horizons Skill Checks is to provide immediate feedback to both teachers and students. These assessments help identify whether students have successfully mastered a skill or if they need additional practice and

intervention. By focusing on key phonics concepts, such as blends, digraphs, and vowel sounds, the checks enable teachers to pinpoint areas where students may struggle and adjust instruction accordingly.

The data from Reading Horizons Skill Checks is used to inform decisions about small group instruction and individualized interventions. If a student demonstrates difficulty with a particular skill, the teacher can provide targeted instruction to address those gaps before moving on to more complex concepts. For students who consistently show mastery, the data helps teachers decide when to advance to the next set of skills, ensuring that instruction is appropriately paced for each student.

In alignment with the GCS MTSS Framework, Brook Glenn Elementary uses Skill Check data as part of the overall progress monitoring process. This data helps determine which students may need more intensive interventions, particularly those in Tier 2 or Tier 3. For students receiving interventions, the skill checks help track growth over time and ensure that they are making progress toward grade-level proficiency in phonics and word recognition.

Reading Horizons Skill Checks are one component of a broader assessment strategy at Brook Glenn Elementary. Alongside other tools like Amira and summative assessments, Skill Checks provide a view of student progress in foundational reading skills. This integrated approach ensures that all available data is used to create a complete picture of each student's reading abilities and guide intervention efforts.

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.

At Brook Glenn Elementary, teacher training is grounded in the science of reading, structured literacy, and foundational literacy skills to ensure that all students receive high-quality, research-based reading instruction. The school prioritizes ongoing professional development and collaboration to support teachers in delivering effective reading instruction aligned with the latest evidence-based practices.

LETRS Training:

A critical component of the school's teacher training is LETRS (Language Essentials for Teachers of Reading and Spelling). LETRS provides teachers with a deep understanding of the science of reading and equips them with strategies to teach structured literacy effectively. At Brook Glenn Elementary:

All 4K and preschool special education teachers have either completed or are currently participating in LETRS for Early Childhood. This training focuses on the foundational literacy skills necessary for early childhood education, including phonological awareness, oral language development, and emergent literacy skills.

The LETRS training for teachers across other grade levels includes modules on phonics, vocabulary, comprehension, and fluency, all grounded in the science of reading. This ensures that teachers are well-prepared to support students' literacy development at every stage, from early learning to more advanced reading skills.

Professional Learning Communities (PLCs):

Brook Glenn Elementary utilizes Professional Learning Communities (PLCs) as a key structure for teacher collaboration and professional growth. In these PLCs,

teachers meet regularly to:

- Share best practices and instructional strategies based on structured literacy and the science of reading.
- Engage in collaborative lesson planning that focuses on teaching foundational literacy skills, ensuring consistency and alignment with research-based approaches.
- Participate in ongoing professional development sessions related to structured literacy and foundational skills, ensuring that all teachers have the tools they need to address the diverse literacy needs of their students.
- Discuss student progress and analyze assessment data, including results from universal screeners like Amira and Skill Checks from Reading Horizons.

Ongoing Support for Reading Achievement:

The school provides regular opportunities for teachers to deepen their understanding of structured literacy and refine their instructional practices. This includes:

- Workshops and coaching sessions focused on the practical application of the science of reading in the classroom, including decoding strategies, phonological awareness, and comprehension techniques.
- Access to resources and instructional materials that support structured literacy, ensuring teachers can implement effective literacy instruction with fidelity.
- Follow-up training and support for teachers who have completed LETRS, reinforcing their learning and helping them apply the concepts in real-time with their students.

By investing in LETRS training, fostering collaborative learning through PLCs, and offering continuous professional development, Brook Glenn Elementary ensures that teachers are equipped to deliver high-quality reading instruction based on the

science of reading. This comprehensive approach helps to improve reading achievement for all students, particularly those needing targeted support in foundational literacy skills.

Section G: Analysis of Data

Strengths:

- The percentage of 4th Grade ELA students achieving 'Meets' and 'Exceeds' exceeded the district average.
- Reading Literary Text and Text Dependent Analysis were the highest strands schoolwide.
- Third grade scored the highest on the writing standards school wide.
- Fourth grade scored the highest in the Inquiry standards.

Possibilities for Growth:

- Meaning, Context and Craft is the lowest strand schoolwide with third grade being the lowest for testing grades.
- Reading literary text is the lowest for grade three within Brook Glenn.
- Meaning and Context were the lowest strand for third grade schoolwide.

***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?	N/A This is year one.
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	25 Starting

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 40.1 to 37.1 in the spring of 2024.	Progress: The percentage of third graders scoring Does Not Meet in the spring of 2024 was 30.8%.
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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 30.8% to 27.8% in the spring of 2025.
Action Steps:	<p>Data Analysis and Target Setting</p> <ul style="list-style-type: none"> ● Review SCReady and other assessment data to identify specific areas where students are struggling. <p>Instructional Planning</p> <ul style="list-style-type: none"> ● Curriculum Review: Ensure the curriculum aligns with SCReady standards and addresses identified areas of weakness. ● Lesson Planning: Incorporate strategies and activities that focus on the areas where students need the most improvement. <p>Professional Development</p> <ul style="list-style-type: none"> ● Teacher Training: Provide professional development on effective instructional strategies, especially in reading and math, if applicable. ● Data-Driven Instruction: How to use assessment data to inform instruction and tailor interventions. <p>Intervention and Support</p> <ul style="list-style-type: none"> ● Early Identification: Use formative assessments and progress monitoring tools to identify students who are at risk early. ● Tiered Interventions: Implement a tiered system of support (e.g., small group instruction, one-on-one tutoring) for

students who need additional help.

Progress Monitoring

- Regular Assessments: Conduct regular formative assessments to track student progress and adjust instruction as needed.
- PLC Meetings: Review progress data and make adjustments to strategies.