

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

The passage of Act 114 updates The Read to Succeed Act by requiring schools and districts to prepare comprehensive reading proficiency plans that are *aligned to the science of reading, structured literacy and foundational literacy skills*. This year's literacy reflection tool prompts schools and districts to respond in a narrative format. For more information about reading plan requirements, along with a hard copy of the full questions and directions on how to complete both the district and school surveys, please visit the reading plan homepage at:

<https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/>.

School Name	East North Street Academy
Principal Name	Dr. Jordan Hudson
Principal Email	johudson@greenville.k12.sc.us
Reading Coach/Literacy Specialist Email	mgault@greenville.k12.sc.us

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.
Reading assessments allow East North Street Academy to closely monitor student progress in the key components of reading - from the foundational skills in PreK-1st grade to the more complex comprehension demands in 2nd-5th grade based on grade level standards.

East North Street Academy currently uses multiple Benchmark Assessments in K4–5th grade, which are given in the Fall, Winter and Spring to closely monitor students' development of full range competencies from foundational skills to higher-order comprehension. AMIRA Benchmark for grades Kindergarten–5th is a Universal Screener which gives an Oral Reading Fluency accuracy score. AMIRA benchmark assessment subscores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. MyIGDIS screener is administered to all K4 students to track student progress in developing early literacy skills that serve as a building block in learning to read. MAP for 1st Grade provides an overall measure of reading achievement with subscores in foundational skills, language and writing, literature, informational, and vocabulary acquisition. Masteryconnect Benchmarks for 2nd–5th grade is a standards-aligned benchmark assessment that measures progress on grade level learning standards which focus on Vocabulary, Key Ideas and Details, Craft and Structure and Integration of Knowledge and Ideas.

East North Street Academy uses a wide range of assessments. East North Street Academy utilizes district developed ELA Unit Assessments and school developed formative assessments in grades K4–5th to dive deeper into the Five Pillars of Reading to pinpoint student deficits in certain skills.

East North Street Academy uses data to drive targeted, differentiated instruction to ensure all students meet grade-level English/Language Arts standards. East North Street currently uses District curriculum maps aligned to the 2024 SCCCR ELA standards. District curriculum maps address both the language comprehension and word recognition components of Scarborough's Reading Rope. They incorporate best practices supported by the science of reading research.

East North Street Academy has dedicated time for literacy components. Instructional time is dedicated to the key literacy components, including phonological awareness, phonics, fluency, vocabulary, and comprehension. A variety of standards-based materials and instructional routines are used, such as shared reading, interactive read-alouds, close reading, and independent reading/writing. Oral language development is fostered through structured discussions, read-alouds, and collaborative projects.

East North Street Academy uses many curriculum resources such as, G2 District Curriculum Maps, HMH Into Reading is the core literacy program, with a focus on phonological awareness, phonics, vocabulary, and comprehension. Heggerty Phonemic Awareness is used in 4K to provide systematic and explicit instruction in phonological and phonemic awareness. Reading Horizons is implemented in K5–1st grade to deliver explicit, systematic, and sequential phonics instruction.

This comprehensive, research-based approach to literacy instruction, with a focus on the key components of reading, ensures that all students have the skills and strategies needed to comprehend grade-level texts and meet the SCCCR ELA standards.

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.

East North Street Academy places a strong emphasis on explicit, systematic, and sequential instruction for word recognition skills. This ensures students build their skills in a logical progression, starting with the smallest units of sound and advancing to more complex word structures.

AMIRA Benchmark evaluates student proficiency in foundational literacy skills, including: Phonological Awareness, Letter Sound Correspondence, High Frequency words, vocabulary, background knowledge, word reading accuracy and fluency. The data collected from this benchmark helps support instruction for PreK–5th grade instruction.

East North Street Academy utilizes the G2 Landing Page, HMH Structured Literacy program, Heggerty Phonemic Awareness, and Reading Horizons which varies by grade levels to prioritize explicit, systematic, and sequential development of foundational literacy skills, GCS ensures that all students build a strong foundation for learning to read. The use of comprehensive assessments like Amira, coupled with high-quality, research-based instructional programs, allows teachers to identify and address gaps in these critical early 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.

East North Street Academy uses AMIRA Benchmark universal screener data to determine targeted pathways of intervention for students in PreK–5th grade who have failed to demonstrate grade level reading proficiency.

East North Street uses Amira universal screener data, along with other formative and summative assessments, are used to identify areas of need and inform interventions both within the classroom and through supplemental programs. The Amira data is aligned to Scarborough's Reading Rope, providing insights into students' development of both word recognition and language comprehension skills. Amira reports, such as the Class Progress Report, Instructional Recommendations, and Skills Diagnostics, are used to guide instruction.

GCS provides ELA Tiered Support Guidelines to help support schools. The goal is to ensure that the level of intervention and support provided aligns precisely with each student's specific deficiencies in developing word recognition and/or language comprehension skills. By utilizing a comprehensive, data-driven approach, East North Street can most effectively target interventions to accelerate the progress of students struggling to achieve grade-level reading proficiency.

East North Street Academy uses approved intervention programs to help maximize the likelihood of all students achieving grade-level reading proficiency. The approved programs used are Reading Horizons and Leveled Literacy Intervention.

PreK instructional decisions are based on a combination of formative and summative assessments, including: myIGDIs data to inform whole group, small group, and individual instruction DIAL–4 screening results to identify students who may require further support. Heggerty Phonemic Awareness assessments to monitor progress and plan instruction

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.

East North Street Academy ensures parents have multiple touchpoints to receive accessible, actionable information and resources aligned to the literacy instruction happening at school.

East North Street sends home AMIRA and Heggerty Phonemic Awareness parent letters home to help parents understand how they can support their child's development as a reader and writer at home.

AMIRA Assessment provides parents/guardians with specific strategies and recommendations they can use at home to support their child's literacy development. These reports give families actionable steps to reinforce the skills being taught at school.

Heggerty Phonemic Awareness parent letters are sent home to provide guidance on supporting the development of critical phonological and phonemic awareness skills.

East North Street Academy holds two conferences per year where teachers review each student's reading progress and performance. During these meetings, teachers go over the student's assessment data, growth, and areas for improvement. Teachers also share student work samples to provide concrete examples of the child's current reading and writing abilities. The conferences ensure parents have a clear understanding of their child's reading level, strengths, and weaknesses. Teachers can give parents specific strategies and activities to try at home to support their child's literacy development in the areas that need the most improvement.

In February East North Street Academy will host a Literacy Night called "For the Love of Writing." All students will participate by learning how to write like an author. Parents will be invited for an Author's Celebration to hear their students read their writing.

By equipping families with the knowledge and tools to reinforce these skills at home, East North Street Academy creates a cohesive, collaborative system to support each child's literacy journey.

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.

East North Street Academy utilizes a comprehensive system of reading assessments to closely monitor student progress throughout the school year. All students are given benchmark assessments at the beginning, middle, and end of the year to measure reading skills and growth over time. East North Street Academy follows the MTSS & Amira Data Protocol and uses the GCS Intervention Progress Monitoring Data Sheet for 2024-2025 and the Greenville Progress Monitoring document to track student progress. This data is documented in the Intervention Connection System (ICS)

East North Street Academy uses the Amira assessment platform to monitor student reading progress. The expected growth target is an Amira Reading Measure (ARM) growth of at least 0.1 per month, in order to accelerate the rate of progress. Alternatively, the goal is for students to reach the 25th percentile or higher on the ARM percentile. Students who are not meeting the expected growth targets receive targeted interventions. The school has a well-defined process for identifying which students need Tier 2 or Tier 3 interventions based on their Amira assessment data. The interventions provided are closely monitored, and adjustments are made as needed to ensure they are effective.

The use of the Amira platform, along with the established protocols and documentation, provides a structured, data-driven approach to supporting struggling readers.

In addition, students receive more frequent, formative assessments to check for understanding and identify any areas of concern. The school uses a variety of assessment tools, such as running records, fluency checks, and comprehension formative and summative assessments, to get a well-rounded view of each student's reading performance.

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.

The school has made a commitment to providing comprehensive, evidence-based professional development for all teachers in the science of reading. This training is centered around the LETRS (Language Essentials for Teachers of Reading and Spelling) program, which is a research-based, comprehensive professional development course that focuses on the key components of effective reading instruction. Specifically, all GCS 4K and preschool special education teachers (ages 3 and 4) have completed the LETRS for Early Childhood program.

The LETRS training equips teachers with the knowledge and skills to implement structured literacy approaches in their classrooms. This includes a deep understanding of the foundational literacy skills, such as phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers learn how to explicitly and systematically teach these essential components of reading, using a multisensory, structured approach.

In addition to the LETRS training, East North Street Academy has established Professional Learning Communities (PLCs) to foster ongoing collaboration and support among teachers. During PLC meetings, teachers have the opportunity to share best practices, analyze student data, and work together to refine their instruction in the science of reading and structured literacy. These collaborative discussions help ensure a cohesive, school-wide approach to teaching foundational literacy skills.

By prioritizing comprehensive, evidence-based professional development in the science of reading, structured literacy, and foundational skills, East North Street Academy is demonstrating its commitment to ensuring all students, regardless of their starting point, have the opportunity to become proficient readers and writers.

Section G: Analysis of Data

Strengths: East North Street Academy showed strength in Inquiry and Text Dependent Analysis standards based on SC Ready Data.
Possibilities for Growth: East North Street Academy has possibilities for growth in Reading Informational Text and Writing.

"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)?	36

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 Does Not Meet in the spring of 2023 as determined by SC READY from 35.6 % to 29 % in the spring of 2024.	Progress: 28 % of students scored does not meet by SC Reading Spring 2024
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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 28 % to 27% 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 28% to 27% in the spring of 2025.
Action Steps:	3rd Graders at East North Street Academy who are not meeting based on the MasteryConnect Predictive Benchmark will be pulled out by a

	<p>certified Reading Interventionist at least thirty minutes daily. Classroom teachers will pull small groups based on data from MasteryConnect Predictive Benchmark, Cumulative Unit assessments and formative assessments to ensure that all students receive direct support in deficits in all areas of Literacy.</p>
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