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2023-24 Primary and Elementary School Literacy Reflection Tool

District Name	Greenville
School Name	Mitchell Road Elementary School
Principal Name	Jennifer Holman
Email	jholman@greenville.k12.sc.us

Section A: Use of Data

Description Area	Section A: This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts. Assessment Summative Assessment SC Ready, End of Course Assessment Universal Screener Formative Assessment MAP Star Reading iReady 4K Assessments: Gold, MyIGDIs Team Focused Data Based Decision Making Identify Problem; Explore Why It Is Occurring; Develop Action Plan; Monitor and Evaluate the Plan Documentation of Data
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Description Area	Possible Sources of Evidence: Universal Screening Data, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, PAST (Phonological Assessment Screening Test)
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Matrix	A1. Teachers use a comprehensive formative assessment system. = Routinely A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. = Routinely A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). = Sometimes A4. Teachers collect and analyze data to determine targeted, effective in-class intervention. = Routinely
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Section B: Core Instruction

Description Area

Section B: This school provides Tier 1 reading and writing achievement and growth at the classroom and school levels with decisions about intervention based on all available data. Research-Based and Evidence-Based Instructional Practices
Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
The Profile of a South Carolina Ready Kindergartener
The Profile of a South Carolina Graduate
Explicit and Systematic Phonics, Shared Reading, Interactive Writing
Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
Read Aloud, Shared Reading, Explicit Reading Instruction, Small Group Reading Instruction, Conferring and Systematic Data Collection
Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

Description Area

Possible Sources of Evidence: Teacher Observations, Schedules, Lesson Plans

Matrix

- B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. = Routinely
- B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. = Routinely
- B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. = Routinely
- B4. Teachers monitor student engagement in reading and writing and use this data to build stamina. = Routinely
- B5. Teachers make instructional decisions and program choices aligned with scientific research, strategic use of assessments and observations of students. = Sometimes
- B6. Teachers model reading using literary texts and informational texts to build accuracy and fluency in reading. = Routinely
- B7. Teachers model through interactive writing experiences to build accuracy and fluency in writing. = Sometimes
- B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, and speaking. = Routinely
- B9. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. = Routinely
- B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction. = Routinely

Section C: Tiered Interventions and Supplemental Instruction

Description Area Section C: This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both. Supplemental Instruction Foundational Reading Skills Listening Comprehension Print Concepts Decoding and Encoding Phonological Awareness and Phonics Fluency Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.) Small Group and Individual Instruction to Target and Intensify Instruction

Description Area Possible Sources of Evidence: Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors

Matrix

C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. = Routinely

C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. = Rarely

C3. Teachers provide targeted, effective in-class intervention which 1) must provide targeted and intensified individual and small-group instruction; and 2) must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. = Sometimes

Section D: Literacy-Rich Environment

Description Area Section D: This school embeds practices reflective of exemplary literacy-rich environments. Literacy-Rich Environmental Components Immersion in literacy and language experiences Classroom libraries across disciplines Materials meet the needs of all children including students with disabilities and multi-language learners Appropriate academic language including student led conversations Atmosphere of room conducive to learning

Description Area Possible Sources of Evidence: Schedules reflecting an appropriate number of minutes for foundational skills instruction, independent reading, intervention, and writing independently for a sustained period of time during writing instruction, environments displaying a variety of print materials, authentic student work, co-created anchor charts, and sound walls.

Matrix

- D1. Teachers use predictable structures so that students construct knowledge by reading and writing authentic texts. = Routinely
- D2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. = Routinely
- D3. Teachers provide instruction and practice time in order for students to sustain work on reading, writing, and researching. = Routinely
- D4. Teachers ensure text and materials are organized and easily accessible by students. = Routinely
- D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. = Routinely
- D6. Teachers prominently display artifacts reflective of student learning. = Sometimes
- D7. Teachers immerse students in print-rich environments. = Routinely
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Section E: Text Engagement

Description Area

Section E: This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels. Reading Engagement Student Choice Blocks of time to read, write, and research; Access to numerous grade-level appropriate books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genres.

Description Area

Possible Sources of Evidence: Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries

Matrix

- E1. Teachers provide students choice in what they read, write, and research. = Routinely
- E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume. = Sometimes
- E3. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. = Routinely
- E4. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms. Texts should include decodable texts and culturally diverse, authentic texts. = Routinely
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Section F: Professional Learning

Description Area

Section F:

This school provides teacher and administrator training in evidence-based reading and writing strategies. Professional Development Literacy Competencies for PreK-5th Grade Teachers Literacy Competencies for Administrators South Carolina College and Career Ready Standards Standards for Professional Learning Early Learning Standards for 4K REL Practice Guides on What Works Clearinghouse Foundational Reading Skills

Description Area

Possible Sources of Evidence: Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans, LETRS Progress Reports

Matrix

F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through study groups, collaboration through coaching cycles with school coach, professional book clubs, teacher action research, collaborative planning, and/or peer coaching. = Routinely

F2. Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data through study groups, collaboration with school coach, and/or professional book clubs. F2. Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data through study groups, collaboration with school coach, and/or professional book clubs. (Rarely) = Routinely

Section G: Partnerships**Description Area**

Section G:

This school strategically partners with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

Description Area

Possible Sources of Evidence: Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer

Matrix

G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists = Sometimes

G2. Specific actions are taken to foster partnerships. = Sometimes

Section H: Parent Opportunities

Description Area	H. This school utilizes a system for helping parents understand how they can support the student as a reader at home.
Description Area	Possible Sources of Evidence:Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls
Matrix	H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. = Sometimes

Section I: Analysis of Data

Strengths	<p>Teachers are open to coaching and working with coaches to plan and carry out lessons that are appropriate for the students and the grade level.</p> <p>Every teacher has access to quality literacy materials including Fountas and Pinnell Reading Mini-lessons, a Guided Reading library and plans at each grade level, interactive read-aloud sets for each grade level, phonics and word work/word study at each grade level; writing plans and professional development on the portal (at each level). Teachers who plan reading for the grade level work with literacy and instructional coaches to clarify reading plans and standards.</p> <p>Every class provides a literacy-rich environment.</p>
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Possibilities for Growth	<p>Encourage more use of interactive read-alouds to promote accountable talk, develop oral language, and build reading comprehension;</p> <p>Teachers should focus on partnerships to build accountable talk and student-centered work.</p> <p>Ensure daily guided reading occurs at all grade levels.</p> <p>Promote teacher clarity on reading/writing standards that are appropriate for each grade level.</p> <p>Build Tier One instruction: We are working to increase teacher awareness that as tier one teachers they are the ones responsible for providing classroom interventions for all students.</p> <p>Work with grade-level teams to look at data and trends and plan instruction to meet needs.</p>
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Section J: 2022-23 School SMART Goals and Progress Toward those Goals

Goal #1	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2022 as determined by SC READY from 20 % to 17 % in the spring of 2023.
Goal #1 Progress	The percentage of third graders scoring Does Not Meet in the spring of 2022 as determined by SC READY was reduced from 20 % to 16 % in the spring of 2023.
Goal #2	Eighty % of students in third grade will demonstrate grade-level proficiency or achieve at least 1 year of growth on Fountas & Pinnell reading assessments by spring 2023.
Goal #2 Progress	Twenty-eight percent of third graders were at or above grade level proficiency. Twenty-six percent of third graders were approaching grade-level proficiency. Seventy-five percent showed one year's growth on Fountas and Pinnell reading assessments in spring.

Section K: 2023-24 School SMART Goals and Action Steps Based on Analysis of Data

Description Area	For any schools serving third grade students, goal #1 MUST read "Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from _____ % to _____ % in the spring of 2024.
Goal #1	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 16 % to 13 % in the spring of 2024

Goal #1 Action Steps

*Provide coaching and support for reading across the curriculum. (IRA, Mini-lessons, Guided Reading, Independent Reading, Strategy Groups, Writing and reading in the content area)

*Provide support as teachers use student performance to drive instruction (professional development, grade-level data meetings, etc.).

*Meet regularly with teachers to review student progress and solve problems, and study data to make informed instructional decisions.

*Reinforce Tier One teaching through coaching, professional development, and team meetings.
