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2024-25 Middle Level Literacy Reflection Tool (Reading Plan)

District Name	York 03
School Name	Saluda Trail Middle School
Principal Name	George Marshall
Principal Email	gmarshall@rhmail.org

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all 6-8th grade 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.

Using the South Carolina College and Career Ready standards for ELA (grades 6-8), teachers use a holistic approach to reading instruction. With most emphasis on oral language, fluency, vocabulary, and comprehension, teachers use a variety of instructional and assessment strategy approaches to ensure students are able to decode, use comprehension techniques, use high-frequency and academic vocabulary: modeling, using graphic organizers, timed independent reading, small group instruction, whole or small group discussions, etc. Regular targeted interventions and assessments ensure that all students, including those needing additional support, are progressing toward meeting grade-level expectations.

Section B: Foundational Literacy Skills, Continued

Document how reading instruction and assessment for 6-8th grade students who are not on grade-level are aligned to the science of reading, structured literacy and foundational literacy skills.

Collectively, these documents create a comprehensive picture of how reading instruction and assessment for 6-8th grade students align with the science of reading, structured literacy, and foundational literacy skills:

- Curriculum maps
- District Instructional Framework components (learning environment, collaborative planning, curriculum, instructional practices, assessment, feedback, and resources)
- Lesson/Unit planning
- Observations and Feedback (collaborative planning observation tool)

Section C: Intervention

Document how the school uses interim assessment data and diagnostic assessment data to determine intervention supports for students in 6-8th grade who have failed to demonstrate grade-level proficiency in reading.

Collectively, these documents used by STMS teachers, create a comprehensive picture of how the school uses interim assessment data and diagnostic assessment data to determine intervention supports for students in 6-8th grade who have failed to demonstrate grade-level proficiency in reading.:

- Administration of two District Formative Assessments each quarter with data analysis protocols to respond to interventions needed to support student growth and achievement
- Curriculum maps that outline resources and support documentation for the utilization of 6-8 ELA curricula (StudySync) assessments to gauge and support student reading achievement to determine levels of students and where they need to be to meet necessary achievement
- Lesson plans/outlines of targeted instruction and support to students perform below threshold criteria (80%) during core instruction and extension period during the enrichment cycle

Section D: Supporting Literacy 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.

Collectively, these documents used by STMS teachers, create a comprehensive picture of 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:

- Regular assessments (formative and summative)
- Benchmark assessments (quarterly) - protocols for reflection and planning
- Data tracking through NWEA MAP testing
- Professional Development (small group instruction, differentiation, workshop model)
- Family Engagement (Literacy Night; school-wide book fair)
- Celebrating Growth ('Caught reading', quarterly writing and reading challenges and awards)

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.

- Professional Learning Communities (PLCs) will engage in weekly analysis and planning meetings to share experiences, discuss challenges, and collaborate on implementing structured literacy strategies content and cross-content teachers.
- ELA teachers will observe teachers within their department to have opportunities for feedback and discussion on effective practices related to independent reading, small group conferencing strategies, and to increase the utilization of curriculum resources to support student learning outcomes.
- Inclusion teachers will participate in monthly professional development with school-based leadership, and district content coaches, to develop strategies, structures, and resources for targeted instruction, co-teaching, and differentiation.

Section G: District Analysis of Data

Strengths

- The school has implemented a systematic approach for students to engage in goal-setting and progress monitoring, fostering both academic and personal development.
- The school prioritizes continuous professional development, particularly in data analysis, ensuring that staff are equipped to provide tiered learning

