

## 2024-25 District Literacy Reflection Tool (Reading Plan)

District Name	York 03
---------------	---------

Superintendent Name	Katie Barber
---------------------	--------------

Superintendent Signature	
--------------------------	--



Completer Name	Katie Barber
----------------	--------------

Completer Title	Executive Director of Elementary Education
-----------------	--

Completer Email	kwbarber@rhmail.org
-----------------	---------------------

### Section A: Five Pillars of Reading Instruction

**Describe how reading assessment and instruction for all students in the district 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.**

Rock Hill Elementary Schools use KRA in Kindergarten and Fast as a Universal Screener in grades first and second to assess foundational reading skills. Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. Rock Hill Elementary Schools are all using HMH Into Reading for Whole Group Grade Level ELA instruction. This program aligns with reading research and focused instruction on all areas recommended including: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

### Section B: Foundational Literacy Skills, Continued

**Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.**

Rock Hill Elementary Schools (Grades K-5) have made foundational skills a primary focus. Time is allotted each day for direct instruction of grade level foundational skills as well as time for small group instruction to meet students' individual needs. K-2 has common foundational assessments that will be given each quarter and used to plan both whole group and small group instruction. As stated in section A, Rock Hill Elementary Schools are all using HMH Into Reading for Whole Group Grade Level ELA instruction. This program aligns with reading research and focused instruction on all areas recommended including: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

**Section C: Intervention**

---

**Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data, to assist schools in determining pathways of intervention for students who have failed to demonstrate grade?level reading proficiency.**

As stated above, Rock Hill Elementary Schools use KRA in Kindergarten and Fast as a Universal Screener in grades first and second to assess foundational reading skills. Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. Classroom teachers provided targeted small group instruction based on these measures as do school interventionists. These data sources help us to target intervention needs for students who have failed to demonstrate grade level reading proficiency. Every elementary school has a trained academic interventionist to provide small group support with a research-based intervention literacy program for these students. Also, each school has a designated intervention block built into their schedule to provide students with targeted instruction based on formative assessment measures.

Middle School teachers implement both formative and summative district assessments. Teachers utilize these data sources to determine small instruction and tier 2 and tier 3 intervention needs.

In addition, each school has a designated intervention block built into their schedule to provide students with targeted instruction based on formative assessment measures.

---

**Section D: Supporting Literacy at Home**

---

**Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.**

Each elementary school hosts parenting workshops, both in-person and virtually. Sessions cover topics such as building reading habits at home, understanding reading levels, and specific strategies for supporting early literacy (e.g., phonics, sight words, comprehension strategies). Handouts are oftentimes provided at these workshops as well as books to build home libraries. Our district also funds a Title I Parent Educator that helps parents with strategies, resources, and workshops to more effectively support the bridge between academics at school and at home.

Districtwide literacy events are hosted each year to build a culture of literacy in our community. We partner with Winthrop University and sponsor "Second Grade is a Slam Dunk" and couple a chapter book written by Shaquille O'Neal with a field trip to a Winthrop Women's basketball game for all 2nd grade students. The student athletes from Winthrop come to our schools in anticipation of the basketball game to read to our students. Additionally, our district celebrates Read Across America and highlights community members, book titles that celebrate diversity, and activities that honor reading both at home and at school. We also sponsor an Oratorical Contest with our 3rd grade students centered around a theme, "Changing the World" and encourage students to write a speech and they share their speeches in front of an audience.

Required parent/teacher conferences each year also allow for parents to learn more ways to support their child at home with reading. Teachers use this time to inform parents about their child's specific reading progress, strengths, and areas for improvement. They are able to offer individualized strategies that parents can use at home to support reading growth.

Each middle school hosts a literacy night in which parents learn about ways in which to support their adolescent readers at home. Parents learn about the most popular books, reading and writing strategies and ways to talk about topics relevant in students' lives through books.

Handouts are oftentimes provided at these workshops as well as books to build home libraries.

Parent/teacher conferences provide an opportunity for parents to learn more ways to support their child at home with reading. Teachers use this time to inform parents about their child's specific reading progress, strengths, and areas for improvement. They are able to offer individualized strategies that parents can use at home to support reading growth.

---

## **Section E: Progress Monitoring**

---

**Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.**

As stated above, Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. Classroom teachers provide targeted small group instruction based on these measures as do school interventionists. In addition, we have made formative classroom assessments another key area of focus. HMH Into Reading provides Exit Tickets teachers will be using to monitor students' daily progress. Teachers will also be using more informal data sources such as anecdotal notes from small group instruction and individual conferences to plan next instructional steps. NWEA MAP data is also used as a formative assessment to measure Necessary Achievement based on the SC Ready linking study. This allows us to more effectively determine the number of students that are not meeting grade level proficiency and need further intervention support.

In middle schools, teachers use informal data sources such as anecdotal notes from small group instruction and individual conferences to plan next instructional steps.

NWEA MAP data is also used as a formative assessment (administered 3 times a year) to measure Necessary Achievement based on the SC Ready linking study. This allows us to more effectively determine the number of students that are not meeting grade level proficiency and need further intervention support.

Additionally, middle school teachers implement both formative and summative district assessments. Teachers utilize these data sources to determine small group instruction and tier 2 and tier 3 intervention needs.

---

## **Section F: Teacher Training**

---

<b>Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.</b>	<p>In Rock Hill all schools (with the exception of two schools who have already completed LETRS training) are participating in Year 1 of LETRS training. In addition, teachers will receive year long training and support around the HMH resources. Interventionists will receive training in the use of research based materials and practices including ULFI and RISE. We look forward to PreK LETRS beginning in the near-future to support those teachers that serve our youngest students to better support their knowledge and understanding of effective instructional practices that align with the science of reading, structured literacy, and foundational literacy skills to support reading achievement.</p> <p>New this year, upper elementary and middle school teachers will meet regularly to share strategies and conduct peer observations to learn how to support students better in their transition from elementary to middle school, specifically in bridging the support of reading strategies for all students as they transition from elementary to middle schools.</p>
---	--

---

## Section G: District Analysis of Data

---

<b>Strengths</b>	<p>When comparing data over two consecutive years, we have shown growth in 3rd, 4th, and 5th grades of students achieving Meets or Exceeds on SC Ready.</p> <p>Our district elementary literacy specialists have created Common Summative Assessments for K-5 that are rigorous and aligned to the ELA state standards. This ensures teachers in every elementary school have reliable data to track student progress towards grade level proficiency.</p> <p>Overall, middle schools maintained the growth from the previous school year (22-23).</p> <p>Secondary schools have taken ownership of the district reading dashboard to support independent reading.</p>
------------------	--

---

Possibilities for Growth

Providing elementary teachers with more actionable next steps to understanding their MAP data so that they can more effectively plan targeted core instruction within small groups. The data we receive from MAP still yields the necessity to provide quality core instruction to our students at all grade levels.

Vocabulary instruction should be another elementary focus area based on SC Ready and MAP data sources that demonstrate many students we serve struggle with vocabulary acquisition.

In secondary, we need to increase integration of reading across content areas.

In secondary, we also need to increase reading stamina through the use of district wide benchmark assessments.

Description Area

\*Note: The two questions below are now required by Act 114 (passed in 2024).

NEW: Please provide the total number of first graders from the 2023-24 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.

714

NEW: Please provide the total number of SECOND graders from the 2023-24 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.

672

Section H: 2023-24 District SMART Goals and Progress Toward those Goals

Goal #1

Reduce the percentage of 3rd graders scoring DNM in the spring of 2023 as determined by SC READY from 31.2% to 26.2% in the spring of 2023.

Goal #1 Progress

While we made progress to decreasing the percentage of 3rd graders in the Does Not Meet range in the Spring of 2023 by 3%, we did not reach our goal of 26.2%. We did show growth of the percentage students in grades 3-5 achieving Meets or Exceeds but continue to focus on providing quality core instruction and research based interventions to decrease the percentage of students in the lowest SC Ready DNM category.

<b>Goal #2</b>	By June 2022, 80% of students in grades 1-5 will grow at least one spelling stage as measured by Words their Way spelling inventory.
----------------	--

<b>Goal #2 Progress</b>	We tracked spelling inventory data in fall, winter and spring using Words their Way and had all teachers include Phonics instruction as part of their daily ELA block. Each school reported their scores toward this goal on a school spreadsheet shared by the district. The majority of students made significant gains in the phonics skills but we did not gather the data at a district level. Foundational Skills/Phonics Instruction remains an area of focus for our district.
-------------------------	--

## Section I: 2024-25 District SMART Goals and Action Steps Based on Analysis of Data

<b>Description Area</b>	For all districts 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.
-------------------------	---

<b>Goal #1</b>	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from 28.5 % to 23.5 % in the spring of 2025.
----------------	---

<b>Goal #1 Action Steps</b>	<p>Teachers will teach grade level standards (whole group) using HMH resources (primary) consistently and with fidelity.</p> <p>Teachers will use formative measures to continuously gage student progress and to plan small group/individual instruction.</p> <p>Teachers will provide targeted differentiated instruction with consistency.</p> <p>Teachers will use common summative assessments to monitor student progress and plan teaching moves (whole and small group instruction)</p>
-----------------------------	---

<b>Goal #2</b>	Decrease the percentage of elementary students scoring in the LOW range of the vocabulary strand from 23.8% to 18.8% of as evidenced on NWEA MAP from Fall to Spring during the 24-25 school year.
----------------	--

**Goal #2 Action Steps**

Teachers will directly teach students focused vocabulary words within each module of reading instruction (HMH resources)

Teachers will engage in academic discourse around essential vocabulary within each reading module.

Teachers will monitor students' understanding of key vocabulary words within each reading lesson.

Teachers will use common summative assessments to monitor student's vocabulary progress and plan teaching moves (whole and small group instruction)

---

**Goal #3**

By Spring 2025, 80% of students, grades 6-8, will be at the 57th percentile on MAP Reading, which demonstrates Spring Necessary Achievement on SC Ready as evidenced by the NWEA Linking Study.

---

**Goal #3 Action Steps**

Use and teach informational texts in ELA, Social Studies and Science (weekly in content areas)

Teach and implement close reading strategy of annotation in ELA, Social Studies, and Science (PLCS, departments working together)

Teach and implement jigsaw (1.20) and reciprocal teaching (.74) reading strategies in ELA, Social Studies, and Science (employs student talk)

Strengthen independent reading and conferencing in ELA classrooms

---