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

District Name	York 03
School Name	Saluda Trail Middle School
Principal Name	George Marshall
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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

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.

STMS will us the following collaborative approach fosters a strong partnership between home and school, enhancing students' literacy development and overall academic success:

-Host a school-wide Literacy Night/Curriculum Night (STMS teachers will work collaboratively to organize at least one school-wide literacy night that will highlight students reading and writing engagement across content areas, and provide families with effective reading and writing techniques and share resources); engaging at least 40% engagement from students and families.

-Local partnerships (York County Library) (In conjunction with Literacy Night STMS will continue to collaborate with local libraries to promote literacy programs and resources available for families).

-Weekly Library/Literacy Newsletter for family communication (we will provide monthly newsletters with literacy tips, resources, and updates on what students are learning in reading and writing, and curate lists of age-appropriate books and materials that align with classroom learning and foster a love for reading) with at least 40% engagement.

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.

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 pathways for students at various points of entry (learning progressions).

- The school collaborates with district research specialists to enhance professional learning by providing valuable resources, tools, and guidance on goal setting, SC School Report Cards, and district AVT goals, empowering educators to make data-informed decisions.

Possibilities for Growth

STMS is still developing strong PLCs focused on disaggregating diverse data sources-such as overall achievement, strand performance, and subgroup data, particularly for ESE students-will enable more targeted instructional strategies and support for all learners. The school is also developing a consistent cadence of feedback that is both timely and actionable, fostering (reciprocal) communication between teachers and students to enhance and promote a culture of continuous improvement.

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

Goal #1

During the 2023-24 school year, all middle and high school students will read an average of 5 books as evidenced through each school's independent reading dashboard.

Goal #1 Progress

During the 2023-24 school year, STMS students read an average of 2.4 books as evidenced through each school's independent reading dashboard.

Goal #2

Saluda Trail aims to enhance family engagement in literacy development by hosting a school-wide, yearly literacy night, and sharing a quarterly newsletter with a target of involving at least 40% of our families. Progress will be tracked through attendance records and newsletter analytic tools.

Goal #2 Progress

We successfully hosted our annual literacy night during the 2023-2024 academic year and are excited to plan another for the 2024-2025 academic year. Additionally, we have made progress by launching a quarterly literacy newsletter, which will be shared with families in our school-wide newsletter the current academic year.

Goal #3	100% of our ELA teachers will monitor reading and writing engagement and use that data to conference with students to increase reading and writing skills and stamina as measured through teacher conferencing schedules/logs/notes/small groups.
Goal #3 Progress	100% of STMS ELA teachers monitored reading and writing engagement and used data to confer with students to increase reading and writing skills and stamina as measured through teacher conferencing schedules/logs/notes/small groups using the following data resources/tools: - RHS District Reading dashboard; - Student AVT reports; - NWEA MAP Testing (Fall 2023, Winter 2023, and Spring 2024 testing administrations) - Student data conference tool used (2 times during the 2023-2024 school term) to confer with students about their progress and achievement

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

Goal #1	By Spring 2025, 80% of students, grades 6-9 will be at the 57%ile on MAP Reading (District Support with MAP analysis with ELA, Social Studies & Science teachers).
Goal #1 Action Steps	Strengthen independent reading and conferencing in ELA classrooms. Teach and implement close reading strategy of annotation in ELA, Social Studies, and Science (PLCS, departments working together).