District Plan: Williamsburg County School District

Directions: Please provide a narrative response for sections A-I.

Section A: 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.
As part of the South Carolina Readiness Assessment Program and required by the Read to Succeed Act of 2014, all 4-year-old prekindergarten

Reading assessment and instruction for all students in Williamsburg County School District includes a comprehensive, systematic approach that addresses various components of literacy development which includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Effective instruction across all grade levels involves integrating these areas to create well-rounded, proficient readers designed to meet grade-level SC ELA standards.

In Williamsburg County School District (WCSD), all Pre-school (4K) scholars are assessed for early language and literacy competencies using the *Individual Growth & Development Indicators* (myIGDIs). This screening assessment is administered one on one with each scholar 3 times a year (fall, winter, and spring.) myIGDIs utilizes a data-based approach to screening that has been shown to provide a new level of effectiveness in evaluating young children on their way towards becoming successful readers. The scores from myIGDIs provide teachers and administrators with the necessary information to focus on specific strategies and skills to identify areas of strength or concern and plan individual, group, or class activities based on performance and progress.

Scholars in Kindergarten are administered The Kindergarten Ready Assessment (KRA) during the first 45 days of school. The KRA is a developmentally appropriate instrument that measures a child's school readiness across multiple domains. Understanding a child's school readiness helps kindergarten teachers best meet the child's needs, and it helps schools, families, communities and policy makers know how best to support young children as they enter the K-12 environment.
The KRA determines each child's readiness level from an evaluation of four domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. The KRA provides a snapshot of students' abilities at the beginning of the school year and this data is analyzed and is used to inform teachers about the student's areas of strengths and areas of weaknesses.

Teachers in grades K-5 use the *Houghton Mifflin Harcourt {HMH}* into Reading Program. *HMH Into Reading* is a comprehensive literacy curriculum designed to improve literacy through student self-actualized learning. With a focus on supporting all learners, the curriculum is differentiated by design and aims to foster a culture of learning in the classroom and growth mindset in students so they can become independent learners. This program teaches communication, vocabulary, reading foundational skills, and reading comprehension strategies and skills.

HMH Into Reading includes whole-group and small-group instruction, as well as individual and collaborative print and digital learning activities. Integrated assessments and reports allow teachers to constantly be aware of student ability and progress so they can respond appropriately. Teachers are given support materials designed to aid in teaching individuals learning English or struggling with a disability.

We are also using Lexia Core 5 which is aligned to the Science of Reading for our Tier 3 second through fourth grade scholars to aid in the mastery of foundational skills with explicit, systematic, and personalized learning.
All K-3 teachers, reading coaches, and administrators must either have completed or be in the process of completing Lexia LETRS© (Language Essentials for Teachers of Reading and Spelling) training and certification. This rigorous training program is grounded in the science of reading and provides participants with a deep understanding of how children learn to read.
Additionally, we have 3 cohorts of district and school administrators and teachers completing the Early Childhood & Elementary LETRS training.

Section B: 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.

To align reading instruction and assessment with the Science of Reading, Structured Literacy and foundational literacy skills across the district, we are implementing a comprehensive approach that includes explicit and systematic teaching of phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies, using evidence-based assessments to identify individual student needs, with a focus on progress monitoring using our MTSS framework, and data decision making during weekly PLC data meetings to ensure all scholars are making adequate progress towards grade level reading proficiency.

Teachers differentiate instruction based on individual assessments, providing targeted interventions for students who struggle in specific areas. For students who are on or above grade level, enrichment activities can challenge them to deepen their reading comprehension and analytical skills. Our academic gifted and talented scholars are served via the Academic Advanced Placement schedules.

Our scholars follow a structured literacy program, HMH that builds foundational literacy skills through phonics, vocabulary, fluency, and the ability to conceptualize their knowledge through decodables, leveled readers, and a variety of texts. Decodable texts are utilized by teachers for high phonetic predictability for scholars to practice decoding skills and to build confidence and stamina in reading. Additionally, HMH and our common formative assessments are aligned to the science of reading.

Section C: 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.

WCSD uses KRA, iReady, and Lexia Core 5 screening data to identify struggling readers and to determine students who are at-risk of not meeting grade level expectations. Scholars are provided intervention during Tier I, Tier II and Tier III based on their individualized needs. iReady data is used to determine personalized pathways and domain specific placement. Targeted, effective in-class or pull-out support is then provided during Tier II and Tier III instructional blocks. Our school district follows the Multi-Tiered Systems of Support (MTSS) flow chart and MTSS team which includes administrators, interventionists, reading coaches, MTSS Director, and itinerant support staff.

Schools provide targeted, skills-based interventions during schedule Tier 2 instructional block during in-class interventions, school-based interventions, and special education instruction. Progress monitoring tools are available to teachers. Formative and summative assessments such as our iReady quarterly assessments, iReady Growth Monitoring assessments, District Common Assessments and HMH Module Assessments are used to further identify areas of need and areas of success for all students. All of these assessments provide pathways for supporting reading intervention.

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

Our school district has established systems to support parents in fostering their children's literacy at home. We offer a range of resources designed to enhance parent engagement in their child's literacy development. Each school has a Title I parent facilitator that conducts parenting workshops focusing on helping parents understand how to support their children with foundational reading skills and comprehension, parenting skills, parent and community resources and a variety of topics of parent interest. Our Parent & Family Resource Centers provide dedicated spaces where families can access valuable support and educational materials. Parents can also stay informed through our school and district social media platforms. Additionally, we utilize the Alert Now messaging system for effective communication, ensuring families receive important announcements and updates in their preferred language. Interim and quarterly report cards keep parents updated on their child's academic performance. Parents have access to our PowerSchool Parent Portal to view grades and we provide parents access to family-friendly standards that outline expectations for student learning.

Each school is required to hold a Title I parent meeting where information is provided regarding Title I requirements, parent involvement, and resources to support our families. Family Literacy, Math, and Science Nights are also scheduled to provide parents with resources, strategies, and materials to extend the learning at home.

Section E: 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.

WCSD has a system of continuous monitoring to assess the effectiveness of the training and the implementation of reading strategies in classrooms. The district uses instructional technology to collect real-time performance data to track and monitor reading growth to allow schools to plan and provide targeted differentiated literacy instruction to create a pathway for grade-level proficiency in reading.

Teachers receive feedback through classroom observations, school walkthroughs conducted by the Office of Teaching and Learning, and quarterly assessment data meetings to adjust instruction and support where necessary. iReady, Lexia Core, and Edmentum Exact Path data are reviewed weekly to determine strategies for improvement. Teachers also have access to ongoing resources, such as professional learning communities (PLCs) and workshops, to stay updated on best practices in reading instruction and further deepen their understanding of foundational literacy skills. Response to Intervention meetings are held via MTSS team to provide intervention and support services based on data.

Section F: 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.

WCSD is committed to enhancing reading achievement for all students by implementing teacher training grounded in the science of reading, structured literacy, and foundational literacy skills. A key component of this initiative is the LETRS (Language Essentials for Teachers of Reading and Spelling) program, which provides educators with a deep understanding of the principles of effective reading instruction. Enrolled teachers, coaches and administrators receive comprehensive training through the LETRS program, which focuses on the cognitive and linguistic foundations of reading. This training equips educators with strategies to teach phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Continuous professional development will be provided to reinforce and expand on the LETRS training. This will include workshops, coaching, and collaborative planning sessions to foster a community of collaboration and best instructional practice among our educators.

This comprehensive approach ensures that our educators are well-prepared to support the literacy needs of every student, ultimately fostering a culture of reading success in the district.

Section G: **Analysis of Data**

Strengths	Possibilities for Growth
- Leveled Literacy Intervention has been implemented for elementary schools - Every K-12 school has an MTSS framework in place with support from our highly skilled MTSS district coaches - Implementation of Dr. Donyall Dickey's Educational Epiphany instructional framework in all schools. - Embedded professional development in all schools supported by instructional coaches, reading coaches, and district instructional coaches. - Partnerships with our county libraries, Black River United Way, Boeing-SC, SC Governor's School of the Arts, local business, churches and civic organizations. - Partnership with Transformation Solutions, LLC - Strong parenting and community involvement.	- Provide more targeted skills-based interventions in K-2nd grade based on the foundational skills. - Increase the use of progress monitoring tools in grades K-8 for student success through the MTSS process - Implementing LETRS and HMH Into Reading curriculum with fidelity and integrity across all grades with on-going professional development and support for teachers. - Additional training for Tier 2 instruction. - Professional Development for Differentiated instruction.

Questions for District-level Survey:
1. Please provide the total number of **first** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: **130**
2. Please provide the total number of **second** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: **47**

Section H: **Previous** **School Year SMART Goals and Progress Toward Those Goals**

Please provide your previous **district goals** from last school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all districts serving third grade were required to use Goal #1 (below).

Goals	Progress
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 48.1% to 43.1% in the spring of 2024.	Spring 2024 data reflected that **41%** of our 3rd grades scored Does Not Meet. While we did not meet our goal, we have implemented after school and Saturday ELA professional development sessions for our teachers. We are providing additional support in writing across the district, and additional intervention support has been implemented for our struggling readers.
Goal #2: By Spring 2024, 60% of our K-8 scholars will meet their projected growth goal in reading as measured by iReady.	Spring 2024 iReady data reflected that 42.2 % of our scholars met their projected iReady reading growth goals. We did not meet our goal as a district, however the data reflected significant increases across most K-8 schools.

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

All districts serving students in third grade MUST respond to the third-grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. **Districts 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. Districts 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.

Goals	Action Steps
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of **2023-2024** as determined by SC READY from **41 %** to **36 %** in the spring of **2024-2025**.	• Provide more targeted skills-based interventions in K-2nd grade based on foundational skills. • Increase the use of progress monitoring tools in grades K-3 for student success through the MTSS process. • Implement LETRS and HMH Into Reading curriculum with fidelity and integrity across all grades. • On-going data PLC's • LETRS training for K-3 teachers, administrators, and coaches • Title I afterschool 3rd grade reading program
Goal #2: By the end of May 2025 increase the percentage of K-8th grade scholars meeting their projected growth goal as determined by iReady Diagnostic Data from 42.2 % (Spring 2024) to 58.2 % (Spring 2025).	• District and school leadership teams will monitor iReady usage • Classroom observations and walkthroughs • Develop strategic literacy intervention Tier 2 schedule to support identified scholars based on iReady data • Implement Tier 2 intervention schedules • Lexia Core intervention • Implement targeted small group using iReady data. • Continue job-embedded professional development for teachers, administrators, and Reading Coaches. • Quarterly SCDE Professional Development for Reading Coaches. • Implement afternoon and Saturday ELA Grammar and Writing Professional Development provided by ELA Coordinator. • Title I afterschool intervention