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## 2022-23 District Literacy Reflection Tool (Reading Plan)

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**District Name** Calhoun

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**Superintendent Name** Ferlondo Tullock

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**Superintendent Signature**



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**Completer Name** Christia Murdaugh

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**Completer Title** Chief Academic Officer

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### Section A: Use of Data

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**Description Area**

A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts. A Comprehensive System of Assessment Summative Assessment SC Ready, End of Course Assessment Universal Screener Formative Assessment Fountas and Pinnell, DRA, Dominie MAP Star Reading iReady 4K Assessments: PALS, 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: Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations

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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). = Routinely
- A4. Teachers collect and analyze data to determine targeted, effective in-class intervention. = Routinely
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**Section B: Core Instruction****Description Area**

B. &nbsp;Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district 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 Word Study/Phonics Workshop, Shared Reading, Interactive Writing Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

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**Description Area**

Possible Sources of Evidence: Teacher Observations, Schedules, Lesson Plans, Curriculum, Instructional Activities

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**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. = Sometimes
- B4. Teachers monitor student engagement in reading and writing and use this data to build stamina. = Routinely
- B5. Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading. = Routinely
- B6. Teachers use shared writing experiences to model accuracy and fluency in writing. = Sometimes
- B7. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts. = Routinely
- B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. = 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. (McConachie et.al, 2006) = Routinely
- B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction. = Routinely

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**Section C: Tiered Interventions and Supplemental Instruction**

**Description Area**

C. &nbsp;Schools in this district provide 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 Concepts about Print Phonemic Awareness and Phonics 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

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**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

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**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. = Routinely
- 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. = Routinely
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**Section D: Literacy-Rich Environment****Description Area**

D. Schools in this district embed practices reflective of exemplary literacy-rich environments. Assessing for Inquiry-based Learning: Immersion, Investigation, Coalescing, Going Public, Read Aloud/Shared Reading, Independent reading, writing, researching. South Carolina College and Career Ready Standards for Inquiry Profile of the South Carolina Graduate

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**Description Area**

Possible Sources of Evidence: Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research

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**Matrix**

- D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time. = 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 large blocks of time for instruction and practice 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. = Routinely
- D7. Teachers immerse students in print-rich environments. = Routinely
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## Section E: Text Engagement

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### Description Area

E. Schools in this district ensure that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students. Reading Engagement: Student Choice Blocks of time to read, write, and research; Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

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### Description Area

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

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### Matrix

E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) 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. = Routinely  
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing. = Routinely  
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. = Routinely  
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts. = Sometimes

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## Section F: Professional Learning

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### Description Area

F. Schools in this district provide teacher and administrator training in reading and writing instruction. 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 WWC Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study)

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### 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

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<b>Matrix</b>	<p>F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, and/or peer coaching. = Routinely</p> <p>F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data via study groups, collaboration with the school coach, and/or book clubs. = Routinely</p>
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## Section G: Partnerships

<b>Description Area</b>	G. Schools in this district develop strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.
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<b>Description Area</b>	Possible Sources of Evidence: Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
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<b>Matrix</b>	<p>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 = Routinely</p> <p>G2. Specific actions are taken to foster partnerships. = Routinely</p>
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## Section H: Parent Opportunities

<b>Description Area</b>	H. Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.
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<b>Description Area</b>	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
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<b>Matrix</b>	H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. = Routinely
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## Section I: District Analysis of Data

## Strengths

The District continues to:

1. Implement the 90 minutes of uninterrupted reading and writing
2. Assess students through two progress learning tools - STAR and AimsWeb Plus
3. Provide continuous PD opportunities to teachers and administrators
4. Implement Family Engagement Nights for Literacy and Numeracy strategies
5. Build libraries in our students' home
6. Increase partnerships with stakeholders
7. Conduct data meetings to assist in increasing student achievement
8. Build classroom libraries
9. Support 1:1 technology for all students
10. Provide software programs that help strengthen instruction in the classroom
11. Adopted the Personalized Learning Framework
12. Restructured the MTSS Model and Manual for the district
13. Implement student goal setting
14. Continue Personalized/Visible Learning
15. Continue to engage with the Interventionists and Coaches
16. Work with children 0-3 who will be students in Calhoun County Public Schools to increase students reading on grade level
17. Implemented STAR Early Literacy to replace STAR for early grades
18. Purchase a reading curriculum HMH for grades K-5
19. Continue LAP Portfolios

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## Possibilities for Growth

The District will:

1. Work to increase student achievement by providing additional extended learning opportunities
2. Continue training on Personalized and Visible Learning
3. Increase data habits
4. Increase phonemic awareness , fluency, and comprehension in early grades
5. Implement the MTSS Model for the high school

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## Section J: 2021-22 District SMART Goals and Progress Toward those Goals

### Goal #1

Reduce the percentage of third graders scoring DNM in the Spring as determined by STAR Reading from 44% to 30% in the spring of 2023.

### Goal #1 Progress

- Implement three testing periods
  - Analyze data and design achievable goals
  - Intensify MTSS intervention
  - Provide PD for increased literacy
  - Increase reading strategies and pre-referral strategies for Tier 1 and Tier 2 students
  - Continue LAP Portfolios
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<b>Goal #2</b>	Reduce the percentage of students scoring DNM in the Spring as determined by STAR Reading from 47% to 33% in the spring of 2023.
<b>Goal #2 Progress</b>	<ul style="list-style-type: none"> <li>- Implement three testing periods</li> <li>- Analyze data and design achievable goals</li> <li>- Intensify MTSS intervention</li> <li>- Provide PD for increased literacy</li> <li>- Increase reading strategies and pre-referral strategies for Tier 1 and Tier 2 students</li> </ul>
<b>Goal #3</b>	Increase the percentage of teachers obtaining the their reading add-on in the Spring of 2023 as determined by Virtual SC from 82% to 100% by 2024.
<b>Goal #3 Progress</b>	- Provide professional development funds for teachers to achieve their add-on as mandated by the SCDE.

### **Section K: 2022-23 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 "Reduce the percentage of third graders scoring Does Not Meet in the spring of 2022 as determined by SC READY from _____ % to _____ % in the spring of 2023.
<b>Goal #1</b>	Reduce the percentage of third graders scoring at the DNM level in the spring of 2022 as determined by SCReady from 39.4 % to 30% in the spring of 2023.
<b>Goal #1 Action Steps</b>	<ul style="list-style-type: none"> <li>- Continue intervention for Tier II and Tier III students</li> <li>- Provide meaningful instructional reading strategies for multi-lingual and SPED students</li> <li>- Continue best practices and Personalized/Visible Learning</li> <li>- Continue LAP Portfolios</li> </ul>
<b>Goal #2</b>	Reduce the percentage of third graders scoring at F level in the spring of 2022 as determined by the EOC from 16.84 % to 14 % in the spring of 2023.
<b>Goal #2 Action Steps</b>	<ul style="list-style-type: none"> <li>- Continue to make gains using the Achieve 3000 level set data to increase reading on grade level.</li> <li>- Utilize benchmark data to analyze and increase instructional practices toward student achievement</li> </ul>
<b>School District</b>	Calhoun 01