

South Carolina Department of Education
Read to Succeed **Middle School** Reading Plan
2025-2026

School: Hemingway M.B. Lee Middle School

Important Context

- High schools are no longer required to complete annual reading plans.
- Only middle schools where 50% or more of students scored Does Not Meet (DNM) on SC Ready ELA in the prior school year must complete a reading plan.

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

Section A: *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.*

Hemingway M.B. Lee Middle School is addressing the vocabulary deficit by introducing vocabulary through Performance-Based Objectives, Words of the Week, Gear Up, Subject area vocabulary, and a school-wide notetaking strategy to organize vocabulary and keywords. The English department continues to indoctrinate Vocabulary Power lessons for educators to teach scholars. Teachers are utilizing vocabulary graphic organizers for a more focused strategy to address vocabulary and comprehension. Bell ringers aid in addressing the grammar elements.

Section B: *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.*

As a school in the Williamsburg County School District the English Language Arts classes will follow the MTSS Instructional Framework. Each scholar will be provided Tier 1, Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement. In compliance with the WCSD Framework, scholars will be supported through small group instruction. Teachers will model writing experiences to build accuracy and fluency in writing and strengthen vocabulary.

Section C: *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.*

Teachers and Instructional Coach meet twice weekly to dig deeper into the data. Teachers will collect and analyze data to address the needs of students and to target scholars with Tier 3 intervention. The teachers will collect data weekly from i-Ready and Mastery Connect to examine progress and support needs. The educator will provide explicit direct instruction and adhere to the systematic scope and sequence to ensure that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of instructional time. The teacher will incorporate strategies such as Repeated Choral Reading (literary texts and informational texts) and Shared Writing to scaffold student success in fluency, comprehension, and text analysis. The teacher will have the responsibility of interactions so that students are actively and productively engaged in constructing meaning by reading, writing, listening, and speaking.

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Section D: *Describe the system in place to help parents in your school understand how they can support the student as a reader and a writer.*

At Hemingway M.B. Lee Middle School, parents will be provided opportunities for involvement with literacy development, including, but not limited to, parent workshops, parent conferences, and newsletters. The artifacts to support these actions will include Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences, and parent communication.

Section E: *Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level, with decisions about 6-8th grade intervention based on all available data to ensure grade-level proficiency in reading.*

In an effort to have a consistent data source, school-wide, Hemingway M.B. Lee Middle School uses Mastery Connect as the application to assess scholars, from their Study Sync curriculum and Vocabulary Power. This application provides data /item analysis to target the needs of the scholars. The educators will review SC Ready Results, i-Ready Diagnostic Results, weekly i-Ready Reports, and unit assessments.

Section F: *Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support striving readers in 6-8th grade.*

Educators will participate in district provided Professional Developments, Literacy competencies for Middle and Secondary Teachers, weekly PLC's, addressing and unpacking the South Carolina College and Career Ready Standards.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- Teachers routinely use assessments (formative and summative) to drive instruction. - Teachers routinely participate in job-embedded professional learning opportunities. - Parents have opportunities to learn about ways to help support their children as readers at home.	- Provide Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher - Develop a schedule that allows 90 minutes of daily reading and writing instruction across the curriculum. - Ensure teachers model writing experiences to build accuracy and fluency in writing.

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

- Please provide your school's goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal(s).

Goals	Progress
<u>Previous Goal #1:</u> 60% of students in Grades 6-8 will meet i-Ready Typical Growth Goals by the end of the 2023-2024 school year.	<u>Progress:</u> The 2023-2024 Spring iReady data showed the following results 6th grade- 65% met their typical growth goal 7th grade- 33% met their typical growth goal 8th grade- 42% met their typical growth goal
<u>Previous Goal #2:</u> By the second semester of the school year, implement the tiered instruction to accommodate the small group and student choice for reading during ELA block to all Grade 6-8 students.	<u>Progress:</u> Teachers have enhanced their classroom libraries and are promoting Accelerated Reading schoolwide via Accelerated Reading reports, classroom observations and district walkthroughs.
<u>Previous Goal #3:</u> By the second semester of the 2024-2025 school year, Hemingway M. B. Lee Middle School will implement a Writing Across the Curriculum program.	<u>Progress:</u> The Cornell Note Taking Strategy has been adopted schoolwide, for Hemingway M. B. Lee Middle School, which includes a summary component to promote writing across the curriculum.

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

- Goals should be academically measurable. *All goals should focus on academic growth or achievement and align with the 2030 vision of 75% of students at or above grade level. Schools must provide a minimum of two goals.*
- Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
<u>Current Goal #1:</u> 50% of students in Grades 6-8 will meet i-Ready Typical Growth Goals by the end of the 2025-2026 school year.	• Provide professional development for program implementation • Implement the i-Ready reading program • Observe teachers and provide feedback • Implement educator collaboration across the curriculum • Include informational text in ELA, Social Studies, and Science • Progress Monitor student growth throughout the year • Adjust instruction in response to data throughout the year • Evaluate the strength of the program • Engage the MTSS processes • Monitor and adjust as needed
<u>Current Goal #2:</u> By the second quarter of the school year, implementation of MTSS instruction to accommodate the small group and student choice for reading during ELA block to all Grade 6-8 students.	• Develop master schedule • Survey stakeholders • Adjust schedule, as necessary • Implement the master schedule during SY 2024-2025 • Evaluate the effectiveness of the schedule • Monitor and adjust schedule as needed
<u>Current Goal #3:</u> By the second semester of the 2025-2026 school year, Hemingway M. B. Lee Middle School will implement a Writing Across the Curriculum program.	• Provide professional development for program implementation • Assistant Principal and Instructional Coach provide peer observations • Evaluate student artifacts • Implement Cornell Note Taking Strategy