A. This district documents and monitors 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.

Lenses of Assessment

A Comprehensive System of Assessment

- Summative Assessment
    - SC Ready, MAP, End of Course
- Formative Assessment
    - Fountas and Pinnell, DRA, Dominie
    - Star Reading
    - 4K Assessments: PALS, Gold, MyIgGDIs
- Data Teams
    - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	☐	☐	●	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
A2. Teachers make instructional decisions for students based on data.	☐	●	☐	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students.	☐	●	☐	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	☐	●	☐	

B. This district provides 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.				
Lenses of Assessment Assessing for Supplemental Instruction • Reading Process • Small Group and Individual				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	☐	●	☐	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
B2. 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.	☐	●	☐	
B3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	☐	●	☐	

C. This district utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment Assessing for Family Support of Literacy Development				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	☐	☐	●	Agendas from Parent Workshops, Sign-in Sheets from Parent Meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from Conferences, and Phone Calls

D. This district provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
Lenses of Assessment Assessing for Research-Based Instructional Practices: - Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data - Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data - Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data - Integration of Disciplinary Literacy - Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	☐	●	☐	Teacher Observations, Schedules, Lesson Plans

	Rarely	Sometimes	Routinely	
D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	☐	●	☐	
D3. Teachers use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency.	☐	●	☐	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.	☐	●	☐	

D. This district provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment

Assessing for Research-Based Instructional Practices:
- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
D5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	☐	●	☐	Teacher Observations, Schedules, Lesson Plans

D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	☐	●	☐
D7. 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)	☐	●	☐

D. This district provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment
Assessing for Research-Based Instructional Practices:
- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
  Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	**Sometimes**	**Routinely**
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	☐	☐	●

E. This district ensures 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.				
Lenses of Assessment Assessing for Reading Engagement: • Student Choice • Large 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 a variety of genre				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
E1. Teachers provide students choice in what they read, write, and research.	☐	●	☐	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed, to increase reading and writing volume.	☐	●	☐	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	☐	●	☐	
E4. Teachers establish and directly teach routines and procedures so that students know what to do in order to maximize time.	☐	●	☐	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	☐	●	☐	

F. This district provides teacher and administrator training in reading and writing instruction.				
Lenses of Assessment Assessing for 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				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**

F1. Teachers participate in professional learning opportunities based on data through
   o Study groups
   o Collaboration with school coach
   o Book clubs
   o Teacher action research
   o Collaborative planning
   o Peer coaching
	☐	●	☐	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans

F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data:
   o Study groups
   o Collaboration with school coach
   o Book Clubs
	☐	●	☐	

G. This district develops 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.				
Lenses of Assessment Assessing for Literacy Partnerships				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
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	☐	●	☐	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
G2. Specific actions are taken to foster partnerships.	☐	●	☐	

H. This district embeds practices reflective of exemplary literacy-rich environments.				
Lenses of Assessment 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				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for the majority of the instructional time.	●	☐	☐	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
H2. Teachers integrate content-specific reading, writing, and researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	☐	●	☐	
H3. Teachers provide large blocks of time for instruction and practice in order for students to sustain work on	☐	☐	●	

H. This district embeds practices reflective of exemplary literacy-rich environments.				
Lenses of Assessment 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				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
reading, writing, and researching.				
H4. Teachers ensure texts and materials are organized and easily accessible by students.	☐	☐	●	
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	☐	☐	●	
H6. Teachers prominently display artifacts reflective of student learning.	☐	●	☐	
H7. Teachers immerse students in print-rich environments.	☐	●	☐	

Analysis of Data

Strengths	Possibilities for Growth
- Our data revealed last year the Dominie Reading Assessment was not aligning to our state standardized tests and was inflated. As we wrote the reading plan we realized there was a need for a more rigorous reading assessment that required our students to read and think critically about the text. The district has implemented Fountas and Pinnell as a formative reading assessment. - We have implemented strong research based reading intervention programs for our elementary students such as Leveled Literacy Intervention and Reading Recovery. - Our Fountas and Pinnell indicates that a high percentage of students are reading far below grade level and much of the reading issue lies with comprehension. (see data) - Utilizing survey results and AdvancED accreditation we have done a tremendous job building a vision, purpose, and direction. We must continue to build partnerships with parents, community members, and local businesses to bring awareness to reading issues that lay within the community and strategies we all can use to help our students succeed.	**Fountas and Pinnell District Data**

Fountas and Pinnell District Data

Grade Level	Fall	Winter	Spring
1st	19.37%	47.67%	
2nd	32%	39.67%	
3rd	14.03%	28%	
4th	23.07%	22.33%	
5th	8.37%	18.4%	

District MAP Reading Data
Proficiency Projections
South Carolina College and Career Readiness Assessments

Grade Level	Fall	Winter	Spring
2nd	28.3%	24.4%	25.5%
3rd	20.3%	19.8%	20.6%
4th	20.5%	21.1%	18.4%
5th	18.1%	17.9%	20.1%
6th	11.7%	19.6%	16.6%
7th	15.7%	12.5%	20.7%
8th	13.5%	10.3%	15.4%

ACT College Readiness Proficiency Projections

9th	15.2%	9.4%	11.8%
10th	21.8%	15.4%	20.0%

- With the Fountas and Pinnell assessment being new to the district this year we need continued professional development and work surrounding the utilization of reading data to make instructional decisions for students.
- Develop and implement a RTI model that includes frequent progress monitoring in order to establish intervention groups and tiered intervention strategies to meet the individual learning needs of all students.
- Engage students in authentic reading and writing experiences, utilize the Balanced Literacy Framework, and increase student's independent reading.
- Analyzing our state writing scores from the TDA we had many students that had assessments not scored. They were left blank, the copied, or did not site text evidence.
- Increase awareness and instruction centered on text dependent analysis. Provide professional development for teachers to provide them strategies to better assist students in developing responses to TDA type of questions.
- Continue to build relationships with local businesses, community members, and parents increasing the awareness of the importance of reading and how to best help our struggling students.

Goals and Action Steps Based on Analysis of Data

Goal #1:	Action Steps:
By June 2018, 80% of students will make one or more grade level's growth as measured by Fountas and Pinnell as teachers and administrators collect, analyze, and use tools to measure reading while consistently monitoring student's growth (i.e. Fountas and Pinnell, NWEA MAP, SC Ready, etc.). This data will be used to make instructional decisions, target instruction, and plan small group instruction to meet individual student needs. This data should include frequent progress monitoring so teachers can track student growth and progress toward academic goals.	• Provide professional development for teachers and administrators on Fountas and Pinnell, miscue analysis, and strategic actions. • Provide professional development on progress monitoring and how to utilize monitoring strategically in the classroom. • Conduct Professional Learning Communities and Data Teams meetings to address data, learning targets, and assessment. • Continue to build a district RTI plan/model that supports tiered intervention based on student's reading data.
Goal #2: 100% of teachers and administrators will plan and implement authentic and engaging reading and writing lessons based on the Balanced Literacy Framework and the South Carolina College and Career Ready standards to increase student reading and writing achievement.	**Action Steps:** • Create and implement an Instructional Framework that includes clear expectations surrounding reading and writing instruction. • Continue professional development surrounding Balanced Literacy and a newly adopted Instructional Framework. • Continue professional development surrounding the state standards and curriculum guides to increase rigor and problem based learning within the classroom. • Create "lab" classrooms where teachers can observed high quality and engaging reading and writing lessons. • Utilize our newly trained Reading Recovery Teacher Leader to offer reading courses to primary and elementary teachers to improve literacy instruction within the classroom.

	- Continue to develop "literacy look-fors" for teachers and administrators to assist in developing and evaluating high progress classrooms. - Increase the number of leveled books in classroom libraries for independent reading and book choice. - Provide access to Read to Succeed courses and job embedded professional development by reading coaches and other specialists to all teachers in a variety of formats. - Continue to work with curriculum facilitators and reading coaches to support classroom teachers with reading and writing instruction.
Goal #3: **Teachers and administrators will increase partnerships with parents, community members, organizations, and local businesses to promote reading and writing instruction inside and outside of the classroom.**	**Action Steps:** - The district will include two literacy events with the school to include an additional two per site. These events will be aimed at parents, community members, and local businesses. - The district and schools will continuously share literacy information such as data, reading resources, reading and writing initiatives through parent conferences, community events, newsletters, social media, district, and school websites. - The district and schools will utilize School Improvement Councils, Strategic Planning Committees, and Title I Parent Groups to develop partnerships. - District and schools plan partnership events with the community such as Real Men Read, Dr. Seuss Day, Reading Buddies, and Literature Circles.

References

McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2),8-14.