



Henry L. Sneed Middle School
South Carolina Department of Education
2024-2025 Read to Succeed Middle School Exemplary Literacy Reflection Tool



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.

Our reading assessments include **LinkIt! benchmarks** (which are structured to mirror the SC Ready test) and the **STAR Reading** Test which has a strong focus on vocabulary and comprehension. The STAR Reading assessment also serves as our universal screener which is given 3 times per year. We have several other assessments that are tied to our instructional resources. We use the **HMH Into Literature curriculum** as a district and their unit tests serve as module tests. Those module tests measure comprehension, vocabulary and oral language along with SC State Standards. We use the data from all of these module assessments to inform our instruction. We also use **Lexia Power Up** and **IXL**. They both have diagnostic assessments that will determine the level at which a student performs in ELA related indicators and skills, and will create a tailored learning pathway to move students forward. **Lexia Power Up** covers reading comprehension, grammar, phonics, fluency, and vocabulary. It also has an important teacher component where teachers are able to pull resources for the skills and concepts each individual student struggles with, so that they can work individually with students. Lexia is able to differentiate based on student needs and levels. We use the **Sadlier Vocabulary Workshop** in order to support student's vocabulary and reading comprehension skills along with a bi-weekly assessment of these skills. We implement the workshop model for our writing instruction and use Writable for instruction and differentiation. Teachers are expected to implement small groups, including teacher-led stations at least twice weekly in order to focus on areas of weakness that are made evident through our assessment protocols.

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.

Students who are not on grade level are targeted specifically in our small group protocols which revolve around teacher-led stations that focus on data gathered from multiple sources. The **Star Reading Test** is a universal screener and is given three times per year. There are differentiated lessons that are tailored specifically for those students who are reading below grade level. The **LinkIt! Benchmark** assessments are indicator aligned and are given three times per year. The **LinkIt!** platform will group students based on their need and these groups are used to pull small groups for teacher attention for specific skills. **Lexia Power-Up** targets every student and their shortcomings in word study, grammar, and comprehension. It will create a targeted lesson plan to fill gaps in phonics instruction, vocabulary, oral language, and comprehension. **The HMH Into Literature** curriculum offers differentiation for all learners along with the Writable platform which offers easily assigned scaffolding for each level of learner. We have an ELA Coach who leads Professional Learning Communities, planning, and modeling to support the classroom teacher in reading the data and planning for reteaching as a class or as a whole group. ELA teachers also work regularly with SPED teachers, having



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conversations and sharing data to help meet the needs of any student who has a 504 or IEP.

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.

Along with all of the targeted small groups that have been described in Section A and Section B that are facilitated in the classroom, we also have an interventionist on staff who facilitates targeted learning based primarily on **SC Ready** and **LinkIt!** benchmark and module data in order to support our students who need the most support. Our teachers are utilizing formative assessments daily in order to provide real-time feedback and help to support our students. The interventionist reads the data and pulls the students for focused work on specific indicators and skills that will support the students' ability to perform more effectively in the classroom. SPED teachers are also included in the weekly **Professional Learning Communities** so that they are aware of what is being taught in the classroom and how they can best support their students.

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.

Sneed Middle School implements regular Title One Parenting Nights, including a literacy and social studies night. We have a Title One Library where parents are able to check out books for their families. Teachers implement newsletters and participate in quarterly Parent Teacher Conferences where teachers communicate with parents about their student's strengths and weaknesses in reading and writing and offer practical suggestions for how to support their student. We also have Multilingual Learner (ML) support through our ML specialist, who keeps in regular contact with parents about their student's literacy needs.



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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.

Sneed monitors reading achievement in the classroom through the implementation of module tests at the end of every unit and through Lexia . These tests are created by the HMH *Into Literature* curriculum and are given through the LinkIt! platform in order to storehouse the data. Teachers also use data from Lexia Power Up to plan for small group instruction as the program targets specific deficits and creates lesson plans for the teacher to use with the students in a small group or one on one setting. All students take the Link It! A, B, and C tests and the Star Reading Test to monitor student progress across the school year. This data, along with the previous year's SC Ready scores determine focus standards for each grade level and the data from these tests are used to pull students into reading and writing intervention groups with our school interventionist.

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.

Sneed provides teacher training through district level professional development days when multiple trainings are available for teachers. These trainings include instruction on how to use our district's Curriculum Alignment Document (CAD), implementation of HMH *Into Literature*, how to use Sadlier Vocabulary Workshop, instruction on the new SC State ELA Standards, including Reading and Text Dependent Writing. Sneed also employs an ELA Coach who implements Professional Learning Communities weekly to facilitate professional conversations and planning that center around data collected from the module tests, LinkIt! Benchmark tests, and Star Reading tests. We also have a State Department Transformation Coach who guides the Administrative Team, ELA Coach, and Interventionist in how to provide support to our teachers and students.



Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Support Staff specifically focused on ELA (ELA Coach and Interventionist) ● Following the district CAD through the use of HMH <i>Into Literature</i>, IXL ● Standards aligned, evidence based instruction. 	<ul style="list-style-type: none"> ● Targeted in class instruction - Tier 1 and Tier 2 ● Targeted Tier 3 intervention - ELA Interventionist ● Using online programs with fidelity in order to support and differentiate instruction as needed

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
<p><u>Goal #1</u></p> <p>Sneed ELA Teachers will provide targeted in class instruction which will include individualized differentiation and small group instruction as measured by the Read to Succeed School Reflection Survey from 45% Routinely in Fall 2023 to 55% Routinely in Fall 2024.</p>	<p>Teacher survey was not given this fall.</p> <p>Students participated in Lexia Power Up for 20 minutes a day which creates a targeted learning path and one on one teacher intervention plan.</p>



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Goals	Progress
<p>Addressing: C3. Teachers provide targeted, effective in-class intervention which:</p> <ul style="list-style-type: none"> -must provide individual and small-group instruction; and -should be 30 minutes in addition to 90 minutes of daily reading and writing instruction. <p>Routinely - 45.5% (Fall 2023)</p>	<p>Teachers began to implement small group and targeted instruction based on module and benchmark testing. (HMH and LinkIt)</p>
<p><u>Goal #2:</u></p> <p>All Sneed Teachers will expand their classroom libraries include age appropriate, varied Lexile level texts to provide students with additional choices in what they read, write, and research as measured by the Read to Succeed Reflection Survey from 43.2% Routinely in Fall 2023 to 50%</p> <p>Routinely in Fall 2024.</p> <p>E1. Teachers provide students choice in what they read, write, and research.</p> <p>Routinely - 43.2% (Fall 2023)</p>	<p>Did not address due to the district requiring approval on all reading texts.</p>
<p><u>Goal #3:</u></p> <p>Teachers will use the district Curriculum Alignment Document (CAD) to research repeated choral reading and shared writing strategies within the "resources to teach the skill" and "student practice" sections in order to scaffold student success in fluency, comprehension, and text analysis as measured by student achievement on SC READY 2023, from 49% in Fall 2023 to 55% in Fall 2024.</p>	<p>Teachers used the CAD along with the ELA Coach to effectively plan specific learning opportunities to target reading and writing strategies by monitoring module and benchmark testing, and creating classroom based plans.</p>



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Goals	Progress
<p>Addressing: B3. Teachers use Repeated Choral Reading (literary texts and informational texts) and Shared Writing to scaffold student success in fluency, comprehension, and text analysis.</p> <p>54.5% Routinely (Fall 2023)</p>	

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

- Schools 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. Schools are strongly encouraged to incorporate goals from the strategic plan.

Goals	Action Steps
<p><u>Goal #1</u></p> <p>Sneed Middle School will increase the percentage of all students (6th, 7th & 8th grades) scoring meets or exceeds in ELA from 43% in the spring of 2024 to 55% in the spring of 2025 as measured by SC Ready ELA.</p>	<p>Teachers will attend weekly PLCs, submit lesson plans weekly, review student artifacts in order to differentiate instruction and set up small groups for remediation, and will use data from module and benchmark tests to inform classroom instruction.</p>
<p><u>Goal #2:</u></p> <p>The number of 7th grade students scoring Meets or Exceeds on the Linkit ELA formative assessment will increase from 19% on Form A, to 29% on Form C, taken in the spring of 2025.</p>	<p>Students will work on Lexia Power-Up for 20 minutes per day. Teachers will use specific lesson plans that the program creates to lead individual or small group interventions. Teachers will use IXL and</p>



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Goals	Action Steps
	HMH online resources to enhance and differentiate classroom instruction.