



John W. Moore 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.

Reading assessments and instruction at John W. Moore are implemented in various ways. Summative assessments are implemented in the form of the SCReady Reading and Writing tests each spring. Eighth grade students who qualify take End of Course Assessments. A universal screener is utilized, and several formative assessments are used to assess student performance and plan quality instruction. LinkIt! Reading and Writing are used to assess students three times throughout the school year. STAR Reading is also used to assess reading comprehension in all students in sixth through eighth grades, and serves as our universal screener. The SCDE has implemented new English Language Arts standards and Florence One Schools has created a new Curriculum Alignment Document for sixth through eighth grades. This document provides a pacing guide and instructional plan for teaching all of the standards. Teachers use the HMH textbook, Vocabulary Workshop workbooks, grammar workbooks, Writable, and various teacher-created resources to provide high-quality instruction to all students. Each resource provides teachers with leveled lessons to meet the needs of all learners. The FIS CAD also includes LinkIt module tests and each grade level ELA team collects and analyzes data from each test. Evidence includes reading/writing/researching engagement inventories, reading logs, reading, writing, researching notebooks, anecdotal notes, sample writings, note-taking samples, and transcribed conversations. 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).

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.

Florence One Schools has created and implemented a Curriculum Alignment Document that is used by all English Language Arts teachers in sixth through eighth grades. At John W. Moore, daily formative assessments are used to provide quality instruction to all students. 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. For students performing below grade level in daily assignments, teachers provide small group instruction at least two times each week. Teachers monitor student engagement in reading and writing to increase reading and writing stamina and volume. Teachers also make instructional decisions and program choices aligned with scientific research, strategic use of assessments and observations of students. Modeling is crucial to reading and writing instruction and aids in supporting students as they work to read and write independently and continue to develop deeper conceptual knowledge of the standards. ELA teachers also work regularly with SPED teachers, having conversations and sharing data to help meet the needs of any student who has a 504 or IEP.



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When each module test is given, the administrative team works together with each grade level ELA team to collect and analyze data. Item analysis is completed in order to group students who need more structured and foundational literacy instruction.

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.

When each module test is given, the administrative team works together with each grade level ELA team to collect and analyze data. Item analysis is completed in order to group students who need more structured and foundational literacy instruction. The LinkIt! platform allows for various types of data collection and analysis, allowing teachers to break down class data into categories to better provide quality instruction. Teachers can identify how all of their classes performed and even break down data into categories such as gender, race, skills, and specific strands within each standard. This allows for grouping within classes to better provide whole group reteaching, and small group, strand-specific instruction.

Florence One Schools also provides a program to assist students who have failed to demonstrate grade-level efficiency in reading called EdGenuity. John W. Moore employs a part-time instructor who teaches a study-skills class and manages students who have been assigned EdGenuity classes. Edgenuity is an online learning platform that provides courses for students. It offers a variety of courses, including core curriculum, electives, credit recovery, technical, and career subjects. Edgenuity's courses are designed to help students meet academic goals and prepare for college and career success. The students who are struggling can engage in the courses at their own pace and receive coaching and instruction from the part-time teacher. She also assists them in organizing their work and learning better study skills and time management.

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.

John W. Moore provides several resources for parents and guardians. Two parent-student workshops are planned and implemented each school year to inform parents of changes in state standards, update them as to what resources and platforms are being utilized to provide instruction, and basic information about instruction being provided to their students. The first workshop is held at the beginning of the school year and provides parents



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with resources to help their student be a better student and exactly what is expected of them as a sixth, seventh, or eighth grader at Moore. The first module tests are discussed and resources are provided as to how to better coach and support students. Later in the year, the workshop provides parents with state testing expectations and resources for helping them prepare for all end of the year assessments and activities.

A weekly Smore (online platform) is sent to parents via email and includes updates from each core and elective department. Upcoming assessments, activities, and projects are discussed in the Smore, as well as links to various supports for parents and guardians. The school principal provides a Google Classroom for each grade level where information and resources are shared with students. All parents have access to this Google Classroom and students can discuss various items with their parents.

Each classroom teacher has a Google Classroom set up for each class they teach. Parents and guardians also have access to these resources and receive daily or weekly email updates from the classroom as to how their child is performing on each task assigned. Parents also have constant access to PowerSchool where they can see their student's grades and assignments. All parents and guardians have access to all instructional resources and each teacher provides daily and weekly updates to parents in regards to student achievement.

Parent-Teacher conferences are held twice a year where parents can make an appointment to sit down with their child's teacher(s) to discuss strengths and weaknesses, as well as develop a plan of action to better serve their student. Teachers are also required to respond to all parent and guardian emails within twenty-four hours. Teachers utilize this time to also provide parents with support and ways to better support their students.

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.

Progress monitoring is an ongoing procedure at Moore. Weekly administrative meetings occur each Monday morning where the principal, assistant principals, instructional coaches, and guidance counselors discuss the F1S CADs and pacing, teacher observations, module assessments, and any other data provided. If any concerns arise, a plan is set in place for coaching, observing, and intervention. Data walls are posted around the building where all stakeholders can see current data and goals. Administration constantly provides incentives for both behavior and academics for student achievement.

Student data cards are created by administration and instructional coaches. All SCReady, LinkIt, and quarter grades are documented. Student-teacher conferences are held in the classroom, and then the cards are sent home for parents to analyze and sign. Students and teachers work together to set goals on the data card for mid-year assessments and monitoring. These cards are also discussed at parent-teacher conferences in



November and February.

Teachers utilize daily formative assessments to check for understanding and determine which students need individualized instruction in small groups and whether whole group reteaching needs to occur. Teachers utilize all resources provided in the CAD to work to ensure students have the ability to perform on grade level.

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.

All staff participate in ongoing professional development and continuing education classes. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through study groups, collaboration through coaching cycles with school coaches, professional book clubs, teacher action research, collaborative planning, and peer coaching. Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data such as study groups, collaboration with school coaches, and professional book clubs. Professional Learning Communities are held twice a month where teachers stay up to date on any new training, resources, online platform roll-outs, and in-house expectations. Teachers work together to make sure there is a structured literacy approach across all curriculums. All district-mandated literacy programs are implemented and all teachers work together to ensure they are up to date with all training related to the programs.

Section G: Analysis of Data



Strengths	Possibilities for Growth
<ul style="list-style-type: none">● Teachers use a formative assessment system to individualize and intensify instruction for students.● 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.● Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using grade-level challenging texts.● 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.● Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.● Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<ul style="list-style-type: none">● Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing.<ul style="list-style-type: none">○ 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

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).



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Goals	Progress
<p><u>Goal #1</u> To increase the percentage of 7th grade students performing Meets/Exceeds from 54% to 65% as measured by the 23-24 SC Ready ELA.</p>	<p>45% of 7th graders scored Meets/Exceeds as measured by the 23-24 SCReady. The goal was not met and has been extended to the 24-25 school year.</p>
<p><u>Goal #2:</u> To increase full time employee retention from 87.6% to 90% as measured by the 23-24 school year data.</p> <p>John W. Moore believes teacher retention is crucial to maintaining consistency in instruction and a cohesiveness needed to implement a school-wide literacy plan.</p>	<p>89.2% of full time employees were retained for the 24-25 school year. The 90% mark was not achieved and this goal will be extended for the 24-25 school year.</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> To increase the percentage of Moore Middle School students performing Meets/Exceeds from 55% (591 of 1075) to 65% (686 of 1056) as measured by the 24-25 SC Ready ELA.</p>	<p>Several progress monitoring programs, tools, and resources will be used to measure this as the year progresses. LinkIt! A was administered in August and LinkIt B will be administered half-way through the school year to determine growth or regression. Finally, LinkIt! C will be administered close to the SCReady window to determine growth and to aid in a prediction as to how students may or may not perform.</p>



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Goals	Action Steps
	<p>STAR Reading will be administered quarterly to determine growth or regression in reading comprehension.</p> <p>F1S Module Assessments will be administered and the data will be collected and analyzed in order to determine student achievement and growth.</p> <p>Data meetings between administration and grade level ELA teams will be conducted to analyze data and determine action plans.</p>
<p><u>Goal #2:</u> To increase the percentage of Moore ML students meeting their annual language goals from 46% (39 of 84) to 60% (44 of 73) as measured by ACCESS.</p>	<p>Administration will work closely with all ML teachers and staff to ensure all students are given the opportunity and resources to be successful.</p> <p>In-house progress monitoring will be set up to better assist teachers and students as to how ML students are progressing.</p> <p>Further training and resources will be provided to teachers in regards to the Ellevation platform and any other ML resources and programs.</p>
<p><u>Goal #3:</u> To increase full time employee retention from 89.2% (89 of 93) to 90% (89 of 99) as measured by the 24-25 school year data.</p>	<p>Staff incentives will be offered for perfect attendance each month. Staff luncheons will be provided monthly to increase morale. Food trucks will be available each month for staff to purchase lunch. Staff-only spirit days are scheduled and encouraged. Staff can wear school-appropriate jeans to work daily. The principal has an open-door policy with staff and they are free to seek guidance and support as needed. Mental and physical health awareness days are planned where staff can be treated to mini-massages, health education, and food. School apparel is provided to staff throughout the year to promote school spirit. Games are played throughout the year to promote unity.</p>