



Southside 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.

Southside Middle School uses a variety of formal and informal assessments throughout the school year to track student growth in reading. These assessments include:

- HMH- indicator aligned to SC standards
- STAR- Universal screener
- Linkit & TDW- based on SC standards/indicators. Use of the TDW rubric throughout the school year
- Sadlier Vocabulary Workshop

Teachers use this data regularly to help plan instruction and to pull small groups to meet student needs. The HMH *Into Literature* assessments give our teachers real time data in order to make instructional decisions based on how students are performing on skills after direct instruction, small group work, and independent review. The STAR universal screener is given 3 times throughout the year and provides our teacher with a student's GE, IRL and PR in relation to national norms. Florence One also gives each student the Linkit assessment 3 times per year. This assessment includes both a reading and writing portion that mimics SC Ready. This data also gives us information in relation to specific standards and skills that is then used to re-teach students who need additional support, or extend for students who have mastered the material. Our teachers utilize the FIS Curriculum Alignment Document (CAD) which outlines pacing and pulls together instruction and supports in the areas of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers utilize the workshop model each day and are encouraged to work with small groups regularly.

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.

Our teachers work to target students who are not on grade level, pulling them regularly for small group instruction. Southside utilizes the STAR Test- Universal Screener given 3 times per year, utilizing this data to create teacher-led small groups. The STAR assessment provides our teacher with a student's GE, IRL and PR in relation to national norms. Our teachers are also able to create small groups using the Linkit Assessment which is also given 3 times per year and is indicator aligned to meet the new SC state standards. After each module assessment, or selection test, teachers are also able to identify and pull students who need additional support with skills currently be taught. Our teachers utilize the following from HMH *Into Literature* to help differentiate instruction for our students:



- Guided Skills Practice that can be assigned to student's levels
- Text Sketch- for visual learners
- Summary with Targeted Passages- Provide additional background information and summary of passage.
- Spanish text connect
- Summaries in Multiple Languages
- Audio Book (online)
- Sentence Frames

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.

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.

Our leadership team meets regularly to track assessment data and to help determine intervention support for our students. Our instructional coaches meet weekly with content areas to backwards design lesson plans and to review student data to help drive instruction. Our SPED teachers are involved in these regular conversations to help create consistency and cohesion between what is taking place in the general education classroom, and the SPED classroom. Students who are in need of intervention support are pulled regularly based on needs.

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.

Southside does a great deal to make sure our parents understand how they can help to support their student as a reader and a writer. We send out weekly newsletter updates highlighting things going on within our school community. We offer tips and inform parents of upcoming dates regarding ELA (and other content areas). Our newsletter is titled *Cub Connections*. We also host Title One Parent Nights throughout the school year based on the needs identified in our Title One Parent Survey. These include topics such as study habits, programs used within the school and



district, and more. We also encourage parents to come meet with teachers during our district parent teacher conferences, however teachers meet regularly with parents when concerns arise. We also have given copies of the family friendly standards to our parents for them to reference.

Weekly teacher newsletters/emails

- Cub Connection- Southside Newsletter
- Title I Parent Nights
- Parent-Teacher Conferences
- [Family Friendly Standards](#)

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.

Southside monitors the reading achievement and growth for students using our module assessments and through STAR. We are able to frequently see when students are struggling with specific skills, and provide those interventions to help plug the gaps. We utilize the team approach and include teachers, parents, administration, coaches, interventionists, school psychologists, and school nurses when it comes to helping our students achieve. This team comes together to meet if an MTSS evaluation plan needs to be or is being completed. We also target small groups during our before and after school tutoring. Our teachers provide this tutoring, so they are able to pull material based on happenings within the ELA classroom that day or week.

Team approach (teachers, parents, admin, coaches, interventionist, etc.)

- MTSS process
- Target small groups before/after school (Tutoring)
- STAR Test 3x per year



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.

Our instructional coaches meet weekly with our teachers in order to review and reflect on student data. They discuss the following:

- Implementing the See It, Name It, Do It protocol
- Planning for explicit and systematic instruction
- Creating common assessments to analyze

Teachers work with our coaches to utilize the backwards design model to plan instruction. Our teachers are also provided regularly with district professional development in areas such as, Renaissance Trainings for our universal screening data, state webinars to learn more about the new standards, small group instruction, textbook training and more.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">● Reflective practitioners to improve instructional practices that are aligned to the science of reading.● PLCs are specifically implementing the See It, Name It, Do It protocol.● Collaboration is being used to identify student deficiencies.	<ul style="list-style-type: none">● Increasing or enhancing the use of interim assessment data and diagnostic assessment data to determine intervention supports for students.● Making sure students who are below grade level are getting reading instruction and assessment that is aligned to the science of reading.



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
Southside Middle will increase the percentage of students scoring Meets or Exceeds in 6th Grade ELA from 50% (63 of 125) in the Spring of 2022 to 50% (207 of 414) in the Spring of 2023 as measured by the SC Ready ELA.	We did not reach our 50% goal, our students were a few percentage points below the goal.
Southside Middle will increase the percentage of students scoring Meets or Exceeds in 7th Grade ELA from 37% (107 of 290) in the Spring of 2022 to 50% (167 of 355) in the Spring of 2023 as measured by the SC Ready ELA.	We did not reach our 50% goal, our students were a few percentage points below the goal. While we did not meet the goal, we did improve our overall percentage.
Southside Middle will increase the percentage of students scoring Meets or Exceeds in 8th Grade ELA from 40% (145 of 362) in the Spring of 2022 to 50% (164 of 327) in the Spring of 2023 as measured by the SC Ready ELA.	We did not reach our 50% goal, our students were a few percentage points below the goal. While we did not meet the goal, we did improve our overall percentage.



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
Southside Middle will increase the percentage of students scoring Meets or Exceeds in 6th Grade ELA from 46.7% in the Spring of 2024 to 55% in the Spring of 2025 as measured by the SC Ready ELA.	<ul style="list-style-type: none">• Targeted PLCs focusing on data.• Data Conferences after each module assessment.• Targeted small group instruction based on deficiencies.• Purposeful weekly writing• Data Digs
Southside Middle will increase the percentage of students scoring Meets or Exceeds in 6th Grade ELA from 41.5% in the Spring of 2024 to 55% in the Spring of 2025 as measured by the SC Ready ELA.	<ul style="list-style-type: none">• Targeted PLCs focusing on data.• Data Conferences after each module assessment.• Targeted small group instruction based on deficiencies.• Purposeful weekly writing• Data Digs
Southside Middle will increase the percentage of students scoring Meets or Exceeds in 6th Grade ELA from 43/6% in the Spring of 2024 to 55% in the Spring of 2025 as measured by the SC Ready ELA.	<ul style="list-style-type: none">• Targeted PLCs focusing on data.• Data Conferences after each module assessment.• Targeted small group instruction based on deficiencies.• Purposeful weekly writing• Data Digs