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Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Boiling Springs Middle School

A. This school documents and monitors the reading and writing assessment and instruction planned for all sixth through twelfth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.

A Comprehensive System of Assessment
- Summative Assessment
  - SC Ready, End of Course Assessments
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - Star Reading
  - MAP
  - IReady
- Team Focused Decision Making
  - Problem Identification; Problem Analysis; Intervention Design/Action Planning; Evaluation of the Plan
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a formative assessment system to individualize and intensify instruction for students.	☐	☐	X	Miscue Analysis (Oral Record of Reading, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	☐	☐	X	
A3. 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).	☐	☐	X	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	☐	☐	X	

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B. This school provides for the reading and writing achievement (Tier 1) and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
Research-Based Instructional Practices: ● Read Aloud, Mini-lesson, Time to Practice Reading with Conferring, Share Time (Reading Workshop), Repeated Choral Reading for Close Reading, Small Group Instruction ● Shared/Interactive Writing, Mini-lesson, Time to Write with Conferring, Share Time, Small Group Writing Instruction (Writing Workshop) ● Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/Conferring, Share Time ● Integration of Disciplinary Literacy ● Use a System to Collect Student Data ● Use the Profile of the South Carolina Graduate to Plan Instruction ● Use the South Carolina College and Career Ready Standards to Plan Instruction				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
B1. Teachers ensure that instruction is explicit so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	☐	☐	X	Teacher Observations, Schedules, Lesson Plans
B2. Teachers monitor student engagement in reading and writing to increase reading and writing stamina and volume.	☐	☐	X	
B3. Teachers use Repeated Choral Reading (literary texts and informational texts) and Shared Writing to scaffold student success in fluency, comprehension, and text analysis.	☐	☐	X	
B4. Teachers use reading and writing to construct knowledge of other disciplines.	☐	☐	X	
B5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using grade-level challenging texts.	☐	☐	X	
B6. Teachers facilitate interactions so that students are actively and productively engaged in constructing	☐	☐	X	

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B. This school provides for the reading and writing achievement (Tier 1) and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
meaning by reading, writing, listening, speaking, and inquiring.				
	Rarely	**Sometimes**	**Routinely**	
B7. 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)	☐	☐	X	
B8. Teachers use the South Carolina College and Career Ready Standards and the Profile of the South Carolina Graduate when planning instruction.	☐	☐	X	

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C. This school provides Tier 2 and Tier 3 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.				
Tier 2 and Tier 3 (Supplemental) Instruction ● Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.) ● Small Group and Individual to Target and Intensify Instruction				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	☐	☐	X	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
C2. 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.	☐	X	☐	
C3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -should be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	☐	☐	X	

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D. This school embeds practices reflective of an exemplary literacy-rich environment.				
Inquiry-based Learning: ● Immersion, Investigation, Coalescing, Going Public ● Read Aloud/Repeated Choral 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:**
D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts to learn content for most of the instructional time.	☐	☐	X	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
D2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become more proficient researchers, readers, writers, and thinkers.	☐	☐	X	
D3. Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.	☐	☐	X	
D4. Teachers ensure texts and materials are organized and easily accessible by students.	☐	☐	X	
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	☐	☐	X	
D6. Teachers prominently display artifacts reflective of student learning.	☐	☐	X	
D7. Teachers immerse students in print-rich environments.	☐	☐	X	

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E. This school 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 *and challenge* the reading levels of students.				
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 (from a wide selection, range of genres and reading levels) in what they read, write, and research.	☐	☐	X	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 to increase reading and writing volume.	☐	☐	X	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	☐	☐	X	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	☐	X	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	☐	☐	X	

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F. This school provides teacher and administrator training in reading and writing instruction.				
Professional Development ● Literacy Competencies for Middle and Secondary Teachers ● Literacy Competencies for Administrators ● South Carolina College and Career Ready Standards ● Standards for Professional Learning				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on data through: ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching	☐	☐	X	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: ○ Study groups ○ Collaboration with school coach ○ Book Clubs	☐	☐	X	

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G. This school 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.				
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	☐	☐	X	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.	☐	☐	X	

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H. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Family Support of Literacy Development				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	☐	☐	X	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

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Section I: Analysis of Data

Strengths	Possibilities for Growth

1. Double blocked for ELA-100 minutes of instruction
2. Increased quality/quantity of classroom libraries
   • Classroom sets of novels/independent reading titles/Literature Circle titles/leveled readers
   • Online subscriptions : Science World/Scholastic Math/Scope News ELA, Common Lit (leveled texts)
3. Common department planning time: 50 - 100 minutes daily for teachers to collaborate on common assessments/lesson plans/best practices
4. Incorporating time in the ELA block to conference individually with students and provide feedback on their writing.
5. Providing students with standards-driven instruction
	1. Continue to offer professional development for small group instruction in ELA classrooms.
	2. Teachers continue to share best instructional practices through collaboration with other middle school teachers in the district.
	3. Teachers will continue to implement high impact strategies and protocols learned through professional development sessions.

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Section J: Previous 2020-21 SMART Goals and Progress Toward Those Goals

Please provide your school's previous goals from the 2020-21 reading plan and the progress your school has made towards these goals. Utilize the most appropriate and relevant quantitative and qualitative data to determine progress toward the goal (s).

Goal #1: By May 2021, Boiling Springs Middle School create flexible learning units for target standards in all content areas. The administrative team and coach/lead teacher will monitor the creation and implementation of the flexible learning units during TLT meetings.	**Progress:** Flexible Learning Units were created and used during the duration of the hybrid model. In late November of 2020, teachers followed the regular pacing guide.
Goal #2: By May of 2021, Boiling Springs Middle School ELA teachers will have established a writer's workshop as part of their literacy black of instruction.	**Progress:** Teachers did model and give feedback virtually via Google Docs. However, Covid-19 restrictions did not allow teachers to fully implement all components of the Writers Workshop.
Goal #3: By May of 2021, an additional 20% of content teachers at Boiling Springs Middle School will receive professional development in High Impact Strategies in the classroom through cohort 3 of the District Teacher Leader Academy.	**Progress:** This goal was achieved and currently more teachers at Boiling Springs Middle School are going through cohort 4 of the District Teacher Leader Academy.

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Section K: 2021–22 SMART Goals and Action Steps Based on Analysis of Data

All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

Goal #1: By May of 2022, 75% of content area teachers at Boiling Springs Middle School will complete five out of seven professional development sessions in the Leading Impact Teams district book study.	**Action Steps:** 1. Administration and instructional/math coach will communicate the dates for the HIT PDs. 2. Teachers will participate in the recurring book study using the Leading Impact Teams text and workbook assigned by the district instructional team. 3. Teachers will collaborate to discuss assigned readings and workbook pages.
Goal #2:	**Action Steps:**
Goal #3:	**Action Steps:**

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