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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.

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
- 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,
A2. Teachers make instructional decisions for students based on data.	☐	☐	☐	Reading Logs,
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	☐	☐	☐	Reading, Writing, Researching Notebooks, Sample Writings
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	☐	☐	☐	Writing about Reading, Note-taking Samples, Anecdotal Notes

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B. This school 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.
B2. Teachers and students collaborate to set term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	□	□	□	Goals with look-fors and action plans. Lesson plans focused on teaching strategic reading behaviors.
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.	□	□	□	

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C. **This school 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.	☐	☐	☐	

D. **This school 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				
	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.	☐	☐	☐	

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D. This school 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

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

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D. This school 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				
	Rarely	**Sometimes**	**Routinely**	
D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	☐	☐	☐	Reading/Writing/Researching Engagement Inventories, Reading and Writing Workshop Notebooks from students,
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)	☐	☐	☐	Sample Writings from students, Writing about Reading from students, Lesson Plans from all content area teachers
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	☐	☐	☐	

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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 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.	☐	☐	☐	Lesson Plans, Classroom Book Inventories,
E2. The teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	☐	☐	☐	Photographs as evidence of Classroom Libraries,
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	☐	☐	☐	Observation notes of various transitional and routine activities of students in the classroom,
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	☐	☐	Teacher Class Syllabus
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	☐	☐	☐	

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F. This school provides teacher and administrator training in reading and writing instruction.				
Lenses of Assessment Assessing for 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 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, Book Studies in PLCs, Sign-in Sheets from PLCs, Professional Reading Logs, Written Reflections of Practice and New Learning,
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	☐	☐	☐	Coaches' Reflections on PLOs

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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.				
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	☐	☐	☐	
G2. Specific actions are taken to foster partnerships.	☐	☐	☐	

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H. This school embeds practices reflective of an exemplary literacy-rich environment.				
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 a majority of the instructional time.	☐	☐	☐	Classroom Libraries are leveled, and organized for easy accessibility for all students. Student Reading and Writing Journals Anecdotal Notes from small group instruction and teacher conferencing Adequate shelving and book storage Classroom observations to note visuals to support print-rich environment
H2. Teachers integrate content-specific reading, writing, and researching into ELA in order to provide the authentic experiences necessary to become more 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 reading, writing, and researching.	☐	☐	☐	
H4. Teachers ensure texts and materials are organized and easily accessible by students.	☐	☐	☐	

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H. This school embeds practices reflective of an exemplary literacy-rich environment.				
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:**
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.			☐	

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Analysis of Data

Strengths	Possibilities for Growth
• Teachers using data to guide instructional decisions and determine effective, in-class interventions. **[A2]** • Teachers collecting and analyzing data to determine targeted, effective in-class intervention. **[A4]** • Teachers providing targeted, in-class intervention for individual and small-group for at least 30 minutes in addition to 90 minutes of daily reading and writing instruction. **[B3]** • Teachers use South Carolina College and Career Ready Standards when planning instruction. **[D8]** • Teachers establish and directly teach routines and procedures so that students know what to do in order to maximize time. **[E4]** • Teachers ensure there are ample texts and other materials available in their classrooms. **[E5]** • Teachers and administrators participate in professional learning opportunities within and outside the school. **[F1/F2]** • Teachers ensure texts and other materials are organized, appropriate and easily accessible for the readers and writers in their classrooms. **[H4/H5]** • Teachers incorporate WICOR strategies to facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. **[D6]**	• 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. **[B2]** • Opportunities provided for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. **[C1]** • Teachers participate in strategically planned and developed partnerships in order to promote writing. **[G1]** • Teachers notice, teach, and prompt for use of strategic reading behaviors. **[B1]** • Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts. **[D5]** • Teachers working together to collect and analyze student data, establish goals and look-fors for students, and create action plans for students. **[A3]** • Teachers provide students with choice in what they read, write, or research and ensure that there are ample texts and other materials available in their classrooms. **[E1]** • Teachers prominently display artifacts that are reflective of student learning. **[H6]** • Teachers monitor student engagement in reading and writing and use this data to confer with students. **[D2]** • Teachers increase the volume of reading and writing through cross-curricular efforts. **[E2]**

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Goals and Action Steps Based on Analysis of Data	
Goal #1: By May 2020, W.A. Perry Middle School will increase the number of students scoring Proficient and Advanced by 10% on Reading Inventory. [C1]	**Action Steps:** To help facilitate an increased level of reading proficiency, W.A. Perry will: • Use signed and dated reading logs in ELA classes to document student/parent daily reading activity; • Provide parents with monthly reading strategies; • Incorporate daily usage of the Balanced Literacy Approach instructional framework in ELA classes to engage students in meaningful reading and writing literacy experiences; • Analyze reading through monitoring students' reading levels and behaviors; • Incorporate and monitor the usage of Renaissance Place; • Conduct weekly reading and writing conferences focused on providing teaching points and student action steps.
Goal #2: By May 2020, W.A. Perry Middle School will develop 3 literacy partnerships to promote reading and writing. [G1].	**Action Steps:** To help establish partnerships to promote reading and writing, W.A. Perry will: • Provide quarterly community sessions (parents, local library, partners, etc.) to increase literacy; • Host community and partnership literacy activities to increase reading volume activities offered to students during the year; • Provide family and/or community workshops focused on Literacy Strategies and building literacy capacity within homes; • Using on-going partner selected literacy activities to increase contributions in promoting reading and writing opportunities to students.
Goal #3 During the 2019-2020 school year, 100% of 6th-8th grade teachers will receive on-going Professional Learning Opportunities (PLOs) (minimum of 4) focused on using literacy data to plan, execute, and reflect upon daily instruction.	**Action Steps:** Provide extensive training to school-based Literacy support personnel (Reading Coach, Curriculum Resource Teacher, Assistant Principal of Instruction) to increase their capacity to effectively provide PLOs and support to teachers in the following area:

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	- Utilizing SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas; - Developing disciplinary literacy inventory tool for data collection using *Disciplinary Literary in Action* (Lent and Voigt, 2019) and *This is Disciplinary Literacy* (Lent, 2016). - Developing protocols to facilitate analysis of literacy gathered from the appropriate inventory tool. - Understanding authentic reading, writing, collaboration, and inquiry in all content classrooms. - Host quarterly PD sessions to enhance cross-curricular writing instruction to staff.

References

Lent, R. & Voight, M. (2019). Disciplinary literacy in action: How to create and sustain a school-wide culture of deep reading, writing, and thinking. Thousand Oaks, CA, US: Corwin Press; 2019. xviii, 346 pp.

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.