



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
W.A. Perry Middle School ~ 2022-2023

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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ● Running Records ● Reading/Writing/Researching ● Engagement Inventories ● Reading Logs ● Reading, Writing, Researching ● Notebooks ● Sample Writings ● Writing about Reading ● Note-taking Samples ● Anecdotal Notes ● Lunch and Learns ● Data Dives ● MTSS Goals ● Student Conferences ● CFA Analyses
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ● AVID Note-taking (FNT) ● Writing Conferences ● School-Wide Write [each semester] ● Book In a Day ● Jigsaw Activity ● Summaries ● Reflections ● Talking To The Text ● Reading/Writing/Researching ● Engagement Inventories, ● Reading and Writing Workshop ● Notebooks from students, ● Sample Writings from students ● Writing about Reading from students ● Lesson Plans from all content area teachers
B2. Teachers monitor student engagement in reading and writing to increase reading and writing stamina and volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B3. Teachers use Repeated Choral Reading (literary texts and informational texts) and Shared Writing to scaffold student success in fluency, comprehension, and text analysis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B4. Teachers use reading and writing to construct knowledge of other disciplines.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B6. Teachers facilitate interactions so that students are actively and productively engaged in constructing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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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)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Library Check-Out Schedule for All Classes Destiny Report of Individual Student Check-Outs
B8. Teachers use the South Carolina College and Career Ready Standards and the Profile of the South Carolina Graduate when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Anecdotal Notes from small group instruction and individual conferences. • Goals with look-fors and action plans. • Lesson plans focused on teaching strategic reading behaviors. • Use of Leveled Literacy Intervention Kits • Copies of Student Data Cards
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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D. This school embeds practices reflective of an exemplary literacy-rich environment.				
Inquiry-based Learning: <ul style="list-style-type: none"> ● 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ● 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 ● Incorporation of NewsELA ● Schoology Pages ● Lesson Plans ● Content PLC meeting minutes ● Display of Student Work
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D3. Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D4. Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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D. This school embeds practices reflective of an exemplary literacy-rich environment.				
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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: <ul style="list-style-type: none"> ● 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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ● Lesson Plans ● Choice Boards ● Classroom Book Inventories ● Photographs as evidence of Classroom Libraries ● Observation notes of various transitional and routine activities of students in the classroom ● Teacher Class Syllabus ● Conferences
E2. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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F. This school provides teacher and administrator training in reading and writing instruction.				
Professional Development <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> ● Agendas ● Book Studies in PLCs via Leadership Team ● Book Studies with Administration Team ● Visible Learning Implementation ● Sign-in Sheets from PLCs ● Professional Reading Logs ● Written Reflections of Practice and New Learning ● Coaches' Reflections on PLOs ● Project Lit Book Club
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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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. <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 ● School media specialists 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ● Little Red Box of Books usage (Community Library) ● School Sign In Sheets at county libraries during summer
G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



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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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> School Quarterly Newsletter Parent Conferences Literacy Nights AVID Nights



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Section I: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • When planning, teachers effectively use the South Carolina College and Career Ready Standards and teach to the intent of the indicators; • Teachers maximize instructional time by directly teaching routines and procedures to students; • Teachers’ consistent use of data in order to determine instructional decisions and provide targeted effective interventions for students; • Teachers provide interactions that allow students to be actively engaged in all components of literacy (reading, writing, listening, speaking, and inquiring). Students also gain a deep conceptual knowledge in various disciplines; • All teachers and administrators participate in a variety of professional learning opportunities such as book clubs, collaborative planning, and book studies; • Teachers provide adequate and appropriate texts to students in their classrooms (informational and literary), and ensure that the texts and materials are organized and easily accessible to students; • Students are immersed in print-rich environments. 	<ul style="list-style-type: none"> • Incorporation of more intentional data conferences that will allow teachers and students to collaborate and set measurable short term goals in students’ reading behaviors and an increase in reading and writing volume; • Provide more opportunities for parental involvement with literacy development; • Increase the volume in which teachers and/or schools participate in strategically planned partnerships to promote reading and writing; • Provide more opportunities for student practice in the areas of reading and writing by shortening and focusing instruction; • Students are given adequate choice for reading and writing. Our next step is to provide more choice in what students are allowed to research; • Develop more partnerships that strategically promote reading and writing. • Providing students with more opportunities to construct knowledge by usage of authentic texts for most of the instructional time.

Section J: Previous 2021-22 SMART Goals and Progress Toward Those Goals

Please provide your school’s previous goals from the 2021-22 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).

<p>Goal #1: In conjunction with W.A. Perry Middle School’s Title One Plan, by Spring 2022, 25% of all students in grades 6-8 will score At/Above the appropriate Grade Level Benchmark on the Reading Universal Screener (STAR) from the Fall 2021 Administration to the Spring 2022 Administration. [Previously C1]</p>	<p>Action Steps: To help facilitate an increased level of reading proficiency, W.A. Perry will:</p> <ul style="list-style-type: none"> • Use signed and dated reading logs in ELA classes to document student/parent daily reading activity; • Provide parents with monthly reading strategies;
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<p>Progress ~</p> <ul style="list-style-type: none"> • Spring 2022: 18.2% of the student population scored At/Above. • This goal will continue into 2022-2023 as teachers continue to motivate students to achieving 75% SPG. With the growth goal achieved, students should also be able to move into the green (At/Above). 	<ul style="list-style-type: none"> • Incorporate daily usage of the Balanced Literacy Approach instructional framework in ELA classes to engage students in meaningful reading and writing literacy experiences; • Implementation of disciplinary literacy; • Analyze reading through monitoring students’ reading levels and behaviors; • Conduct weekly reading and writing conferences in ELA that focus on providing teaching points and student action steps; • Reading conferences in all contents; • Use of intentional Textual Evidence lessons during Academic Enrichment; • Provide monthly PD Sessions to the faculty that focuses on increased literacy strategies in all other content and related arts classes; • Increase the Focused Note-Taking Strategy usage with students [AVID]; • Incorporation of Love of Literacy Calendar
<p>Goal #2: By May 2022, 50% of W.A. Perry teachers will monitor student engagement in reading and writing, and use the data to confer with students. [Previously D2]</p> <p>Progress ~</p> <ul style="list-style-type: none"> • The school did not achieve this goal. • Professional development that purposefully focused more on conferring would have been beneficial. • Highlights will be provided to staff more frequently to ensure the intent of the Literacy Plan is being implemented. 	<p>Action Steps: To help facilitate student engagement in reading and writing, W.A. Perry will:</p> <ul style="list-style-type: none"> • Provide at least 3 Professional Development sessions during the 2021-2022 school year to model effective literacy and conferring strategies; • Peer observations to foster growth and learning among teachers; • Utilize a school specific data collection tool to score progression of strategies. <p>Document the implementation of highlighted strategies on weekly lesson plans.</p>
<p>Goal #3 During the 2021-2022 school year, 100% of Pre-K-12th grade teachers will receive on going Professional Learning Opportunities (PLOs) monthly focused</p>	<p>Action Steps: Provide extensive training to school-based Literacy support personnel (Reading Coach, Curriculum Resource Teacher, Assistant Principal of</p>



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<p>on deconstructing SC State Standards and utilizing formative data to plan, execute, and reflect on daily instructional practices.</p> <p>Progress ~</p> <ul style="list-style-type: none"> • Each month, teachers received professional development from the ELA department that was targeted at increasing the daily instructional practices of all teachers in all content areas. • More writing emphasis and instruction was intentional in content areas other than ELA. • The Culture Code was dissected with the school’s Leadership Team to encourage a means of positive influence in the school among staff and students. 	<p>Instruction) to increase their capacity to effectively provide PLOs and support to teachers in the following areas:</p> <ul style="list-style-type: none"> • 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 Literacy 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. • Book study via the school’s Leadership Team using The Culture Code (Coyle, 2018).
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<p>Section K: 2022–23 SMART Goals and Action Steps Based on Analysis of Data</p> <p>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 2022-23 school year.</p>	
<p>Goal #1: In conjunction with W.A. Perry Middle School’s Title One Plan, by Spring 2023, 25% of all students in grades 6-8 will score At/Above the appropriate Grade Level Benchmark on the Reading Universal Screener (STAR) from the Fall 2022 Administration to the Spring 2023 Administration.</p>	<p>Action Steps: To help facilitate an increased level of reading proficiency, W.A. Perry will:</p> <ul style="list-style-type: none"> • Use signed and dated reading logs in ELA classes to document student/parent daily reading activity; • Provide parents with quarterly 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; • Implementation of disciplinary literacy;



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	<ul style="list-style-type: none"> • Analyze reading through monitoring students’ reading levels and behaviors; • Conduct weekly reading and writing conferences in ELA that focus on providing teaching points and student action steps; • Reading conferences in all contents; • Use of intentional Textual Evidence lessons during Academic Enrichment; • Provide monthly PD Sessions to the faculty that focuses on increased literacy strategies in all other content and related arts classes; • Increase the Focused Note-Taking Strategy usage with students [AVID]; • Incorporate our Love of Literacy Calendar
<p>Goal #2: By May 2023, 20% of W.A. Perry’s parent and family population will participate in literacy activities provided by the school. [H1]</p>	<p>Action Steps: To help facilitate parent and family engagement in reading and writing, W.A. Perry will:</p> <ul style="list-style-type: none"> • Provide a newsletter quarterly to families. These may be both physical or electronic communications; • Provide interactive and engagement literacy opportunities for both students and family to respond to via Microsoft Forms; • Family Literacy Night participation
<p>Goal #3: During the 2022-2023 school year, 100% of Pre-K-12th grade teachers will receive ongoing Professional Learning Opportunities (PLOs) monthly focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.</p>	<p>Action Steps (Grades 6-12)</p> <ul style="list-style-type: none"> • 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 utilizing SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, language, and communication. • Developing disciplinary literacy inventory tool for data collection using <i>Disciplinary Literacy in Action</i> (Lent and Voigt, 2019) and <i>This is Disciplinary Literacy</i> (Lent, 2016).



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	<ul style="list-style-type: none">• Review all content area instructional frameworks to assess inclusion and alignment of literacy practices (reading, writing, collaboration, and inquiry).