

GREEN Charter - Midlands Reading Plan

LETRS Questions

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS? 0

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS? 1

How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? 8 are beginning Volume 1 of LETRS this year.

Describe how reading assessment and instruction for all PreK-5th 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.

GREEN Charter Midlands assesses students in reading three times a year through the Renaissance STAR test, which provides scores for lexile level, instructional reading level, and oral reading fluency (up to fourth grade). It also assesses core reading skills, such as vocabulary and comprehension, and indicates which skills students need additional instruction in. Our school also utilizes the Core Phonics Survey to assess each K-3 student's phonics knowledge and the Core High Frequency Word Survey, which assesses grade-level word recognition for grades K-4. If students are identified as needing urgent intervention in grades 4-6 by the STAR test, we also administer the Core Phonics Survey and Core High Frequency Word Survey to identify exactly where intervention needs to begin.

For instruction, we have implemented HMH Into Reading, which addresses oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. For K-2, HMH provides a structured literacy component. We supplement HMH with Project Read, which is also based on Science of Reading, and provides targeted intervention for where students are on the phonics progression.

Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

GREEN Charter Midlands administers the Core High Frequency Word Survey to assess students in word recognition and identify if students are at benchmark, strategic, or intensive levels in addition to the STAR Test. Word recognition receives dedicated time in the English/Language Arts block as it is integrated daily within HMH Into Reading lessons. Word Recognition is also a part of the daily Structured Literacy Foundational Skills presentations that are used in HMH's Structured Literacy component.

Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

Our school uses universal screener and diagnostic assessment data from the Renaissance STAR suite of products, along with the Core Phonics Survey and High Frequency Word Survey, to identify

students who are not grade-level proficient readers. We begin the MTSS process and refer to the Office of Early Learning and Literacy's MTSS Decision Tree to help determine whether the issue is word recognition, language comprehension, or both, and provide interventions accordingly.

Describe the system in place to help parents in your school understand how they can support the student as a reader and writer at home.

GREEN Charter Midlands encourages parents to read and write with their children daily at home through homework and informal interactions. We feel it is important for parents to recognize that reading and writing does not need to be a formal lesson; students should see their parents reading and writing in doing everyday tasks. We encourage parents to read aloud to their children by sending home books from classroom libraries, classroom newsletters, reading logs, literacy night, and the Barbara Bush Foundation's Read Squad program, which provides mentoring to below grade level readers and free books that include a parent guide.

Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

GREEN Charter Midlands uses STAR CBM and Project Read Unit Mastery Tests, along with classroom language arts assessments, for progress monitoring. Decisions about intervention are based initially on areas of need identified by the STAR Test, Core Phonics Survey and High Frequency Word Survey. Every two weeks we progress monitor to determine if the student is making growth and to adjust the intervention, if needed. Additional data is gathered by the classroom teacher and reflects what he/she sees in the classroom setting.

Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

GREEN Charter Midlands currently has eight teachers/staff members signed up for Volume 1 LETRS training. At the beginning of the year, our staff had training in our new Science of Reading-based program, HMH Into Reading. We also will have our new teachers trained in Project Read Phonics this fall and ongoing coaching by our Project Read consultant for teachers who were initially trained in the summer of 2022. Our K-2 staff also participated in Project Read Written Expression training in the summer of 2023, and we will be supported by follow-up coaching this school year.

Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Teachers trained in HMH Into Reading, Project Read Phonics, and Project Read Written Expression. ● GREEN Charter Midlands continues to expand its knowledge base and has ongoing coaching to support new practices. ● Instructional materials have increased with teachers having access to several sources of books to use for guided 	<ul style="list-style-type: none"> ● Continuing to expand small group instruction and intentionality of aligning instruction with student needs ● Maximizing instructional minutes

<p>reading, such as Scholastic Phonics Readers, Lexia readers, Scholastic guided reading tubs, and Rigby Libraries.</p> <ul style="list-style-type: none"> • All classrooms have extensive classroom libraries. 	
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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). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<p>Goal #1: Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC Ready from 38.2% to 35% in the spring of 2024.</p>	<p>We accomplished this goal. The percentage of third graders scoring Does Not Meet decreased from 38.2 percent in the spring of 2023 to 33.3 percent in the spring of 2024. This was likely due to the implementation of Project Read Phonics, an explicit, Science of Reading program.</p>
<p>Goal #2: Increase the number of books in classroom libraries by 15 books each and create a guided reading library that contains five sets of guided reading books/passages per reading level (Fountas and Pinnell A-L) with accompanying instructional guidance or graphic organizers.</p>	<p>This goal was met. We received several book donations and purchased books from Scholastic for classroom libraries. Each K-3 classroom has boxed sets of leveled Scholastic Phonics decodable books that are appropriate for that grade. In addition, teachers have access to two other sources of books for guided reading—RAZ Plus (online) and Reading A-Z.</p>
<p>Goal #3: Increase the percentage of fourth graders scoring Meets or Exceeds, as determined by SC Ready, from 48% in spring 2023 to 50% in the spring of 2024.</p>	<p>This goal was met. The number of fourth graders scoring Meets or Exceeds, as determined by SC-Ready, was increased from 48 percent in spring 2023 to 60 percent in spring 2024.</p>

Current 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. 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>Goal #1: Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from 33.3% to 31.3% in the spring of 2025.</p>	<p>Assess students for gaps in phonics knowledge and implement the Project Read phonics curriculum to meet students' needs as well as the HMH Into Reading Curriculum. Conduct small, guided reading groups at least three times a week to improve word recognition and reading comprehension. Students who are two or more levels below grade level will be offered reading intervention.</p>
<p>Goal #2: Increase the percentage of fifth graders scoring Meets or Exceeds, as determined by SCReady, from 28.6% in spring 2024 to 32.6% in the spring of 2025.</p>	<p>Conduct small, guided reading groups at least three times a week to improve word recognition and reading comprehension. Students will be taught at least three strategies for comprehending text.</p>