



**South Carolina Department of Education**  
**Office of Early Learning and Literacy**  
**Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool**  
**School Name: James F. Byrnes High School (District Five Schools of Spartanburg County)**

**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, End of Course
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - Star Reading
  - MAP
- Data Teams
  - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>A1.</b> Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	common assessments, weekly lesson plans
<b>A2.</b> Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>A3.</b> Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>A4.</b> Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



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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:
<b>B1.</b> Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	weekly lesson plans
<b>B2.</b> 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"/>	
<b>B3.</b> 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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<b>C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.</b>				
<b>Lenses of Assessment</b>				
Assessing for Family Support of Literacy Development				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>C1.</b> 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"/>	



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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.**

**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

	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>D1.</b> 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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	walk through observations (using Rubric 4.0), post observation conference notes, weekly lesson plans
<b>D2.</b> Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>D3.</b> Teachers use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D4.</b> Teachers use shared writing experiences to scaffold student success and build fluency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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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:
<b>D5.</b> Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	walk through observations (using Rubric 4.0), post observation conference notes, weekly lesson plans
<b>D6.</b> Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>D7.</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	



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**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

	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>D8.</b> Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	walk through observations (using Rubric 4.0), post observation conference notes, weekly lesson plans



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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	<b>Possible Sources of Evidence:</b> school-wide AIR time schedule, classroom/electronic libraries, media center programming/records
<b>E1.</b> Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>E2.</b> The teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>E3.</b> Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>E4.</b> 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"/>	
<b>E5.</b> 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.**

**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

	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>F1.</b> Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Book clubs</li> <li>○ Teacher action research</li> <li>○ Collaborative planning</li> <li>○ Peer coaching</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	D5 Explore professional development schedule, curriculum, sign-in records for co-hort sessions including Fall 2018 and Spring 2019 R2S classes
<b>F2.</b> 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"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Book Clubs</li> </ul>	<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.**

**Lenses of Assessment**

Assessing for Literacy Partnerships

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>G1.</b> Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> <li>• County libraries are used to increase the volume of reading in the community over the summer</li> <li>• State and local arts organizations</li> <li>• Volunteers</li> <li>• Social service organizations</li> <li>• School media specialists</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	media center programming/records
<b>G2.</b> Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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<b>H. This school embeds practices reflective of an exemplary literacy-rich environment.</b>				
<b>Lenses of Assessment</b>				
Assessing for Inquiry-based Learning:				
<ul style="list-style-type: none"> <li>• Immersion, Investigation, Coalescing, Going Public</li> <li>• Read Aloud/Shared Reading</li> <li>• Independent reading, writing, researching</li> <li>• South Carolina College and Career Ready Standards for Inquiry</li> <li>• Profile of the South Carolina Graduate</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>H1.</b> Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	walk through observations (using Rubric 4.0), post observation conference notes, weekly lesson plans, master schedule
<b>H2.</b> Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become more proficient researchers and readers and writers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>H3.</b> Teachers provide large blocks of time for instruction & practice for students to	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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

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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:
sustain work on reading, writing, and researching.				
<b>H4.</b> Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	walk through observations (using Rubric 4.0), post observation conference notes, weekly lesson plans
<b>H5.</b> 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"/>	
<b>H6.</b> Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>H7.</b> Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



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**Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<p>Targeted in-class assistance with reading across the curriculum. Using common assessments/benchmarks.</p>	<p>Providing information to and opportunities for parent involvement. Giving students additional opportunities for choice—reading, writing, researching.</p>



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<b>SMART Goals and Action Steps Based on Analysis of Data</b>	
<b>Goal #1:</b> By the end of the 2020 school year, 100% of the 9-12th grade students will increase their reading engagement of authentic texts in each discipline from the beginning of the year to the end of the year as measured by reading engagement surveys completed by teachers 3 times a year and student self-assessment 3 times a year.	<b>Action Steps:</b> Provide AIR schedule for B H S to all teachers and students Set expectations Schedule 30 minutes each week on lesson plan Media Center check-in/check-out visits Media Specialist Book Talks Classroom observations Create a student and staff survey tool Administer student and faculty surveys Assess survey data
<b>Goal #2:</b>	<b>Action Steps:</b>
<b>Goal #3:</b>	<b>Action Steps:</b>



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**References**

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.