

## 2024-25 Primary and Elementary Literacy Reflection Tool (Reading Plan)

District Name	York 03
School Name	Lesslie Elementary School
Principal Name	Jean Dickson
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### Section A: Five Pillars of Reading Instruction

**Describe how reading assessment and instruction for all 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.**

Lesslie Elementary uses MyIGDIs in PreK, KRA in Kindergarten and FAST in grades Kindergarten, first and second grades as Universal Screeners to assess foundational reading skills. Grades PreK-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. We currently have new resources and are using HMH Into Reading for whole group grade level Tier 1 ELA instruction. This program aligns with reading research and focused instruction on all areas recommended including: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

### Section B: Foundational Literacy Skills, Continued

**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.**

Time is allotted each day for direct instruction of grade level foundational skills in all grades PreK-5. PreK-2 has common foundational assessments that will be given each quarter and used to plan both whole group and small group instruction. As previously stated, our school is using HMH Into Reading for whole group ELA instruction. K-2 classes are using structured literacy and grades 3-5 are using foundational literacy for their direct instruction. PreK incorporates Heggerty into instruction as well as incorporating the other areas of reading research. These programs align with reading research and focused instruction on all areas recommended including: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

### Section C: Intervention

**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.**

As stated above, Lesslie Elementary School uses MyIGDIs in PreK, KRA in Kindergarten and FAST in grades K-2 as Universal Screeners to assess foundational reading skills. Grades PreK-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. Classroom teachers provide targeted small group instruction based on these measures as does our school interventionist. These data sources help us to target intervention needs for students who have failed to demonstrate grade level reading proficiency. Our academic interventionist as well as classroom teachers are able to provide small group support with a research based intervention program for these students. Our school also has a designated thirty minute intervention block built into our schedule to allow grade levels to provide students with targeted instruction based on all of this data as well as formative assessment measures.

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## **Section D: Supporting Literacy at Home**

**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.**

Our school hosts two Family Nights during the school year where parents can visit the classroom to learn about the things their children are doing in school. Sessions can cover a variety of topics such as building reading habits at home, understanding reading levels, sharing specific strategies for supporting early literacy (ex. phonics, sight words, comprehension strategies), etc. Students can spotlight and show off some of the activities that they are involved in during the day as well to inform parents. Handouts are often provided at these events. Teachers also engage in parent/teacher conferences each year which allows for parents to learn about ways to support their child at home. Teachers will inform parents about their child's specific reading progress, strengths, and areas of improvement. They are also able to offer individualized strategies that parents can use at home to support reading growth. In addition, teachers utilize classroom newsletters in which they can share what they are currently working on in class as well as offering any suggestions for ways that parents can help at home.

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## **Section E: Progress Monitoring**

<b>Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.</b>	As previously stated, Grades PreK-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. In addition, we use formative classroom assessments to monitor students' progress. Teachers also use more informal data sources such as anecdotal notes from small group instruction and individual conferences to plan next instructional steps. NWEA MAP data is also used as a formative assessment to measure necessary achievement based on the SC Ready linking study. This allows us to more effectively determine the number of students that are not meeting grade level proficiency and need further intervention support. Classroom teachers are able to provide targeted small group or individual instruction based on all of these measures as does our school academic interventionist. Interventions are monitored with progress monitoring data points. The MTSS team meets to discuss these interventions and determine next steps.
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### Section F: Teacher Training

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<b>Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.</b>	All of our teachers in grades K-5 (along with other eligible people/teachers in the building) are currently participating in Year 1 of LETRS training. We look forward for PreK LETRS to begin in the near future to help support our PreK teacher and students. In addition, teachers are receiving training and support around the new HMH resources. All of this training aligns with the science of reading, structured literacy, and foundational literacy skills to support reading achievement.
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### Section G: District Analysis of Data

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<b>Strengths</b>	<ul style="list-style-type: none"><li>* Thirty minute intervention block built into our schedule to allow for targeted instruction</li><li>* Use of our new HMH Into Reading resources with fidelity</li><li>* Overall our school showed an increase from 2023 to 2024 with the number of students scoring Meets or Exceeds on SC Ready (52.17% to 54.97%)</li></ul>
<b>Possibilities for Growth</b>	<ul style="list-style-type: none"><li>* Vocabulary instruction has been a weakness and we will make this a focus area while using our new HMH resources</li><li>* Continuing to use formative assessment data in addition to summative assessment data to inform instruction</li><li>* Continue to work together to analyze data and make instructional decisions</li></ul>

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<b>Description Area</b>	*Note: The three questions below are included this year to gauge school-level LETRS implementation. "Eligible" teachers for state-funded LETRS training: K-3 Classroom Teachers Reading Coaches Reading interventionists K-3 Special Education Teachers School Administrators
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)?	21

## Section H: 2023-24 School SMART Goals and Progress Toward those Goals

<b>Goal #1</b>	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC Ready from 30.3% to 27% in the spring of 2024.
<b>Goal #1 Progress</b>	30.6% of third graders scored Does Not Meet in the spring of 2024
<b>Goal #2</b>	By May 2024, 70% of students in Grades 1-5 will progress at least one spelling stage as measured by the Words Their Way spelling inventory.
<b>Goal #2 Progress</b>	62% of students in Grades 1-5 progressed at least one spelling stage

## Section I: 2024-25 School SMART Goals and Action Steps Based on Analysis of Data

<b>Description Area</b>	For all schools serving third grade students, goal #1 MUST read: Third Grade Goal: Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from __ % to __% in the spring of 2025.
<b>Goal #1</b>	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC Ready from 30.6% to 28% in the spring of 2025.

**Goal #1 Action Steps**

- \* Teachers will teach grade level standards (whole group) using HMH resources (primary) consistently and with fidelity
  - \* Teachers will use formative measures to gauge student progress and to plan small group/individual instruction
  - \* Teachers will provide targeted differentiated instruction
  - \* Teachers will use common summative assessments to monitor student progress and plan teaching moves (whole and small group instruction)
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**Goal #2**

Decrease the percentage of students scoring in the LOW range of the vocabulary strand from 26.4% to 23% as evidenced on NWEA MAP from Fall to Spring during the 24-25 school year.

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**Goal #2 Action Steps**

- \* Teachers will directly teach students focused vocabulary words within each module of reading instruction (HMH resources)
  - \* Teachers will engage in academic discourse around essential vocabulary within each reading module
  - \* Teachers will monitor students' understanding of key vocabulary words within each reading lesson
  - \* Teachers will use common summative assessments to monitor students' vocabulary progress and plan teaching moves (whole and small group instruction)
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