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

District Name	York 03
School Name	Ebenezer Avenue Elementary
Principal Name	Sheleea Leonard
Principal Email	sleonard@rhmail.org
Optional: Reading Coach Email	KRBailey@rhmail.org

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.

Ebenezer daily Tier 1 instruction includes the valuable and critical components of oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The curriculum resources in our classrooms support these components in whole group, small group and individual teaching. Our teachers have multiple resources used consistently that teach and support oral language, phonological awareness and phonics. Vocabulary and comprehension instruction is explicitly taught daily in Tier 1 whole group and small group instruction. Teachers have curriculum resources, district created resources and school building created resources to use for instruction. These materials support our district and school goals and beliefs.

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.

Word recognition instruction and assessment at Ebenezer include phonemic awareness, decoding, and sight recognition of familiar words, which are all critical to achieving fluency. Assessments and instruction aligned with the science of reading targets these skills directly by providing data on students' abilities to manipulate sounds, decode words, and recognize words automatically. Our building can ensure a structured, evidence-based approach to word recognition instruction and assessment happens consistently using the district and school provided resources. Grades PreK - 2 utilize structured literacy resources that offer a systematic, explicit, and cumulative approach to teaching reading. The instructional approach focuses on teaching phonological awareness, phonics, and high-frequency word recognition in a carefully sequenced manner. Assessments that are aligned with structured literacy assess students' progress along a continuum. Upper grades provide instruction through Foundational Literacy Skill resources. These instructional tools provide instruction in print concepts, phonological awareness, phonics, and word recognition. Instruction includes targeted, explicit teaching of these skills, reinforcing their role in building fluency and overall reading 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.

Ebenezer uses FAST as a universal screener to identify students in PreK-2nd grade who are not meeting grade-level reading proficiency. LETRS Diagnostic is used Kindergarten-3rd grade for those not meeting grade level proficiency. The FAST screener provides an overview of key early literacy skills such as phonological awareness, phonics, decoding, fluency and comprehension. Specific students are identified through the FAST screener, and also are administered the LETRS Diagnostic Survey by an interventionist. This survey pinpoints the specific skills within each pathway that individual students need for Tier 2 intervention. Throughout the school year, both the FAST and LETRS survey will be used. Progress monitoring through FAST and Easy CBM will ensure that interventions are effective. If students are not responding to interventions, additional diagnostic and adjustments to the intervention plans would be discussed by the MTSS team to determine the needed appropriate level of support for a student.

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.

Ebenezer continually works to offer support that help parents understand how they can effectively support their child's development as a reader and writer at home. We recognize the important role families play in reinforcing literacy skills and provide multiple resources and communication outlets to support them. Throughout the school year, we offer parent information sessions focused on literacy. These sessions are designed to help parents understand the instructional concepts their student is learning but also with strategies to support their child's reading and writing at home. These sessions are offered in-person and virtually to accommodate all families, and materials are made available afterward for those unable to attend. Another system used at Ebenezer for continuous engagement and support, is our school's regular digital communication. Parents are contacted through emails, receive class and school newsletters, have access to classroom apps for updated information and reminders and have access to student information through our district online parent portal. Through parent-teacher conferences, parents have the opportunity to speak directly to teachers learning more about ways to support their student at home. Our school works diligently to create a system of communication that fosters a strong home-school partnership, echoing the importance of literacy skills students need to succeed.

Section E: Progress Monitoring

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.

Ebenezer uses several tools for monitoring reading achievement and growth, to ensure that decisions about interventions are data-driven and targeted to meet the needs of all students. Our monitoring system utilizes both formative and summative assessments, progress monitoring, and student feedback through individual interventions to make sure that all students are on track for grade-level proficiency. Throughout the school year, teachers regularly collect formative data to track student progress using classroom assessments and in class progress monitoring tools. Summative assessments are also used to gain a more complete view of a student's reading growth and achievement. For students identified as needing additional support, a structured intervention plan is implemented. Intervention groups are based on specific areas of need, such as decoding, fluency, or comprehension. Interventionists use a data based decision making tree to target specific skills to ensure students receive focused instruction that addresses their gaps. Intervention students are regularly monitored using brief, targeted assessments. This combination places the focus on reading achievement and growth that is continuously monitored at both the classroom and school levels.

Section F: Teacher Training

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.	Our school is committed to ensuring that all teachers are equipped with the knowledge and skills to effectively teach reading. Training is grounded in the science of reading, structured literacy, and foundational literacy skills, ensuring that teachers can meet the diverse needs of all PreK-5th grade students. The key components of Ebenezer's training include LETRS training, coach-embedded professional development, and district-led professional development. At the school level, we provide ongoing, coach-embedded professional development making sure that teachers have continuous support and access to high-quality instructional practices. The district offers a range of training sessions focused on foundational literacy skills, including phonics, fluency, comprehension, and vocabulary instruction.

Section G: District Analysis of Data

| **Strengths** | Teachers meet weekly within PLC's to analyze data and discuss best practices. Teachers work together in teams to collect and analyze data to make instructional decisions for students. Action plans are established and progress monitors are created with fidelity.

Providing teachers with more actionable next steps to understanding their formative and summative data so that they can more effectively plan targeted core instruction within small groups.

MTSS team works closely with teachers and team to provide and monitor high quality science based approaches to students interventions in reading |
|---|---|
| **Possibilities for Growth** | Vocabulary: Instruction and Student Achievement with Vocabulary

Continuation to provide teachers with more actionable next steps to understanding their formative and summative data so that they can more effectively plan targeted core instruction within small groups.

Continuation of professional development through the LETRS training. Training will allow for further learning on science based practices to be implemented into classrooms in our building. |
| **Description Area** | *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 TeachersReading CoachesReading interventionistsK-3 Special Education TeachersSchool Administrators |
| **How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?** | 1 |

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)?	25

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

Goal #1	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 14.8 % to 10.8 % in the spring of 2024.
Goal #1 Progress	We did not reach our goal of Does Not Meet as 18.5% was in the DNM category. We continue to focus on providing quality core tier 1 instruction and research based interventions to decrease the percentage of students in the SC Ready DNM category.
Goal #2	Goal #2: By May 2024, 80% of students in grades 1-5 will progress at least on spelling stage as measured by the Words their Way Spelling Inventory.
Goal #2 Progress	In the spring of 2024, 82% of students in grades 1-5 had met their Words Their Way Inventory goal of growing 1 spelling stage.

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

Description Area	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.
Goal #1	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 18.5 % to 15.2 % 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
	Subgroup experts will provide and model use of high-leverage instructional strategies to support Tier I and targeted small group instruction. "How do we move learning forward?"
	Subgroup of focus: ESE; AA; ML
	PLCs will disaggregate a variety of data sources by overall achievement, strand performance, and subgroup with an emphasis on ESE, ML, and African American students.
	Teachers will create and implement methods for collecting evidence of daily student learning to be used for remediation, support, and/or enrichment (common summative assessments centered around whole and small group)
	Teachers will provide targeted differentiated instruction with consistency

Goal #2	Decrease the percentage of students scoring in the LOW range of the vocabulary strand from 19% to 16% as evidenced on NWEA MAP from Fall to Spring during the 24-25 school year.

Goal #2 Action Steps	Teachers will directly teach students focused vocabulary words within each module of reading instruction (HMH resources)
	PLCs will disaggregate a variety of data sources by overall achievement, strand performance, and subgroup with an emphasis on ESE, ML, and African American students. (Academic discourse with focus on vocabulary)
	Teachers will create and implement methods for collecting evidence of daily student learning to be used for remediation, support, and/or enrichment. (Monitor students understanding of key vocabulary)
	Teachers will use common summative assessments to monitor student's vocabulary progress and plan teaching moves (whole and small group instruction)