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

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School Name	Independence Elementary
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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.

Phonological awareness is critical for early reading success. Instructional activities include identifying sounds in words, segmenting sounds, and blending phonemes. These skills are developed before phonics instruction and build a strong foundation for decoding.

Heggerty Phonemic Awareness Curriculum: This program provides daily lessons that systematically develop phonological and phonemic awareness skills. Lessons cover essential activities like recognizing rhyming words, counting syllables, and manipulating sounds.

LETRS (Language Essentials for Teachers of Reading and Spelling): LETRS training provides teachers with the theoretical understanding of how phonological awareness impacts reading development, along with practical strategies for instruction.

Phonics instruction teaches students the relationship between letters and sounds and how to use that knowledge to decode words. Systematic, explicit phonics instruction is essential for helping students learn to read and spell accurately.

HMH's Phonics Component: In programs like Journeys or Into Reading, HMH provides structured phonics lessons, emphasizing letter-sound relationships, decoding, and spelling patterns.

LETRS: LETRS training equips teachers to understand the science behind phonics and how to deliver high-quality, explicit phonics instruction tailored to students' needs.

Fluency

Fluency involves reading with accuracy, speed, and expression. Fluency is essential for comprehension, as fluent readers can focus on understanding the text rather than decoding each word.

Small Group Instruction: In small groups, teachers can provide targeted fluency practice by modeling fluent reading, offering repeated reading opportunities, and providing immediate feedback to students. Groups are formed based on ongoing assessments of students' reading abilities.

HMH Support: HMH resources provide fluency passages for students to practice reading aloud, along with strategies for improving fluency in both whole group and small group settings.

A combination of HMH resources, Heggerty for phonological awareness, LETRS training, and small group instruction works cohesively to address the six essential components of reading. This approach ensures that all students, regardless of their skill level, receive the support necessary to meet grade-level ELA standards.

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 assessment and instruction for PreK-5th grade students, aligned to the science of reading, structured literacy, and foundational literacy skills, emphasizes explicit, systematic teaching of phonological awareness, phonics, and decoding. Programs like Heggerty provide daily lessons in phonemic awareness, building a foundation for word recognition, while HMH program Into Reading offers structured phonics lessons. Teachers also implement high-frequency word instruction, ensuring students develop automatic word recognition alongside decoding skills. LETRS training supports teachers in applying the science behind reading, equipping them to deliver targeted phonics and word recognition instruction in line with structured literacy principles.

Assessments play a key role, with tools like HMH phonics screeners, Heggerty phonemic awareness assessments, and running records providing data to inform instruction. Based on these assessments, teachers conduct small group instruction to meet individual students' needs, reinforcing phonics, decoding, and high-frequency word recognition. This approach ensures that students build the foundational literacy skills necessary for fluency and comprehension, preparing them to meet grade-level English/Language Arts standards.

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.

The school uses FastBridge as a universal screener to assess all PreK-5th grade students' reading proficiency at the beginning of the year and at key intervals. FastBridge evaluates essential reading components, including phonemic awareness, phonics, fluency, and comprehension. Students who score below grade-level expectations are identified for further assessment. Following the screener, diagnostic assessments are administered to determine whether the student's reading difficulties stem from challenges in word recognition (such as phonological awareness, phonics, or decoding) or language comprehension (such as vocabulary or understanding text meaning).

Based on these diagnostics, students are placed into targeted intervention pathways. Those with word recognition difficulties receive explicit, systematic instruction in phonics and phonological awareness using resources like Heggerty and decodable texts. Students who struggle with comprehension receive interventions focused on building vocabulary, background knowledge, and inferencing skills. Progress is closely monitored, and interventions are adjusted based on ongoing data, ensuring students receive the support needed to reach grade-level reading proficiency.

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.

At Independence, a robust system is in place to help parents support their children's development as readers and writers at home. Teacher newsletters are regularly sent out to keep parents informed about classroom activities, reading and writing goals, and specific strategies they can implement at home to reinforce learning. These newsletters may include book recommendations, writing prompts, and guidance on how to encourage literacy development through everyday activities.

Additionally, curriculum nights are held to give parents a deeper understanding of the literacy curriculum and the skills their children are working on in school. Parents receive hands-on tips and demonstrations of reading and writing strategies they can use with their children. The school also leverages Class Dojo to maintain ongoing communication with families, sharing individual student progress, reading tips, and relevant resources. The school website features a dedicated section with reading tips and suggestions, providing parents with easy-to-access tools and ideas to foster literacy skills at home. This comprehensive approach ensures parents are well-equipped to support their children's literacy development.

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.

At Independence, the school has a comprehensive system for monitoring reading achievement and growth, ensuring that decisions about interventions are based on data. The school uses MTSS (Multi-Tiered System of Supports) meetings, held monthly, to discuss the progress of students who are struggling to meet grade-level reading standards. During these meetings, the team reviews data from various sources, including MAP (Measures of Academic Progress) and FastBridge assessments, which track reading growth and proficiency. A "data at a glance" form is maintained, containing up-to-date information on each student's reading levels, assessment results, and any interventions currently in place.

This data-driven process allows the MTSS team to make informed decisions about the type and intensity of interventions needed to help students reach grade-level proficiency. Interventions are adjusted based on the ongoing analysis of the data, ensuring that students receive timely, targeted support. By continually monitoring progress and making data-informed adjustments, the school aims to ensure that all students develop the necessary reading skills to succeed academically.

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.

At Independence, the school has a comprehensive plan to provide teacher training that aligns with the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students. Most staff, with the exception of 4th and 5th grade teachers, receive LETRS (Language Essentials for Teachers of Reading and Spelling) training, which equips them with the knowledge and tools to deliver explicit, systematic reading instruction based on cognitive science.

Additionally, the school offers HMH professional development to further strengthen teachers' ability to implement structured literacy practices in the classroom. Teachers in K-2 receive training on using the Heggerty Phonemic Awareness Curriculum, ensuring a strong foundation in phonological awareness. The school-based reading coach provides targeted support for small group reading instruction, guiding teachers on how to differentiate reading lessons to meet the diverse needs of students and ensure they are making progress toward grade-level proficiency.

Section G: District Analysis of Data

Strengths

When comparing data over two consecutive years, we have shown growth in 3rd, 4th, and 5th grades of students achieving Meets or Exceeds on SC Ready.

Our district literacy specialists have created Common Summative Assessments for K-5 that are rigorous and aligned to the ELA state standards. This ensures teachers in every elementary school have reliable data to track student progress towards grade level proficiency.

Possibilities for Growth

Providing teachers with more actionable next steps to understanding their MAP data so that they can more effectively plan targeted core instruction within small groups. The data we receive from MAP still yields the necessity to provide quality core instruction to our students at all grade levels.

Vocabulary instruction should be another focus area based on SC Ready and MAP data sources that demonstrate many students we serve struggle with vocabulary acquisition.

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 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? 2

How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? 36

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 24.7 % to 19 % in the spring of 2024.

Goal #1 Progress We did not meet our goal. Our percentage of student that scored DNM was 37%.

Goal #2 By May 2024, 80% of students in Grades 1-5 will progress at least one spelling stage as measured by the Words their Way Spelling Inventory.

Goal #2 Progress Goal met.
Words their Way implemented

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 determine by SCREADY from 37% to 32% in the spring of 2025.

Goal #1 Action Steps Training teachers on Quarterly Resources (dates should reflect quarterly training)
Ensure classroom schedules reflect all High Leverage Literacy Practices. Teachers will provide data-driven classroom reading interventions on a regular basis and collect and monitor data on student progress.
Use assessment data to coach into PLCs
Review MasteryConnect assessment data with PLCs

Goal #2 By the end of May 2025, IDES will decrease the number of students in the bottom quintile according to MAP from 31% to 25%.

Goal #2 Action Steps

1. Targeted Small Group Instruction

Use MAP data to identify specific skills where students are struggling and provide targeted small-group instruction focusing on those areas.

Leverage the reading coach's expertise to create focused lessons based on students' needs.

Integrate Heggerty phonemic awareness activities (especially for K-2) and LETRs strategies to address foundational skills.

2. Data-Driven Instruction

Use the "data at a glance" form from your MTSS meetings to regularly monitor student progress and adjust instruction as needed.

Set specific, measurable goals for each student and use progress monitoring tools like Fastbridge to track their development in reading skills.

3. Differentiation and Scaffolding

Differentiate instruction to meet students at their level and gradually increase the complexity of the texts and tasks.

Provide scaffolds like sentence starters, graphic organizers, and vocabulary support to help students build confidence and skills in reading and writing.

4. Vocabulary Instruction

Since vocabulary instruction is already a focus area for your teaching, continue to integrate strategies like context clues, word parts (prefixes, suffixes, and roots), and explicit instruction of academic vocabulary.

Use engaging activities like vocabulary games or interactive notebooks to reinforce new words.
