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

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District Name	York 03
School Name	Mount Holly Elementary
Principal Name	Kevin Hood
Principal Email	khood@rhmail.org
Optional: Reading Coach Email	rking@rhmail.org

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### Section A: Five Pillars of Reading Instruction

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**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.**

Mount Holly uses MyIGDis in Pre K, KRA in Kindergarten and FAST in grades K-2 as a Universal Screener to assess foundational reading skills. Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. We have new resources and are using HMH Into Reading for Whole Group Grade Level 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.

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### Section B: Foundational Literacy Skills, Continued

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**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.**

Foundational skills are a primary focus of our district and school this year. Time is allotted each day for direct instruction of grade level foundational skills in grades PreK-5. as well as time for small group instruction to meet students' individual needs. K-2 has common foundational assessments that will be given each quarter and used to plan both whole group and small group instruction. As stated in section A, Mount Holly is using HMH Into Reading for ELA instruction. K-2 classes are using Structured Literacy while 3-5 are using Foundational Literacy for direct instruction This program aligns with reading research and focused instruction on all areas recommended including: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

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### Section C: Intervention

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**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.**

Mount Holly uses MyIGDis in PreK, KRA in Kindergarten and Fast in K-2 as a Universal Screener to assess foundational reading skills. Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. Classroom teachers provided targeted small group instruction based on these measures as do school interventionists. These data sources help us to target intervention needs for students who have failed to demonstrate grade level reading proficiency. Our academic interventionist along with classroom teachers provide small group support with a research-based intervention literacy program for these students. Also, our school has a designated intervention block built into their schedule 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**

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**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 Family Nights and parenting workshops. Sessions cover topics such as building reading habits at home, understanding reading levels, and specific strategies for supporting early literacy (e.g., phonics, sight words, comprehension strategies). Handouts are oftentimes provided at these workshops as well as books to build home libraries. We celebrate American Education Week and Read Across America weeks that highlight community members, book titles that celebrate diversity, and activities that honor reading both at home and at school. We also take part in an Oratorical Contest with our 3rd grade students centered around a theme, "Changing the World" and encourage students to write a speech and they share their speeches in front of an audience.

Teachers also conduct parent/teacher conferences each year which allow parents to learn more ways to support their child at home with reading. Teachers use this time to inform parents about their child's specific reading progress, strengths, and areas for improvement. They are able to offer individualized strategies that parents can use at home to support reading growth. We also meet with parents of Read To Succeed students throughout the entire year keeping close contact on their child's progress. Teachers also utilize classroom newsletters in which they can share what they are currently working on in class as well as offering tips and suggestions for ways that parents can help at home.

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## **Section E: Progress Monitoring**

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**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.**

As stated above, Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. Classroom teachers and the District Interventionist provide targeted small group instruction based on these measures. Interventions are monitored with progress monitoring data points. The MTSS team and our Child Study team meets to discuss these interventions and determine steps. In addition, we use formative assessments to monitor student 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.

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## **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 K-3 teachers along with Special education teachers (including UP 2 and UP 3 teachers), ESOL teacher, GT teacher, and Interventionist are participating in Year 1 of LETRS training. In addition, teachers will receive year long training and support around the HMH resources . Interventionists will receive training in the use of research based materials and practices including ULFI and RISE. We look forward to PreK LETRS beginning in the near-future to support our teacher that serve our youngest students to better support their knowledge and understanding of effective instructional practices that align with the science of reading, structured literacy, and foundational literacy skills to support reading achievement. Also, 4k-5th grade will have weekly PD on Tuesdays with the Literacy Coach during grade planning to support them with LETRS, HMH resources, and more structured literacy and foundational skills to support explicit phonics instruction with the reading achievement as the goal.

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## **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.

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## 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.

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## 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

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

1

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

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

27

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

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### Goal #1

Reduce the percentage of Third Graders scoring Does Not Meet in the Spring of 2023 as determined by SC Ready from 26.8 % to 21.8 % in Spring of 2024.

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### Goal #1 Progress

2024 SCReady data indicated that 23.8% of third graders did not meet.

Based on the SCReady Data, we did not meet our goal. We reduced the percentage of students by 3 %.

We did show growth of the percentage students in grades 3-5 achieving Meets or Exceeds but continue to focus on providing quality core instruction and research based interventions to decrease the percentage of students in the lowest SC Ready DNM category.

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### Goal #2

By May 2024, 80% of students in Grades One through Five will progress at least one spelling stage as measured by Words Their Way Spelling Inventory.

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**Goal #2 Progress**

Full implementation of Lucy Calkins Phonics instruction in Kindergarten and First helped 80% of First Grade students progressed at least one spelling stage measured by the Words Their Way spelling inventory. These inventories were given Fall, Winter and Spring. 80% of students growing at least one spelling stage was not met for second through fifth grade.

Training and PD were given throughout the year on Lucy Phonics and Words Their Way to help meet this goal.

Foundational Skills/Phonics Instruction remains an area of focus for our district.

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

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**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**

Third grade Goal: Reduce the percentage of third graders scoring at the Does Not Meet level in the spring of 2024 as determined by SCReady from 23.8% to 18.8% 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 continuously gage student progress and to plan small group/individual instruction
- \*Teachers will provide targeted differentiated instruction with consistency
- \*Teachers will use common summative assessments to monitor student progress and plan teaching moves (whole and small group instruction)
- \*Intervention for students that are at risk of R2S retention based on MAP scores will receive targeted Intervention with consistency from District Interventionist

**Goal #2**

Decrease the percentage of students scoring in the LOW range of the vocabulary strand from 23.8% to 18.8% of 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 student's vocabulary progress and plan teaching moves (whole and small group instruction)

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