

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

District Name	York 03
School Name	Northside Elementary
Principal Name	Lesley Rouse
Principal Email	lrouse@rhmail.org
Optional: Reading Coach Email	bbrazil@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.	Northside Elementary School (NSES) use KRA in Kindergarten and Fast as a Universal Screener in grades first and second 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. NSES is all 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

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.	NSES (Grades K-5) has made foundational skills a primary focus. Time is allotted each day for direct instruction of grade level foundational skills 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, NSES is all 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 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, NSES uses KRA in Kindergarten and Fast as a Universal Screener in grades first and second 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. We have three trained academic interventionists and one early literacy teacher to provide small group support with a research-based intervention literacy program for these students. Also, each school has a designated intervention block built into their schedule to provide students with targeted instruction based on formative assessment measures.

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.

NSES hosts 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. Our district also funds a Title I Parent Educator that helps parents with strategies, resources, and workshops to more effectively support the bridge between academics at school and at home. We typically connect the workshops to Leader in Me and our Arts focus.

Districtwide literacy events are hosted each year to build a culture of literacy in our community. We partner with Winthrop University and sponsor "Second Grade is a Slam Dunk" and couple a chapter book written by Shaquille O Neal with a field trip to a Winthrop Women's basketball game for all 2nd grade students. The student athletes from Winthrop come to our schools in anticipation of the basketball game to read to our students. Additionally, our district celebrates Read Across America and highlights community members, book titles that celebrate diversity, and activities that honor reading both at home and at school. We also sponsor 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.

Required parent/teacher conferences each year also allow for 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.

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.

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 provide targeted small group instruction based on these measures as do school interventionists. In addition, we have made formative classroom assessments another key area of focus. HMH Into Reading provides Exit Tickets teachers will be using to monitor students' daily progress. Teachers will also be using 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.

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.

We 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. We look forward to PreK LETRS beginning in the near-future to support those teachers 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.

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 school focus has been on increasing levels of reading for all students. Last year our focus was on phonics and the spelling inventory. This year we are focused on stamina and vocabulary after desegregating our data.

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?	2
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	0
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	23

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 SCReady from 41% to 36% in the spring of 2024.
Goal #1 Progress	31.5% of 3rd graders scored Does Not Meet. We met our goal!
Goal #2	By May, 2023, 70% 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	Students overwhelmingly met this goal as the percentage was over 90%.

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 SCReady from 31/5% to 29% in the spring of 2025.

Goal #1 Action Steps

Complete LETERS Year 1 for teachers in grades K - 3.

? Provide professional development on high leverage literacy practices, disaggregating data, common and formative assessments at PLC meetings with a focus on stamina and vocabulary.

? Teachers will focus on providing intentional, personalized small group instruction with a focus on stamina, vocabulary and reading strategies.

Goal #2

By May 2025, 95% of students will grow at least one reading level as measured by F & P.

Goal #2 Action Steps

? Literacy Coach will complete at least 2 coaching cycles in the areas of strategy groups, as part of her professional goal.

? Literacy teachers will base Student Learning Objective around vocabulary.
