

Formstack Submission For: 2024-25 Primary and Elementary Literacy Reflection Tool

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District Name:

York 03

If other, please provide your district:

School Name:

York Road Elementary School

Principal Name:

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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.:

York Road Elementary School uses KRA in Kindergarten and Fast as a Universal Screener in grades first through fifth 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. York Road Elementary School is 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.

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.:

York Road Elementary School (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, York Road Elementary School 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.

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, York Road Elementary School 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 trained academic interventionists to provide small group support with a research-based intervention literacy program for these students. Also, we have a designated intervention block built into their schedule to provide students with targeted instruction based on formative assessment measures.

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.:

York Road provides monthly parent newsletters covering Literacy. These 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 provided during Title I events 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.

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.

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.

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. :

In August, our teachers participated in PD about the new curriculum during pre-service week. Our new curriculum, HMH, is research-based and aligned with the Science of Reading. Three times during the school year teachers will have half-day planning working with the literacy coach to create learning progressions using an ELA standard. This allowed teachers to dig deeply into the prerequisite skills students would need to be able to know and do to master that standard. During this work, teachers were required to come up with success criteria so they would know when a student made growth in his/her progression toward mastery. Teachers will complete this process with multiple ELA standards this year with the support of our literacy coach. The literacy coach meets frequently with grade levels and individual teachers to support their work in planning ELA lessons. LETRS strategies are often suggested as ways to incorporate meaningful instruction and learning. The literacy coach is in more than one coaching cycle at a time with teachers at all times throughout the year. Teachers select an ELA goal to work toward during each cycle.

All new staff in 5K-3rd grade are taking LETRS Volume 1 this year. All other teachers in K-2 have already had Year 1 and Year 2 of LETRS training. This helps the Literacy coach support teachers by suggesting and modeling these strategies when the need arises.

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 do our school academic interventionists.

Interventions are monitored with progress monitoring data points. The MTSS team meets to discuss these interventions and determine next steps.

Strengths:

*Thirty minute intervention block built into our schedule to allow for targeted instruction

*Use of our new HMH Into Reading resources with fidelity

*Overall our school showed an increase from 2023 to 2024 with the number of students scoring Meets or Exceeds on ELA SC Ready (41.80% to 56.50%)

Possibilities for Growth:

*Building teacher capacity and confidence in implementing the new HMH curriculum.

*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.

*Meeting kids where they are to fill instructional gaps. Every student will have academic goals in reading and in math with support from the teacher alongside the literacy and math coaches.

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?:

12

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

14

Goal #1:

Reduce the percentage of third graders scoring Does Not Meet in the Spring of 2023 as determined by SC Ready from 35.4% to 30.4% in the Spring of 2024.

Goal #1 Progress:

We did not meet this goal. We had 32/67 (47.8%) of third grade students who scored Does Not Meet in the Spring of 2024.

Goal #2:

By May 2024, 80% of students in grades 1-5 will progress at least one spelling stage as measured by Words Their Way Spelling Inventory.

Goal #2 Progress:

We tracked spelling inventory data in fall, winter and spring using Words their Way and had all teachers include Phonics instruction as part of their daily ELA block. We exceeded this goal with more than 80% of students grades 1-5 progressing at least one spelling stage.

Goal #3:

Goal #3 Progress:

Goal #1:

Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from 47.8 % to 37.8 % 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)
- *Utilize MTSS with fidelity with students who are lagging behind grade level.
- *Continue teaching/reteaching whole class phonics lessons using HMH lessons to support fluency so students can access comprehension.

Goal #2:

Decrease the percentage of students scoring in the LOW range of the vocabulary strand from 34.3% to 24.3% of as evidenced on NWEA MAP

from Fall to Spring in grades 1-5 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)
- *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)
- *Book selection for mentor texts and read-alouds will be chosen with intention and mined for opportunities to develop vocabulary.

Goal #3:

Goal #3 Action Steps: