WKES: Primary and Elementary Literacy Reflection Tool
Reading Plan
2024-2025 School Year

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.

Oral Language

Oral language instruction follows the SCDE Written and Oral Communication (C) standards to support students in meeting grade-level English/Language Arts goals. Teachers create structured opportunities for students to engage in discussions about reading and writing throughout the day. This happens during shared reading, partner work, whole group instruction, and small group instruction. These opportunities allow students to develop strong communication skills, which is one of the competencies of a Lexington One graduate. Students' communication abilities are evaluated through written post-assessments in narrative, informational, and opinion/argument writing. Oral communication skills are informally assessed using anecdotal notes from observations. They are also formally assessed through Oral Reading Assessments (ORA).

Phonological Awareness

Phonological awareness instruction follows the SCDE Foundations of Literacy (F) standards to support students in meeting grade-level English/Language Arts goals. Phonological Awareness is taught using the Heggerty program in 4K-2nd grade classrooms, as well as in RTI, MLP, and special education settings. Students are assessed in phonological awareness through iReady and the Indicator Aligned Inventory (IAI) for Word Recognition. In grade K-2, the IAI tool is used to formally assess all students in their class. In grades 3-5, the IAI tool is used depending on their iReady scores in the area of phonics/phonological awareness. Teachers also use the PAST assessment and/or the Heggerty Phonological Awareness assessments to formally assess students' phonological awareness abilities. Phonological awareness instruction is intentionally designed using strategies from LETRS professional development

Phonics

Phonics instruction follows the SCDE Foundations of Literacy (F) standards to support students in meeting grade-level English/Language Arts goals. Phonics instruction in grades K-2, RTI, and MLP is aligned with SCDE grade-level foundational standards and

follows the UFLI curriculum. Teachers regularly benchmark students' phonics abilities using the UFLI progress-monitoring assessments. This is administered primarily through whole group instruction, with differing needs being met in small groups. In grades 3-5, students needing extra phonics support, as identified by iReady benchmark testing, receive instruction through HMH Into Reading: Foundational Skills as well as through the UFLI curriculum. This is administered primarily in small groups for grades 3-5, however, some classrooms may require primarily whole group instruction instead depending on the needs identified from the iReady test. Students are also assessed in phonics through the Indicator Aligned Inventory (IAI) for Word Recognition. In grade K-2, the IAI tool is used to formally assess all students in their class. In grades 3-5, the IAI tool is used depending on their iReady scores in the area of phonics/phonological awareness. Teachers may also formally assess students using the phonic decoding assessment. Special education students requiring additional phonics support use the Really Great Reading curriculum. Phonics instruction is intentionally designed using strategies from LETRS professional development

Fluency
Fluency instruction follows the SCDE Foundations of Literacy (F) standards to support students in meeting grade-level English/Language Arts goals. Students receive fluency instruction through small group lessons and shared reading using district-approved resources. Their individual fluency rate is assessed using Oral Reading Assessments (ORA). Teachers demonstrate appropriate fluency rates in their whole group lessons and shared reading experiences. Students are provided with opportunities to practice alongside them and independently as well. Strategies to improve fluency are provided through Serravallo's Reading Strategies 2.0 book. These strategies can be shared through whole group or small group instruction, depending on the needs of the class.

Vocabulary
Vocabulary instruction follows the SCDE Applications of Reading (AOR) standards to support students in meeting grade-level English/Language Arts goals. Vocabulary instruction is intentionally designed using strategies from LETRS professional development, HMH: Into Reading vocabulary lessons, and the UFLI phonics program, along with morphology work. It is also reinforced through authentic learning experiences like read-alouds, shared reading, and content area academic vocabulary. Students' vocabulary skills are assessed through reading module assessments and iReady. Vocabulary needs are met primarily in a whole group setting and differing vocabulary needs are addressed through small group instruction.

Comprehension

Comprehension instruction follows the SCDE Application of Reading (AOR) standards to support students in meeting grade-level English/Language Arts goals. Students engage in comprehension learning through mini-lessons, read-alouds, shared reading, small group instruction, and independent reading. Teachers use district-approved Core Curriculum resources, including HMH: Into Reading and Serravallo's Reading Strategies 2.0 book. For students needing additional support in RTI, ELI, MLP, and Special Education, comprehension resources like the Rise Program, Leveled Literacy Interventions, Really Great Reading, TEAMS, Compass, and Literacy Footprints are utilized. Students are assessed in comprehension through end-of-module reading assessments, module checkpoints, iReady testing, Oral Reading Assessments (ORA), and small group instruction anecdotal notes.Teachers also utilize Serravallo's Complete Comprehension tools as well.

Section B: Foundational Literacy Skills

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.

Students in grades K-2 are administered the Indicator Aligned Inventory (IAI) for Word Recognition, as required by the SCDE. According to the district's literacy assessment plan, students in grades 3-5 needing additional support in foundational literacy skills are further assessed with the IAI Word Recognition based on their iReady phonics scores. These are aligned to the science of reading/ structured literacy/ foundational skills because they follow how the brain works starting with learning sounds, then rhymes, then phonemes, and then graphemes at the foundational level. This has helped students develop an understanding of reading and writing better. The instruction provided to students in a whole group or small group setting comes from the results of this assessment plus informal observations, formally conducting a phonics decoding assessment, and/or iReady data. Their instruction follows best practices learned from LETRS professional learning and the science of reading.

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.

Intervention relies on iReady as the universal screener and diagnostic tool to identify students' specific reading needs. Intervention also utilizes classroom data (formal assessments, informal observations, oral reading assessments (ORA), PAST

assessment, phonic decoding assessment, module assessments, module checkpoints, and small group task & performance) to help determine placement. Students who are not yet demonstrating grade-level reading proficiency receive 30 minutes of targeted intervention instruction each day. The intervention team uses ORA's, letter names/ letter sounds screeners, PAST assessment from LETRS, Phonics Launch assessments, phonological awareness assessments from Phonics Launch, encoding/decoding assessments, an oral language screen, and the observation survey to better understand the students and their needs. These are not given to every student, but are utilized based on needs and where they are most beneficial. Students are progress monitored weekly and monthly. Our data team meets regularly to monitor and review student progress.

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.

WKES informs parents on how to support their child's reading and writing development at home through Parent/Teacher Conferences, Literacy Night, MLP Family Workshops, phone calls, and meetings with RTI teachers, parents, and interventionists. We also share Read to Succeed information through videos, emails, phone calls, and ParentSquare messages. Special education teachers hold annual review meetings to share students' progress and goals with parents. Progress reports are sent home quarterly that contain detailed comments and additional information regarding the grade level standards and expectations from the teacher(s). We keep parents informed on mastery of content as well as next steps for their child to continue growing. Teachers also send home baggies of books with questions to help parents read with their child and gain a better understanding of how to support their reading work at home.

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.

The district requires the use of iReady in all elementary schools to monitor students' reading achievement and growth with three benchmarks each year (fall, winter, and spring). RTI students are also progress-monitored monthly using iReady for both mastery and areas of growth. All stakeholders around the MTSS system meet regularly to monitor students' current interventions and progress monitoring scores. Classroom teachers track progress using Documented Classroom Interventions (DCI), including, but not limited to, anecdotal records from small group instruction and standards-based

spreadsheets to assess mastery of specific standards. Classroom teachers also progress monitor grade-level proficiency in reading using Oral Reading Assessments (ORA) and module assessments. They will closely monitor this data and share with the intervention/resource team if additional services are needed in order to gain grade-level proficiency in reading. Special education uses easyCBM to monitor students' progress with reading comprehension, fluency, and vocabulary. For students in the younger grades receiving Sped services, they use word reading fluency instead of passage reading. For students in the upper grades receiving Sped services, passage reading is used. Instructional decisions are then based off of the provided information for best next steps to meet each child's needs.

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.

K-3 teachers, administrators, literacy coaches, interventionists, special education teachers, and MLP teachers are involved in LETRS training. K-5 teachers also participate in PLCs centered around our state standards, district CUPs and assessments, new curriculum (HMH- Into Reading), and strategies that best support students as readers and writers.

Section G: District Analysis of Data- Strengths/Growth

Strengths

As a school, 40% of our students met their stretch growth in reading (iReady).
The percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA K-84%, 1-75%, 2-63%

Growth

The percentage of (K-5) students meeting or exceeding stretch growth targets on i-Ready Reading will improve by 3 percentage points.

LETRS

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS? 3

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)? 27

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

Reflection on 2023-2024 SMART Goals

Please provide your previous school goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal(s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goal #1: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 24% to 22% in the spring of 2024.

Goal #1 Progress: We have not met the goal of reducing the % of students who scored Does Not Meet. We increased by 7.4% from the 23-24 school year.

Goal #2: Increase student exposure to multiple literacies across all subjects and grade levels (academic, social/emotional, community strands).

Goal #2 Progress: Professional learning on using multiple literacies and the purpose of disciplinary literacy in all subject areas was emphasized throughout the 23-24 school year.

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

2024-2025 SMART Goals

All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goal #1 Third Grade Goal: Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from 31.4% to 29.8% in the spring of 2025.

Goal #1 Action Steps:

1) K-3 Teachers, administration, the literacy coach, interventionists, special education teachers, and the MLP teacher will complete LETRS training and implement strategies from the science of reading in daily instruction and interactions.
2) The literacy coach will provide grade level professional learning around new curriculum, standards, and assessments.
3) Classrooms will continue developing robust reading workshops that include direct instruction, guided and independent practice with conferring, as well as an intentional closing.
4) Teachers will meet daily in small groups with students to differentiate instruction.
5) All stakeholders will provide support for communicating with families information regarding the Read to Succeed retention policy as well as their child's performance in the classroom and on the fall iReady assessment.
6) All stakeholders will establish intervention plans for third grade students scoring below the 25th percentile on the fall iReady Reading assessment, while utilizing formal and informal classroom observations and assessments to help gain an accurate overall picture of the child's strengths and areas of growth.

Goal #2 As a school, 45% of our students will meet their stretch goal by spring of 2025 on iReady Reading Benchmark Assessment as compared to 40% in the spring of 2024.

Goal #2 Action Steps:

1. The literacy coach will provide grade level professional learning around new curriculum, standards, and assessments.
2. K-3 Teachers, administration, the literacy coach, interventionists, special education teachers, and the MLP teacher will complete LETRS training and implement strategies from the science of reading in daily instruction and interactions.
3. Classrooms will continue developing robust reading workshops that include direct instruction, guided and independent practice with conferring, as well as an intentional closing.
4. Teachers will meet daily in small groups with students to differentiate instruction.
5. All stakeholders will establish intervention plans for third grade students scoring below the 25th percentile on the fall iReady Reading assessment, while utilizing formal and informal classroom observations and assessments to help gain an accurate overall picture of the child's strengths and areas of growth.