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

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<b>District Name</b>	Bamberg
<b>School Name</b>	Richard Carroll Elementary
<b>Principal Name</b>	Mandy Edwards
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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.**

In grades K-2, teachers use the Structured Literacy Curriculum from HMH to ensure our instruction hits all the components as aligned with Science of Reading and the recent LETRS training our teachers have received. The grade level teams follow the protocols daily in the structured literacy and assess the students each week. They supplement their phonological awareness instruction with Heggerty throughout the day. Grade level reading resources provided through HMH are used to ensure quality teaching of the five pillars.

In grades 3-5, teachers administer the LETRS Spelling Inventory to each student. They then meet with their teams to discuss tier one patterns of errors. Along with the literacy coach, they are designing word study lessons to address the gaps through whole group direct instruction. Grade level reading resources provided through HMH are used to ensure quality teaching of the five pillars.

Students in grades K-5 have daily/weekly access to individualized AMIRA support. Each grade has a targeted plan to give students needed practice each week.

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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.**

Teachers in grades K-2 use the HMH Structured Literacy Curriculum to ensure intentional teaching of the foundational literacy skills aligned to the science of reading. This lesson plan provides a seamless framework for the teachers to hit the five pillars. The teachers assess the decoding of these foundational indicators through running records with decodable texts and the encoding through weekly assessments of the indicator. Word study looks different than in years prior. Students learn a pattern or a rule and they must apply the rule with unknown words on Friday.

In grades 3-5, teachers use the LETRS Spelling inventory to target tier one and two weaknesses. Grade level teachers then plan lessons using resources from UFLI and West Virginia Phonics to ensure the students' abilities to decode and encode different patterns and rules. On Friday, students take a word study quiz that requires them to apply the spelling rule for the week and sentence dictation allows the teachers to review previous weeks of study along with conventions.

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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.**

Students in grades K-5 are administered the MAP (Measures of Academic Progress), LETRS Spelling Inventory (1-5) and the AMIRA benchmark. Students scoring the bottom 10% on MAP and/or in the "well below benchmark" range on AMIRA are flagged for further assessment. The literacy coach or interventionist then administers the CORE phonics Survey and PAST Phonemic Awareness Screener to the identified students. This data is used to identify tier 3 students needing pull-out intervention for reading and is also used to inform the interventionist of where to begin with closing gaps in learning.

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## **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.**

Teachers at all grade levels send home weekly newsletters explaining the reading and writing skills of the week. In the lower grades, teachers send home nightly "take home" bookbags with the skill/strategy the student is individually working on explained in the bag. Decodable passages are also sent home to practice the phonics skill of the week in context. Upper grades teachers require nightly reading logs with an approved book for nightly practice.

Teachers provide frequent feedback on the student's progress in reading and writing through emails, progress reports, or meetings, enabling parents to see areas for improvement. Quarterly parent-teacher conferences offer time to discuss personalized strategies that work for each child. We plan to offer "parent university nights" so the parents can experience a structured literacy lesson and teachers can explain the various ways we are teaching word work along with comprehension and fluency.

When students are struggling to maintain grade level expectations, teachers schedule meetings with parents very early in the school year to discuss specific ways to help at home. When there remains a lack of progress, the student intervention team meets with the parents to discuss further intervention or strategies that could be useful. This team meets as necessary to track progress. For students specifically in third grade who are underperforming, the literacy coach holds meetings with parents of students in danger of scoring Not Met on SCReady so they fully understand the implications. The literacy coach also discusses things the parents can be doing at home to help their student.

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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.**

RCES collects multiple forms of data to properly identify students in need of reading intervention.

In 5K, students are given the Amira Screener at the beginning of the year, MAP, as well as, the "Word Analysis" part of the DRA2 (Developmental Reading Assessment). Students scoring "well below benchmark" on both assessments are put on a "Watchlist" and the teacher and/or teacher's aide will pull these identified students everyday for work on letter identification, sounds, first sound fluency, and rhyming words. At Richard Carroll Elementary School, we feel it is important, at the 5K level, to allow students the time to experience quality tier one instruction before we begin isolating them with tier 3 pull-out instruction. In November, every student is administered MAP, Amira, DRA word analysis, and DRA reading assessment. If a student is scoring "well below benchmark" in all three areas, the student is identified for extra reading assistance from a highly-qualified interventionist. Depending on the severity of the deficits, some students are pulled 4 days a week while others are pulled 2 days a week. Each session is 30 minutes and addresses areas of weakness identified in the assessments. In March, these assessments are readministered by the intervention team. For students not showing improvement, they are referred to the SIT (Student Intervention Team) team for further conversation, reflection, and potential evaluation.

First grade through third grade students are given the Amira screener at the beginning of the year, as well as, the DRA2 reading assessment, and MAP. Students scoring below benchmark on at least 2 out of 3 of these assessments are identified and assessed further with CORE Phonics and PAST. If the data is consistent with the screeners, the student is flagged for tier 3 intervention with a highly-trained interventionist. This data is used to provide intervention in the identified greatest areas of need. In November, all this testing is done again and data is compiled to assess growth, regression, and areas of strength and weakness. Students not showing improvement are referred to the SIT team and students showing marked progress are dismissed from intervention groups. This process is repeated in March.

Students in grades 4 and 5 are given the Amira screener and MAP at the beginning of the year. The intervention team analyzes the previous year's SC READY data to identify any student scoring DNM and any student scoring in the bottom 10% on MAP and "Well Below Benchmark" on Amira. Groups are formed for tier 3 intervention based on this data. These students are pulled twice a week for 45 minutes for intensive reading remediation. Spelling Inventories and CORE Phonics Screeners are used to identify gaps and areas of weaknesses. In late November, teachers administer all these assessments again and data is compiled to assess growth, regression, and areas of strength and weakness. Students not showing improvement are referred to the SIT team and students showing marked progress are dismissed from intervention groups. This process is repeated in March.

For grades K-5, the principal holds regularly scheduled grade level data meetings, looking at all forms of data, to allow teachers to reflect on classwide patterns to inform tier one instruction and areas of small group weaknesses to inform small group instruction (tier 2).

## Section F: Teacher Training

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**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.**

All teachers, interventionists, administration and SPED staff in grades K-3 are in their second year of LETRS training. All professional development is centered around LETRS and science of reading.

Pre-K teachers will begin their LETRS instruction this school year.

Teachers in grades 4-5 are getting shortened PD sessions from Sonya Ramsue, certified LETRS trainer from the SDE. She comes in on our designated PD days and engages the teachers in pieces of the training that is pertinent to the upper grades. She began the year with different syllable types and how to design lessons to help students encode. She will move to vocabulary, fluency and comprehension.

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## Section G: District Analysis of Data

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## Strengths

In grades K-2, our dyslexia screener results have shown marked improvement over the last few years. Last year, eighteen 5K students were identified as "at risk," and 10 first grade students were identified as "at risk." While this is not where we want to be, these numbers have come down significantly since implementing Heggerty 4 years ago. We look for these numbers to be even lower at the end of this year after a full implementation year of Structured Literacy.

Every test-taking grade level (3-6), increased the percentage of students scoring "meets and exceeds" from 2023 to 2024. Fifth and sixth grade had the biggest percentage increase with 5% and 9% respectively. Fifth grade doubled the percentage of students scoring exceeds from 9% to 18%.

RCES has a highly-qualified teaching staff who are dedicated to student growth and achievement. LETRS training has only heightened our awareness and effectiveness in the classrooms. Since completing volume one training, grades K-2 has implemented the Structured Literacy Curriculum from HMH to help ensure we are teaching the foundations every day. This is helping us be very intentional with our SC indicators as well. Teachers continue to supplement phonemic awareness instruction with Heggerty when necessary.

In grades 3-5, specifically, very focused curriculum work is being done to intentionally align assessments with indicators. Assessments are written first and then the teams backwards plan the instruction to meet the goals of the indicator. As a grade band, we are focused on the vertical articulation of the curriculum to ensure each grade level is reaching the level of rigor of the indicator. This also allows us as a school to know what is being taught and assessed and establish a thread from one grade level to the next for accountability.

Our process for identifying students needing tier 3 intervention and supports is strong. We have a strong criteria set for each grade level (K-5) to make sure we are not over-identifying students and thus serving the "true tier 3" child. We have 3 highly-qualified interventionists who meet with small groups of students (2-4) in either 30 or 45 minute blocks of time based on need. We meet regularly to reflect on the students we are most concerned about and why.

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**Possibilities for Growth**

Our fourth grade has the most potential for growth. Their scores on SCReady showed the largest increase in DNM in 2024. In 2023, these students as third graders scored 23% DNM. These same students scored 41% DNM in 2024. Because of this, a targeted effort is being made in fourth grade to align assessments to indicators and use the backwards planning model to intentionally design instruction towards mastery of the indicators. According to fall 2024 MAP projections, the current fourth grade has the highest potential to score DNM on SCReady in the spring (34.9%).

Data analysis of the LETRS spelling indicators show that students can decode most words by the time they are in 3rd grade but struggle to encode those same words in their writing. If more than 50% of their students are missing a phonemic pattern or rule, we will work to design tier one lessons to bridge those gaps in the upper grades.

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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 TeachersReading CoachesReading interventionistsK-3 Special Education TeachersSchool Administrators

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

32

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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)?**

6

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

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**Goal #1**

RCES will reduce the percentage of third graders scoring DNM in the spring of 2023 as determined by SCREADY from 20.3% to 18%.

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**Goal #1 Progress**

RCES did not meet this goal. In third grade, 27.3% of the students scored DNM.

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**Goal #2**

By spring of 2024, RCES will increase the percentage of 4th through 6th grade students scoring "meets and exceeds" on the ELA portion of SCREADY by 3% (41.6% to 44.6%).

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**Goal #2 Progress**

RCES increased the number of "meets and exceeds" students but did not meet this goal. In grades 4-6, we increased the percentage of students scoring "meets and exceeds" to 43.2% but fell short of the goal of 44.6%.

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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.

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**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 27.3% to 22.3% in the spring of 2025.

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**Goal #1 Action Steps**

- 1) Continue to use all the data to provide intentional and appropriate tier 1, tier 2, and tier 3 instruction. This data will be analyzed in data meetings and in grade level meetings.
  - 2) Continue to focus on the intentional teaching on the standards and indicators by developing common grade level assessments that measure the mastery at the indicator level.
  - 3) Continue LETRS training and use this PD to reflect on our tier one instruction. Make intentional changes and adjustments to our curriculum and teaching to foster student growth in reading and writing.
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**Goal #2**

By spring of 2025, RCES will increase the percentage of 4th through 6th grade students scoring "meets and exceeds" on the ELA portion of SCREADY by 3% (43.2% to 46.2%).

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**Goal #2 Action Steps**

- 1) Continue the intentional planning and curriculum writing that matches the indicators with specific focus in the fourth grade.
  - 2) Teachers will attend regularly scheduled data meetings to discuss strengths and weaknesses indicated on classroom assessments and progress monitoring tools.
  - 3) The literacy coach will work closely with 4th grade, in particular to monitor the quality of tier one instruction to teach the S.C. indicators.
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**Goal #3**

By the spring of 2025, the percentage of K-2 students scoring "high average" or "average" on MAP will increase from 24.6% to 27.3%.

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**Goal #3 Action Steps**

- 1) Full implementation of the HMH Structured Literacy program that ensures science of reading based instruction on our SC foundational indicators.
  - 2) Frequent and consistent use of Amira to address individual strengths and weaknesses of students in phonemic awareness and phonics
  - 3) Informed small group instruction in the classroom based on the frequent progress monitoring of skills and strategies being taught, assessed, and reviewed.
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