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

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<b>District Name</b>	Calhoun
<b>School Name</b>	St. Matthews K-8
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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.**

Pre-K

The Pre-K students here at St. Matthews K-8 schools are assessed using MyIGDIs. This assessment accurately measures a child's development in oral language, phonological awareness, alphabet knowledge and comprehension. MyIGDIs allows students to receive the interventions and/or enrichments they need to be ready for kindergarten. The assessment is administered in the fall and again in the spring.

Frog Street is the curriculum for Pre-K students at our school. Frog Street lessons include phonological awareness; alphabet knowledge; oral language and vocabulary; comprehension and written expression.

K-5

The iReady diagnostic is administered to our K-5 students during the fall, winter, and spring. The assessment measures students' performance and progress in specific foundational skills for reading and mathematics. Phonological awareness, phonics, high frequency words, vocabulary, and comprehension are the reading domains that are tested. Following the diagnostic, students will have access to a personalized pathway that will address their needs. For the English Language Arts pathway, iReady provides explicit instruction for decoding, phonemic awareness, phonics, and word recognition, and encoding. The pathway for students also gives support for meaning making, including vocabulary and comprehension. iReady also allows practice for fluency, accuracy, rate, and expression.

Our Wonders curriculum provides explicit and systematic instruction in foundational skills, including phonological/phonemic awareness, phonics, spelling, structural analysis, high frequency words, and fluency. Wonders has researched based lessons in vocabulary and other language skills. It includes guidance for high-level, high-quality discussions and content that are geared toward building 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.**

The K-5 iReady assessment and instruction in word recognition aligns with the science of reading in that the diagnostic measures the level of need for individuals. The personalized pathway that each student is assigned is a systematic sequence of instruction with easier skills taught before harder, and new learning built upon prior learning, so that students can continue to practice. Within word recognition, students will be assigned lessons that address phonological and phonemic awareness, phonics, and high frequency words. Students may be placed in lessons that are below their actual grade level if their iReady diagnostic performance shows that they would benefit from additional support.

The Wonders K-5 curriculum offers a grounding in foundational skills that include, phonological/phonemic awareness, phonics, spelling, structural analysis, high frequency words and fluency. A combination of small and whole group lessons are provided so that students receive what they need to be successful. The Wonders foundational lessons allow students to focus on content instead of process. To ensure that students develop proficiency in decoding words by translating the letters and spelling patterns into phonemes and pronunciations, a large part of the instruction is focused on the direct and explicit instruction of phonological awareness and phonics. With continued instruction and practice, students build automaticity in decoding and word recognition.

The Frog Street Pre-K curriculum incorporates several practices of literacy instruction into its curriculum. Pre-reading is taught through the morning message routine. The students are encouraged to engage in pre-reading skills by building phonological awareness, print awareness, and alphabet knowledge. Students are also introduced to new vocabulary during the morning message block. Daily read alouds offer the students chances to practice comprehension through discussions. Students are exposed to oral and written language through topics and classroom activities. Early literacy will be developed with these topics and by building on prior knowledge and language experiences.

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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.**

At St. Matthews K-8 school, we use our diagnostic assessment, iReady, and AimsWeb, our universal screener data, to drive our instruction. iReady identifies the specific needs of our students. All students are given Tier 1 grade level instruction in the regular education classrooms. Enrichment is provided by the classroom teacher to all students according to their needs. iReady lessons allow students to receive explicit and systematic instruction in all grade levels. Students are assigned lessons to practice in areas where they need the most support. Teachers provide Tier 2 small group instruction to those students who were identified either through diagnostic data, universal screener and/or the classroom teacher's formative assessments, and are not demonstrating grade-level reading proficiency. Tier 3 students, who are also identified through a diagnostic assessment and a universal screener, and are shown to not demonstrate grade-level reading proficiency, are assigned to an interventionist to receive targeted instruction outside of the classroom to strengthen their skills. Students who receive Tier 3 intervention are progress monitored using AimsWeb.

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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.**

St. Matthews K-8 parents, as stated in the student parent handbook, are encouraged to meet with teachers, in-person, virtually, or by telephone, to stay updated on the progress of their child/children in the classroom. Our families are also invited quarterly to participate in activities that will bridge the relationship between school and home. Parents have access to the parent portal to review their child or children's grades to see their strengths and where they may need assistance. Students have agendas and/or folders that are to go home daily so that parents can view assignments and any other correspondence from school. Agendas and folders are to be signed by parents to indicate that they have reviewed the content.

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## **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.**

At St. Matthews K-8, we monitor the reading achievement at the classroom and school level to ensure grade level proficiency. We analyze assessment results to discover strengths and needs in order for our students to grow. We conduct frequent assessments using both formative and summative methods to track reading strengths and needs for improvement. These assessments provide helpful data for teachers about groups and individuals. Using this data allows us to make decisions about instruction and intervention. Teachers keep updated data walls and data notebooks. The teachers also have data chats with their students to inform them of their strengths and areas for growth.

Students are progress monitored to ensure that they are continuing to receive the interventions that are needed within the classroom or with an interventionist. Adjustments in strategies are made to best support student growth. Our teachers, administrators, interventionist, and reading coach work closely to share insights, strategies, and evidence-based practices focused on student success.

Our goal is to maintain an effective reading environment that nurtures each student's level of development.

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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.**

At our school, we are dedicated to ensuring that educators receive the support that they need to improve or modify their craft. Teachers and administrators have, or will be trained with Lexia LETRS. Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction-phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. Throughout the school year, professional development opportunities will be offered to meet the needs of our staff. Collaborative sessions will be held for teachers to participate in discussions and share effective strategies that coordinate with the science of reading and the need for explicit and systematic reading instruction.

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## **Section G: District Analysis of Data**

### **Strengths**

Analyzing data  
90 minute or more English Language Arts block  
Tier 2 and 3 Intervention  
Collaborative planning  
One to one technology  
Reading Interventionist for tier 3 students  
Quarterly parent engagement activities to promote family literacy and enhances home-school connection with literacy and learning  
Ongoing professional development

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**Possibilities for Growth**

Integrating content area concepts or topics

Using data to drive instruction

Increasing independent reading

Increasing grammar instruction

Increasing independent writing

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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?**

2

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

7

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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)?**

5

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**Section H: 2023-24 School SMART Goals and Progress Toward those Goals****Goal #1**

Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from 41.2\_ % to 25 % in the spring of 2024.

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## Goal #1 Progress

As indicated by the Spring 2024 SC Ready scores, 36% of third graders scored Does Not Meet. The results demonstrate progress towards meeting the goal of 25%. We are utilizing the following methods to continue our progress.

Analyze available data (SC Ready, iReady, AimsWeb, teacher made assessments) to identify specific areas where students are struggling. This will help us tailor our interventions effectively.

Implement targeted interventions for students identified as at risk. This could include small group instruction, tutoring sessions, or after-school programs.

Ongoing professional development sessions for teachers to equip them with strategies and resources to support students who are currently not meeting expectations.

Intentionally engaging parents in their children's learning. Regular communication and activities to involve parents in their child's academic progress.

Monitoring student progress to adjust interventions as needed.

Availability of resources needed to increase student growth

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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

Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from 41.2 % to 25 % in the spring of 2025.

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### Goal #1 Action Steps

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