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

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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.

Kindergarten through 5th grade teachers at The Academy for Teaching and Learning follow the learning objectives, indicators, and overarching expectations of the 2024 South Carolina College- and Career- Ready ELA Standards. The ELA instruction is aligned to support the four outcome domains of alphabets, reading fluency, reading achievement, and comprehension. These standards serve as a guide in planning and implementing instruction for foundations of literacy, applications of reading, research, written and oral communication across the grade levels. In alignment of the Literacy Teacher Competencies for PreK-5th Grade, teacher knowledge is at the forefront of teaching, data analysis, and strategic steps for instruction.

Literacy instruction supports all domains. Through direct, explicit, and systematic instruction in word recognition, the lower strands of Scarborough's Reading Rope: phonological awareness, decoding and sight recognition, are fostered in whole class, small group, peer practice, and opportunities for independently practice with previously acquired skills. The language comprehension strands in Scarborough's Reading Rope of background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge are fostered through interactive read-alouds, shared text, and guided instruction. Reciprocal teaching, jigsaw, listen-read-discuss, and think-pair-share are just a few of the comprehension strategies that support cooperative learning and expand student comprehension of literacy experiences in the classroom. Teachers model experiences with literary and informational texts, interactive writing across the writing styles, and provide instruction to encompass both receptive and expressive language. Structured literacy in word recognition and language comprehension, allows for students to learn in whole class and in small group opportunities where the gradual release of responsibility is tempered to provide multiple exposures and increasing opportunities to respond in an, "I do, we do, you do" instructional scaffolding. Formative assessments, teacher anecdotal records, and student conferences support teacher knowledge and informs the capacity to meet the needs of every child. Formative assessments occur weekly, seasonally, and quarterly through teacher assigned and computer-adaptive measures. These assessments allow teachers to gauge the progress of the students and reinforce or extend learning based on multiple data points. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, and speaking. Teachers have access to materials and South Carolina adopted curriculum that supports opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses.

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.

Word recognition becomes increasingly automatic from kindergarten through third grade. For students in third through fifth grade the word recognition pathway remains vital and is imbedded in the applications of reading strands of the SC CCR ELA Standards. Based on the Simple View of Reading, reading comprehension is the product of word recognition and language comprehension. Teachers, even in third through fifth grade, focus on word recognition through building vocabulary, and making meaning within the shift of decoding multisyllabic words, and morphology. In early elementary, K-2, The SC CCR Foundations of Literacy Standards guide teachers in planning, instruction, and expectations through a continuum of learning. Students progress through the grade bands and teachers support student learning based on their development on the continuum. Teachers have materials, resources, and support for teaching, remediating, and extending the word recognition pathway. Students are learning the "why" behind the alphabetic principles as they articulate sounds, learn gestures, connect phonemes to graphemes, and discover the intentionality of sound wall and vowel valley letter/sound placements. Teachers follow curriculum aligned with the science of reading and structured literacy in the foundational skills.

The University of Florida Institute Foundations is taught from kindergarten through second grade as part of Tier I instruction. During the two-day, eight step lesson format, phonemic awareness, phonics and decodable texts reading develops the four outcome domains of alphabets, reading fluency, reading achievement, and comprehension. Students are reading connected text that correlates with the phonics skills and irregular words they have been explicitly and systematically taught k-2 at the recommended grade-level, scope and sequence of the program. The gradual release of responsibility allows readings at multiple levels of support. Teachers rely upon weekly formative assessments to gauge the progress of the students.

In addition to UFLI, Heggerty Phonemic Awareness offers teachers additional K-2, quick-paced, lessons in phonological and phonemic awareness as a supplement to improve literacy outcomes while HMH Into Reading offers another layer of instructional support through resources, texts, and assessments through fifth grade. Teachers utilize data from word recognition and formative assessments to inform instruction in all grade levels. Data drives the need for further tiered instruction in word recognition. Both Tier II and Tier III instruction offers word recognition opportunities for greater time and intensity when students demonstrate word recognition deficits.

The NWEA MAP Reading Fluency with Foundational Skills and Dyslexia Screener is given seasonally. This formative assessment offers insight into the zone of proximal development for students in phonological awareness, phonics/word recognition, and language comprehension. Within the foundational skills scaled domain, based on achievement status and growth user norms for grades K-2, status norms are presented as a percentile to reflect the same construct, grade, and term as their peers. All students from K-2 are assessed fall, winter, spring in NWEA MAP Reading Fluency. Reading Fluency ZPD Recommendations, Fluency Instructional Planning

Report, and the MAP Skills Checklist for Reading, work cooperatively to drive actionable steps in teaching and learning.

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.

From the onset of kindergarten, students are academically known. Kindergarten teachers are mindful of The Profile of a South Carolina Ready Kindergartener and within the first 45 days of school, kindergarten students are assessed for readiness. Although the Kindergarten Readiness Assessment, KRA, covers multiple domains, teachers become aware of students that are demonstrating, approaching, and not ready for kindergarten. This assessment, along with the fall NWEA MAP Reading Fluency with Dyslexia Diagnostic Screener helps teachers academically know the newest students in our school. Thwarting the "wait to fail" mentality, universal screeners and diagnostics immediately offer insight into the strengths and weaknesses of students. From the beginning, data informs small group instruction, facilitates student groupings, both homogeneously and heterogeneously, and sets a reference point for future student growth.

Student pathway targets for tiered instruction are guided by universal screeners and diagnostic assessment data. All K-2 teachers administer the MAP Reading Fluency "Foundational Skills with Dyslexia Screener" three times per year (fall, winter, spring) to all students as required by MTSS Legislation, Act 213. This screener helps identify students who may be at-risk for reading difficulties. These students receive Tier II or Tier III intervention in the area of support needed and intervention is assigned to students "flagged" by the screener as having reading difficulties. MAP Reading Fluency is administered to third through fifth grade students whose MAP Growth Reading RIT Score equates to a Level 1 on the SC Ready/ NWEA MAP Linking Study. The determination of tiered instruction is based on the universal screener data while diagnostic data identifies the pathway of instruction, word recognition or language comprehension, for further tiered support. Historical data along with oral reading records, Lexile grade-level criteria, and teacher assessments factor into the MTSS decision to the appropriate tiered instruction. Although R2S Act 284 only requires K5-Grade 3 students to receive reading intervention, we also include fourth and fifth graders in our Tiered instruction. The frequency, duration, intensity, and pathway of intervention is guided by diagnostic questioning and data of the Continuum of Reading Patterns. Progress monitoring tools gauge on-going intervention effectiveness. One to two SMART goals focus on the targeted pathway and highlight the area of need for students below grade-level reading proficiency. The MTSS team reviews student growth quarterly and parents are informed of intervention progress. Students unable to meet the state requirements for promotion in third grade attend Summer Reading Camp before retention is determined.

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.

The Academy strives to establish effective strategies to empower families with knowledge and resources that engage students and their families to promote literacy. The school provides opportunities for parent involvement with literacy development including parent workshops, literacy events, parent conferences, and newsletters. Parents are valuable members of collaborative teams that support the school's MTSS framework. Workshops, conferences, and informative parent meetings include science-based reading strategies that parents can incorporate at home to support their child's reading development. Each quarter, parent events are planned that promote literacy and equip parents with valuable insights on how to best support their child's literacy development. Events are planned before school, during school, and after school to accommodate parents and their work schedules.

Resources that include a newsletter, parent library, and interactive games/literacy materials help parents extend a child's learning beyond the classroom. Integrating research-based techniques and activities in the home environment are a priority of the school.

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 Academy utilizes a proactive and preventative framework that promotes a multi-tiered system of supports (MTSS) for learners. The four essential components (1) screening, (2) progress monitoring, (3) multi-level prevention system, and (4) data-based decision-making guide collaborative teams to create learning/support pathways for students. Collaborative teams include teachers, interventionists, parents and administrators. Using a problem-solving process, these collaborative teams examine a student's literacy development to organize levels of support that address the intensity of needed instructional support and interventions to promote a student's growth in literacy. Summative assessments, universal screeners and formative assessments identify the needs of students and SMART goals are established to ensure that students receive effective interventions and learning supports.

Tiers of intervention can be amplified in response to levels of need. The flexibility of this framework allows students to move from one tier to another when needed. Ongoing data collection and continual assessment guide the collaborative team to make instructional decisions for students. Students are moved to Tier 2 instruction when differentiated core instruction cannot meet the needs of students. A student is moved to Tier 3 instruction if sufficient progress is not met in Tier 2 and data identifies the need for intensive support. Collaborative teams adjust learning plans using data-based decision making.

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.

Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through study groups, collaboration with school coach, book clubs, collaborative planning, and peer coaching. This year, kindergarten through third grade teachers, administration, and the SPED teacher are participating in LETRS Volume I training. Collaborative planning and child study teams review the progress of students through the lens of foundational literacy skills. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data including study groups, and collaboration with the school coach.

Section G: District Analysis of Data

Strengths

- Early literacy connections and training for Early Care Centers.
- Literacy tips and strategies shared through the school websites for early literacy.
- Pre-Kindergarten orientations for upcoming kindergarten parents to highlight the importance of reading and provide guidance on strategies for parents when working with letter formation, names and sounds.
- Quarterly Literacy Links (K-2, 3-5, 6-8) to encourage reading, provide technology links and develop interest in literacy.
- Increased multi-cultural literature for classroom libraries.
- In-class Fountas and Pinnell resources, K-5, for guided reading and additional resources for check-out in the library bookroom, K-8.
- Lexile Leveled literacy center for student and teacher checkout.
- Increased technology, 1;1, for the kindergarten through eighth grades.
- Literacy Coach
- Literacy infused art and music for K-3
- Tiered Reading Instructional Model

Possibilities for Growth

- Increased Instructional focus on Phonological Awareness
 - Increased Instructional focus on Comprehension
 - Expand and strengthen Tier I, Tier II, and Tier III instruction with additional materials and training.
 - Coaching model for teachers to encourage and strengthen their literacy skills.
 - Intensive data analysis to provide optimal remediation and acceleration for students.
 - Increase opportunities for parent knowledge of the Science of Reading and effective strategies to include in the home environment.
 - Build parent resources/materials
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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 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? 0

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

How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? 11

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 2023 as determined by SC READY from 55.3 % to 45.3 % in the spring of 2024.

Goal #1 Progress SC Ready data showed that The Academy for Teaching and Learning met the third-grade goal of 45.3% with 36.1%. The school will continue to implement strategies to increase goal expectations for next year. Reflection to strengthen all tiers of instruction will continue through professional development for staff.

Goal #2 Goal #2:
During the 2023-2024 school year, The Academy for Teaching and Learning will reduce the percentage of (K-8) students performing below grade level in Reading (Does Not Meet and Approaches) from 44.7% in the Spring of 2023 to 34.5% in the Spring of 2024, as measured by NWEA MAP Growth Reports.

Goal #2 Progress The Projected Proficiency Summary Report (NWEA MAP Growth Reports-Spring 2024) data showed that The Academy for Teaching and Learning did not meet the goal of 44.7% of (K-8) students performing below grade level in Reading (Does Not Meet and Approaches). The data indicated that 60.2% of (K-8) students are performing below grade level in Reading (Does Not Meet and Approaches).

Goal #3

Goal #3:

By the end of the 2023-2024 school year, 80% of the students at The Academy of Teaching and Learning will improve, maintain or exceed grade level expectations in their ability to analyze text critically and use contextual based evidence in their writing, as measured by pre and posttest rubric scores. K-2 growth will be measured using a standards-based, school developed writing rubric and 3-8 growth will be measured using the SC Ready Writing Rubric.

Goal #3 Progress

The Academy met the goal of 80% with 93% growth for students who improved their skills for analyzing text critically and utilizing contextual based evidence in their writing

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

Goal #1:

(Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from 36.1% to 26.1 % in the spring of 2025.

Goal #1 Action Steps

- Employ a Full-Time Reading Literacy Coach
- Purchase additional materials for Tier II and Tier III Interventions.
- Continued implementation of UFLI Foundations
- LETRS Training for faculty and staff
- ELA PLC's will review data, set learning goals, and reflect on teaching practices.
- Literacy Tuesdays for staff development

Goal #2

Goal #2:

During the 2024-2025 school year, The Academy for Teaching and Learning will reduce the percentage of (K-8) students performing below grade level in Reading (Does Not Meet and Approaches) from 60.2% in the Spring of 2024 to 50.2% in the Spring of 2025, as measured by the Projected Proficiency Summary Report (NWEA MAP Growth Reports-Spring 2025)

Goal #2 Action Steps

- Employ a Full-Time Reading Literacy Coach
 - Purchase additional materials for Tier II and Tier III Interventions.
 - Continued implementation of UFLI Foundations
 - LETRS Training for faculty and staff
 - ELA PLC's will review data, set learning goals, and reflect on teaching practices.
Literacy Tuesdays for staff development
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Goal #3

Goal #3:

By the end of the 2025-2024 school year, 80% of the students at The Academy of Teaching and Learning will improve, maintain or exceed grade level expectations in their ability to read a passage or passages and respond to a prompt or task while drawing upon the text(s) for their written responses, as measured by pre and posttest rubric scores. The mode of writing assessed by the TDW is grade-band and mode specific. Students in grades 3 and 4 will receive and respond to a narrative TDW item. Students in Grades 5 and 6 will receive and respond to an argumentative TDW item. Students in Grades 7 and 8 will receive and respond to either an argumentative TDW item or an informative TDW item. K-2 growth will be measured using a standards-based, school developed writing rubric and 3-8 growth will be measured using the following TDW SC State Rubrics:

- Grades 3-4 "To Convey an Experience" TDW Rubric
 - Grades 5-6 "To Persuade" TDW Rubric
 - Grades 7-8 "To Inform" TDW Rubric
 - Grades 7-8 "To Persuade" TDW Rubric
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Goal #3 Action Steps

- Employ a Full-Time Reading Literacy Coach
 - Literacy Coach will provide Professional Development to break down the components of the state rubrics and provide coaching and feedback to teachers.
 - Professional Development that supports teachers as they transition for Text-Dependent Analysis to Text-Dependent Writing.
 - Professional Development that supports the implementation of SC 2024 Text-Dependent Writing Writer's Checklists as tools for students.
 - Literacy conversations to analyze student work routinely to modify and adjust instructional strategies.
 - The Academy students will participate in two mock TDW's (fall and spring) with writing prompts will all papers being scored holistically using the school developed or the state rubrics.
 - Teachers will follow the SC College and Career Ready Standards to develop a prompt from read-a-loud or grade level text where students respond that are grade-band and mode specific.
 - K-2 students will create a holistic rubric based on state standards and SC standard indicators developed by grade level teams.
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