

Mamie P. Whitesides Reading Plan Reflection and Goal Setting 2024-2025

LETRS Questions:

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?: 4 Teachers
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 22 Teachers
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 4 Teachers

Section A: Describe how reading assessment and instruction for all PreK-5th grade 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.

At Whitesides, reading assessment and instruction for PreK-5th grade students focus on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to ensure students meet grade-level English/Language Arts standards.

1. **Phonological Awareness:** In PreK-2nd grade, phonological awareness is explicitly taught using *Heggerty's* Phonemic Awareness program, building foundational skills for early reading.
2. **Phonics:** Kindergarten and 1st grade students receive systematic phonics instruction through *Open Court Phonics*. In 2nd-5th grades, phonics and morphology are taught via *Core Knowledge Language Arts (CKLA)*, enhancing students' understanding of word structure.
3. **Vocabulary & Comprehension:** CKLA emphasizes the development of Tier 2 and Tier 3 vocabulary alongside comprehension skills. Nonfiction texts in Science and Social Studies reinforce these skills. *Scholastic StoryWorks* supplements CKLA to provide a richer vocabulary and comprehension experience. 4th and 5th grade also partakes in Novel Studies throughout the year.
4. **Fluency:** Teachers support fluency development by embedding regular opportunities for students to practice reading aloud with accuracy and expression, which is critical for overall reading proficiency.
5. **Assessment:** Formative assessments are conducted regularly to evaluate students' progress across all literacy components. Data from these assessments is reviewed in Professional Learning Communities (PLCs), allowing teachers to make informed instructional adjustments.

This comprehensive approach ensures all students receive targeted, data-driven instruction that supports their growth in the essential areas of reading.

Section B: 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 is assessed in the primary grades using Fastbridge, with tests of high frequency words and nonsense words. These assessments along with classroom formative assessments make sure students are progressing with their Phonics skills. Phonics is taught in K and 1 through Open Court and supported in small groups with UFLI. Students in 2-5 receive their phonics instruction through the CKLA Skills (grade 2) and is embedded in CKLA Knowledge (grades 3-5). In upper elementary instruction focuses around morphology and vocabulary.

Section C: 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.

The school administers universal screeners three times a year to identify students who may need additional support. For grades K-5, iReady is used, while Fastbridge is the primary screener for grades K-1. These assessments provide multiple opportunities to identify students requiring Tier 2 or Tier 3 intervention. Following the screeners, additional data is collected from teachers and through further Fastbridge assessments.

The Literacy Intervention Team then reviews all data to determine the most appropriate intervention pathway, focusing on either word recognition or language comprehension. Students identified for targeted support are placed into intervention programs such as S.P.I.R.E. or Magnetic Reading, designed to address specific literacy needs

Section D: 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.

At WES, several systems help parents support their child's reading and writing development. Teachers send weekly newsletters with learning objectives and set a daily reading goal of 20 minutes for K-5 students. Strategies for helping students at home are also provided with their diagnostic reports from the iReady Benchmark. Regular conferences and outreach to families, especially those facing challenges, ensure ongoing support. The school also hosts an annual Literacy Night, offering strategies for parents. Additionally, students are encouraged to join Beanstack reading challenges and other reading challenges through a partnership with the public library, further fostering a home reading culture.

Section E: Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

The school uses a multi-tiered system to monitor reading achievement and growth at both the classroom and school levels, ensuring that all PreK-5th grade students receive the support needed to achieve grade-level proficiency in reading.

1. **Universal Screeners:** Three times a year, the school administers universal screeners to identify students in need of additional support. For grades K-5, *iReady* is used, while *Fastbridge* is the primary screener for grades K-1. These assessments provide a comprehensive view of student progress and help identify those needing Tier 2 or Tier 3 interventions.
2. **Data Collection and Review:** After the initial screeners, further data is gathered through additional *Fastbridge* assessments and teacher observations. This data provides a more detailed picture of each student's reading abilities.
3. **Progress Monitoring:** Progress monitoring goals are set for students to have an aggressive rate of improvement, to assist in closing the achievement gap. Depending on the students level of intervention, progress monitoring with nonsense words and/or fluency checks are administered weekly or bimonthly.
4. **Trend Checks:** Monthly the members of the Literacy team convene to review intervention student's progress towards their goals. Those that have met their goals are released. Students who have continually not made progress towards their goal, instructional programs and services are reviewed and phase changes are suggested.

Section F: Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

This year, the school has embraced a culture of learning focused on the science of reading, structured literacy, and foundational literacy skills to support PreK-5th grade students.

1. **Professional Learning Communities (PLCs):** During PLC meetings, teachers have been studying the new South Carolina ELA Reading Standards and their alignment with the science of reading. Teachers collaborate to unpack these standards, develop formative assessments, and identify key lessons to support literacy instruction.
2. **Monthly Professional Development (PD):** Faculty-wide professional development sessions provide ongoing opportunities to deepen instructional practices and a better understanding of the science of reading. These sessions also include vertical articulation, allowing teachers across grade levels to discuss and align instructional practices.

By integrating these training opportunities, the school ensures that all teachers are equipped with the knowledge and skills to deliver structured, evidence-based literacy instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Use of student data to inform instructional decisions (iReady diagnostic assessments and FastBridge screening three times a year). ● Access to appropriate and varied reading materials. ● Block scheduling to ensure 120 minutes of ELA instruction daily and to ensure that students who are receiving intervention or resources services do not miss core instruction. ● Collaboration across grade levels. 	<ul style="list-style-type: none"> ● Provide parents with opportunities to learn more about literacy development. ● Provide targeted in class interventions specifically for Tier 2 students. ● Implement teacher/student data conferences to set short and long term learning goals. ● Provide opportunities for collaborative planning including resource, intervention, and special area teachers.

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

- Please provide your school's 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).

Goals	Progress
<p><u>Goal #1 (Third Grade Goal):</u></p> <p>Reduce the percentage of third graders scoring Does Not Meet in ELA in the spring of 2023 as determined by SC READY from 4.9% to 3% in the spring of 2024.</p>	<p>In the spring of 2024 the percentage of third grade students scoring Does Not Meet on the SC Ready ELA was 6.1%.</p>
<p><u>Goal #2:</u></p> <p>Increase the percentage of students with disabilities scoring Meets and Exceeds in ELA on the 2024 SC Ready assessment from 25.0% to 32.5%.</p>	<p>The percentage of students with disabilities scoring Meets/Exceeds on the 2024 ELA SC Ready assessment was 21.7%.</p>
<p><u>Goal #3:</u></p> <p>Increase the percentage of students in grades 3-5 who score Meet/Exceed on the 2024 SC Ready ELA assessment from 83.3 % to 84.4%.</p>	<p>On the 2024 SC Ready ELA assessment the percentage of students in grades 3-5 who scored Meet/Exceed was 86.0%.</p>

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- 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.

Goals	Action StepsProgress
<p><u>Goal #1 (Third Grade Goal):</u></p> <p>Reduce the percentage of third graders scoring Does Not Meet in ELA on the SC Ready assessment from 6.1% in 2024 to 3.5% by the spring of 2025.</p>	<ol style="list-style-type: none"> 1. Intensive Interventions: <ul style="list-style-type: none"> ○ Daily reading interventions for students identified as at-risk, focusing on phonics, comprehension, and fluency through SPIRE and Magnetic Reading. ○ Tier 2 in class interventions for students who are showing gaps with grade-level standards. 2. Increase Instructional Support: <ul style="list-style-type: none"> ○ Leverage reading specialists, resource teachers, and/or instructional coaches to co-teach or push into classrooms, ensuring students who are at risk of falling into "Does Not Meet" are receiving personalized support. 3. Focus on High-Impact Strategies: <ul style="list-style-type: none"> ○ Provide professional development for teachers on high-leverage literacy strategies, such as close reading, reciprocal teaching, and direct vocabulary instruction, which can be used consistently across the classroom. 4. Frequent analysis of Data <ul style="list-style-type: none"> ○ Benchmark, iReady, Standards Mastery, Derivata, along with classroom data will be reviewed at least monthly to ensure that students are making progress with their reading abilities. 5. Increase Accountability on iReady: <ul style="list-style-type: none"> ○ Adjust pathways for students that historically have performed better than their current reading score. ○ Assign "Challenge" Lessons of grade-level content to those that are one-grade level or below in Reading, to help close their gap.
<p><u>Goal #2:</u></p> <p>Increase the percentage of students with disabilities scoring Meets and Exceeds in ELA on the 2024 SC Ready assessment from 21.7% to 32.5% in the Spring of 2025.</p>	

Goal #3:

Increase the percentage of K-1 students who are at Low Risk on the Fastbridge Reading Screener from 80% in 2024 to 84%

- Provide students with lesson tracking sheets, to track their passing score of 80%.
- Teachers conference with students to review lessons in which they were not successful.
- Teachers will conference with students before testing

6. Parent and Community Engagement:

- Utilize iBeam Reading Volunteers to work with at risk students.
- Provide parent education through weekly newsletters and Literacy Night.