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

District Name	York 01
School Name	York Intermediate School
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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.

All 5th grade ELA teachers are utilizing our HMH Into Reading curriculum, which incorporates oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. All 6th grade ELA teachers are utilizing McGraw Hill's Study Sync curriculum.

From our HMH Curriculum Guide:

Students engage in direct instruction and guided practice through daily Whole-Group lessons, Small-Group lessons, and independent and collaborative activities using HMH Into Reading. The curriculum provides direct instruction with academic vocabulary to build and expand students' word knowledge within, across, and beyond texts. The curriculum includes explicit and systematic instruction with a gradual release model which includes instructional routines for modeling, guided practice, and independent practice.

HMH Into Reading provides a research-based scope and sequence that organize text sets into modules based on meaningful content-area topics, integrates the essential early literacy skills: phonological awareness, phonics/decoding, fluency, vocabulary, and comprehension that progress from simple to more complex texts and skills throughout the year and review skills cumulatively.

Each three-week module is focused on a central topic, which students explore through carefully curated texts, media, and projects. The first lesson of each module begins with Build Knowledge and Language instruction. Reading instruction begins with a whole-group Shared Reading or Read Aloud as students focus on specific skills and strategies. Vocabulary instruction includes Critical Vocabulary words from the selections. The Teacher's Guide includes two Decoding lessons each week. In the first lesson, students apply the target decoding element to shorter words and immediately apply it to a Fluency passage. In the second lesson, they apply the target decoding element to multisyllabic words.

Teacher's Guide lessons include embedded opportunities for formative assessment of targeted skills during daily instruction. Each lesson provides Independent Practice and Engage and Respond tasks to determine whether students are meeting the learning objectives. The Weekly and Module Assessments measure students' understanding of major comprehension, vocabulary, and writing/grammar skills at the end of each week and module. These formative assessments determine students' mastery of skills and allow teachers to plan for review, reteaching, or differentiation.

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.

From our HMH Curriculum Guide: Foundational Skills for Grades 3-5 address decoding, spelling, and fluency. In the intermediate grades, the instructional focus shifts from foundational skills to developing comprehension and vocabulary skills and strategies. The research-based scope and sequence for foundational skills instruction in Into Reading carefully builds upon skills from one lesson to the next, while allowing time for students to continue to practice and apply the skills they've learned.

The Teacher's Guide includes two Decoding lessons each week. In the first lesson, students apply the target decoding element to shorter words and immediately apply it to a Fluency passage. In the second lesson, they apply the target decoding element to multisyllabic words. The Teacher's Guide features a weekly spelling focus that supports the weekly decoding focus, a word list, and an interactive word sort activity to guide students in discovering word features and patterns. The curriculum includes Weekly and Module Assessments aligned to the Foundational Skill instruction in the Into Reading Teacher's Guide and Scope & Sequence.

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.

We use NWEA/HMH's MAP assessment as our universal screener, which is given to students three times a year. Based on our MTSS guidelines, our MTSS team analyzes student data using the SCDE K-5 Intervention Decision Tree to determine the best next steps for students who have not demonstrated grade-level reading proficiency. From the Decision Tree, we utilize HMH's screening and diagnostic assessments to determine each student's targeted pathways of intervention. In addition, teachers can select lessons from the Foundational Skills and Word Study Studio to support students who need more instruction and practice.

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 send home a Family Letter printable at the beginning of each module to inform families about topics and skills students will learn and to offer practical ideas for reinforcing the skills & topics at home. In addition, HMH's Family Room (accessible from the Student Account) provides resources and videos for engaging families and extending learning at home. Teacher teams also send home weekly or monthly newsletters that offer parents tips & suggestions to encourage reading at home. The school hosts a Family Night during the year. The Literacy Coach offers a session for parents to attend. We have two scheduled days for Parent-Teacher Conferences, where teachers are able to provide information on students' levels and progress and give parents tools to help support their child 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.

We use NWEA/HMH's MAP assessment as our universal screener, which is given to students three times a year. Based on this data, teachers are able to determine the level of need of each student. Students who are identified below grade-level proficiency in reading are referred to the MTSS team. HMH's screening and diagnostic assessment options are used to determine eligibility for intervention instruction, and then the Diagnostic Assessments are used to further evaluate areas of need indicated by Screening Assessment results. The MTSS team continues to progress monitor students receiving intervention. Our MTSS team meets regularly with teachers to analyze progress monitoring as well as teacher data, which includes teacher observational data, grades, and work samples.

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.

Throughout last year and the beginning of this year, ELA teachers attended training for our Into Reading curriculum. Along with analyzing the curriculum and the included resources, the trainings guided teachers to a deeper understanding of our state standards by unpacking the standards to understand the depth of knowledge, rigor, and intended learning objectives. Teaching Resources are available on the HMH Ed digital platform and provides on-demand professional learning. Teachers can utilize The Teacher Success Pathway, which is a collection of self-paced professional learning topics on Ed, which includes interactive media, live sessions, recordings, and downloadable content to help teachers prepare for using the HMH Into Reading curriculum.

Section G: District Analysis of Data

Strengths

- Content area grade level collaborative planning
 - Literacy Library with professional resources, book sets, mentor text, content-specific text
 - Print-rich environment
 - Professional learning opportunities and District Professional Collaboration Days
 - Parent communication via monthly parent newsletters, Remind, school website, social media
 - Analyzing student data for next steps
 - HMH Into Reading Curriculum
 - Grammar and vocabulary instruction using HMH Info Reading curriculum, mentor sentences, Flocabulary
 - Academic Interventionist
 - Literacy Coach
 - Connected as Readers reading program
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Possibilities for Growth

- MTSS letters will include parent support suggestions for at-home reading
- Addition of Literacy Corner/Parent Info on Principal's monthly parent newsletter & teacher newsletters
- Small group reading and writing instruction
- Short and focused lessons
- Goal setting with students
- Conferring with students
- Professional learning opportunities in reading and writing instruction
- Parent workshops supporting literacy development at home
- Partnerships with library and community organizations

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?

1

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

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

Goal #1

Reduce the percentage of students projected to score below the level of met on the SCReady Reading Assessment as determined by MAP from 62.0% in the Fall of 2023 to 58.0% in the Spring of 2024.

Goal #1 Progress

This goal was not met as determined by Spring 2023 MAP Reading scores. 58.9% of students were projected to score below the level of met on the SCReady Reading Assessment.

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

Reduce the percentage of students projected to score below the level of met on the SCReady Reading Assessment as determined by MAP from 60.8% in the Fall of 2024 to 55.8% in the Spring of 2025.

Goal #1 Action Steps

-Literacy Coach and Academic Interventionist will use MAP data to identify students without IEPs in the bottom 20th percentile.

-Selected students will receive 30 minutes of small group reading instruction at least twice per week for approximately 12 weeks.

-Literacy Coach will push into ELA classes to support identified students during Tier I instruction.

-Student progress will be monitored and re-evaluated after each MAP administration.

-Teachers will collect and analyze data to make instructional decisions for groups of students and individual students.

-Teachers will use the data to provide targeted, effective individual and small-group instruction in reading and writing tasks.

-The MTSS team will meet regularly with teachers to analyze progress monitoring of Tier 2 & 3 students, as well as teacher data, which includes teacher observational notes, grades, and work samples.
