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

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District Name	York 01
School Name	Hickory Grove Sharon Elementary
Principal Name	Keith McSwain
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Optional: Reading Coach Email	jparris@york.k12.sc.us

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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.**

This school documents and monitors the reading and writing assessment and instruction planned for all pre-kindergarten through fifth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts. Summative Assessment includes SC Ready, Universal Screener MAP Reading Fluency, Formative Assessment MAP, iReady, KRA.

Teachers use the data to make focused, data-driven instructional decisions for students in the areas of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Data teams develop action plan, monitor and evaluate student progress, and document student success.

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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 use data from MAP and MAP reading fluency as initial data point to begin assessment of word recognition with students. In the classroom, teachers use HMH oral reading fluency benchmarks, screening assessments, and diagnostic assessment to determine a student's level of word recognition and level of acquired foundational skills. These tools assess phonological awareness, phonics skills, vocabulary, and comprehension skills.

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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.**

Teachers use MAP, MAP reading fluency as universal screeners. Once students have been identified through these screeners as needing additional intervention support, the screener and diagnostic assessments in the HMH curriculum are given to determine the student's specific area of need. These screening tools assess phonological awareness, phonemic awareness, word recognition, vocabulary, and comprehension.

The MTSS team, along with the classroom teacher, evaluates the data and then creates a learning pathway for the student using the State Department Learning Pathway Decision Tree. Upon evaluation of the data, a SMART goal is created for the student based on their need in either word recognition or language comprehension. Progress monitoring will occur weekly for the student to determine student success. Once a student has met their SMART goal, the MTSS team will evaluate progress monitoring data and create a new SMART goal, and the process will continue for the student.

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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.**

For all students, teachers send parent newsletters weekly to inform parents of the reading and writing instruction occurring in the classroom. Parents are provided opportunities to visit their child's teacher during parent-teacher conferences to discuss their child's progress and receive information regarding upcoming district and state level assessments as well as classroom assessments. Parent literacy nights are held to help parents receive further information about reading and writing routines that can enhance learning at home.

Teachers communicate with parents in a variety of ways to update parents of the progress students are making in reading and writing, through student communication folders, letters, phone and/or in-person communication. Teachers also provide parents with their child's data in parent-friendly terms.

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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.**

Progress monitoring occurs daily and weekly through a variety of measures based on a student's needs as determined by a student's SMART goal. Once the MTSS team has determined a student's area of need and created the SMART goal for a student, the student's progress will be monitored by the classroom teacher through curriculum-based measures and classroom progress monitoring during whole group and small group instruction through checklists and anecdotal records, as well as classroom assessments.

The classroom teacher may also provide intervention for the student in addition to the student's literacy instruction. The additional instruction may include specialized intervention that supports a student's need as determined by their SMART goal in the area of phonological awareness, phonemic awareness, vocabulary, comprehension, or writing. Progress monitoring such as oral reading fluency, correct writing sequences, word recognition, or letter identification is collected daily. The data is easily graphed to quickl

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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.**

Teachers attend weekly grade-level planning meetings, led by the school's reading coach, to receive training based in the science of reading, structured literacy, and foundational literacy skills. In addition to weekly meetings, teachers are also able to attend optional training provided by the reading coach, academic interventionist, or reading specialist during after school trainings. Teachers attend state department virtual trainings, and also LETRS training.

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

### **Strengths**

Data collection and analysis is a strength. Teachers collect data during reading and writing instruction both whole group and small group. Teachers confer daily with students during reading and writing instruction. In addition, teachers ensure instruction is based on the science of reading and aligned to the SC State Standards.

Collaboration amongst grade levels during weekly planning meetings is also a strength.

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### **Possibilities for Growth**

Refine our work with Student-Centered Learning Practices to address individualized learning in reading, writing, and phonics. Facilitate increase of student stamina and engagement while independently reading and writing.

Refine small group and strategy group instruction and data collection during reading and writing workshop that is based on the science of reading.

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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?** 7

**How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?** 4

**How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?** 8

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

**Goal #1** Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SC READY from 39.6% to 29.6% in the spring of 2025.

**Goal #1 Progress** Provide personalized, student-centered learning opportunities during Reading, Writing, and Phonics Workshops. Strengthen MTSS processes and flexible learning opportunities. Collect and analyze data such as running records, conferring and small group data, NWEA MAP Reading, and DRA assessments to determine progress.

### **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 third graders scoring at the DNM level in the spring of 2024 as determined by SC READY from 39.6% to 29.6% in the spring of 2025.

**Goal #1 Action Steps** Provide personalized, student-centered learning opportunities during Reading, Writing, and Phonics Workshops. Strengthen MTSS processes and flexible learning opportunities. Collect and analyze data such as running records, conferring and small group data, NWEA MAP Reading, and DRA assessments to determine progress.