

Form Name: 2024-25 Primary and Elementary Literacy Reflection Tool
Submission Time: October 8, 2024 10:53 am
Browser: Chrome 119.0.0.0 / Windows
IP Address: 204.116.100.194
Unique ID: 1273568228
Location:

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

District Name	York 01
School Name	Hunter Street Elementary
Principal Name	Jane Wallace
Principal Email	jwallace@york.k12.sc.us
Optional: Reading Coach Email	bemitchell@york.k12.sc.us

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.

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.

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.

Literacy instruction is structured to build knowledge systematically over time. They continually build on what they already know to become better readers and communicators. Developing an awareness of spelling patterns (orthography) is an important component of children's literacy instruction. Word lists are organized by the developmental stages of word knowledge-from the level of foundational skills through the exploration of Latin and Greek word parts-that will intentionally lead children to understand how words work and reinforce children's knowledge of sound-spelling relationships. Explicit instruction in spelling patterns will also help children to use their developing phonics/decoding skills in their writing. Into Reading curriculum uses a consistent High-Frequency Words routine that taps all parts of the brain to help children retain the words. Then build children's automaticity by having them practice the words throughout the week in varied activities that focus on reading, writing, spelling, and using the words in conversation. Children can practice identifying high-frequency words in context in decodable texts and through the weekly Literacy Centers.

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.

Based on the results of our universal screener, MAP Reading Fluency (K-2) or MAP (3-4), previous years MTSS data and other observations, we determine whether children would benefit from intervention instruction or require additional diagnostic testing. Using the Decision Tree developed by SC Literacy Specialists, we determine students' needs are in word recognition or language comprehension. This process allows us to make SMART goals for students and target individual needs.

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.

Tools like the Remind app (text and voice), Finalsight (mass communication), and the Husky Herald (monthly newsletter) keep parents informed about school activities and student progress. Regular conferences provide a platform for direct dialogue between teachers and parents, ensuring that both parties are on the same page regarding student needs and accomplishments.

Organizations such as the Parent-Teacher Organization (PTO) and the School Improvement Council (SIC), along with events like field day, Wake Up and Read, Family Writing Night, and seasonal music programs offer parents and community members opportunities to engage directly with students, creating a sense of community and shared responsibility. PTO and SIC also allows parents and community members to influence school decisions and policies, ensuring the school's direction aligns with community values and expectations.

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.

MAP, DRA, MAP Reading Fluency and SC Ready data are used to monitor the achievement and growth of individuals, classes and grade levels. This data, along with teacher observations, is shared with the MTSS team and used to make decisions about Tier 1,2, and 3.

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.

Our teachers are either in year 1, 2 or have completed LETRS training. We also participate in district and state provided professional learning on the new SC standards which include foundational literacy skills. Our HMH curriculum provides teachers in K-2 with structured literacy lessons and support.

Section G: District Analysis of Data

Strengths

- Professional learning opportunities in a variety of literacy areas
 - Strong curriculum that includes important literacy areas
 - Reading interventionist that provides support in Tier 3
 - Strong MTSS team
 - Various interventions to meet students' specific needs
 - Administration in classrooms and providing feedback
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Possibilities for Growth

- More systematic way to quantitate progress monitoring data
 - Continued growth in reflective practice
 - Tier 2 professional learning
 - Professional learning in new curriculum for Tier 1 and interventions
 - Continued work with new SC ELA standards
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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

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

5

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)?

14

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

Goal #1

Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 21.9% to 18% in the spring of 2024.

Goal #1 Progress

The percentage of third grade students scoring Does Not Meet in the spring of 2024 was 33.8%.

Goal #2

Increase the number of school events for parent participation and community sponsors from 10 in the Spring of 2023 to 14 in the Spring of 2024.

Goal #2 Progress

Hunter Street sponsored 11 events by the Spring of 2024.

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 Does Not Meet in the spring of 2024 as determined by SC READY from 33.8 % to 22 % in the spring of 2025.

Goal #1 Action Steps

- Administration will closely monitor planning sessions and classroom instruction with third grade team.
 - Teachers have been encouraged to participate in Student-Centered Learning Cohort within district.
 - Benchmark data will be carefully analyzed and used to guide instruction.
 - A review of DOK and high-quality questioning will be reviewed with third grade team.
 - Half-day planning with Literacy Coach will be provided 2-3 times during the year.
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Goal #2

Professional development with teachers and interventionists in our HMH Into Reading curriculum including features such as Amira, interventions and online features.

Goal #2 Action Steps

- Literacy coach and Reading Specialist will present Amira to each class and benchmark students. They will provide professional learning in Amira including its reports and progress monitoring tools.
 - Utilizing the Teacher Success Pathways provided online with our curriculum adoption to help teachers successfully use the curriculum with fidelity.
 - District literacy coaches will work together to learn about and share the HMH screening, diagnostic and intervention tools with reading specialists and interventionists.
 - Classroom observations in Mosaic will help administrators and teachers with fidelity of the curriculum.
 - Coaching cycles with literacy coach and teachers to provide professional learning and practice in the new curriculum.
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