

Marshall Elementary School

2024-2025 Reading Plan

SECTION A

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.

To meet expectations set by the South Carolina College and Career Ready English Language Arts Standards, Marshall Elementary teachers understand that reading instruction must encompass oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. To accomplish this goal, our teachers provide explicit direct instruction using the following curricula: Heggerty, Letterland, and SC Wonders. All students are assessed using iReady Diagnostic. Additionally, students in kindergarten and first grade are administered a letter/sound assessment. The assessments address foundational skills, vocabulary, and comprehension. Teachers use the data from these sources to inform instruction.

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.

Teachers use the Letterland Letter/Sound assessment, weekly word and sentence dictation assessments as well as high frequency words assessments. During Heggerty students are taught how to identify, blend, and segment individual sounds in spoken words. During Letterland instruction, teachers teach letter-sound relationships explicitly and sequentially. This approach aligns with research that shows systematic phonics instruction improves word recognition and reading skills. Both programs align with structured literacy in that they provide systematic, explicit, and multisensory strategies that support learning. These assessments and instructional methods ensure that students build a solid foundation for reading success and are prepared to meet grade-level literacy standards. As we continue the LETRS professional development, we will implement its Phonics and Word Reading Survey.

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.

The school uses universal screener data and diagnostic assessment data to determine targeted pathways for intervention in PreK-5th grade students who are not demonstrating grade-level reading proficiency. These screeners provide an overview of each student's performance in areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. For students with identified word recognition difficulties, interventions

might include intensive phonics instruction and practice with decoding strategies through Letterland Intervention System. For those with challenges in language comprehension, the focus might shift to strategies that enhance vocabulary, background knowledge, and inferential reasoning as identified in students' i-Ready reports. Tier I intervention includes instruction for all students including whole and small reading groups through the use of the core curriculum, decodable, and leveled readers. Students who are functioning 1 year below grade level expectations are provided interventions within the classroom provided by classroom teachers or intervention assistants, whereas students who are functioning 2 or more years below grade level expectations are provided interventions by a reading interventionist.

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.

We keep parents informed through newsletters, emails, phone calls, and parent-teacher conferences. These updates include information on students' progress and practical advice on how to support their reading and writing development at home. We host events that foster a stronger home-school connection such as Books and Breakfast, a family literacy night, and an author's tea. During each event, teachers, interventionists, and the reading coach provide strategies and practical resources parents can use to assist in the literacy development of their child. To build a reading habit, students complete a monthly reading log, signed by parents each night. Additionally, we organize reading challenges with guidelines and incentives to motivate students and engage families in supporting their children's reading growth.

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.

Data from universal screeners, diagnostic assessments, and classroom-based evaluations are analyzed to track student progress. Focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension, teachers use SC Wonders progress monitoring assessments, Letterland fluency checks, and i-Ready reading comprehension passages. Tier II and Tier III students are progress monitored every six days. Data are discussed in PLCs.

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.

In preparation for LETRS training, the reading coach provided a series of trainings on the following topics: What is the Science of Reading? What is Structured Literacy? How does the Brain Learn to Read? Balanced Literacy vs. Structured Literacy: Instructional Moves

that matter and From Word Walls to Sound Walls. Teachers are currently in the beginning phase of LETRS training. The reading coach is also providing training on the 2024 SCCCR ELA Standards, SC Wonders, and Letterland 2nd edition. The district also provides SC Wonders and Letterland training. Additionally, weekly grade level meetings are hosted for the purpose of “unpacking” the 2024 ELA standards. Finally, we plan to offer a LETRS study group that will focus on discussing and applying video content.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Our school uses comprehensive formative assessments, including i-Ready, KRA, and Letterland Letter-Sound and Phonics Inventories. (K-3) • Our school uses iReady Teacher Toolbox lessons in grades K-5. • Our school uses SCCCR standards when planning instruction. • Each classroom has an extensive library that reflects decodable readers, student interests, various genres, and teacher selections. • Each teacher has access to a plethora of texts for small group instruction via our school’s bookroom. • Our school implements a systematic phonics approach in K-3. • Our school provides incentives for reading. • The parent liaison leads monthly parent night initiatives. • The instructional coaches provide weekly professional development and ongoing support. • Weekly Professional Learning Communities are facilitated by instructional coaches, administrators, and teachers. • The Literacy Self-Reflection tool to monitor instructional best practices. 	<ul style="list-style-type: none"> • Implement iReady Teacher Toolbox lessons in grades 3-5 for Tier 2 students with fidelity. • Analyze and use data to inform instruction. • Create greater working partnerships with businesses, community organizations, and the like. • Continue Tier 3 systematic intervention supports for identified students.

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

Please provide your previous school 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).

Goal #1

By Spring 2024, MES will decrease the percentage of 3rd grade students scoring two or more grade levels below grade level expectations in ELA from 54% (57/107 students) to no more than 32% (34/107 students) as determined by i-Ready.

Goal #1 Progress

- The percentage of 3rd grade students scoring two or more grade level expectations in ELA decreased from 51% in fall 2023 to 32% in spring 2024.

Goal #2

By Spring 2024, MES will increase the percentage of 3rd grade students showing mastery in reading comprehension from 24% to 35% as measured by i-Ready (Reading Comprehension Domain) scores.

Goal 2 Progress

- The percentage of 3rd grade students showing mastery in reading comprehension increased from 24% in fall 2023 to 38% in spring 2024.

Goal #3

None was assigned

Goal #3 Progress

None was assigned

Section I: 2024-25 School SMART Goals and Action Steps Based on Analysis of Data

Goal #1

By Spring 2025, MES will decrease the percentage of 3rd grade students scoring two or more grade levels below grade level expectations in ELA from 44% to no more than 22% as determined by i-Ready.

Goal #1 Action Steps*

- Continue Tier III Intervention with Reading Interventionists
- Continue Tier II Intervention and Strategy Groups with Classroom Teachers
- Utilize Intervention Assistants in a “push-in” model.
- Elevate the Expectations of Tier II Intervention in Small Group daily
- Continue data driven Guided Reading/Strategy Groups in 3rd – 5th grades
- Set individual student reading goals to build student accountability
- Complete i-Ready Lessons daily
- Complete Letterland Intervention daily for students who qualify
- Continuous PD (i-Ready, Letterland/Letterland Intervention, Small Group/Reading Groups, NIET: 4.0 Rubric [Standards and Objectives, Teacher Content Knowledge Questioning, Problem-Solving]
- Weekly Data PLCs
- Weekly grade level meetings focusing on “unpacking” the 2024 SCCR ELA standards and lesson planning

Goal #2

By Spring 2025, MES will increase the percentage of 3rd grade students showing mastery in reading comprehension from 24% to 35% as measured by i-Ready (Reading Comprehension Domain) scores.

Goal #2 Action Steps

- Weekly Data PLCs: Teachers will use assessment data to create and monitor small groups.
- Coach’s Corner: Lesson plan review including unpacking SCCR standards
- Teachers will use leveled text bookroom located school reading resource room to facilitate small group instructions.
- i-Ready Teacher Toolbox lessons
- Progress Monitor students and maintain data and documents bi-weekly
- Demonstration/Co-Teaching Lessons
- Continue Tier III Intervention with Reading Interventionist
- Continue Tier II Intervention and Strategy Groups with Classroom Teachers
- Utilize Intervention Assistants in a “push-in” model.
- Set comprehension goals with individual students.