

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

The passage of Act 114 updates The Read to Succeed Act by requiring schools and districts to prepare comprehensive reading proficiency plans that are *aligned to the science of reading, structured literacy and foundational literacy skills*. This year's literacy reflection tool prompts schools and districts to respond in a narrative format. For more information about reading plan requirements, along with a hard copy of the full questions and directions on how to complete both the district and school surveys, please visit the reading plan homepage at:

<https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/>.

Important notes:

- This year's reflection tool reflects the updated law as well as the state's implementation of Multi-Tiered System of Supports (MTSS). Please use only the updated literacy plan documents when completing this year's survey.
- This year's survey also includes questions about the total number of LETRS completers in your school.

After completing the form, you will receive a confirmation email with your responses. Please submit your survey by October 11, 2024.

If you have any questions, please contact Marie Gibbons at mgibbons@ed.sc.gov.

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School Name* Lake Murray Elementary

Principal Name* Leisa Clamp

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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.*

1 Oral Language/Communication

Teachers provide structured discourse opportunities throughout the day for students to communicate about reading and writing in shared reading, partnership work, small group instruction to build effective communication skills. Students are assessed in communication skills through writing post assessments in narrative, informational, and opinion/argumentative. Students are informally assessed in oral communications skills through anecdotal records and Oral Reading Records(ORR).

2 Phonological Awareness

Phonological Awareness is instructed using the Heggerty program in 4K- 2nd grade classrooms, RTI, MLP and special education classes. Students are assessed using phonological awareness on iReady, Indicator Aligned Inventory for Word Recognition(based on grade level and iReady scores in the area of phonological awareness).

3 Phonics

Phonics instruction is based on SCDE grade level foundational standards using the UFLI curriculum in grades K-3, RTI and MLP. In grades 4 and 5 students needing additional support in the area of phonics based on iReady benchmark testing use HMH-Into Reading: Foundational Skills instruction. Special Education students who need additional support in the area of phonics use the Really Great Reading curriculum.

4 Fluency

Students are instructed on fluency through small group instruction and shared reading using district approved vetted resources. Oral Reading Records are used to assess a student's individual fluency rate.

5 Vocabulary

Vocabulary instruction is intentionally taught based on strategies learned in LETRS professional development, HMH-Into Reading vocabulary instruction, UFLI phonics program in conjunction with work morphology, and in authentic learning experiences such as read aloud, shared reading, and content area academic vocabulary. Students are assessed on vocabulary using reading module assessments and iReady.

5 Comprehension

Comprehension instruction is based on the SCDE Application of Reading standards(AOR) to aid in the comprehension of texts to meet grade-level

English/Language Arts standards. Students participate in comprehension instruction through reading mini-lessons, read alouds, shared reading, small group instruction and independent reading. Teachers utilize district vetted Core Curriculum resources HMH-Into Reading, Units of Study in Reading, and Reading Strategies 2.0. Students who need additional support in RTI, MLP, and Special Education use comprehension resources to meet the needs of their students such as the Rise Program, Level Literacy Interventions, Really Great Reading, TEAMS, Compass, and Literacy Footprints. Students are assessed in comprehension using end of module reading assessments, checkpoints, iReady, ORR, and small group instruction anecdotal records.

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.*

Students K-2 are given the Indicator Aligned Inventory for Word Recognition assessment as required by the SCDE. The district literacy assessment plan requires students who need additional instruction in foundational literacy skills to be assessed using IAI- Word Recognition assessment based on phonics iReady scores.

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.*

Intervention uses iReady as the universal screener data and diagnostic assessment to determine intervention needs for students in specific areas of reading. Students who have failed to demonstrate grade-level reading proficiency receive 30 minutes of intervention instruction daily. Our data team meets regularly to monitor student growth.

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.*

LMES communicates with parents on how to support their student(s) as a reader and write at home through: Parent/Teacher Conferences, Literacy Night, MLP Family Workshops, weekly newsletters that state the area of reading and writing focus, phone calls, and meetings with RTI teacher/parent/interventionist. Special education teachers hold special/annual review meetings in which students' goals are shared with parents.

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. *

The district requires that schools use iReady to progress monitor reading achievement and growth of students during 3 benchmarks throughout the year. In addition, RTI students are progress monitored monthly using iReady for achievement and growth. Classroom teachers use Documented Classroom Interventions(DCI) to progress monitor students in the specific area of concern using anecdotal records from small group instruction, standards-based spreadsheets to show level mastery of standard checkpoint assessments. Special education uses easy CBM to monitor students' progress.

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. *

K-3 teachers, administrators, literacy coaches, interventionist, special education teachers and MLP teachers participate in LETRS training. Teachers also participate in monthly Literacy PD to unpack ELA standards, strategies to support all readers and writers in their classrooms and implement the new ELA curriculum (HMH- Into Reading).

Section G: District Analysis of Data

Strengths*

As a school, 53.4% of our students met their stretch growth in reading (iReady). The percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA K-98.21%, 1-81.95%, 2-86.92%

Possibilities for Growth*

The percentage of (K-5) students meeting or exceeding stretch growth targets on i-Ready Reading will improve by 3 percentage points.

***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?*

36

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

0

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

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).

If you do not have a copy of your goals from the 2023-24 school year, email Marie Gibbons at mgibbons@ed.sc.gov.

Goal #1: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021-2022 as determined by SC READY from 8 % to 6 % in the spring of 2022-2023.

Goal #1 Progress: We have met the goal of reducing the % of students who scored Does Not Meet by 2%.

Goal #2: School administrators, 5K-3rd grade teachers, literacy coach, multilingual teacher, interventionists, and special education teachers will complete the district/state training of LETRS. (Volume One)

Goal #2 Progress: 100% of participants completed all LETRS quizzes and unit assessments for Volume One LETRS.

Section I: 2024-25 School 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. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

If you have questions about completing this section, please contact Marie Gibbons at mgibbons@ed.sc.gov.

For all schools serving third grade students, goal #1 MUST read:

Goal #1 Third Grade Goal: Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from 4.8% to 2.8% in the spring of 2025.

Goal #1 Action Steps*

- PK-3 Teachers, coach, interventionist, special education teachers, and MLP teacher will complete LETRS Volume II training and implement strategies from the science of reading in daily instruction.
- Teachers will meet daily in small groups with students to differentiate instruction.
- Teachers, interventionist, special education teachers and the MLP teacher will participate in monthly literacy professional development to reflect on data and plan for purposeful instruction.

Goal #2 As a school, 55% of our students will meet their stretch goal by spring of 2025 on iReady Reading Benchmark Assessment as compared to 53.4% in the spring of 2024.

Goal #2 Action Steps

- Design intentional learning experiences, aligned to the assessments, that support learner variability as evidenced by teacher plans and classroom observations (e.g. flexible groupings, multiple entry points, and student choice) to enrich or intervene.
- Utilize purposeful questioning to engage learners, promote inquiry and support self-directed learning as evidenced by classroom observations.

- Teachers, interventionist, special education teachers and the MLP teacher will participate in monthly literacy professional development to reflect on data and plan for purposeful instruction.

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