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

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District Name	Lexington 01
School Name	Meadow Glen Elementary School
Principal Name	Brice Cockfield
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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.**

Meadow Glen Elementary uses research-based curriculum, including Houghton Mifflin Harcourt (HMH) Into Reading, Heggerty, and University of Florida Literacy Institute (UFLI) Foundations Toolbox to facilitate learning for all students around the language comprehension and word recognition strands of Scarborough's Reading Rope. Each of these curriculums include systematic, structured pathways to mastery of phonological awareness, phonics, fluency, vocabulary and comprehension. Our teachers work alongside the literacy coach to plan using these resources to implement the 2024 South Carolina College- and Career-Ready Standards for English Language Arts (ELA). Using district-provided formative and summative assessments, teachers monitor student progress and use a recursive planning process to guarantee mastery of the ELA standards.

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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.**

Meadow Glen Elementary has implemented reading instruction aligned to the science of reading, including direct, explicit instruction in phonics, phonological awareness, and orthography. We have adopted the South Carolina Department of Education's Indicator Aligned Inventory for Word Recognition (IAI-WR) tool to diagnose where student mastery of phonics and phonemic awareness has broken down so that we can intervene accordingly to meet student needs. K-2 teachers, along with special education, multilingual, interventionists and administrators are currently in Language Essentials for Teachers of Reading and Spelling (LETRS) training. Our 4K teacher is participating in the Regional Education Laboratory Program (REL) Early Literacy cohort. K-5 teachers collaborate with the school literacy coach to ensure they are appropriately developing foundational literacy skills in our students. Our teachers also participate in district level professional learning to grow their knowledge of evidence-based instruction.

Assessment and Purpose: Indicator Aligned Inventories for Word Recognition (IAI-WR). The purpose of the Indicator Aligned Inventory for Word Recognition (IAI - WR) is to identify specific skills in the area of word recognition in alignment with state ELA Standards and Indicators within the Foundations of Literacy. This tool is based on The Simple View of Reading which states that reading comprehension is the product of word recognition multiplied by language comprehension (Gough & Tunmer, 1998). This is expanded upon by Scarborough's Reading Rope (Scarborough, 2001) which outlines each of the skills within the strands of word recognition and language comprehension. The word recognition strand includes phonemic and phonological awareness (PA), phonics (Ph), and automatic word recognition (AWR). Reading fluency is considered as becoming increasingly automatic as all of the strands for word recognition and language comprehension are woven together.

Grade level, Students who take it and When it is Administered:

5K: All students, 4 times/year (Each quarter)

Grade 1: All students, 3 times/year (Quarters 1, 3, and 4)

2nd Grade: All students, 1 time (Quarter 2)

Grades 3-5: Students who score one or more grade levels below in phonics on iReady Reading Benchmark, 2 times/year (Quarters 1 and 3)

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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.**

Students take the iReady reading diagnostic assessment three times throughout the school year (fall, winter and spring). This assessment is an adaptive assessment that adjusts questions based on student responses and needs. The iReady reading assessment assesses students in five domains: phonological awareness, phonics, high-frequency words, vocabulary, and overall comprehension (literature and informational text). After each administration of iReady, the MTSS team identifies students who fall below grade level reading proficiency. Based on the specific domains in which students struggle, targeted diagnostic assessments are administered to identify their specific needs. Using these results, teachers, interventionists and the literacy coach collaborate to design interventions tailored to meet student needs determining the frequency, intensity and delivery of support. Progress is monitored through formative assessments with growth reassessed during the following iReady diagnostic.

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## **Section D: Supporting Literacy at Home**

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**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.**

Meadow Glen Elementary School has several systems in place to provide regular communication with families to highlight the importance of literacy beyond the school day. Our systems include weekly newsletters, parent-teacher conferences and regular correspondence with individual student's parents as needed. K-5 teachers provide parents with resources and strategies to support their student as a reader and writer in their weekly newsletter. During conference and progress reporting periods, parents are provided with information on grade-level state standards and given strategies to support their child's learning at home. Additionally, through our district-wide communication platform, ParentSquare, families receive detailed reports and updates after each iReady Benchmark assessment, which is given three times a year. This detailed report keeps parents informed of their student's progress, as well as information about student's areas of strength and need and strategies parents can use at home.

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## **Section E: Progress Monitoring**

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**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 Multi-Tiered System of Supports (MTSS) team meets monthly with teachers to discuss concerns and growth in reading achievement. Students who are identified and receive intervention services are administered iReady Growth Monitoring in September, October, November, January, February and March to track student progress. In addition, updated Oral Reading Assessments (ORAs), the Indicator Aligned Inventory for Word Recognition (IAI-WR) assessment, and LETRS spelling inventory are administered based on student needs. Progress monitoring data is used to track growth and guide instructional decisions, including tier movement or adjustments to interventions. If a student is not progressing in the classroom, the classroom teacher meets with the Literacy Coach to review student data and develop a Documented Classroom Intervention plan to help meet the needs of the child. The Lead Interventionist and Literacy Coach meet at the end of the 6-8 week classroom intervention cycle to review the data the teacher collected and discuss the student's next steps. Monthly collaboration with classroom teachers ensures that progress is reflected in both assessment data and classroom performance. The lead interventionist, administrators, counselors, coaches and school psychologist meet monthly to discuss student progress and the students that teachers discussed with interventionists during the monthly collaboration time. Reading interventionists push-in to classrooms once a week to provide classroom support and connect the intervention learning they are doing with students to the learning that is taking place in the classroom. The Lead Interventionist reviews school data on a regular basis to ensure students are making progress and have the services they need to support their learning.

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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.**

All Kindergarten through grade 3 teachers, Reading Interventionists, special education teachers, multilingual teachers and administrators have begun Volume 1 of LETRS. To support the learning, teachers meet monthly to review and discuss the training. Teachers collaborate with the literacy coach to ensure LETRS strategies are integrated to effectively meet student needs. The literacy coach has provided professional learning for teachers in kindergarten through grade 2 on phonics instruction. The literacy coach has also collaborated with teachers in grades 3-5 on supporting vocabulary instruction since that was an identified area of need for these students. All teachers collaborate with the literacy coach and reading interventionists to learn strategies to support students' literacy and foundational skills.

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

**Strengths**

Student growth in reading in kindergarten through grade 5. 51.4% of students met their Stretch Growth and 77.9% met their Typical Growth in Winter or Spring on Spring 2024 i-Ready Reading.

63% of kindergarten students scored "At or Above Grade Level" on Spring 2024 i-Ready Reading.

78% of students in kindergarten through grade 5 met or exceeded text level expectations in Spring 2024.

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**Possibilities for Growth**

Percentage of students not meeting grade level expectations on SC Ready ELA.

32% of third grade students scored "Does Not Meet" or "Approaches" on SC Ready ELA in Spring 2024.

Percentage of students in subgroups not meeting their Fall to Spring Stretch Growth on i-Ready Reading

Special Education subgroup: 61.73% did not meet Stretch Growth

Black student subgroup: 58.18% did not meet Stretch Growth

Hispanic student subgroup: 61.54% did not meet Stretch Growth

Asian student subgroup: 56.14% did not meet Stretch Growth

Word Recognition and Language Comprehension

31.5% of students in grades 2-5 scored below grade level in Vocabulary on Spring 2024 i-Ready Reading

31.8% of students in grades 1-5 scored below grade level in overall comprehension on Spring 2024 i-Ready Reading

30.8% of students in grades 1-5 scored below grade level in comprehension of literary text on Spring 2024 i-Ready Reading

32.6% of students in grades 1-5 scored below grade level in comprehension of informational text on Spring 2025 i-Ready 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 TeachersReading CoachesReading interventionistsK-3 Special Education TeachersSchool Administrators

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

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

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How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? 33

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

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<b>Goal #1</b>	Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 11.2 % to 9.2 % in the spring of 2024.
<b>Goal #1 Progress</b>	In the spring of 2024, 20.8% of third graders scored Does Not Meet as determined by SC Ready. Our goal of 9.2% of students scoring Does Not Meet as determined by SC Ready was not met.
<b>Goal #2</b>	Goal #2: By the end of the 2023-2024 school year, 77% of children will score proficient or exceeds on grade-level standards for ELA as shown on SC Ready.
<b>Goal #2 Progress</b>	In the spring of 2024, 67% of students scored "Meets or Exceeds" on grade level standards for ELA as shown on SC Ready. The goal of 77% of students scoring "Meets or Exceeds" on grade level standards for ELA was not met.
<b>Goal #3</b>	Goal #3: The percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on the Spring 2024 i-Ready ELA will be 75%
<b>Goal #3 Progress</b>	The percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA was 78.3%. This met and exceeded our goal of 75% of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA.

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

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<b>Description Area</b>	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.
<b>Goal #1</b>	Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 20.8% to 18.8% in the spring of 2025.

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## Goal #1 Action Steps

Third grade teachers will meet after each i-Ready reading diagnostic to analyze data and plan data-responsive lessons.

Third grade teachers will meet weekly to analyze student work to determine instructional strategies and create small group instruction.

Third grade teachers will collaborate with coaches, interventionists and other service providers regarding student needs and growth as readers.

Third grade teachers will participate in professional learning and collaborate with interventionists using Multi-Tiered Systems of Support (MTSS), tracking and reporting students' progress toward mastery and supporting students in setting goals and reflecting on progress.

Third grade teachers will complete Volume 1 of LETRS and implement strategies to help students with skills below grade level in phonics, spelling, reading and writing.

Third grade teachers will collaborate with each other, the literacy coach, reading interventionists, special education teachers and multilingual teachers to implement best practices and instructional strategies to increase student's vocabulary and phonological skills. (i.e. Jan Richardson's The Next Step Forward in Phonics and Word Study, UFLI, LETRS, etc.)

Third grade teachers will use a variety of assessments (i.e. Spelling Inventories, Oral Reading Assessments, Indicator Aligned Inventory for Word Recognition, i-Ready data, and classroom assessments to determine student needs and create instructional plans to meet those needs.

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## Goal #2

Goal #2: The percentage of students meeting or exceeding stretch growth targets on i-Ready Reading will increase from 51.4% to 54.5% in the Spring of 2025.

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**Goal #2 Action Steps**

Teachers will meet after each i-Ready reading diagnostic to analyze data and plan data-responsive lessons.

Teachers will use a variety of assessments (i.e. Spelling Inventories, Oral Reading Assessments, and Indicator Aligned Inventory for Word Recognition) to determine student needs and create instructional plans to meet those needs.

Kindergarten to grade 3 teachers, special education teachers, interventionists, multilingual teachers, and administrators will complete Volume 1 of LETRS and collaborate with each other to implement strategies to help grow students with skills below grade level in phonics, spelling, reading and writing.

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**Goal #3**

Goal #3: The percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on the Spring 2025 i-Ready ELA will be 81.3%

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**Goal #3 Action Steps**

Teachers will meet weekly to analyze student work and plan data-responsive lessons.

Teachers will collaborate with the Literacy Coach and Lead Interventionist to review student subgroup data and plan new goals.

Kindergarten through Grade Two teachers will implement Heggerty and UFLI

Teachers will continue working on analyzing and using assessment data to guide instructional decisions.

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