



Ethel Schoeffner Elementary

Literacy Plan 2025-2026

Ethel Schoeffner Elementary
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges								
Goal A: Student Achievement • <i>Support K readiness</i> • <i>Ensuring each student learns at high levels</i> • <i>Develop pathways to college, career, and workforce</i>	Year 3 DIBELS EOY Screener Accuracy 85% of third grade students scored at or above benchmark 91% of 72 fourth grade students scored at or above benchmark 89% of 74 fifth grade students scored at or above benchmark MAZE 76% of third grade students scored at or above benchmark 75% of 72 fourth grade students scored at or above benchmark NWF 82% of third grade students scored at or above benchmark SCPPS Stakeholder Survey • 94% of parents agree or strongly agree with the statement, “My child’s school has high expectations for its students.” • 94% of parents agree or strongly agree with the statement, “My child’s teacher gives work that challenges my child.” • 91% of teachers agree or strongly agree with the statement, “The parents at my child’s school communicates a clear vision for teaching and learning. Percentage of Students Scoring C or higher in ELA for 24-25 School year 3 rd – 93% 4 th - 86% 5 th - 93%	Year 3 DIBELS EOY Screener Fluency 54% of third grade students scored at or above benchmark 56% of 74 fifth grade students scored at or above benchmark Composite 54% of 74 fifth grade students scored at or above benchmark LEAP 2025 - Percentage of students scoring at or above Mastery will increase: <table><tr><td>Grade</td><td>ELA – Spring 25 to Spring 26</td></tr><tr><td>3rd</td><td>44% to 50%</td></tr><tr><td>4th</td><td>53% to 60%</td></tr><tr><td>5th</td><td>57% to 63%</td></tr></table> SCPPS Stakeholder Survey • 57% of students agree or strongly agree with the statement, “My school prepares me to deal with issues that I may face in the future.” • 76% of students agree or strongly agree with the statement, “My school prepares me for success in the next school year.” ELPT 58% of students increased in performance level 42% of students increased in reading component	Grade	ELA – Spring 25 to Spring 26	3 rd	44% to 50%	4 th	53% to 60%	5 th	57% to 63%
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Goal A – Student Achievement—LITERACY					
District Goal			District Objective(s)		
Ensuring each student learns at high levels			95% of students in grade K-3 will read at or above benchmark. 100% of administrators and teachers who teach reading in grades PK-3 will be trained in the Science of Reading by the end of the 2024 school year.		
School Goal			School Objective(s)		
Ensuring each student learns at high levels (Literacy Plan)			Year 3 <i>The percentage of third grade students whose Composite EOY score was at or above benchmark will increase from 83% in May 2025 as second graders to 85 in May 2025 as third graders.</i> <i>The percentage of third grade students whose Accuracy EOY score was at or above benchmark will increase from 53% in May 2025 as second graders to 80% in May 2026 as third graders.</i> <i>The percentage of third grade students whose Fluency EOY score was at or above benchmark will increase from 32% in May 2025 as second graders to 55% in May 2026 as third graders.</i> <i>The percentage of third grade students whose MAZE EOY score was at or above benchmark will increase from 77% in May 2025 as second graders to 80% in May 2026 as third graders.</i> <i>The percentage of ESE students scoring at or above the Mastery level on ELA LEAP 2025 as third graders will increase from 44% in May 2025 to 50% in May 2026 as fourth graders.</i> <i>The percentage of ESE students scoring at or above the Mastery level on ELA LEAP 2025 as fourth graders will increase from 53% in May 2025 to 58% in May 2026 as fifth graders.</i>		
The percentage of 3 rd grade students scoring at or above Benchmark					
Measure	2023-2024	2024-2025	2025-2026	Target	
Composite	68%	75%	73%	95%	
Accuracy	90%	93%	85%	95%	
Fluency	67%	70%	54%	95%	
MAZE	75%	83%	76%	95%	

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Increase student outcomes by developing and monitoring literacy goals - Utilize prior year's screening data to gather information about students' literacy needs and plan instruction prior to the first day of school - Assess all third grade students using DIBELS at the beginning, middle, and end of the school year - Assess fourth and fifth grade students using DIBELS who scored Basic or below on 2025 ELA LEAP 2025 at the beginning, middle, and end of the school year. - Analyze results of screeners to determine who is in need of intervention and extension - Utilize a diagnostic assessment for further analysis, as needed - Group students across the grade level in 3rd grade to support identified needs (accuracy, fluency, comprehension, etc.) - Progress monitor results of interventions and adjust groups and interventions - Third grade teachers will complete IASP to track student progress for students who scored below benchmark on DIBELS - Communicate progress to parents - Review progress toward literacy goals in grade level Professional Learning Team meetings	School funds - Substitute teachers - Parent Coffees District funds - SONDAY Systems 95% Group - U.F.L.I - Amira - Lexia - F.I.R.E. - F.U.E.L This list is not exhaustive.	August 2025 – May 2026 - Conduct bi-weekly teacher and para observations to ensure high quality implementation of curriculum and intervention resources - Observe preparedness and active participation during professional development sessions and weekly Professional Learning Team time - Review agendas, minutes, and sign in sheets - Analyze student responses to assessments - Conduct data reviews to review student's literacy progress inclusive of administration, interventionists, coaches, and teachers - Utilize professional articles/texts during Professional Learning Team time to support instructional plans - Monthly, utilize data to adjust groups and interventions	- Administration - Teachers - Interventionists - Coaches - Literacy Intervention Teacher Leader - Para-educators - Staff Development Coordinator

2. Improve student literacy skills by providing high quality core instruction and systematic, explicit intervention and extension activities based on student needs • Ensure a master schedule that provides adequate time for Tier 1 Instruction as well as Tier 2 and 3 supports - o Ensure ELL complete a minimum of 25 minutes/week work time on Imagine Language and Learning program • Address essential skills and build content knowledge through effective initial instruction on grade level with high quality Tier 1 Core Instruction • Respond daily to formative assessment data to support and differentiate Tier 1 Core Instruction • Use data and flexible scheduling to: - o Provide support in meeting grade level essential standards with Tier 2 Intervention - o Provide intensive support in learning essential standards from previous years with Tier 3 Intervention - o Provide extension activities to students who mastered grade level essential standards	School funds • Substitute teachers • Parent Coffees District funds • SONDAY Systems • 95% Group • U.F.L.I • Amira • Lexia • F.I.R.E. • F.U.E.L This list is not exhaustive	August 2025 – May 2026 • Conduct bi-weekly teacher and para observations to ensure high quality implementation of curriculum and intervention resources • Observe preparedness and active participation during professional development sessions and weekly Professional Learning Team time • Review agendas, minutes, and sign in sheets • Analyze student responses to assessments • Conduct data reviews to review student student's literacy progress inclusive of administration, interventionists, coaches, and teachers • Utilize professional articles/texts during Professional Learning Team time to support instructional plans	• Administration • Teachers • Interventionists • Coaches • Literacy Intervention Teacher Leader • Staff Development Coordinator
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3. Provide ongoing professional growth opportunities to support effective teaching and literacy development

- Revisit Science of Reading professional learning components in response to student data, teacher data, and/or grade level needs
- Support teachers understanding of assessment to focus on student learning, changes needed to teacher practice, and instructional action
- Engage in professional learning and utilize identified intervention programs
- Support grade level teachers as they facilitate unit overviews, understand essential learning, and assessment alignment
- Conduct observations with actionable feedback for teachers related to the implementation of Tier 1 Core Instruction and flex grouping intervention and/or extensions
 - Provide individualized teacher coaching as determined by classroom observations and/or data analysis

4. Engage families around their child’s literacy development

- Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home
- Host a Parent Coffee in the Fall and Spring
 - Highlight foundational skills needed for literacy success
 - Explain why skills are critical for literacy proficiency
 - Provide resources to help at home
 - Include resources in home language read for ELL
- Create “Learn About Literacy” sessions for families which include, but are not limited to:
 - Scarborough’s Reading Rope
 - Foundational skills
 - How to read the literacy screener results and what to do with information
 - Homework to solidify skills

- District Funds
- Science of Reading training
 - SONDAY Systems
 - 95% Group
 - Substitute teachers
- *This list is not exhaustive
- Partner in Education – Valero
- School funds
- Parent Coffee - \$200
 - Learn About Literacy sessions - \$200

August 2025 - May 2026

- Conduct bi-weekly teacher and para observations to ensure high quality implementation of curriculum and intervention resources
- Observe preparedness and active participation during professional development sessions and weekly Professional Learning Team time
- Review agendas, minutes, and sign in sheets
- Analyze student responses to assessments
- Conduct data reviews to review student student’s literacy progress inclusive of administration, interventionists, coaches, and teachers
- Utilize professional articles/texts during Professional Learning Team time to support instructional plans

August 2025 – May 2026

- Monthly newsletters
- Videos
- Agendas
- Sign-in sheets
- Quarterly Progress Report to parents
- Home Connect – screener report

- Administration
- Teachers
- Interventionists
- Coaches
- Literacy Intervention Teacher Leader
- Guiding Coalition
- Para-educators
- Staff Development Coordinator

● Report progress to families on all Tier 3 interventions ○ Collaborate with ELL teacher to ensure families are aware of progress and have actionable steps to support students at home ● Invite parents of students scoring below grade level to in-person sessions with literacy interventionists to receive overview of student data, foundational area of need, why it is important to reading success, and how to help at home with resources ● Utilize community resources to develop partnerships to promote reading ○ Collaborate with Federal Programs to ensure opportunities are provided for ELL.			
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