

Ellore Elementary Reading Plan

2025-2026 School Year

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. *

In a conscious effort to support all learners in meeting grade-level English/Language Arts standards. At Ellore Elementary School, we employ a comprehensive approach to reading that encompasses several key components:

Oral Language: We emphasize the development of oral language skills through engaging discussions, storytelling, and interactive activities that foster a love of learning. This foundation is essential for students to articulate their thoughts and understand spoken texts. ([Letterland/Waterford SC Wonders - Interactive Read Aloud / Shared Reading](#))

Phonological Awareness: Early assessments focus on phonological awareness, helping students recognize and manipulate sounds in words. This skill is critical for later success in reading and decoding. ([LetterLand / Waterford/iReady Learning Pathway/ SC Wonders- Word Work Phonemic Awareness](#))

Phonics: Our instruction includes systematic phonics programs that teach students the relationship between letters and sounds. This enables them to decode new words independently and enhances their reading fluency. ([LetterLand / Waterford/iReady Learning Pathway/SC Wonders - Word Work Phonics](#))

Fluency: We promote fluency through repeated reading practices and performance opportunities, allowing students to read with speed, accuracy, and expression. Fluent readers can focus more on comprehension rather than decoding words. ([Waterford/SC Wonders / iReady Learning Pathways](#))

Vocabulary: Vocabulary instruction is integrated across the curriculum. We provide rich language experiences and explicit teaching of new words to expand students' understanding and usage of language, which is vital for comprehension. ([Letterland/Waterford/ SC Wonders/iReady Learning Pathways](#))

Comprehension: Finally, we utilize various strategies to enhance comprehension, including summarization, questioning, and making connections to texts. These strategies help

students engage with the material on a deeper level. (Letterland/Waterford/SC Wonders/iReady Learning Pathway/Accelerated Reader)

By integrating these components into our reading assessments and instruction, we ensure that all students receive the support necessary to thrive in their literacy development.

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.*

Our approach is deeply rooted in the principles of the science of reading, which emphasizes systematic and explicit instruction. Word recognition plays a crucial role in this process, as it enables students to develop essential skills for decoding and comprehending text.

The instruction methods we utilize align closely with structured literacy, focusing on phonemic awareness, phonics, vocabulary, fluency, and comprehension. By integrating these elements, we ensure that our students build a solid foundation in literacy.

Additionally, Letterland explicitly teaches our students rules of phonics and phonics strategies through a multisensory approach to learning necessary foundational skills. Week by week, Letterland explicitly introduces letters, blends, digraphs, vowel teams, and other foundational reading skills to support students with decoding and encoding words. This builds their skills up to decode words, simple sentences, and short stories. Letterland also involves short discussions to introduce and maintain comprehension skills. This systematic approach provides engaging and practical resources that cater to diverse learners. The Letterland approach fosters a love for reading while reinforcing the necessary skills for successful literacy development.

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.*

At our school, we utilize data gathered from iReady, a universal screener, to identify students who are not meeting grade-level reading expectations. This data allows us to categorize students into specific pathways for intervention, focusing on either word recognition or language comprehension based on their individual needs.

For students identified with challenges in **word recognition**, we implement targeted interventions that may include phonics instruction, sight word practice, and engaging reading activities that emphasize decoding skills, using LETRS strategies that teachers have had extensive training in. These interventions are designed to build foundational skills that contribute to reading fluency. Students who score in the lowest 25th percentile will receive additional instruction from our school interventionist(s). We use the iReady lessons based on data.

Conversely, for those who require assistance with **language comprehension**, we focus on enhancing vocabulary, improving listening skills, and fostering engagement with texts. This may involve guided reading sessions, discussions around story elements, and strategies to make connections between texts and personal experiences.

This year, we will implement our MTSS process with fidelity. We have identified our students who are performing in the bottom 25% percentile in reading and in math per iReady. We also conducted additional screenings using the Letterland Phonics Inventory and the LETRS Phonics Survey. Students who are performing at 25% or below are currently participating in our Phonics Initiative through iReady to support their decoding skills. We will begin implementing UFLI and/or West Virginia Phonics to support and progress monitor students who are performing at the 15th percentile or below.

Our goal is to ensure that each student receives the specific support they need to progress towards grade-level reading proficiency. We continuously monitor their growth through ongoing assessments, adjusting interventions as necessary to meet their evolving needs.

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 continually work on strengthening our plan to support parents in helping their children become better readers and writers at home. We currently provide the following support:

We host an annual **literacy night** for our parents, where they are invited to the school to participate in short literacy activities with their child and gain pertinent information on how to support their child at home, building on what they have been learning in the classroom.

Additionally, we host **parent conferences** where parents can meet with teachers to discuss their child's progress and ask questions about how to reinforce literacy skills.

We will also offer **parenting test sessions** focused on helping parents understand the reading and writing strategies being taught in the classroom that their child will be assessed on formatively in the Spring on SC Ready. These sessions include practical tips, test item

examples, writing exercises to demonstrate how to answer a TDW, and a question-and-answer period, ensuring that parents feel equipped to support their child's literacy journey right up to the state's testing dates and beyond.

Our school's **parent liaison** will also play a pivotal role in fostering a strong parent-teacher relationship to support our reading efforts at home.

Our **Save the Children Coordinator** provides additional literacy support specifically for Kindergarten students. Our Bookbag Exchange Program with kindergarten students encourages them, along with their families, to read every night. The students who sign up for the program will receive a bookbag containing a total of 4 books and a reading chart to track their weekly reading progress. Every week, students are given new books to read. Our Save the Children Coordinator will also conduct a read-aloud with those students every week, along with an activity to accompany the story.

Our literacy team is currently making preparations to reestablish monthly reading programs, Pizza Hut's Book It Program and Warrior Readers. These two programs will provide students the opportunity to read nightly and win monthly awards through reading achievement. Digitally turning in reading logs for the BOOK IT program allows each student to earn a free personal pan pizza at the end of each month. Our Warrior Reader program will follow the Accelerated Reader Program. This will allow students to read daily to reach their monthly A.R. goal. These two monthly programs will assist students with fostering their love for reading while maintaining their basic foundational and comprehension reading skills.

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. *

At our school, we utilize a comprehensive system for monitoring reading progress. This includes the following key strategies:

Weekly Common Assessments: We conduct frequent assessments using both formative and summative methods to gauge students' reading levels. These assessments provide valuable data on individual and group performance.

PLC Data(Analysis): Our staff collaborates to analyze assessment results, looking for trends and areas of need. This data-driven approach enables us to make informed decisions about interventions and instruction.

Progress Monitoring: We monitor the effectiveness of our interventions through weekly follow-up assessments. This ensures that we can adjust our strategies as needed to support our students' optimal growth and development.

Collaboration and Communication: Our teachers work closely with interventionists to share insights and strategies, fostering a collaborative environment focused on student success. Teachers use common planning weekly to plan intentional instruction for students.

By integrating these practices, we aim to create a supportive and effective reading program that nurtures each student's growth and achievement.

Explain how the school will provide teacher training based on the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students. *

We are committed to providing our educators with comprehensive support. Our Reading Coach, during our weekly Professional Learning Community sessions, will play a vital role in this initiative. Through collaborative sessions, teachers will engage in ongoing discussions and share effective strategies that align with the principles of structured literacy.

Additionally, we will offer a range of professional development opportunities tailored to meet the needs of our staff. These sessions will include workshops, hands-on training, and access to resources that emphasize evidence-based practices in literacy instruction.

Furthermore, our district is committed to offering comprehensive professional development that centers on the most recent research in literacy education. This will include LETRS training sessions led by experts in the field, ensuring that our teachers are equipped with the knowledge and skills necessary to support all students in their reading journeys.

Previous 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 40 % to 35 % in the spring of 2025.

Goal #1 Progress

Meets or Exceeds Grade Level Expectations- 42.85%

Approaching Grade Level Expectations -35.71%

Does Not Meet Grade Level Expectations- 21.43%

We surpassed our initial goal by 13.57%.

Previous Goal #2: Reduce the percentage of fourth and fifth graders scoring Does Not Meet in the spring of 2024, as determined by SC READY, from 35% and 36% respectively, to 30% and 31% respectively, in the spring of 2025

Goal #2 Progress

4th Grade

Meets or Exceeds Grade Level Expectations- 40%

Approaching Grade Level Expectations -31.43%

Does Not Meet Grade Level Expectations- 28.57%

We passed our initial goal slightly by 1.43%.

5th Grade

Meets or Exceeds Grade Level Expectations- 50%

Approaching Grade Level Expectations -18.42%

Does Not Meet Grade Level Expectations- 31.58%

We edged by our initial goal by .58%

Goal #3: Increase the percentage of students at Ellore Elementary School in grades K 5- 5th grade scoring at or Above Grade level from 41% in the spring of 2024 to 50% in the spring of 2025 as determined by iReady Final Diagnostic Test.

Goal #3 Progress

As of Spring 2025, we had 45% of our students in K-5th grade scoring On or Above Grade Level, from 41% in the spring of 2024, as determined by the iReady Final Diagnostic test. We have not yet met our goal of 50%.

Current Goal

Third Grade Goal: Increase the percentage of third graders scoring Meet or Exceed in the spring of 2025, as determined by SC READY, from 43 % to 50 % in the spring of 2026.

Action Steps:

Data Analysis: Begin by analyzing current and past SC Ready data to identify specific areas where students are struggling. This will enable us to tailor our interventions more effectively.

Targeted Interventions: Implement targeted interventions for students identified as at risk. This could include small-group instruction, tutoring sessions, or after-school programs that focus on key skills.

Professional Development: Arrange professional development sessions for teachers to equip them with strategies and resources to support students who are currently not meeting expectations. Teachers will continue to participate in LETRS training provided by the State Department and the district to become aware of the advantages of teaching the Science of Reading.

Parental Engagement: Develop a plan to engage parents in their children's learning. Regular communication and workshops can empower them to support their child's academic progress at home.

Progress Monitoring: Establish regular check-ins to monitor student progress and adjust interventions as needed. Collaboration among teachers will be essential to ensure consistency and share best practices.

Collaboration and Communication: Our teachers work closely with interventionists to share insights and strategies, fostering a collaborative environment focused on

student success. Teachers commonly plan together on a weekly basis to provide intentional instruction for their students.

Goal #2: Reduce the percentage of first graders scoring Meets or Exceeds in the Spring 2025 from 41% to 50% as determined by the iReady Final Diagnostic Test.

Action Steps:

Data Analysis: Begin by analyzing the current DRC Beacon progress to identify specific areas where students are struggling. This will help us tailor our interventions effectively.

Targeted Interventions: Implement targeted interventions for students identified as at risk. This could include small-group instruction, tutoring sessions, or after-school programs that focus on key skills.

Professional Development: Arrange professional development sessions for teachers to equip them with strategies and resources to support students who are currently not meeting expectations. Teachers will continue to participate in LETRS training provided by the State Department and the district to become aware of the advantages of teaching the Science of Reading.

Parental Engagement: Develop a plan to engage parents in their children's learning. Regular communication and workshops can empower them to support their child's academic progress at home.

Progress Monitoring: Establish regular check-ins to monitor student progress and adjust interventions as needed. Collaboration among teachers will be essential to ensure consistency and share best practices.

Collaboration and Communication: Our teachers work closely with interventionists to share insights and strategies, fostering a collaborative environment focused on student success. Teachers commonly plan together weekly to plan intentional instruction for students.

Goal #3: Increase the percentage of students at Elloree Elementary School in grades K-5th grade scoring at or Above Grade level from 45% in the spring of 2025 to 50% in the spring of 2026 as determined by iReady Final Diagnostic Test.

Action Steps:

Data Analysis: Begin by analyzing current and past iReady data to identify specific areas where students are struggling. This will help us tailor our interventions effectively.

Targeted Interventions: Implement targeted interventions for students identified as at risk. This could include our iReady phonics initiative, small group instruction, tutoring sessions, or after-school programs focused on key skills.

Professional Development: Arrange professional development sessions for teachers to equip them with strategies and resources to support students who are currently not meeting expectations. Teachers will continue to participate in LETRS training provided by the State Department and the district to become aware of the advantages of teaching the Science of Reading.

Parental Engagement: Develop a plan to engage parents in their children's learning. Regular communication and workshops can empower them to support their child's academic progress at home.

Progress Monitoring: Establish regular check-ins to monitor student progress and adjust interventions as needed. Collaboration among teachers will be essential to ensure consistency and share best practices.

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