

2024-25 Primary and Elementary Literacy Reading Plan

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.

Teachers, administration, Instructional Coach, Literacy Specialist, and ILT members use assessment data to make decisions about student need and inform instructional strategies effectively throughout the school year. Weekly PLC meetings are designated for teachers to collaborate instructional practices, develop unit plans and to share class data. Starting with foundational instruction, our K4 students are exposed to systematic and explicit instruction in phonological and phonemic awareness through daily lessons that engage students in listening, rhyming, segmenting, and blending activities using Heggerty as the model of instruction. Kindergarten utilizes Reading Horizons to address explicit, systematic, and sequential phonics instruction. Kindergarten through grade five, uses SCCCR ELA standards using HMH Into Reading with emphasis on phonological awareness, phonics, vocabulary, and comprehension. Students have dedicated and allotted time for language and word study components, along with Shared/IRA reading, independent reading, and shared/independent writing within the school day.

Reading Assessment tools utilized are as follows:

- *myIGDIs for 4K (Early Literacy-fall, Early Literacy and Math-mid-year and Spring)
- *MAP for 1st grade
- *Mastery Connect benchmarks for grades 2-5 (Fall, Winter, Spring)
- *GCS developed unit assessments
- *School developed Common Formative Assessments
- *Amira Benchmarks- (Fall, Winter, Spring)
- Amira Reading Mastery (ARM) score synthesizes students' reading ability across multiple assessment tasks that vary by grade level, expressing this score in relation to grade level expectations. Amira benchmark assessment reading sub scores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. Amira Benchmark assessments also include an Oral Reading Fluency accuracy score as well.

Section B: Foundational Literacy Skills

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.

As teachers instruct in the areas of word study, a systematic and sequential plan is created for students to build on their learning. In K4, Heggerty is used as the model for systematic and explicit instruction in phonological and phonemic awareness. In K5, Reading Horizons emphasizes phonological awareness, decoding/encoding strategies, letter-sound correspondence, high frequency words, and multi-sensory learning approaches. In Grades 1st through 5th- HMH is the model for structured literacy where students have the opportunity to firm up phonological awareness, phonics, vocabulary and comprehension. Students in K5-5th grade are assessed three times a year to monitor progress and assessments are designed to evaluate students' proficiency in decoding and recognizing words through phonological awareness, letter-sound correspondence, vocabulary, word reading accuracy and fluency.

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.

Assessment data is closely reviewed and instructional decisions and interventions are based on the GCS MTSS Framework. Data is used to match the students' needs to the level and type of intervention support needed. Amira is the universal screener which is administered three times a year (Fall-Winter-Spring). Data from Amira informs interventions given inside the classroom as well as supplemental outside of the classroom. The data from Amira is aligned to Scarborough's Reading Rope. Within Amira reports, specific reports can help to guide instruction from Class Progress Report, Instructional Recommendations, Skills Status, and Skills Diagnostics Report. At Chandler Creek, depending on the type of Intervention students would be instructed using Reading Horizons, Amira Interventions/Tutoring, or Leveled Literacy Intervention. In our Preschool 4K program, instructional decisions are made based on a combination of formative and summative assessments incorporated into GCS 4K curriculum maps. K4 students are given MyIGDI's three times a year (Fall- Winter- Spring) and data is used to inform whole/small group and individual instruction. The Dial-4 is administered in the fall to identify individual students whose academic, social emotional, and/or development needs may require additional follow-up. K4 teachers have access to Heggerty Phonemic Awareness assessments through the Heggerty PA online platform.

Assessment results can be used to monitor student progress with phonological and phonemic awareness skills, and to plan for instruction.

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.

Teachers and administration at Chandler Creek provide opportunities for parent involvement with literacy development that include parent conferences, assessment parent reports, school newsletters, and Literacy Night focused on activities around Literacy. Amira Parent Reports indicate strategies for parents to support literacy development in the home. K5 Kindergarten Readiness Assessment (KRA) is a readiness report that will show a score range for four domains where Language and Literacy being one of them. K4 MyIGDI's parent report will report progress being made in the area of vocabulary development, phonological awareness, alphabet knowledge, and comprehension.

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.

Progress Monitoring is completed in various ways. We are able to progress monitor in Amira and expected growth to be ARM growth of $>.1$ per month (to accelerate rate) or to reach the 25thile or higher on the ARM percentile. Teachers, administrators, instructional and Literacy coaches are able to monitor student progression in Amira and Reading Horizons. We follow MTSS and Amira Data Protocol for GCS. Literacy Specialists, IC, and Interventionists document students' that are receiving Intervention in the Intervention Connection System (ICS).

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.

This school year 2024-2025, all K5-3rd grade teachers, reading coaches, reading interventionists, K5-3rd grade Special Education teachers, and school administrators

are participating in LETRS training. Our K4 teacher has completed the LETRS for Early Childhood training. Kindergarten through fifth grade teachers meet weekly within their grade levels and discuss literacy skills to support reading achievement in PLC.

Section G: Analysis of Data

Strengths: Leadership and teacher teams continue to work together weekly in PLCs. One area that has been frequently discussed is the emphasis the HMH curriculum places on vocabulary throughout each module. This intentional focus on explicit vocabulary instruction is proving to be highly effective, as we are seeing a noticeable transfer of vocabulary learning into student success on both formative and summative assessments. By embedding vocabulary instruction into every module, the HMH curriculum ensures that students are consistently building their word knowledge and applying it across various contexts. This consistent exposure and practice are translating into higher performance, particularly on standards related to vocabulary. Students are not only retaining the vocabulary they are taught, but they are also able to apply it effectively in assessments, demonstrating a deeper understanding of the material.

Possibilities for Growth: Considering growth as a school, we would like to see growth in identifying and explaining the central idea and key details which the ultimate goal is for it to lead to a clear understanding of the text's structure, improved comprehension and the ability to summarize key information effectively.

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

Goal #1:

Reduce the percentage of third graders scoring Does Not Meet in the Spring of 2023 as determined by SC READY from 23.7% to 20% in the Spring of 2024.

Progress:

Chandler Creek will continue to look at student's growth in ELA and will continue to explore various approaches to best practice, interventions, and enrichment instruction. Our school data showed that we were short meeting our goal by a 9-point difference. The percentage of third graders that did not meet in ELA in Spring 2024 was 29.9%.

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

Goal 1: Third Grade Goal: Reduce the percentage of third graders scoring at the “Does Not Meet” level in the spring of 2024 as determined by SCReady from 29.9% to 26.9% in the spring of 2025.

Action Steps: Teachers are using what they are learning in the LETRS training to incorporate daily phonics lessons and fluency practice as well as focusing on common phonetic patterns and sight words to build reading speed and accuracy, which in turn will yield higher comprehension. One of the contributors to the number of not met students is the number of students not reading at a level to be successful on the test, especially ML and Resource students. School leadership recognizes improvements could include additional support in the areas of phonics and fluency which is the foundational skills for reading comprehension.