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

School Name	Westclife Elementary

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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.

Reading assessment and explicit, systematic instruction takes place daily in our school. All literacy instruction is based on the 2024 SCCCR ELA standards. Emphasis is placed on strong tier 1 instruction that includes whole group, small groups, strategy groups, and conferencing.

 Our K4 class uses Heggerty instruction for phonemic awareness and phonological awareness. These lessons engage students in activities such as listening, segmenting, and blending. This class enjoys daily read alouds to meet the needs of the language portion of Scarborough's Reading Rope. K4 students also learn correct letter formation and practice handwriting daily.

Grades K5-5th, including MLP co-teachers, use Houghton Mifflin *Into Reading* as a curriculum resource to teach students to comprehend grade-level text and meet South Carolina English/Language Arts standards. Time is dedicated each day to vocabulary instruction, phonological awareness and comprehension. K5 classes and first grade classes are directed in explicit phonemic awareness activities and handwriting each day with Houghton Mifflin *Into Reading* structured literacy.

Our SPED team utilizes Reading Horizons to instruct phonological awareness, decoding and encoding, letter-sound correspondence, high frequency words, and multi-sensory learning.

Classroom teachers utilize UFLI for intervention in the classroom.

Assessments, both formative and summative, guide pacing, determine the need for intervention, and formulate next steps. Assessment tools include Amira benchmark and progress monitoring scores, which measure fluency, decoding, phonological awareness, high frequency words, background knowledge, vocabulary, and comprehension. K4 students are assessed with myIGIDIs for early literacy, 1st graders are assessed with MAP reading, and 2nd - 5th graders are assessed with Mastery View Predictive Assessments. Other assessments throughout the year are weekly reading assessments, cold read assessments, unit assessments, and teacher made assessments. Phonics screeners, spelling screeners, and phonological awareness screeners are also given to determine classroom and tier 2 interventions.

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.

Westcliffe prioritizes explicit, systematic instruction for word recognition in tier 1, tier 2, and tier 3 instruction. Students start with smallest units of sounds and progress to more complex word structures. HMH structured literacy is utilized in grades K5-2nd, and provides phonological awareness, decoding, encoding, vocabulary, and comprehension. Heggerty Phonemic Awareness is a resource utilized in K4 to provide explicit and systematic instruction in phonological and phonemic awareness. SPED utilizes Reading Horizons to emphasize encoding, decoding, letter-sound correspondence, high frequency words, and multi-sensory learning approaches. Amira benchmarks provide information about individual student's proficiency in decoding and recognizing words through phonological awareness, letter-correspondence, high frequency words, vocabulary, background knowledge, and word reading accuracy and fluency.

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.

Instructional decisions and interventions are made based on Greenville County Schools MTSS framework. These interventions are designed to meet the needs of students, including the level and type of support. Decisions for tier 1 and tier 2 interventions are based on several data sources. These sources include Amira diagnostic reports, benchmarks and progress monitoring, phonics screeners, and spelling screeners. From this data, small groups are instructed for intervention using UFLI, HMH interventions, and Lexia Core 5. UFLI progress monitoring is also used to assess interventions and determine next steps.

Students in K4 are screened utilizing DIAL-4 to determine developmental, social, or academic concerns. myIGDIS data is used to inform and plan instruction and intervention for whole groups, small groups, and individual students. Heggerty is also utilized in K4 to monitor student progress in the areas of phonological and phonemic awareness skills.

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.

Parents are included in their child's literacy through several sources. After each of the three Amira benchmarks, parent reports are sent home that include student results and strategies to try at home. Teachers hold conferences with parents to review students strengths are areas for growth. A school newsletter is sent home monthly that includes reading tips for home. The Literacy Coach holds four parent meetings throughout the year, one for each quarter, where strategies for reading and writing at home are shared and modeled. Also each quarter, a Conversation With the Principal is also held where parents can ask questions and receive research based strategies to support their children at home.

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.

Progress monitoring is ongoing at Westcliffe Elementary. Expected growth measured and documented in Amira is expected to be >.1 per month or to reach the 25%ile or higher. Use of UFLI progress monitoring is used specifically for interventionists. Progress Monitoring is documented in the Intervention Connection System. PLCs also monitor student progress on common formative and summative assessments.

Section F: Teacher Training

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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.

Westcliffe teachers, coaches, and administration began LETRS training in the fall of 2022. Our K4 teacher completed LETRS for Early Childhood, and SPED teachers, challenge teachers, MLP teachers, and all new teachers to our school are in the process of being trained in LETRS. PLCs are held every week to discuss how students are progressing and what actions should be taken to ensure rich literacy instructional practices based on LETRS and scientific research around best practices in reading instruction.

Section G: Analysis of Data

Strengths: Weekly PLCs, explicit and systematic instruction, guiding coalition to build capacity of teacher leaders.

Possibilities for Growth: Rigorous Tier 1 instruction, Meeting the needs of students with Disabilities and MLP students

*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?	5 (16%)
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	19 (59%)
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	8 (25%)

Section H: <mark>2023-24</mark> 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 25% to 20% in the spring of 2024.	Progress: The percentage of third graders scoring Does Not Meet in the spring of 2024 was 57.9%. *Summary: The goal of reducing the percentage of third graders scoring Does Not Meet from 25% to 20% in the spring of 2024 was not met.*

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 57.9 % to 56.16% in the spring of 2025.
Action Steps:	1. Weekly PLC's to collect and discuss student data and make instructional decisions 2. Rigorous Tier 1 instruction 3. Developing common formative assessments to utilize in planning intervention. 4. Alignment of lessons to standards