

## 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.

Reading assessment and instruction for all students attending Woodland Elementary is based on the 2024 SCCCR ELA standards. Whole group instruction, small groups, strategy groups, and one-on-one conferencing take place in a Tier 1 instructional setting. Curriculum maps are used to address both sides of Scarborough's Reading Rope (word recognition and language comprehension) through strategies backed by the Science of Reading. Students are engaged in various components of language and word study which address the five pillars of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Materials directly correlating to grade-level standards are utilized in all classrooms.

During instruction, teachers engage students through the use of shared reading, IRAs, close reading, and shared/independent reading and writing on a daily basis. HMH Structured Literacy is the curriculum used in all grade levels at Woodland. This program supports the five pillars of reading as it covers each component in the weekly structure of its materials. Reading Horizons is another program that has been implemented this year to provide kindergarten students explicit, systematic, and sequential instruction in phonics. Both programs support teachers in teaching students the foundational skills needed to become successful readers and writers.

Several tools are used for assessing students in literacy at Woodland. First grade uses MAP testing in order to gauge students' progress with grade level standards. MasteryConnect benchmarks are given 3 times a year across grade levels 2-5 to monitor growth with ELA standards. Common formative assessments developed by individual grade levels, as well as those unit assessments developed by GCS, help to contribute to the overall picture of a student's reading abilities.

Beginning with the start of the 2024-2025 school year, Amira was implemented across all grade levels at Woodland as a universal screener. The data gathered from this assessment presents a very detailed account of a student's reading abilities and overall exposure to the foundational skills of reading. The ARM score shows a student's ability in relation to what is expected on a particular grade level. An Oral Reading Fluency Score shows a student's accuracy with a given text. This screener directly correlates to certain components of Scarborough's Reading Rope including decoding, phonological awareness, high frequency words, vocabulary, and background knowledge.

## Section B: Foundational Literacy Skills, Continued

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.

Woodland Elementary collects data from the initial Amira benchmark administered to all students at the beginning of the year. This assessment evaluates students' abilities to decode and recognize words. It gives detailed information concerning a student's level of proficiency in the following areas related to the Science of Reading: phonological awareness, letter-sound correspondence, high frequency words, vocabulary, background knowledge, accuracy and fluency. The data gathered from Amira is used to inform instruction that is explicit, systematic, and sequential in progression. Instruction begins with individual phonemes and progresses towards more advanced word structures. The HMH Structured Literacy curriculum supports teachers in delivering lessons that directly align with the Science of Reading. For our kindergarten students, Reading Horizons has been implemented in all classrooms this year. This program uses a multi-sensory approach to teach the foundational skills needed to recognize words as outlined in Scarborough's Reading Rope.

## 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.

Decisions made at Woodland concerning various interventions are based on the GCS MTSS Framework. Students are placed with the amount of support needed based on their individual needs. Amira is the universal screener given at the beginning of the school year. It is directly aligned to Scarborough's Reading Rope. This screener is used in combination with both formative and summative assessments to inform interventions within the classroom as well as outside of the classroom. It provides teachers and interventionists with weekly updates concerning class progress, the status of students working on various skills, as well as diagnostics reports and recommendations for instruction.

Students performing at or below 15% for Amira are pulled into small groups by an interventionist for work with Reading Horizons which is an evidence-based intervention. The detailed data provided by Amira allows teachers and interventionists a picture of the various areas needing remediation in word recognition and language comprehension. Students scoring below the 25% but

higher than 15% are pulled to work with an interventionist in a small group based on various skills needed. Those students scoring higher than 25% are pulled by the classroom teacher several times a week to work on skills not yet mastered, individual Amira strands, and comprehension. All students receiving intervention with a teacher, as well as all third grade students, receive 30 minutes of tutoring a week on Amira which is done independently. Along with Reading Horizons, Leveled Literacy Intervention is used in conjunction to target those remediation needs dealing with the language comprehension side of the Reading Rope. In addition to the previous supports, all Multilingual Learners receive intervention via Lexia Core 5 when not working with an ML teacher receiving direct services.

### **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.

Within a week's time of an Amira benchmark assessment, Amira Parent Reports are sent home with students. These reports identify skills students need more support with at home from their parents/guardians in order to become competent readers.

Parents are issued a weekly newsletter from their child's teacher concerning the standards being covered each week. This aids parents in providing the necessary support at home in order for their child to be successful.

Student led conferences are conducted twice a year at Woodland. This opportunity allows parents to sit down with their child and their child's teacher to discuss areas where progress has been made along with any deficits requiring further attention. Amira reports update weekly with the most current information being recorded and calculated into one's ARM score.

### **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.

In order to ensure grade level proficiency in reading for students at Woodland Elementary, progress is currently being monitored using the Estimated Mastery score obtained from Amira. This score is determined by the many points of data collected through daily use of the Amira tutoring program. A teacher is able to see this Estimated Arm Score which is constantly being updated due to a student's engagement with the program. The expected ARM growth of a student is  $>.1$  per month, or reaching the 25% or higher on the ARM percentile. Student progress is monitored closely following the guidelines outlined by MTSS & Amira Data Protocol and the 2024-2025 GCS Intervention Progress Monitoring Data Sheet. All interventions taking place are recorded and documented in the Intervention Connection System, or 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.

All teachers in grades K-3 are currently receiving instruction in the LETRS program. This is a research based program designed to provide teachers with knowledge needed to teach all strands of Scarborough's Reading Rope which follows the science behind structured literacy. This training will equip teachers with the skills needed to provide those foundational literacy skills needed for all students to become successful readers. Volumes 1-4 are slated for completion during the 2024-2025 school year, while Volumes 5-6 are slated for completion during the 2025-2026 school year.

In addition to LETRS training, several professional development sessions will be offered during grade level PLCs to ensure teachers are comfortable assessing and implementing strategies in alignment with structured literacy within their classrooms.

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

Strengths:

-Teachers integrate content-specific instruction in reading, writing, and researching in order to provide authentic experiences necessary to become proficient readers, writers, and researchers.

- Teachers immerse students in print-rich environments using anchor charts, content vocabulary, and sound walls.
- Teachers prominently display artifacts reflective of student learning.

Possibilities for Growth:

Family Support of Literacy Development

- Reading Connection with reading tips for parents on the Parent Newsletter to support reading at home.
- Reading links on the school website to support parents helping students at home.
- Summer reading outreach/enrichment.

**\*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?	0
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	2
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	59

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

Goal #1:	Progress:
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<p>Third grade goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 14% to 11% in the spring of 2024.</p>	<p>The percentage of third graders scoring Does Not Meet was 14% in the spring of 2024. -Teachers continued to execute the Fountas and Pinnell Balanced Literacy approach with fidelity. -Data from Mastery Connect and MVPA was used to drive instruction to reteach strategies and monitor student progress. -Support was provided for students with Fountas and Pinnell reading benchmark Level L and below through specialized small group instruction.</p>
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**Section I: 2024-25 School SMART Goals and Action Steps Based on Analysis of Data**

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 14 % to 11 % in the spring of 2025.

<p>Goal #1</p>	<p>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 14% to 11% in the spring of 2025.</p>
<p>Action Steps:</p>	<ul style="list-style-type: none"> <li>-Plan and execute effective lessons/activities based on the third grade SC ELA standards.</li> <li>-Implement HMH curriculum aligning content with designated third grade Power Standards.</li> <li>-Use data from Amira benchmarks and MVPA testing to inform instruction for all third grade students, especially those requiring remediation.</li> <li>-Provide support for students needing remediation.</li> <li>-Implement skills and knowledge learned through LETRS training in ELA instruction.</li> <li>-Require at least 30 minutes of Amira tutoring for all third grade students per week.</li> </ul>