

LETRS Questions:

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?: 1
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 1
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 43

Section A: Describe how reading assessment and instruction for all PreK-5th grade 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.

We have a comprehensive approach to reading assessment and instruction that ensures all PreK-5th grade students develop the foundational literacy skills necessary to meet grade-level English/Language Arts standards. We use multiple assessments to measure student progress and inform instruction. One key tool is FastBridge, a universal screener that assesses phonemic awareness, phonics, and fluency. This data is used for identifying areas where students need additional support. Additionally, students in grades 1-3 take the reading MAP test, which provides a norm-referenced RIT score, giving us valuable insights into student performance across reading domains. The MAP scores help guide instruction by pinpointing specific areas of reading performance. To further assess and monitor student progress, we use the IXL Diagnostic Snapshot at 30,60, and 90 day intervals. This gives teachers a clear picture of each student's overall reading and language arts level, allowing for tailored instruction that meets individual needs. In grades 3-5, Masteryconnect Benchmark assessments are utilized each during their first-third nine weekends to measure progress with the South Carolina ELA Standards, ensuring alignment with grade-level expectations. For reading instruction, teachers implement the *Into Reading* HMH Curriculum, with an emphasis on Structured Literacy and foundational skills such as phonological awareness, phonics, fluency, vocabulary, and comprehension. This curriculum aligns with the science of reading and equips students with the skills they need to read and comprehend texts successfully. The structured, systematic approach of *Into Reading* supports all students in developing the literacy skills necessary to meet grade-level ELA standards.

Section B: 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.

Word recognition and instruction for PreK--5th grade students are designed to align with the science of reading, structured literacy, and foundational literacy skills to ensure students build the necessary skills for reading success. For our youngest learners in kindergarten and first grade, the FastBridge Universal Screener assesses key components of word recognition such as phonemic awareness, phonics, nonsense words, CBM reading (curriculum-based measurements), and letter identification. These components directly support students' development of word recognition skills by focusing on phonological processing and the ability to decode unknown words, both of which are essential for word recognition. In grades 2-5, students take the FastBridge aReading assessment which evaluates their proficiency in foundational reading skills, including word recognition. In addition, the CBM reading component of the FastBridge assessment measures students' reading fluency by calculating words per minute,

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providing insight into the automaticity with word recognition. These assessments are aligned with the science of reading and structured literacy, focusing on the relationship between word recognition and language comprehension, which together support overall reading proficiency.

Section C: 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 use a comprehensive approach to identify and support students who have not demonstrated grade-level reading proficiency by triangulating multiple data points. Each student participates in the FastBridge universal screener in the fall, winter, and spring. This assessment categorizes students into risk levels- high risk, some risk, low risk, or advanced - based on their performance in phonemic awareness, phonics, and fluency. FastBridge data is then compared with additional diagnostic tools, including NWEA MAP data and IXL diagnostic scores, to provide a clear picture of a student's overall reading proficiency. Alongside these assessments, teacher input is a critical component in determining the most appropriate interventions. Teachers provide valuable classroom observation and insights into students' reading behaviors and struggles, further informing the decision-making process. Students identified as needing additional support are then discussed in monthly MTSS meetings. The MTSS team, which includes interventionist, classroom teachers, the school psychologist, and an administrator, collaborates to monitor student progress and determine the best next steps for intervention. These meetings ensure that each student is placed on a targeted pathway of intervention focused on their specific needs. This ongoing, data-driven approach allows us to continuously look at progress monitoring information in order to adjust and refine interventions to help students reach grade-level reading proficiency.

Section D: 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 believe that a strong home-to-school partnership is essential for student success, particularly in developing reading and writing skills. To support this relationship, we have several systems in place to help parents actively engage in their child's literacy development at home. Teachers send home weekly newsletters that provide parents with updates on classroom activities, current reading and writing focuses, and ways to support their child at home. Additionally, students are provided with take-home readers and have the opportunity to check out books for the school library to continue reading outside of school. Many teachers also utilize the Accelerated Reader (AR) program, which helps to motivate and ensure students are reading leveled texts appropriately for their abilities and tracks their comprehension through quizzes. To further engage families, our school organizes family literacy nights, which provide parents with tools and strategies to foster reading and writing at home. These events create an opportunity for families to learn how to better support their child's literacy journey. We also host a fall and spring book fair, encouraging students and parents to build a home library and create excitement around reading. For students receiving intervention, family letters are sent home to inform parents about the specific support their child is receiving at school. Teachers maintain regular communication with parents through ParentSquare and all parents are invited to fall conferences where they can discuss their child's performance at school, ensuring that families feel involved and equipped to support their child.

Section E: Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

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Monitoring reading achievement and growth is a critical process that drives decision-making and ensures that all PreK-5th grade students are on track to reach grade-level proficiency. One of the key tools we use at a Tier 1 level to inform classroom instruction is IXL diagnostics, where students work weekly in specific ELA skill areas. This allows teachers to continuously assess and pinpoint students' current skill levels, providing a clear and updated picture of their strengths and areas for growth. In addition, we implement the IXL Snapshot assessment at the 30,60,90 day intervals to gather diagnostic scores for each student schoolwide. For students requiring additional support, our intervention system is structured using Tier 2 and Tier 3 interventions. These students are progress-monitored through FastBridge, with data collected on a weekly basis. This consistent monitoring provides insight into student progress and helps us determine whether the current interventions are effective or if adjustments are necessary. Progress monitoring data, along with IXL and other classroom assessment information, is regularly reviewed in our monthly MTSS meetings, where interventionists, classroom teachers, and administrators discuss each student's progress and next steps.

Section F: Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

We are committed to providing teachers with ongoing professional learning grounded in the science of reading, structured literacy, and foundational literacy skills to support all PreK-5th grade students. All teachers, from kindergarten through fifth grade, including interventionist, special education teachers, and administrators, are actively engaged in LETRS training. This program includes in-person training sessions for each unit, followed by online coursework and practical "bridge to practice" activities designed to apply the learning in real classroom settings. To ensure continuous support, the school's reading coach facilitates monthly LETRS follow-up sessions during teacher planning on the second Tuesday of each month. These sessions provide opportunities for teachers to ask questions about the professional development content, share insights from the bridge to practice activities, and discuss effective classroom applications of the strategies learned. In addition to LETRS training, teachers have received targeted professional development on the *Into Reading* HMH curriculum, specifically focusing on structured literacy and foundational literacy skills. This curriculum is aligned with the science of reading and provides essential support for early literacy development. Many of our teachers also have earned Orton-Gillingham certification and recently participated in a refresher course provided by the district to strengthen their expertise in multisensory reading instruction. Furthermore, teachers in grades K5-2nd have completed a book study on *Shifting the Balance*, which has deepened their understanding of science-based reading instruction. All these efforts work to ensure that all teachers are equipped to deliver high-quality, research-based literacy instruction that supports the diverse needs of our students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<p>Northside Elementary School has many strengths that contribute to our success. First, there is a commitment to data-driven instruction and collaboration. Teachers work together to meet the individual needs of each student. The MTSS team works to ensure that each student receives the targeted support needed to grow. The school emphasizes improving reading instruction with a focus on deepening foundational literacy skills, specifically through the HMH Structured Literacy Lessons and foundational skills. We continue to work closely with the district office instructional team to bring all students to grade level in ELA. Northside teachers are currently engaged in LETRS training for professional development in the Science of Reading, to further strengthen reading instruction and student growth. The teachers at Northside are engaged in professional development, actively participate in training, and implement new strategies. Northside is dedicated to instruction and support student needs at every level and grade to ensure a positive learning environment for all.</p>	<p>Opportunities for growth at Northside Elementary, based on teacher feedback, include enhancing conferring and goal-setting practices to better support individual student progress. Increasing parent engagement with instruction is another key area, with suggestions to incorporate an interactive open house night where parents can see their child’s work and ask questions. Building stronger partnerships to promote reading is also a priority, alongside addressing the challenge of alleviating teachers’ workloads. Additionally, teachers have expressed the need for practical resources such as a poster maker, book vending machine, and updated, age-appropriate decodable take-home readers to better support literacy development in and out of the classroom.</p>

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

- Please provide your school’s goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<p>Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 18.4% to 16.4% in the spring of 2024.</p>	<p>The percentage of students who Did Not Meet in the Spring of 2024 was 21%</p> <p>The following data indicates scores in the other SC Ready scoring categories:</p> <p>Exceeds Expectations 34% of students in the spring of 2023 to 40% in the spring of 2024.</p>

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Goals	Progress
	<p>Meets Expectations 32% of students in the spring of 2023 to 24% in the spring of 2024.</p> <p>Approaches Expectations 15% of students in the spring of 2023 to 17% in the spring of 2024.</p>
<p>Goal #2: Increase the percentage of second grade students performing at the grade level, as determined by MAP data, from 57% in the fall of 2023-24 to 65 % in the spring of 2024.</p>	<p>The percentage of second grade students performing at grade level in reading, as determined by MAP data was 63% in the spring of 2024.</p>
<p>Goal #3: Increase the percentage of students scoring "On Track" on the IXL diagnostic snapshot from 51% in the fall of 2023 to 56% in the Spring of 2024.</p>	<p>The percentage of students scoring “On Track” on the IXL diagnostic snapshot in the spring of 2023 was 45.8% at the 90 day Snapshot window.</p> <p>The following data indicates scores in the other IXL scoring categories:</p> <p>At the 30 day window 46.1% of students scored below grade level, then at the 90 day window 32.4% of students scored below grade level.</p>

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- All schools serving students in third grade MUST respond to the third-grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan.

Goals	Progress
<p>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 21% to 18% in the spring of 2025.</p>	<ul style="list-style-type: none"> • Multi-Tiered Systems of Support • HMH Reading Curriculum • Progress Monitoring • Anecdotal Records • Responsive Teaching

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Goals	Progress
<p><u>Goal #2:</u> By the end of the 24-25 school year, the number of second-grade students considered on track for success in ELA will increase by 4.82% as compared to the number of first-graders considered on track for success at the end of the 23-24 school year, so that 59% of second-grade students are considered on track for success according to MAP.</p>	<ul style="list-style-type: none"> • Grade Level Collaborative Team Meetings • Responsive Teaching • Implementation of Tier 1 Whole Class Intervention Plans • Data Collection/Observations from Whole Group and Small Group Instruction • HMH Structured Literacy • Teaching Support Teams: Intervention Push In
<p><u>Goal #3:</u> Increase the percentage of students scoring "On or Above Grade Level" on the IXL diagnostic snapshot from 63% on the 30-day snapshot the fall of 2023 to 65% on the 90-day the Spring snapshot of 2024.</p>	<ul style="list-style-type: none"> • Monthly MTSS meetings • MTSS Coach Newsletters and Office Hours • Tier I IXL Skill Plans • IXL School Challenge • IXL Recommendations • Standards Assigned to Students