2024 – 2025 Clinton Elementary School Reading Plan

District Name: Laurens 56

If other, please provide your district:

School Name: Clinton Elementary School

Principal Name: Melodie Edwards

Principal Email: melodieedwards@lcsd56g.com

Optional: Reading Coach Email: kellypitts@lcsd56g.com

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.:

This school year we adopted HMH into our Reading curriculum which aligns to the Science of Reading and includes all 5 pillars of reading instruction. We are also using Edmentum Exact Path, a diagnostic-driven learning path to scale interventions in reading, and language arts. This program is explicitly aligned with the Science of Reading. We have 1 small cohort of participants completing LETRS training for Volume 2 and 1 cohort of participants beginning LETRS training for Volume 1. Our District uses a standards-based grading for our reporting system.

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.:

Teachers in grades K-5 are using LETRS assessments (Phonics and Word Reading, and Spelling Screener, and AMIRA). Teachers use the school's HMH Curriculum to ensure mastery of all SC State Reading standards. This includes teaching strategies, DOK, aligned assessments, Edmentum Exact Path, LinkIt!, and HMH Ed Learning.

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.:

We are using Edmentum Exact Path, NWEA MAP, And LinkIt for Reading assessments to identify struggling readers. We then create targeted pathways for students during our Academy time (which was a part of our master schedule this year). These pathways follow our MTSS flowchart and include interventionists, our reading coach, administrators, and teachers. Academy time is a block of time at the end of the day for targeted instruction including intervention and enrichment opportunities for students in Grades 3-5. Students in Grades 5K- 2 who have failed to demonstrate grade-level reading proficiency receive daily interventions from our teachers, interventionists, reading coach and ESOL teacher.

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.:

The school sends home the MAP Family Reports several times per year. Students who are struggling receive supplemental activities that they complete at home. We have a Wonderful Wednesday breakfast meeting for grade level parents to discuss reading strategies to use at home and to discuss data. The school sends home monthly newsletters that offers ideas about reading and the importance of reading in the home. The reading coach also sends home quarterly newsletters to encourage reading at home and to guide parents in best practices. We also have Family Nights to support our families in reading at home, how to interpret test results, and preparing for state assessments. We encouraged families to participate in our Spring reading challenge with our minor league baseball team.

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. :

Classroom teachers progress monitor Tier 1 students during the day. Tier 2 and 3 students are monitored according to the district's MTSS flowchart during their intervention blocks. Teachers and interventionists use EdPlan to track student progress. Students are a part of goal-setting conversations with their teachers and are learning to track their own progress.

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. :

Teachers are participating in the state provided LETRS training. Our Reading coach is a trained LETRS facilitator for the state and helps our teachers daily with LETRS strategies. We have 2 cohorts to ensure we have all K-3 teachers trained. Our district Literacy Coach offers the Read 2

Succeed courses for all teachers to receive their endorsements. Teachers are also participating in teacher led PLGs and participate in district wide PD monthly that is led by the District Reading coach. Reading coaches and classroom teachers also help with this PD.

Section G: District Analysis of Data

Strengths:

• Teachers are participating in the state provided LETRS training. We have 2 cohorts to ensure we have all K-3 teachers trained.

• Our District Literacy Coach offers the Read 2 Succeed courses for all teachers to receive their endorsements.

• Teachers are also participating in teacher-led, and Coach led PLGs this year.

Possibilities for Growth:

• Fourth grade ELA is an area of growth for us with 54.2% Meets and Exceeds; 26% Does Not Meet on our most recent SC Ready assessments.

• Another area of growth is preparing our 2nd graders for 3rd grade (We have 29% of our 2nd graders from last year who are on track for success in English Language Arts at third grade.

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?:

3

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?:

17

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

5

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

Goal #1:

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 ___32.8___ % to __25____ % in the spring of 2024

Goal #1 Progress:

We did not meet our goal on third grade reading. We increased from 32.8% does not meet to 35% does not meet.

Goal #2:

Goal #2: By the end of 2023-2024 school year, students in grades k2 will improve Listening Comprehension as measured on MAP Reading Fluency from 25.9 % Below in the fall to 7 % Below in the Spring.

Goal #2 Progress:

We improved our Listening Comprehension from 25.9% Below in the fall to 10.6% in the Spring.

Goal #3:

Goal #3: Reduce the % of students in grades 3-5 scoring Low/LowAvg. as determined by Fall reading MAP from 40% to 30% in the spring of 2024.

Goal #3 Progress:

We reduced our Low/Low Avg from 40% in the Fall of 2023- 2024 to 30% by differentiating our reading instruction during Academy time and by putting Flocabulary into action.

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

Goal #1:

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 35% to 30 % in the spring of 2025. This goal accounts for an increase # of children with IEP's.

Goal #1 Action Steps:

Teachers will discuss MAP data, MTSS data, LinkIt!, and benchmark data in PLGs. Teachers are also participating in LETRS training. Students will receive personalized instruction during Academy time.

Goal #2:

By June 2025, the school will increase parent involvement by hosting at least 3 literacy-based activities throughout the school year.

Goal #2 Action Steps:

Getting families more involved in the classrooms: MTSS Family Data Night; Reading Newsletter; Fall STEAM Festival, Book fairs.

Goal #3:

By May of 2025, 45% of second graders will score at the state projected level on Spring Map to show that they are on track for success in English Language Arts at third grade.

Goal #3 Action Steps:

Teachers will use Science of Reading instruction through the use of HMH curriculum and the phonics lesson plans. The Amira assessment will be used by teachers as a way to monitor and assess student progress. The reading coach will work with teachers to adjust instructional strategies as needed.