

Form Name: 2024-25 Primary and Elementary Literacy Reflection Tool  
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## 2024-25 Primary and Elementary Literacy Reflection Tool (Reading Plan)

District Name	York 03
School Name	Mount Holly Elementary
Principal Name	Kevin Hood
Principal Email	khood@rhmail.org
Optional: Reading Coach Email	rking@rhmail.org

### 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.

Mount Holly uses MyIGDis in Pre K, KRA in Kindergarten and FAST in grades K-2 as a Universal Screener to assess foundational reading skills. Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. We have new resources and are using HMH Into Reading for Whole Group Grade Level ELA instruction. This program aligns with reading research and focused instruction on all areas recommended including: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

### 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.

Foundational skills are a primary focus of our district and school this year. Time is allotted each day for direct instruction of grade level foundational skills in grades PreK-5. as well as time for small group instruction to meet students' individual needs. K-2 has common foundational assessments that

**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.**

Mount Holly uses MyIGDis in PreK, KRA in Kindergarten and Fast in K-2 as a Universal Screener to assess foundational reading skills. Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. Classroom teachers provided targeted small group instruction based on these measures as do school interventionists. These data sources help us to target intervention needs for students who have failed to demonstrate grade level reading proficiency. Our academic interventionist along with classroom teachers provide small group support with a research-based intervention literacy program for these students. Also, our school has a designated intervention block built into their schedule to provide students with targeted instruction based on all of this data as well as formative assessment measures.

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## **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.**

Our school hosts Family Nights and parenting workshops. Sessions cover topics such as building reading habits at home, understanding reading levels, and specific strategies for supporting early literacy (e.g., phonics, sight words, comprehension strategies). Handouts are oftentimes provided at these workshops as well as books to build home libraries. We celebrate American Education Week and Read Across America weeks that highlight community members, book titles that celebrate diversity, and activities that honor reading both at home and at school. We also take part in an Oratorical Contest with our 3rd grade students centered around a theme, "Changing the World" and encourage students to write a speech and they share their speeches in front of an audience.

Teachers also conduct parent/teacher conferences each year which allow parents to learn more ways to support their child at home with reading. Teachers use this time to inform parents about their child's specific reading progress, strengths, and areas for improvement. They are able to offer individualized strategies that parents can use at home to support reading growth. We also meet with parents of Read To Succeed students throughout the entire year keeping close contact on their child's progress.

**Document how the school provides for  
progress monitoring of reading  
achievement and growth at the school**

## **Possibilities for Growth**

\*Providing teachers with more actionable next steps to understanding their MAP data so that they can more effectively plan targeted core instruction within small groups. The data we receive from MAP still yields the necessity to provide quality core instruction to our students at all grade levels.

\*Vocabulary instruction should be another focus area based on SC Ready and MAP data sources that demonstrate many students we serve struggle with vocabulary acquisition.

**Goal #2 Progress**

Full implementation of Lucy Calkins Phonics instruction in Kindergarten and First helped 80% of First Grade students progressed at least one spelling stage measured by the Words Their Way spelling inventory. These inventories were given Fall, Winter and Spring. 80% of students growing at least one spelling stage was not met for second through fifth grade.

Training and PD were given throughout the year on Lucy Phonics and Words Their Way to help meet this goal.

Foundational Skills/Phonics Instruction remains an area of focus for our district.

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

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**Description Area**

For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from \_\_\_ % to \_\_\_% in the spring of 2025.

**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 23.8% to 18.8% in the spring of 2025.

**Goal #1 Action Steps**

- \*Teachers will teach grade level standards (whole group) using HMH resources (primary) consistently and with fidelity
- \*Teachers will use formative measures to continuously gage student progress and to plan small group/individual instruction
- \*Teachers will provide targeted differentiated instruction with consistency
- \*Teachers will use common summative assessments to monitor student progress and plan teaching moves (whole and small group instruction)
- \*Intervention for students that are at risk of R2S retention based on MAP scores will receive targeted Intervention with consistency from District Interventionist

**Goal #2**

Decrease the percentage of students scoring in the LOW range of the vocabulary strand from 23.8% to 18.8% of as evidenced on NWEA MAP from Fall to Spring during the 24-25 school year.

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**Goal #2 Action Steps**

\*Teachers will directly teach students focused vocabulary words within each module of reading instruction (HMH resources)

\*Teachers will engage in academic discourse around essential vocabulary within each reading module.

\*Teachers will monitor students' understanding of key vocabulary words within each reading lesson.

\*Teachers will use common summative assessments to monitor student's vocabulary progress and plan teaching moves (whole and small group instruction)

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