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

District Name	York 03
School Name	Cherry Park Elementary School of Language Immersion
Principal Name	Pat Maness
Principal Email	pmaness@rhmail.org
Optional: Reading Coach Email	mpreston@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.	Cherry Park Elementary School of Language Immersion uses KRA in Kindergarten and Fast as a universal screener in grades first and second 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 use HMH Into Reading for Whole Group Grade Level ELA instruction. This program aligns with reading research and focused instruction on all areas including: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Section B: Foundational Literacy Skills, Continued

**Document how Word Recognition
assessment and instruction for
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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.	Cherry Park K-3 teachers are participating in Year 1 of LETRS training. In addition, teachers will receive year long training and support around the HMH resources. 4-5 teachers are offered various PD sessions for the HMH Into Reading instructional materials. They are also participating in training on learning progressions.

Section G: District Analysis of Data

Strengths	When comparing data over two consecutive years, we have shown growth in 3rd, 4th, and 5th grades of students achieving Meets or Exceeds on SC Ready. Our district literacy specialists have created Common Summative Assessments for K-5 that are rigorous and aligned to the ELA state standards. This ensures teachers in every elementary school have reliable data to track student progress towards grade level proficiency.
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.
Description Area	*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 TeachersReading CoachesReading interventionistsK-3 Special Education TeachersSchool 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)?	19

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

Goal #1	Reduce the percentage of 3rd graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 8.7% to 8% in the spring of 2024.
Goal #1 Progress	We ended the year with 10.4% scoring Does Not Meet. We did show growth in Exceeds from 47% to 60%. In 2023 we tested 126 students and in 2024 we tested 134 students. We will continue to focus on providing quality core instruction and research based interventions to decrease the percentage of students in the lowest SC Ready DNM category.
Goal #2	By May 2024, 80% of students in grades 1-5 will grow at least one spelling stage as measured by Words their Way spelling inventory.
Goal #2 Progress	While many students made gains in phonics skills, we did not see 80% of students in grades 1-5 move one spelling stage. Foundational Skills/Phonics Instruction remains an area of focus for our district.

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

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	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from 10.4% to 9.5% 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)
Goal #2	Decrease the percentage of students scoring in the LOW range of the vocabulary strand from 10.4% to 9.5% as evidenced on NWEA MAP from Fall to Spring during the 24-25 school year.

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)