

Form Name: 2024-25 Primary and Elementary Literacy Reflection Tool  
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**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.**

As stated above, Lesslie Elementary School uses MyIGDIs in PreK, KRA in Kindergarten and FAST in grades K-2 as Universal Screeners to assess foundational reading skills. Grades PreK-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. Classroom teachers provide targeted small group instruction based on these measures as does our school interventionist. These data sources help us to target intervention needs for students who have failed to demonstrate grade level reading proficiency. Our academic interventionist as well as classroom teachers are able to provide small group support with a research based intervention program for these students. Our school also has a designated

**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.**

As previously stated, Grades PreK-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. In addition, we use formative classroom assessments to monitor students' progress. Teachers also use more informal data sources such as anecdotal notes from small group instruction and individual conferences to plan next instructional steps. NWEA MAP data is also used as a formative assessment to measure necessary achievement based on the SC Ready linking study. This allows us to more effectively determine the number of students that are not meeting grade level proficiency and need further intervention support. Classroom teachers are able to provide targeted small group or individual instruction based on all of these measures as does our school academic interventionist. Interventions are monitored with progress monitoring data points. The MTSS team meets to discuss these interventions and determine next steps.

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## **Section F: Teacher Training**

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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.**

All of our teachers in grades K-5 (along with other eligible people/teachers in the building) are currently participating in Year 1 of LETRS training. We look forward for PreK LETRS to begin in the near future to help support our PreK teacher and students. In addition, teachers are receiving training and support around the new HMH resources. All of this training aligns with the

**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 Teachers Reading Coaches Reading interventionists K-3 Special Education Teachers School Administrators

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**How many eligible teachers in your school have completed 6120WTj ET Q2ri id**

**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 gauge student progress and to plan small group/individual instruction
  - \* Teachers will provide targeted differentiated instruction
  - \* Teachers will use common summative assessments to monitor student progress and plan teaching moves (whole and small group instruction)
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**Goal #2**

Decrease the percentage of students scoring in the LOW range of the vocabulary strand from 26.4% to 23% 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 students' vocabulary progress and plan teaching moves (whole and small group instruction)