

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

District Name	York 03
School Name	Ebinport Elementary School
Principal Name	Matthew English
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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.

Our school has a comprehensive plan in place ensuring that all five pillars of reading are taught and assessed regularly. Our district universal screeners include KRA (5K), Fastbridge (K-5), and MAP (K-5). We also use diagnostic assessments from Fastbridge, Heggerty, and PAST to identify specific needs/gaps for students. At Tier 1, district common assessments measure foundational and more advanced reading comprehension skills that align with grade level standards. Our instruction includes comprehensive phonological awareness lessons from Heggerty, and phonics lessons from UFLI and HMH's Into Reading Foundational strand. UFLI and Into Reading, along with a strong decodables library and leveled bookroom, are used for fluency instruction. Vocabulary and comprehension skills are taught through our Into Reading modules, supplemented with evidence-based strategies as needed.

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.

Word Recognition is a focus at Ebinport. We have learned about Scarborough's Rope and the importance of the Word Recognition strand. Instruction in word recognition is developmentally matched through a comprehensive scope and sequence to ensure that our students have all foundational skills needed to access comprehension. Lessons include phonological awareness, explicit teaching of skills, and application in both reading and writing. Teaching of reading and writing occurs at all levels, from letters to words to sentences/stories. Teachers assess this part of the rope using both formative and summative tools (see Section A).

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.	Once a student is identified on any universal screener (as listed in Section A) as "at risk" or below the 40th percentile, teachers and/or interventionists administer a diagnostic(s) to pinpoint strengths and gaps in knowledge. Using a flow chart that drills down to the most foundational skills allows us to be specific with intervention. Ebinport then uses targeted lessons in both Tier 2 and Tier 3 in 4-6 week cycles to address these gaps. These lessons are taught by a certified interventionist or teacher. District universal screeners are administered three times/year.
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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.	Currently, our school offers parent sessions that not only encourage reading and writing at home, but we share information about how parents can help their child at home. This includes grade level specific parent meetings when reading and writing samples are shared. These are complemented by materials and tips for parents to take home. By sending
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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.

Teacher training in the science of reading and structured literacy will continue this year at Ebinport. Our focus is tiered. As a whole, a majority of our faculty has completed LETRS training and are now diving into what "explicit" instruction looks/sounds like, in both reading and writing. Professional development is provided 1x/month by the reading coach. The reading coach also provides data driven PD during grade level professional learning community meetings. Ebinport has a group of teachers embarking on Year 1 training of LETRS. This group meets weekly with the reading coach for support with content and application.

Section G: District Analysis of Data

Strengths

Ebinport has shown growth across multiple assessments for consecutive years. We feel that this is true in part because of our learning about the science of reading and applying it to our practice. Our Tier 1 instruction and intervention process is continually being refined so that all students' needs are met and our instruction is comprehensive.

Possibilities for Growth

One area that we could refine is our system of educating parents about literacy and how to best help their child at home. Since integrating science of reading research and evidence-based practices, a clear and comprehensive system has not been established.

We also need to continue exploring how current research can influence our writing instruction. This year we plan to explore current writing research and begin looking for opportunities to apply it in meaningful ways in our teaching.

Ebinport has an ATSI designation for the ESE subgroup. This year we see an opportunity for growth in communication and sharing of best practices between special education and general education teachers to increase alignment of services and instruction.

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?

2

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

14

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

8

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

Goal #1	Reduce the percentage of 3rd graders scoring DNM in the spring of 2023 as determined by SC Ready from 33.3% to 28.4% in the spring of 2024.
Goal #1 Progress	We met and exceeded our goal, with only 23.3% in the DNM category in the spring of 2024. This was lower than the district average.
Goal #2	From August 2023-May 2024, 80% of students in Grades K-5 will progress at least 10 feature points as measured by the Words Their Way spelling inventory.
Goal #2 Progress	Data shows that we met this goal in grades K-2; however, the way data was collected from different versions of the spelling inventories makes it difficult to discern in grades 3-5.

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 3rd graders scoring DNM in the spring of 2024 as determined by SC Ready from 23.3% to 20% in the spring of 2025.
Goal #1 Action Steps	1. Lessons that teach the 2024 standards will be taught in all grades. 2. Utilize MTSS with fidelity with students who are lagging behind grade level. 3. Continuous progress-monitoring and common assessments will be used to inform instruction. 4. Continue teaching/reteaching syllable types (as needed to decode) and fluency so that students can access comprehension.
Goal #2	Decrease the percentage of students scoring in the LOW range of the vocabulary strand from 23.4% to 20% as evidenced on NWEA MAP from Fall to Spring during the 24-25 school year.
Goal #2 Action Steps	1. Teachers in all grades will teach vocabulary daily with explicit instruction. 2. Book selection for mentor texts and read alouds will be chosen with intention and mined for opportunities to develop vocabulary.