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

District Name	York 03
School Name	Central Child Development Center
Principal Name	Damon Ward
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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.	Central Child Development Center uses DIAL-4, myIGDIs, and the 4K Developmental Checklist to assess foundational reading skills. Teachers use common formative assessments that measure both foundational and more advanced reading comprehension skills that align with South Carolina Early Learning Standards. Teachers also utilize the Frog Street Pre-K curriculum for 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.
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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 skills are part of daily classroom instruction but not part of the South Carolina Early Learning Standards.
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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.

As stated above, Central CDC uses DIAL-4, myIGDIs, and the 4K Developmental Checklist to assess foundational reading skills. 4K teachers use common assessments that measure both foundational and more advanced reading comprehension skills that align with the South Carolina Early Learning Standards. Classroom teachers provide 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 literacy proficiency. Central CDC has a trained academic interventionist to provide small group support with a research-based intervention literacy program for these students.

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.

Central CDC hosts individual family orientations prior to the start of school. The orientation covers topics such as building reading habits at home, understanding the South Carolina Profile of the Ready Kindergartener, and specific strategies for supporting early literacy at home.

A RHSD 4K Developmental Checklist is sent home every 60 days to provide parents with an update on their child's academic progress. Monthly newsletters and optional homework calendars are sent home each month to help parents better understand how to support their child at home. Library books are also sent home with students each week. Each year during Read Across America Week, parents are invited to read to classrooms at Central CDC.

Required parent/teacher conferences each year also allow for parents to learn more ways to support their child at home with literacy. Teachers use this time to inform parents about their child's specific literacy progress, strengths, and areas for improvement. They are able to offer individualized strategies that parents can use at home to support reading growth.

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.

As stated above, Central CDC utilizes DIAL-4, myIGDIs, and the 4K Developmental Checklist to assess foundational reading skills. Teachers use common formative assessments that measure both foundational and more advanced reading comprehension skills that align with South Carolina Early Learning Standards. Teachers also utilize the Frog Street Pre-K curriculum for 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 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.

SCDE Office of Early Learning and Literacy provides annual Emergent Literacy training for RHSD Pre-K teachers.

Central CDC teachers will also receive Pre-K LETRS during the 2024-25 school year.

Section G: District Analysis of Data

Strengths

*Student intervention

*PLC Structure

*Universal Pre-K Data Notebook and Assessment Binder

Possibilities for Growth

*Classroom Tier II data tracking

*Depth of PLC data analysis and action steps

*myIGDIs implementation, data analysis, and continued training.

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

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?

0

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

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

Goal #1

N/A - Central Child Development Center only serves students in prekindergarten.

Goal #1 Progress

N/A - Central Child Development Center only serves students in prekindergarten.

Goal #2	By the end of the 2023-24 school year, 60% or more of students at Central CDC will score in the tier 1 (strong progress) for the Rhyming as measured by the spring myIGDIs assessment.
Goal #2 Progress	We met this goal based on the spring 2024 myIGDIs data. 112 out of 186 Central CDC students scored in Tier I (Strong Progress) for the Rhyming myIGDIs subtest (60%).
Goal #3	By the end of the 2023-24 school year, 60% or more of students at Central CDC will score in the tier 1 (strong progress) category for Sound ID as measured by the spring myIGDIs assessment.
Goal #3 Progress	Although we did not meet this goal, we made significant progress with student achievement on myIGDIs Sound ID (55% of Central CDC students scored in Tier I - Strong Progress). This will remain a goal for Central CDC in 2024-25.

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	N/A - Central Child Development Center only serves students in prekindergarten.
Goal #1 Action Steps	N/A - Central Child Development Center only serves students in prekindergarten.
Goal #2	By the end of the 2024-25 school year, 65% or more of students at Central CDC will score in the Tier I (Strong Progress) for the Rhyming as measured by the spring myIGDIs assessment (*5% increase from spring 2024 data).
Goal #2 Action Steps	<p>*myIGDIs fall, winter, and spring administration.</p> <p>*Focus for PLC data analysis and teaching strategies</p> <p>*Pre-K LETRS training and professional development</p> <p>*Pre-K Assessment Binder common assessments.</p> <p>*Focus for MTSS and intervention groups</p>
Goal #3	By the end of the 2024-5 school year, 60% or more of students at Central CDC will score in the Tier I (Strong Progress) category for Sound ID as measured by the spring myIGDIs assessment.

Goal #3 Action Steps

*myIGDIs fall, winter, and spring administration.

*Focus for PLC data analysis and teaching strategies

*Pre-K LETRS training and professional development

*Pre-K Assessment Binder common assessments.

*Focus for MTSS and intervention groups
