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

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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.

We screen using i-Ready (computer) and F&P (listening to and analyzing students' reading). Students presenting with difficulties receive diagnostic assessments in oral comprehension, high frequency words, phonics (CORE phonics) phonological awareness (PAST). Since i-Ready does not assess phonological awareness in grades 2-5 we often administer a one-on-one assessment in students experiencing difficulties in decoding. This data is used to support literacy development and close gaps in teacher-led small groups, differentiated practice activities, and possibly intervention services. We progress monitor students reading significantly below grade level in the indicated domains.

Our Tier 1 curriculum, HMH Into Reading, provides assessments of weekly skills, module skills, on-demand writing, and grammar. They may include items on comprehension, vocabulary, morphology, high frequency words, phonics, and grammar.

In grades 3-5, we use Mastery Connect district assessments to monitor students' proficiency in the Applications of Reading and Communication standards.

Assessment data is analyzed in PLCs, coaching, and grade-level planning to guide our instruction using our core curriculum (HMH Into Reading), supplemental phonological awareness curriculum (Heggerty), small group instruction (strategically selected text supported by literacy components), and intervention (SIPPS).

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.

We use the CORE phonics survey for our general education students and the LETRS Phonics survey for students receiving intervention, both of which align with the research-based phonics progression. Because our Tier I and Tier II supports follow the same phonics progression, the CORE data allows us to scaffold whole group instruction and prepare targeted, differentiated, intensive teacher-led small group lessons. Additionally, we have progress-monitoring probes for each section of the CORE, allowing us to monitor students' response to instruction and intervention. Students receiving SIPPS intervention will be progress monitored using those assessments, which are also aligned to HMH, CORE, LETRS and the widely accepted progression of phonics.

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.

When students are not performing at grade level proficiency in reading on our screeners, we analyze and diagnose domains which need strengthening: comprehension, vocabulary, high-frequency words, phonics, and / or phonological awareness. Students receive support in the indicated domains. Our research-based intervention program, SIPPS, includes placement assessments which allow us to tailor support in word recognition to students' developmental foundational needs.

Most of our interventions are focused on word recognition skills, consistent with research of larger populations, but may include language comprehension as indicated. Students reading below grade level expectations may receive interventionist support or teacher-provided interventions according to the needs indicated in the diagnostic assessments.

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.

In addition to parent conferences and newsletters, we offer reading resources such as books for independent reading at home, comprehension skill cards, and word study cards. The word study and comprehension cards provide a tangible resource for fostering literacy at home. Our interventionists provide previously taught words and text for review at home.

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.

The assessments and progress monitoring discussed above provide valuable information when selecting students for pull-out intervention. We use this data during PLCs and coaching cycles to closely monitor students' reading growth and adjust whole and small-group instruction. Additionally, we use these assessments in the MTSS process when studying a child's response to intervention and determining a need for additional testing and support.

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.

Our school has completed Year 2 of LETRS and new teachers receiving the PD are supported by the literacy coach. The literacy coach offers R2S certification courses for PK-5 teachers in content-area literacy, assessment practices, instructional practices, and foundations in literacy. Toward the end of last year, we took a deep dive into the new ELA standards, connecting these to the science of reading, foundational literacy, and structured literacy. This year, we are making connections between the standards, science of reading, and our new core curriculum, HMH Into Reading. We also are planning a book study, *Shifting the Balance* (in K-2 and 3-5), to further support instructional practices aligned with the science of reading.

Section G: District Analysis of Data

Strengths

- We reduced the percentage of third graders scoring DNM on SC Ready from 24% to 21.9%
- We reduced the percentage of 3-5 students scoring DNM on SC Ready to 19.6%
- We increased the percentage of 3, 4, 5 students scoring Meets or Exceeds on SC Ready from 60% in Spring 2023 to 63.8% in Spring of 2024
- We increased the percentage of K-2 students demonstrating Stretch Growth on i-Ready from 39% in Spring of 2023 to 45.7% in Spring of 2024.

Possibilities for Growth

- Further decrease the percentage of third graders scoring DNM to 18%
 - Continue working toward goal of 70% of students in grades 3-5 scoring at Meets or Exceeds on SC Ready
 - Continue to increase the percentage of K-2 students demonstrating stretch growth on i-Ready, as this indicates students are moving closer to grade level expectations in literacy and better prepared to shift from "learning to read" to "reading to learn in upper grades."
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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?

2

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

36

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

6

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

Goal #1

Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 24 % to 18 % in the spring of 2024.

Goal #1 Progress

21.9% of all third graders scored DNM on Reading SC Ready.
24.7% of all third graders scored DNM on ELA SC Ready

Goal #2

Goal #2:
3-5 Goal: Increase percentage of 3, 4, 5 students scoring Meets or Exceeds on SC Ready from 58% in Spring 2023 to 70% in Spring of 2024

Goal #2 Progress

63.8% of our 3-5 students scored Meets or Exceeds on SC Ready in Spring 2024.

Goal #3

Goal #3:
Increase percentage of K-2 students demonstrating Stretch Growth on i-Ready from 39% in Spring of 2023 to 50% in Spring of 2024.

Goal #3 Progress

45.7% of K-2 students demonstrated 80-100% progress toward stretch growth on i-Ready in Spring of 2024.

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 Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024, as determined by SC READY Reading from 21.9 % to 18% in the spring of 2025.

Goal #1 Action Steps

In PLCs and coaching cycles, set standards-based learning goals for Tier I instruction in order to enhance teacher clarity, determine high-yield instructional strategies, and make adjustments in response to student learning.

In PLCs and coaching cycles, regularly analyze assessment data in order to tailor Tier I, II, and III instruction to student needs.

In PLCs and coaching cycles, use research-based data to determine strategies needed to differentiate instruction for all readers in the classroom.

Goal #2 Goal #2:
3-5 Goal: Increase percentage of 3, 4, 5 students scoring Meets or Exceeds on SC Ready from 63.8% in Spring 2024 to 70% in Spring of 2025.

Goal #2 Action Steps

In PLCs and coaching cycles, set standards-based learning goals for Tier I instruction in order to enhance teacher clarity, determine high-yield instructional strategies, and make adjustments in response to student learning.

In PLCs and coaching cycles, regularly analyze assessment data in order to tailor Tier I, II, and III instruction to student needs.

In PLCs and coaching cycles, use research-based data to determine strategies needed to differentiate instruction for all readers in the classroom.

Goal #3 Goal #3:
Increase percentage from 45.7% in Spring 2023 to 50% in Spring 2024 of K-2 students demonstrating 80-100+% progress to Stretch Growth on i-Ready.

Goal #3 Action Steps

In PLCs and coaching cycles, set standards-based learning goals for Tier I instruction in order to enhance teacher clarity, determine high-yield instructional strategies, and make adjustments in response to student learning.

In PLCs and coaching cycles, regularly analyze assessment data in order to tailor Tier I, II, and III instruction to student needs.

In PLCs and coaching cycles, use research-based data to determine strategies needed to differentiate instruction for all readers in the classroom.
