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

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School Name	Broad River Elementary School (Final)
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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.

Reading instruction for PreK-5th grade students is enhanced through a comprehensive approach, using state-adopted HMH Into Reading to build oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Oral language skills are developed through interactive read-alouds and discussions, while phonological awareness and phonics instruction, supported by decodable texts, focus on sound manipulation and letter-sound relationships. Fluency is strengthened through teacher-guided readings and practice exercises, vocabulary is expanded through high-frequency word and academic vocabulary activities, and comprehension skills are honed using strategies like questioning and summarizing.

i-Ready provides personalized, adaptive online lessons, as well as small group teacher guided lessons targeting phonics, fluency, vocabulary, and comprehension gaps, allowing students to learn at their own level. SIPPS interventions, delivered by the reading interventionist, focus on decoding, encoding, and word recognition skills for students needing extra foundational support. A part-time reading tutor provides additional small-group and one-on-one practice in fluency, vocabulary, and comprehension, reinforcing classroom instruction.

Community readers add another layer of support, offering read-alouds and mentorship to enhance oral language and comprehension skills. This multi-layered approach, integrating Into Reading, i-Ready, SIPPS, tutor-led interventions, and community partnerships, ensures each student receives tailored support to meet English/Language Arts standards.

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.

Reading instruction and assessment align closely with the science of reading through HMH Into Reading and i-Ready resources. HMH Into Reading offers explicit, systematic phonics and word recognition lessons using decodable texts and cumulative skill-building. i-Ready provides diagnostic tools to identify specific phonics and word recognition gaps, which inform personalized lessons.

Assessments from i-Ready and SIPPS allow teachers to target areas in phonemic awareness, phonics, and orthographic mapping, essential for word recognition. SIPPS provides a structured literacy approach, with explicit small-group and one-on-one phonics and sight word instruction for students needing additional support. The part-time reading tutor reinforces this instruction through extra practice sessions.

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.

i-Ready diagnostic data serves as a universal screener, identifying students below grade level in reading and specifying if support is needed in word recognition (phonemic awareness, phonics, decoding) or language comprehension (vocabulary, background knowledge). Based on this diagnostic, students are assigned tailored lessons addressing specific skill gaps, such as phonemic awareness.

HMH Into Reading provides targeted small group lessons, leveled readers, and intervention guides. Teachers monitor student progress regularly through i-Ready progress checks to adjust instruction as needed.

If word recognition deficits are identified, SIPPS is used as an intensive intervention, focusing on phoneme awareness, phonics, and sight words. A reading tutor offers additional support in fluency and comprehension.

For students needing language comprehension support, teachers use HMH Into Reading and i-Ready resources to target vocabulary and comprehension. SIPPS progress monitoring is conducted regularly by the interventionist to ensure progress, with adjustments as needed. Data from i-Ready, SIPPS, and classroom assessments help create individualized learning pathways for each learner.

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.

The school offers several supports to help parents encourage literacy development at home:

i-Ready family reports are shared after assessments, detailing student performance and suggesting at-home activities. HMH Into Reading provides take-home books, practice pages, and online resources, like the HMH Family Room with tools for reading and writing support to be used at home. At the beginning of the year teachers demonstrated to parents how to use of i-Ready and Into Reading resources to help with reading, vocabulary, and comprehension. SIPPS guides for intervention students explain program goals and offer phonics practice tips.

Family literacy nights hosted by school included multiple sessions of modeling at-home reading activities parents could use to support student learning. Community partnerships encourage family involvement in local reading programs. Additionally, at school events students are given an opportunity to book shop for text they can practice reading at home.

These home-school partnerships actively involve parents in their child's literacy growth, fostering literacy beyond the classroom

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.

Reading achievement is monitored through HMH Into Reading assessments and i-Ready diagnostics. HMH Into Reading provides formative assessments weekly, as well as at the end of each module, to measure comprehension, vocabulary, and phonics mastery, allowing teachers to adjust classroom instruction.

i-Ready diagnostics are conducted three times a year to track student growth in key reading skills, with Growth Monitoring reports offering immediate data for teachers and school leaders. Instructional leadership team facilitates analysis of HMH and i-Ready data to inform intervention placements, instructional adjustments, and track progress toward grade-level proficiency in PLCs. SIPPS progress monitoring evaluates word recognition interventions and ensures targeted support for students. Tutors conduct informal assessments, and share insights with literacy coach, and teachers.

This layered monitoring system enables continuous adjustments to support student reading proficiency at both the classroom and school levels.

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 professional development plan equips teachers with effective literacy strategies using HMH Into Reading and i-Ready aligned with the science of reading. Key components include:

- HMH Into Reading sessions on structured literacy techniques for phonics, fluency, and comprehension.
- i-Ready data PLCs focusing on interpreting diagnostic data, assigning targeted lessons, and using resources to meet student needs.
- Coaching cycles with literacy coaches to integrate HMH and i-Ready into daily instruction, ensuring data-driven teaching.
- SIPPS training for coach, teachers and interventionist, enabling targeted phonics and word recognition support.
- Collaborative support with the reading tutor, providing strategies for fluency, comprehension, and vocabulary building.

This comprehensive training, combined with HMH Into Reading, i-Ready, SIPPS, and tutoring support, ensures teachers are equipped to deliver high-quality, research-based literacy instruction aligned with the science of reading.

Section G: District Analysis of Data

Strengths

Positive school culture conducive for learning; students available for learning.

Access to and use of materials and curricula that support oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension of grade-level text

Improved implementation of explicit instruction in phonemic awareness and phonics, to help students build essential decoding skills and increase high fluency word recognition.

Teachers participate in ongoing, job-embedded professional learning opportunities

Using diagnostic tools to identify students' strengths and opportunities for growth early, enabling targeted interventions.

Professional development on the science of reading (LETRS) to train teachers in structured literacy and foundational skills.

Literacy coach provide ongoing support and coaching cycles that focus on reading proficiency and foundational literacy skills.

Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing

Teachers provided two hours blocks of time for literacy instruction and practice, in order for students to sustain work on reading, writing, and researching.

Possibilities for Growth

Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.

Consistent implementation of structured literacy instruction across grades to lessen gaps in learning, especially as students advance beyond the early grades

Teachers guide, and support students in how to independently use strategies to construct meaning and monitor deeper understandings using grade level texts.

Targeted supplemental support for 3rd grade readers at risk for scoring Does Not Meet on SC Ready ELA Assessment

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? 4

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS? 8

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

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 from 44.1 % to 40% in the spring of 2024.

Goal #1 Progress

Broad River Elementary percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY increased from 44.1 % to 55.8% in the spring of 2024, thus not meeting the projected goal.

Goal #2

Goal #2:
Broad River Elementary teachers will monitor student reading and writing engagement and use this data to confer with students in order to build stamina

Goal #2 Progress Broad River Elementary teachers successfully monitored student reading and writing engagement and use this data to confer with students in order to build stamina, as documented by reading logs, student journals, weekly i-Ready reports, etc.

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 from 55.8 % to 50% in the spring of 2025.

Goal #1 Action Steps

1. Implement targeted literacy intervention, monitor progress and adjust interventions
 2. Utilize diagnostic data to drive instruction in targeted small group.
 3. Engage parents in literacy support at home
 4. Provide on-going professional development for teachers
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Goal #2

Goal #2: By the end of the 2024-2025 school year, 100% of teachers and students in grades PreK-5 will set and monitor measurable, short-term reading goals aimed at improving specific reading behaviors. At least 60% of students will meet or exceed their individual reading goals as tracked through goal-setting conferences and progress monitoring.

Goal #2 Action Steps

1. Conduct an initial goal-setting conference to set short-term goals aligned with students' reading
 2. Student actively participate in instruction and enrichment/intervention
 2. Monitor progress
 3. Reflect on progress, adjust goals as necessary, and refine strategic plans to address any challenges or areas of need.
 4. Final goal review and celebration
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