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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.

Reading assessment and instruction for all students in Hilton Head Island Elementary includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Each of these skills contributes to a student's ability to comprehend texts and meet grade-level English/Language Arts (ELA) standards. Here's how these elements integrate into instruction and assessment at Hilton Head Island Elementary School.

Oral language skills are foundational to literacy. Teachers at HHIE engage students in discussions, storytelling, and listening activities to develop vocabulary, syntax, and the ability to express ideas. These interactions build the cognitive structures needed for reading comprehension. Teachers assess oral language through observations during discussions, oral presentations, and one-on-one conversations. Students who struggle with oral language skills are provided with support such as sentence stems and modeling to help develop their oral language skills.

Teachers use activities like blending and segmenting sounds, manipulating sounds, counting syllables, and rhyming to teach phonological awareness skills. Teachers in primary grades teach phonological awareness daily as do teachers working with students in all grades in reading intervention classrooms. Students are assessed on their ability to break words into sounds, blend sounds to form words, and identify similar sounds in words. Explicit, systematic phonics instruction is taught in all grades and in all reading intervention classrooms. Students ready to further their phonics instruction are instructed in multi-syllabic decoding skills as well as learning irregular syllables and Greek and Latin roots. Phonics assessments are completed through DIBELS testing in grades 1-2, spelling assessments and i-Ready testing as well as classroom assessments.

Teachers provide daily fluency instruction through repeated reading practices, modeling fluent reading, and encouraging students to read aloud in pairs or groups. Fluency is assessed by listening to students read grade-level passages aloud. Teachers measure speed, accuracy, and expression to gauge a student's fluency.

Teachers use direct vocabulary instruction, word walls, and context clues to build students' word knowledge. Students are pre-taught vocabulary before reading in all subject areas, teachers focus explicit vocabulary instruction on Tier 2 words. Vocabulary knowledge is assessed through reading comprehension assessments where students are required to use context to define unknown words, as well as informal observation rubrics to assess students' ability to use vocabulary in oral language.

Teachers model strategies like summarizing, making inferences, and asking questions about the text when teaching reading comprehension. Teachers use close reading techniques to help students engage with a text and practice answering literal, inferential, and evaluative questions. Comprehension is assessed through a variety of means, including answering questions about texts, writing summaries, and discussing themes, characters, or main ideas. Students are assessed at the end of each ELA unit using reading comprehension assessments that focus on the ELA 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.

Phonics instruction at HHIE is taught by starting with the sounds first and then attaching those sounds to spellings. Through the support of our reading curriculum, Amplify CKLA's synthetic phonics approach begins by teaching the most common or least ambiguous spelling for a sound (basic code spelling); later it teaches spelling alternatives for sounds that can be spelled in different ways. The system is kept simple at first and complexity is added bit by bit as students gain confidence and automate their reading and writing skills. In Amplify CKLA, all 150 spellings for the 44 sounds in English will be taught in an intentional, sequenced progression from Kindergarten through Grade 2. In Grade 3, foundational skills continue to be reinforced, with a new emphasis on word morphology. Students in grades 1-2 read completely decodable chapter books to continue to practice their decoding and fluency skills while incorporating comprehension and language activities.

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.

Students at HHIE take the i-Ready Reading Diagnostic Assessment 3 times per year. Teachers and leadership teams analyze this data to identify students not demonstrating growth and success on grade-level materials. Students entering our school are also screened using the Collaborative Classroom SIPPS program pre-assessment as well as reading assessments to assess a student's ability to access the grade-level curriculum. These results are analyzed to determine if students would benefit from further explicit phonics and phonemic awareness instruction using the SIPPS intervention program and/or support with intervention or enrichment within the classroom.

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.

Our school has a positive school climate where teachers, parents, and the community collaborate to support all students. Parents are engaged in many activities throughout the school year. The first initial event is Back to School Parent Night, where parents learn about the reading expectations and the language arts instructional block. Next, there is an after-school math and literacy carnival where parents play educational games with their children and learn ways to support their students reading at home. Throughout the year, the ML team engages parents in informational support sessions, teachers hold parent conferences to discuss student progress and ways to support at home, and parents are invited to meetings by the MTSS Team or IEP Team when needed. Parents are also actively involved in the PTO and SIC committees. Teachers send home regular information with their students to keep parents informed regarding current studies and all students at Hilton Head Island Elementary are provided with books to read at home using our Otters Read book checkout system. Parent/teacher communication is an expectation throughout the school year.

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.

Progress monitoring is completed for all students in classrooms through formative, standards-based assessments. Students are also monitored regularly in intervention classrooms using mastery assessments that correlate to their phonics instruction, as well as DIBELS assessments focused on the grade-level norms. Using these assessments teachers can identify students who need a change of intervention or identify students who are meeting success criteria and are ready to exit intervention. Diagnostic testing is completed 3 times a year to give teachers a norms-based scale to determine a student's progress to same-grade peers. Additionally, the district uses standards-based benchmark assessments which teachers use to identify students who need further assistance mastering the ELA Standards.

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.

All Grades 1-3 teachers, administration, reading interventionists, special education teachers, and multilingual teachers have begun their studies using the Lexia LETRS instruction. Teachers are actively engaged in reflecting on this instruction and utilizing the recommended instructional practices to guide further reading instruction. Professional learning communities are active across our building focusing on the SCCR ELA Standards to develop high-quality instruction for all students.

Section G: District Analysis of Data

Strengths

- Reading scores on SC Ready are a relative strength for 3rd and 4th grade, in both informational and literary. The percentage of students scoring 'high' in these areas increased in grades 3 and 4.
- 3rd Grade overall showed substantial growth throughout the year on i-Ready with 46% of the students scoring mid or above grade level and 53% of the students scoring meets or exceeds on SC Ready. Additionally, 31% of the students in 3rd grade met their i-Ready stretch goal (a high percentage schoolwide).
- Phonics instruction as a school shows positive trends. As students increase in grade level our number of students below grade level decreases.

Possibilities for Growth

- Increase the number of students that meet and exceed on SC Ready within our SWD subgroup and increase their growth on i-Ready diagnostic assessments.
- Increase the number of ML students who Meet and Exceed on SC Ready.
- Move our students from the general population from Does Not Meets and Approaches into the Meets category.

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?

3

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)?

34

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

Goal #1

Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 31.2 % to 25 % in the spring of 2025.

Goal #1 Progress

2024 SC Ready data 30.6% of 3rd grade students scored Does Not Meet

Goal #2

Fourth & Fifth Grade Goal: Incorporate routine shared reading and writing activities based on grade-level texts and standards to increase the number of students who meet or exceed expectations on SC Ready ELA by 2% at each grade level.

Goal #2 Progress

4th Grade: 52% Met and Exceed (2023-55.2%)
5th Grade: 55% Met and Exceed (2023-63.6%)

Goal #3

First & Second Grade Goal: Implement daily explicit, systematic instruction in phonics skills for both decoding and encoding to increase the number of students performing on grade level from 23% in first grade and 25% in second grade to at least 50% at each grade level.

Goal #3 Progress

1st Grade: Fall: 24%; Spring: 61%
2nd Grade: Fall: 27%; Spring 57%

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 third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 31 % to 25 % in the spring of 2025

Goal #1 Action Steps

- Ensure students at risk for scoring Does Not Meet on SC Ready are receiving additional reading interventions with highly qualified reading teachers
- Closely monitor student progress to ensure interventions are providing adequate progress for all students.
- Provide continual communication between teachers, parents and interventionists regarding student progress and additional practice that can be done at home.
- Provide targeted interventions amongst all 3rd grade students based on Winter i-Ready data during the school's "intervention/enrichment" period.
- Ensure Tier 1 instruction is aligned to the 2024 SCCR Standards and teachers are using a variety of strategies to meet the needs of all learners through weekly PLC's and classroom visits.
- Students at risk will receive after school tutoring invitations for the Spring Semester.

Goal #2

Fourth & Fifth Grade Goal: Incorporate routine shared reading and writing activities based on grade level texts and standards to increase the number of students who meet or exceed expectations on SC Ready ELA by 5% at each grade level.

Goal #2 Action Steps

- Ensure Tier 1 instruction is aligned to the 2024 SCCR Standards and teachers are using a variety of strategies to meet the needs of all learners through weekly PLC's and classroom visits.
 - Provide targeted interventions amongst all 4th and 5th grade students based on Winter i-Ready data during the school's "intervention/enrichment" period.
 - Collaborative planning opportunities with ML teachers and Special Education teachers to ensure best practice strategies are being used in the classroom.
 - A select group of ML students will receive additional writing and speaking support from a certified ML teacher for 60 minutes once per week to help increase their ACCESS Scores and exit the program.
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Goal #3

First & Second Grade Goal: Implement daily explicit, systematic instruction in phonics skills for both decoding and encoding to increase the number of students on track to meet or exceeds in 3rd grade by 5%

Goal #3 Action Steps

- Ensure Tier 1 instruction is aligned to the 2024 SCCR Standards and teachers are using a variety of strategies to meet the needs of all learners through weekly PLC's and classroom visits.
 - All first and second grade teachers will complete LETRS training (Units 1 and 2) to strengthen their Science of Reading teaching practices.
 - Heggerty Phonemic Awareness lessons will be used to support phonemic awareness skills in all 1st grade classrooms.
 - Personalized i-Ready paths will be utilized to streamline skills to focus on phonemic awareness and phonics after the Winter i-Ready Diagnostic test for all 1st and 2nd graders.
 - Phonics and phonemic awareness interventions for students requiring additional services as well as students with limited English proficiency.
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