

Form Name: 2024-25 Primary and Elementary Literacy Reflection Tool
Submission Time: October 23, 2024 8:55 am
Browser: Chrome 130.0.0.0 / Windows
IP Address: 149.19.40.185
Unique ID: 1278834854
Location:

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

District Name	Beaufort
School Name	Joseph Shanklin Elementary School
Principal Name	Elizabeth Rivera
Principal Email	elizabeth.rivera@beaufort.k12.sc.us
Optional: Reading Coach Email	kristen.long@beaufort.k12.sc.us

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.

Joseph Shanklin Elementary School's reading assessments and instruction for PreK-5th grade students comprehensively addresses essential components such as oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to support students in meeting grade-level English/Language Arts standards.

The HMH curriculum provides structured lessons that encompasses all of the critical elements of literacy. This ensures that students develop a well-rounded set of skills necessary for effective reading. Each component-oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension-is interwoven into daily instruction. Grades K-2 utilize Amira, the artificial intelligence component of HMH, marries speech recognition and artificial intelligence with the Science of Reading to deliver personalized and in-the-moment tutoring to students as they practice. With each reading session, Amira provides reports with detailed data on students' progress. The focus on reading skills provides teachers with the most up-to-date and effective instructional tools. Based on the insights gained from assessment data, targeted small group instruction is implemented. This allows teachers to provide focused support in specific areas-whether it's enhancing phonics skills or developing comprehension strategies-tailored to the needs of each group. In addition, by utilizing leveled guided reading groups, teachers can tailor instruction to meet the diverse needs of their students. Each group focuses on specific skills based on assessment data, allowing for targeted teaching that supports individual growth in areas such as phonics and comprehension. By implementing weekly skill assessments, this allows teachers to gauge student understanding of the components taught. These assessments provide immediate feedback on student progress, guiding instruction and intervention as needed. Weekly selection assessments further ensure that students are applying the skills they've learned in context. These assessments help measure comprehension and the ability to engage with texts on grade level.

During weekly Professional Learning Communities (PLCs), teachers collaboratively analyze assessment data to identify trends and areas of need. This deep dive into the South Carolina state standards and the HMH curriculum ensures that instruction is aligned with expected outcomes and promotes essential literacy skills.

Also, teachers analyze both current and historical I Ready diagnostic data to understand each student's independent pathways for growth. This data-driven approach helps in identifying strengths and areas for improvement, allowing for more personalized instruction. By reviewing historical I Ready data, educators can track student progress over time and project future proficiency growth. This analysis informs decisions about next steps, ensuring that targeted interventions are in place for students who require additional support.

Eighty percent of the K-3rd grade teachers at Joseph Shanklin Elementary School have completed two years of LETRS training. This training has equipped them with the tools and strategies needed to support struggling students effectively with the essential components of reading, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.

This knowledge helps teachers identify specific areas where their students are struggling. Our teachers utilize evidence-based instructional strategies that can be tailored to meet individual student needs.

In summary, the reading assessment and instruction framework for PreK-5th grade students is multidimensional. By integrating oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension within the HMH curriculum, and utilizing effective assessment strategies, we ensure that all students are supported in their literacy development. The collaboration during PLCs and the data-driven approach to instruction empower teachers to make informed decisions, ultimately fostering a culture of continuous improvement in reading proficiency.

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.

The science of reading emphasizes the importance of phonemic awareness and phonics as critical components of word recognition. In our instruction, we ensure that lessons and activities include tasks that gauge students' ability to hear and manipulate sounds, which are essential for decoding words. The HMH Into Reading curriculum, our K-5th grade uses daily, is designed to provide systematic, explicit phonics instruction that aligns with these principles, helping students build strong decoding skills. In addition, word recognition assessments help track students' progress in fluency, a key factor in reading comprehension. Regular aggressive monitoring allows educators to identify students who may need additional support, ensuring timely interventions.

Small group guided reading lessons provide differentiated instruction tailored to students' varying levels of word recognition. This allows educators to target specific needs and provide focused support in a collaborative setting. Instruction is explicit and systematic, reinforcing the structured literacy approach by teaching students how to decode and recognize words in context.

Vocabulary walls in the classroom serve as visual references that promote active engagement with high-frequency words and academic vocabulary. Regular use of these walls during reading and writing activities helps reinforce word recognition and aids in retention. In addition, encouraging students to use new vocabulary and sight words in writing not only supports word recognition but also deepens their understanding of word meanings and context.

Literacy stations are designed to support word recognition and offer students interactive, hands-on opportunities to practice. Activities such as word sorting, matching games, and interactive reading tools keep students engaged and motivated while reinforcing their skills. Creating a classroom culture that encourages collaboration allows students to support each other's learning. When they work together in literacy stations or during guided reading, they can share strategies and insights, enhancing their understanding of word recognition.

Weekly assessments conducted by interventionists provide critical data on student progress in word recognition. This progress monitoring allows educators to make informed instructional decisions and adjust teaching strategies as needed. By analyzing these assessment results, interventionists can identify trends and tailor interventions to meet the specific needs of each student. This analysis provides essential data as well for our MTSS team to help determine the needs of our struggling students.

In summary, the alignment of Word Recognition Assessment and instruction with the science of reading, structured literacy, and foundational literacy skills is crucial for developing competent readers. By utilizing the HMH curriculum, incorporating best practices such as small group guided reading, vocabulary walls, and regular progress monitoring, we can effectively support all students in their journey toward successful reading.

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.

At Joseph Shanklin Elementary School, we take a data-driven approach to support students who are struggling with reading proficiency in PreK-5th grade. By leveraging our I-Ready universal screener data and diagnostic assessments, we can identify targeted pathways for intervention in both word recognition and language comprehension.

We begin by analyzing I-Ready scores at the beginning, middle, and end of the school year. Students who score below the 20th percentile are flagged for additional support. This data not only highlights students in need but also helps us create targeted intervention groups tailored to their specific needs. In addition, our students in grades K-5th are required to complete 45 minutes of targeted lessons weekly in low performing skill areas. By monitoring progress over the year, we can adapt our strategies and ensure that interventions are effective.

We also consider SC Ready and I-Ready test results to identify students who may benefit from summer school programs and our after school academic assistance program, Emerging Scholars. These assessments provide insights and proactive supports into areas where students may have fallen behind, allowing us to target those specific skills during the summer months as well as throughout the school year.

For our youngest learners in our Kindergarten classes, we implement the Kindergarten Readiness Assessment (KRA). This assessment provides valuable insights into foundational literacy skills, helping us identify students who may require additional support as they enter school. Early intervention is key, and the KRA allows us to put appropriate supports in place right from the start.

For more targeted intervention, we utilize SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) diagnostic assessments. These weekly assessments allow us to identify specific areas of weakness in word recognition. Based on the results, we form intervention groups that focus on the individual needs of students, ensuring they receive personalized instruction that addresses their specific challenges.

In cases where students struggle significantly with word recognition and decoding, we also implemented the Orton-Gillingham approach with one of our Interventionists. This structured, multisensory intervention is particularly effective for students with dyslexia and other reading difficulties. It focuses on phonics and language structure, helping students build a strong foundation in reading skills.

Throughout this process, we engage in collaborative planning with teachers and interventionists during our monthly MTSS meetings. By reviewing data together, we can ensure that we are aligning our interventions with student needs and adjusting strategies as necessary. This collaborative approach fosters a sense of shared responsibility for student success.

By utilizing an extensive system of universal screening and diagnostic assessments, Joseph Shanklin Elementary School is committed to identifying and addressing the specific needs of our students. Our targeted pathways for intervention in word recognition and language comprehension not only support struggling readers but also empower them to reach grade-level proficiency.

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.

At Joseph Shanklin Elementary School, our staff understands that parents play a crucial role in their child's literacy development. To support families in helping their children become strong readers and writers at home, we've established a comprehensive system that fosters communication, education, and engagement.

Each week, teachers send out grade level newsletters that highlight key reading skills, sight words, and details about our HMH curriculum focus. These newsletters serve as a valuable resource for parents, offering insights into what their children are learning and practical tips for how they can reinforce those skills at home.

During parent conferences, Shanklin teachers take the time to explain each child's I-Ready data in a clear and approachable manner. We discuss strengths, areas for growth, and specific strategies parents can use to support their child's reading and writing skills at home. This personalized attention helps parents feel empowered and informed about their child's progress. Also, during this time, we also hold student led data chats with parents, where we set goals together based on their child's performance data. These conversations not only clarify expectations but also engage parents in the process, making them active partners in their child's literacy journey.

Events like Cookies with Coaches and Coffee with the Principals provide informal settings for parents to ask questions and learn more about literacy strategies. These gatherings foster a sense of community and create opportunities for meaningful discussions about how to support children's learning outside of school.

Family Literacy Night is a highlight of our school year, where parents and children can participate in fun, engaging literacy activities together. This event showcases various strategies for reading and writing, allowing families to practice these skills in an enjoyable setting. Families take home "Family Fun Packs" which are engaging educational games and activities the parents can use at home to support their learner. It's a wonderful way to strengthen the home-school connection while making literacy a family affair.

Joseph Shanklin Elementary School will utilize a parent liaison this school year to further enhance our communication and support for families. This liaison will provide additional resources, guidance, and connections for parents, helping them navigate how to best support their child's literacy development. In addition, Shanklin Elementary is currently developing a Parent Center to create a partnership between school and home and build on the parents' strengths to help support their learner in reading and writing.

To specifically address third-grade readiness for SC Ready testing, we host an test Taking Information Night. During this event, we share important information about testing expectations and provide parents with strategies and resources to help their children prepare. This proactive approach ensures parents are equipped to support their students as they approach important assessments.

By implementing this multifaceted approach, we aim to empower parents with the knowledge and tools they need to actively support their children's

growth in literacy at home. We believe that strong partnerships between school and home are essential for nurturing confident, capable readers and writers, and we are committed to making this a priority at Joseph Shanklin Elementary School.

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.

At Joseph Shanklin Elementary School, we are dedicated to closely monitoring reading achievement and growth for all our PreK-5th grade students. Our systematic approach to data collection and analysis ensures that we make informed decisions regarding interventions, helping every child reach grade-level proficiency in reading.

Our students are assessed on weekly Common Formative Assessments (CFAs) at each grade level that provide immediate insights into student skills. These assessments allow teachers to gauge understanding in real-time, identifying strengths and areas for improvement in the SC state standards taught for each weekly module. During our PLCs, we analyze this data collaboratively, which helps us tailor small group instruction within our Tier One instruction to meet our students' needs.

In addition to CFAs, we administer quarterly district benchmarks that serve as a more comprehensive check on student progress. These benchmarks offer a snapshot of where students stand against grade-level expectations across the Beaufort County School District as well as help us adjust our instructional strategies accordingly.

At the beginning, middle, and end of the year, Shanklin teachers use I-Ready testing to evaluate student growth and understanding in phonics, comprehension for both literature and nonfiction texts, high frequency words, vocabulary, and phonological awareness. This tool provides detailed data on individual student performance, which is invaluable for tracking progress over time and informing our Tier One and Tier Two intervention strategies within our classrooms.

To ensure our students are on track, we implement weekly progress monitoring using HMH comprehension assessments. These assessments focus on specific reading selections and help us create detailed intervention data. By consistently checking in on student progress, we can respond quickly if a student is struggling.

For students requiring additional support, our four Tier Three interventionist teachers utilize SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) assessments on a weekly basis. These assessments help us monitor the effectiveness of our intervention strategies and ensure that students are making measurable progress in their foundational skills.

In addition, our Intensive Support students use Teach Town, an interactive special education curriculum software, which provides comprehensive learning opportunities and interventions which follows a whole-child approach. Through interactive content, visuals, illustration and storytelling, our students receive developmentally appropriate, personalized instruction and assessments aligned to their students' IEPs and skill levels. This data helps provide a personalized language intervention program designed to help address students' current language deficits and prevent later language and academic difficulties.

Our monthly Multi-Tiered System of Support (MTSS) meetings with all stakeholders are crucial for reviewing all the collected data. During these meetings, we discuss individual student needs, analyze trends, and plan targeted interventions through MTSS cycles. This collaborative effort ensures that we're aligning our resources to best support students who

need extra help.

We also utilize our 3rd grade South Carolina state reading scores to identify students who may benefit from attending the Read to Succeed Summer Reading Camp. This program is designed to provide additional intervention support during the summer, helping to bridge any gaps in grade level skills and keep students engaged with reading.

As we implement these various assessments and interventions, we closely document student growth through ongoing I-Ready testing three times a year. This tracking allows us to celebrate successes and adjust our strategies as needed, ensuring that every child has the opportunity to improve and succeed.

By combining these multiple layers of assessment and interventions, we create a comprehensive system for monitoring reading achievement at both the classroom and school levels. This data-driven approach not only supports individual student growth but also fosters a culture of continuous improvement for our entire school community. Our ultimate goal is to ensure that every student at Joseph Shanklin Elementary School becomes a proficient reader.

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.

At Joseph Shanklin Elementary School, we are deeply committed to providing comprehensive teacher training that center around the science of reading, structured literacy, and foundational literacy skills for our PreK-5th grade students. Our approach ensures that all educators are well-equipped to meet the diverse needs of our learners.

Our teachers have diligently completed the LETRS (Language Essentials for Teachers of Reading and Spelling) training, which provides our teachers with a solid understanding of the science of reading. This professional development emphasizes the critical components of effective literacy instruction, including phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. By ensuring that all teachers complete this training, we establish a shared knowledge base that is essential for delivering high-quality instruction.

In addition to LETRS, our teachers host weekly Professional Learning Communities (PLCs) where educators can collaborate, share insights, and engage in data analysis surrounding the foundational literacy skills for each grade level. During these sessions, we review student performance data to identify trends, discuss instructional strategies, and adjust our practices to better support student learning. This ongoing dialogue helps us to continuously refine our approaches based on student needs and outcomes.

Throughout the year, the Joseph Shanklin Elementary School Literacy Coach provides targeted professional development sessions with Houghton Mifflin Harcourt (HMH), our core literacy curriculum provider. These sessions are designed to enhance teachers' understanding of the curriculum and its implementation, ensuring that they are using it effectively in their classrooms. The summer trainings offered by HMH further reinforced this learning, allowing our educators to deepen their knowledge during a dedicated time and get a solid start on the curriculum. We also encourage teachers to utilize HMH's self-paced videos available on the Teacher's Corner website. These resources allow educators to learn at their own pace, revisit essential concepts, and refine their instructional practices based on the specific areas of need of their students.

For our PreK educators, we have implemented Creative Curriculum that includes specialized professional development sessions and a book study during our weekly PLCs. This ensures that our youngest learners receive a strong foundation in literacy through engaging and developmentally appropriate practices.

To support our students with special needs and those requiring intervention, we utilize the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program. Our SPED teachers and interventionists receive targeted training to effectively implement SIPPS through district support staff, ensuring that all students, regardless of their starting point, can access foundational literacy skills.

The Literacy Coach provides additional training sessions and coaching support aligned with state department guidelines for all teachers in PreK-5th grade. This personalized support ensures that our teachers can implement research-based strategies in their classrooms confidently.

Finally, the Literacy Coach utilizes the LowCo Message Board for sharing

resources, trainings, strategies, and successes. This platform fosters a collaborative community where teachers can exchange ideas and best practices, further enhancing our school-wide literacy initiatives including the science of reading, structured literacy and foundational literacy. By integrating these varied professional development opportunities, Joseph Shanklin Elementary School creates a robust support system for our teachers. This systematic approach not only strengthens our instructional practices but ultimately ensures that every student has the opportunity to become a successful reader.

Section G: District Analysis of Data

Strengths

- Reading assessments and instruction planned for PreK-5th grade through the use of and analysis of weekly progress monitoring for mastery of standards with our MTSS students, weekly Common Formative Assessments with the HMH Into Reading curriculum, KRA, District Benchmarks, and SIPPS monitoring.
- Instructional content encompasses all the components of literacy using the HMH Into Reading curriculum- phonological awareness and phonics, fluency, decoding and encoding, print concepts, and listening comprehension.
- Teachers and administrators are trained in evidence-based reading and writing strategies including: LETRS, HMH Into Reading curriculum, SIPPS, Handwriting Without Tears, coaching cycles, weekly PLCs, book clubs, and Leader in Me Action Teams.

Possibilities for Growth

- Teachers collect and analyze data to identify students' instructional needs weekly in PLCs. However, the teachers need to develop actionable plans that clearly outline strategies for meeting the students' short-term goals. These action plans should incorporate fidelity checks and short-term goal setting to effectively monitor both the implementation of these strategies and the progress of our Tier One and Tier Two students who struggle with grade-level comprehension, specifically in nonfiction texts and vocabulary. We must also ensure that our targeted 30-minute intervention sessions are tailored with specific, evidence-based strategies designed to meet the needs of our learners.
- Because of our unique and differentiated learners at Shanklin Elementary School, our teachers need to provide targeted, effective in-class intervention for our Multilingual and SPED population. This individual and small group data driven instruction should include 30 additional minutes in addition to the 90 daily minutes of reading and writing instruction targeted with specific strategies to meet their individual learning needs.

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? 25

How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? 4

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 [two school years prior] as determined by SC READY from 55 % to 45% in the spring of 2023.

Goal #1 Progress

Although we did not meet this goal, Shanklin Elementary did grow our Tier One and Tier Two students. The ELA SC Ready scores showed that our percentage of third graders scoring Does Not Meet is continuing to decrease.

We will continue to focus on the following to achieve that goal:

- Third grade teachers worked collaboratively during grade level PLC's with curriculum coaches to unpack the South Carolina ELA standards to determine effective teaching strategies and activities to promote strategic reading behaviors to match the SC State Standards.
- Third grade teachers and curriculum coaches analyzed Fall, Winter and Spring ELA IReady assessments to determine intensive Tier 1 and Tier 2 classroom interventions utilizing HMH Into Reading curricular and ML strategies to support our students' individual needs. Teachers also will facilitate data talks with all students to determine specific goals and plans to master their goals.
- Third grade teachers participated in professional development opportunities from Scholastic, Open Court, and LETRS training focusing on phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development and implementing these best practices into their lessons.

Goal #2

Goal #2:

Teachers at Shanklin Elementary School will collaborate with students to set measurable short-term goals aimed at growing Tier 1 and Tier 2 students' reading behaviors and make strategic plans outlining how these goals will be accomplished in order to increase ELA scores by 7 points as measured by the IReady Assessment Test from the Fall 2022 to the Spring 2023.

Goal #2 Progress

Shanklin Elementary did reach this goal! Our Tier One students moved 28 percentage points on their ELA IReady Assessment Test from the Fall 2022 to the Spring of 2023. To help achieve this goal:

- Students completed Data Chat Sheets with goals and graphs for the Fall and Winter IReady ELA assessment.
- Teachers displayed grade level and schoolwide data growth charts highlighting Winter and Spring growth on IReady ELA assessment.
- Teachers analyzed Fall, Winter, and Spring IReady ELA data to determine intervention and enrichment opportunities for small group instruction.
- IReady Consultants provided individual data chat conferences with specific teachers in each grade level Kindergarten-5th grade. Teachers then conducted Data Chats with all students on personal growth goals.
- Students participated in 45 minutes a week of personalized instruction on the IReady online program based on their individual needs from the Fall, Winter, and Spring IReady ELA scores.
- Teachers participated in professional development with a new curriculum- HMH Into Reading to maximize instruction in small intervention groups targeted to individual students' needs.

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% to 45 % in the spring of 2025.

Goal #1 Action Steps

Strategy #1 (Action Step): Implement comprehensive and rigorous Tier 1 ELA curriculum (HMH)

Strategy #2 (Action Step): Monitor weekly student and class data (formative, summative, and iReady)

Strategy #3 (Action Step): Communicate with parents regarding the Read to Succeed law to elicit support at home.

Strategy #4 (Action Step): Focus on Phonological Awareness and Phonemic Awareness beginning in PreK and Kinder for students to prevent achievement gaps in phonics and reading.

Strategy #5 (Action Step): Support teachers with curriculum, instruction and assessment through PLCs and other PD with consultants.

Strategy #6 (Action Step): Support teachers through coaching cycles to Plan, Assess and Teach.

Strategy #7 (Action Step): Support teachers through walkthroughs with feedback based on the 4.0 Rubric.

Strategy #8 (Action Step): iReady data dives to include additional support using reports and teacher toolbox to differentiate instruction.

Strategy #9 (Action Step): K-3 teachers will participate in LETRS PD including: participating in Virtual or in-person PD and completing online session work.

Strategy #10 (Action Step): Analyze weekly common formative assessment data to guide small group instruction including a focus on standards, test-taking strategies, grade level text and questions aligned based on assessment specifications.

Strategy #11 (Action Step): Tracking and ensuring students are working on Instructional Path 30-45 mins per week with an average of 2 lessons passed @ 70-100%

Goal #2

Goal #2:

Reduce the percentage of 3rd-5th graders scoring Tier 3 (2 or more grade levels behind) in the Fall Vocabulary domain from 59% to 50% in the Spring of 2024.

Goal #2 Action Steps

Strategy #1 (Action Step): Quarterly district benchmarking and weekly progress monitoring to inform instruction

Strategy #2 (Action Step): PLCs, Coaching cycles, Walkthroughs with Feedback

Strategy #3 (Action Step): Incorporate use of HMH strategies and CORE vocabulary to supplement vocabulary instruction within the classroom.

Strategy #4 (Action Step): Teachers will use CORE vocabulary and weekly HMH skill assessments to track progress of students' vocabulary.

Strategy #5 (Action Step): Coach will provide PD on using the HMH strategies to teach vocabulary words from the HMH Into Reading Curriculum

Strategy #7 (Action Step): Teachers co-plan lessons to include the vocabulary lesson plan across content areas. Consider working the plan in school-wide [related arts, ss/science] integration.

Strategy #8 (Action Step): Teachers modeling academic vocabulary and appropriate language. Providing pre-planned opportunities for student discourse.

Strategy #9 (Action Step): Encouraging students to read at home and parents to have engaging two-way conversations with their children.
