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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.

This year teachers are implementing HMH Into Reading which is aligned to the Science of Reading. Teachers are also using the 2023 ELA Standards which have much more emphasis on Phonemic Awareness, Phonics, and Vocabulary development than our previous standards. Teachers are using the weekly HMH assessments to monitor students' comprehension, phonics skills, vocabulary, and writing, and instructing students in small groups after analyzing assessment data. All students completed the iReady Reading Diagnostic which also gives teachers data regarding all five pillars of instruction. Teachers use this data for instructional decisions, developing goals, and progress monitoring students.

In PreK, our teachers utilize HATCH for screening and instruction, as well as Creative Curriculum and Teaching Strategies Gold. Teachers are trained in Purposeful Play (PreK and Kindergarten) and incorporate these strategies throughout the day. Teachers also screen students using the DIAL 4 for PreK eligibility and to implement any interventions needed.

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.

K-3 Teachers are completing year 1 of LETRS this school year. Teachers are discussing their learning and connecting it to curriculum and instruction during PLCs. This learning is improving the instruction of structured literacy and foundational literacy skills utilizing HMH Into Reading. HMH aligns with our new state standards with increased instruction and rigor in the foundations of literacy. The kindergarten curriculum begins with heavy emphasis on phonemic awareness and an overview of alphabet letters. First grade has much more emphasis on phonics instruction with blending routines and sound walls. This also is a paradigm shift from guided reading to foundational literacy skills instruction and decodable texts. Grades K-2 are using decodable texts for skills instruction and grades 3-5 are using Rigby readers for small group instruction. Grades 3-5 also have instruction in foundational skills (blending and decoding multisyllabic words, vocabulary, and high frequency words, among other topics).

Kindergarten is completing the KRA, all students K-2 in MTSS are being given the SIPPS screener to analyze their foundational skills, and iReady foundational skills data is utilized for groups and small instruction. This data is analyzed in PLCs and team meetings for instructional decisions by classroom teachers and support teachers. Orton Gillingham is used in grades 3-5.

PreK teachers utilize HATCH which assesses students and provides personalized instruction on phonemic awareness and other foundational skills. Teachers also assess students on phonemic awareness, letter recognition, and other Kindergarten readiness skills with Teaching Strategies Gold.

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.

All students K-5 complete the iReady Diagnostic which determines their individualized instructional pathway in iReady. Tutoring funds are utilized to target additional intervention to students not currently served in MTSS but that are failing to demonstrate grade-level reading proficiency. The data from the universal screener (iReady) is interpreted for small group instruction in phonemic awareness, phonics, high frequency words, vocabulary, and literary/informational texts.

All K-2 students in MTSS for Reading are given the SIPPS screener to determine their targeted pathway of intervention. The screener analyzes phonics and sight word recognition to place students in appropriate groups within the program. Our interventionists use SIPPS Beginner, Extension, and Challenge for intervention depending on gaps in student knowledge and where students are placed from the screener.

Students in grades 3-5 are given an Orton Gillingham screener and/or Benchmark Assessment to determine their pathways of intervention. Groups are formed from assessment data and are fluid based on student progress which is closely monitored through Intervention Coaching meetings and a shared data tracker.

In PreK, our teachers utilize HATCH for screening and instruction, as well as Creative Curriculum and Teaching Strategies Gold. Teachers also screen students using the DIAL 4 for PreK eligibility and to implement any interventions needed.

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.

Parents are communicated with regularly through Bloomz, Class Dojo, personal phone conversations, weekly/monthly newsletters, progress reports/grade cards, conferences, and MTSS meetings. We also conduct parent information meetings after school and have an English/Spanish liaison at school fulltime to help with families with limited English. We have a program called "WHOOS Reading" where students complete independent reading, and parents sign their agenda books to confirm students read. PreK participates in "WHOOS Reading" with appropriate decodables, alphabet recognition, and beginning sight word books. Information regarding the importance of independent choice reading and tips for supporting students' reading and writing is given to parents through newsletters and during parent meetings.

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.

Teachers meet monthly with Interventionists and the Reading Coach to discuss MTSS students and analyze progress monitoring. Teachers have data PLCs throughout the year to review and analyze data to ensure grade level proficiency in reading. iReady data K-5 is analyzed as well as SC Ready data in grades 3-5. Through monthly PLC meetings, teachers analyze data and plan instruction based on the monitoring of formative and summative assessments given weekly/monthly/quarterly. Students are tracked in a google spreadsheet shared with all stakeholders to monitor their progress both currently and historically and to make decisions regarding intervention, tutoring, and extended day learning. Third grade students are tracked, and their progress monitored to ensure reading proficiency in third grade.

In PreK, our teachers utilize HATCH for screening and instruction and to implement any necessary intervention for kindergarten readiness.

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.

This year all eligible teachers are completing LETRS volume 1. Teachers participate and collaborate together during PLCs to support students in all classrooms. The support staff (SPED, ML teachers, Interventionists) are participating in LETRS and attending PLCs. This aligns support teachers' instruction to Tier 1 instruction in the classroom. Fourth and Fifth grade teachers are supported in their knowledge building of Science of Reading through professional development and PLCs.

Our PreK teachers have recently been trained to implement HATCH for screening and instruction. They have participated in training for Creative Curriculum, Purposeful Play and Teaching Strategies Gold.

Section G: District Analysis of Data

Strengths

- Curriculum is aligned to the Science of Reading and students are receiving structured literacy/foundational skills instruction.
 - Eligible teachers are completing LETRS, volume 1.
 - Teachers use screening data and formative assessments to drive instruction and intervention.
 - Teachers work together in teams (team planning and during PLCs) to collect and analyze data and make instructional decisions for students.
 - Students are tracked and monitored during monthly Intervention Coaching meetings with Interventionists, the Reading Coach, Support staff, and Administrators.
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Possibilities for Growth

- Implementing new standards and curriculum will take time for teachers to implement with fidelity to the rigor of the standards.
- Improvement of structured literacy instruction after completion of LETRS in grades K-3 next year.
- Aligning instruction in Intervention, SPED classrooms, and Tier 1 instruction for all students.

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? 1

How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? 28

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 2022-2023 as determined by SC READY from 16.8% to 13% in the spring of 2023-2024.

Goal #1 Progress

Goal Met:
13.76% of third grade students scored Does Not Meet on SC Ready in the spring 2024.

Goal #2

Goal #2: By the school year 2023-2024, the number of K-2 students achieving typical annual growth on the iReady Reading Spring Diagnostic will increase from 71% (spring 2023) to at least 74%.

Goal #2 Progress

Goal Not Met:
63.66% of students K-2 achieved typical annual growth on the iReady Reading Spring Diagnostic (2024).

Kindergarten - 67%
First grade - 56%
Second grade - 68%

Goal #3

Goal #3: By school year 2023-2024, the number of 3rd-5th grade students achieving typical annual growth on the iReady Reading Spring Diagnostic will increase from 69% (spring 2023) to at least 72%.

Goal #3 Progress

Goal Not Met:

67.33% of students grades 3-5 achieved typical annual growth on the iReady Reading Spring Diagnostic (2024).

Third - 68%
 Fourth - 74%
 Fifth - 60%

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 2023-2024 as determined by SC READY from 13.76 % to 11.46% in the spring of 2025.

Goal #1 Action Steps

- Literacy Coach will provide support for all 3rd grade teachers in effective reading and writing instruction to promote and monitor individual student growth.
- Literacy Coach will provide support and professional development to ensure instruction is rigorous and standards based.
- Literacy Coach will facilitate LETRS and support teachers with implementing and connecting their learning to curriculum and instruction.
- Literacy Coach will Coordinate a comprehensive after-school tutoring program for at-risk students in third grade.
- Leadership team will analyze and monitor the data to monitor and adjust any needed interventions.
- Leadership team will oversee scheduling for students receiving support and facilitate meetings to discuss students with all support staff to ensure progress for all student demographics
- Interventionists will hold monthly coaching meetings to review data and progress of third grade students
- Interventionists will implement MTSS for all identified students
- Teachers will monitor data tracker and progress of student growth towards reading proficiency for all third grade students

Goal #2

Goal #2: By the school year 2024-2025, the number of K-2 students achieving typical annual growth on the iReady Reading Spring Diagnostic will increase from 63.66% (spring 2024) to at least 65.9%.

Goal #2 Action Steps

- Literacy Coach will provide support and data analysis during ELA Professional Learning Communities (PLCs).
- Literacy Coach, along with the Leadership Team, will support teachers in setting individual goals with students and celebrating students that make targeted progress toward their typical growth goal throughout the year.
- Literacy Coach will work with Interventionists and SPED teachers to monitor progress towards typical growth of students.
- Literacy Coach will coordinate tutoring for students not being served in MTSS but not meeting goals toward typical annual growth.
- Leadership team will analyze and monitor the data to monitor and adjust any needed interventions.
- Leadership team will oversee scheduling for students receiving support and facilitate meetings to discuss students with all support staff to ensure progress for all student demographics
- Interventionists will hold monthly coaching meetings to review data and progress of third grade students
- Interventionists will implement MTSS for all identified students
- Teachers will set goals for students and monitor progress on iReady
- Teachers will monitor progress of students on their iReady personalized instruction pathways

Goal #3

Goal #3: By school year 2024-2025, the number of 3rd-5th grade students achieving typical annual growth on the iReady Reading Spring Diagnostic will increase from 67.33% (spring 2023) to at least 69.6%.

Goal #3 Action Steps

- Literacy Coach will provide support and professional development for the new SCCCR ELA standards and new HMH Into Reading SOR (Science of Reading) aligned curriculum.
 - Literacy Coach will ensure instruction is rigorous and aligned with grade level standards.
 - Literacy Coach will ensure data is the central focus of all ELA Professional Learning Communities (PLCs).
 - Leadership team will analyze and monitor the data to monitor and adjust any needed interventions.
 - Leadership team will oversee scheduling for students receiving support and facilitate meetings to discuss students with all support staff to ensure progress for all student demographics
 - Interventionists will hold monthly coaching meetings to review data and progress of third grade students
 - Interventionists will implement MTSS for all identified students
 - Teachers will set goals for students and monitor progress on iReady
 - Teachers will monitor progress of students on their iReady personalized instruction pathways
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