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

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| District Name | Beaufort |
| School Name | Port Royal Elementary School |
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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.

During the 2024-2025 school year, teachers are implementing HMH Into Reading which is aligned to the Science of Reading. Teachers are utilizing the 2023 ELA Standards and specifically the indicators, which contain a strong emphasis on Phonemic Awareness, Phonics, and Vocabulary development. Teachers in grades K-5 administer the summative module assessments every three weeks within HMH to monitor students' comprehension, phonetic skills, vocabulary, and writing. Teachers utilize the assessments to make instructional decisions and to form small groups for additional support.

In grades 3-5, students are assessed utilizing the Beaufort County School District's Benchmark Assessments through Mastery Connect. This assessment provides insight to the students' mastery of grade level indicators. This is another tool to monitor and plan instruction based on students progress with the indicators in the ELA Standards.

Port Royal Elementary utilizes the iReady Reading Diagnostic three times a year in K-5th grade. This assessment provides data regarding all five pillars of instruction. Teachers utilize this data to make instructional decisions, develop goals, and progress monitor student performance.

In PreK, HATCH is utilized 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. The PreK teacher also screens students using the DIAL 4 for PreK eligibility and to implement any interventions necessary for student success.

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.

Eleven out of fifteen teachers and support staff are completing year one of LETRS during this school year. Four out of fifteen have already completed both volume one and two. In PLC, teachers in K-3 discuss their professional learning and connect it to the curriculum and instruction. This learning influences their instruction in structured literacy utilizing HMH Into Reading. HMH aligns with our new state standards and contains direct instruction in the foundations of literacy. The kindergarten curriculum begins with a heavy emphasis on phonemic awareness and an overview of the letters in the alphabet. First grade has a greater emphasis on phonics instruction with blending routines and sound walls. Grades K-2 are using decodable texts for skills instruction. Grades 3-5 also have instruction on foundational skills with a focus on blending and decoding multisyllabic words, vocabulary, and high-frequency words.

All students scoring below the fiftieth percentile on the beginning of the year iReady diagnostic are given the SIPPS screener to target and analyze their foundational skills. Information obtained from both assessments is used to group students for small group intervention and continued support followed through the MTSS process. This data and ongoing student progress is analyzed in child study team meetings where teachers and interventionists collaborate and plan for the student's needs. Students who are placed into SIPPS groups are monitored through progress checks within the program.

PreK teachers utilize HATCH which assesses students and provides personalized instruction on phonemic awareness and other foundational skills. The teacher also documents evidence on students progress with phonemic awareness, letter recognition, and other readiness skills utilizing 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 in K-5th grade complete the iReady Diagnostic which generates an individualized instructional pathway in iReady. Students scoring below the fiftieth percentile are further screened by the reading interventionist utilizing the SIPPS screener. This screener determines the student's targeted pathway of intervention. The screener analyzes phonics and sight word recognition to ensure appropriate grouping within the program. Interventionists use the SIPPS Beginner, Extension, and Challenge curriculum for intervention. Placement is determined through the data obtained from the SIPPS screener.

Classroom teachers are meeting with students in addition to the interventionist to provide small group instruction focused on Tier One instruction. All students receive small group instruction. Students in the special education classroom are monitored through CBMs. Classroom teachers will provide research based strategic instruction with progress monitoring for students identified as needing Tier Two or Three intervention support for those unable to participate in the groups taught by the literacy interventionists. The coach and interventionists will help the classroom teacher determine an instructional focus and identify a progress monitoring assessment together for the students who are not able to be served by the reading interventionists. The teacher, coach, and interventionists will meet every 6-8 weeks to discuss progress and make instructional decisions based on the progress monitoring data.

In PreK, the teacher utilizes 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 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.

Port Royal Elementary sends a weekly newsletter to all families via School Messenger. Teachers communicate regularly through Class Dojo, phone conversations, weekly newsletters, progress reports and report cards. Every 3-4 weeks, teachers send home a newsletter specific to the upcoming instruction and contains ideas for home support. This is a support provided by the HMH curriculum. Parents are an integral member of the MTSS team and are included in MTSS meetings. Parent teacher conferences are held at the end of the first quarter to discuss student strengths and opportunities for growth. Conferences are not limited to only the first quarter but are utilized throughout the year. The bilingual liaison supports the families and teachers by translating written communication and attending parent teacher conferences as needed for translation. Family nights are held monthly throughout the year focusing on STEM and literacy skills.

We have an at home reading program known as RED (Read Every Day) Reading. Students take home a book that is just right for them along with a two-way conferring and reading log. The logs allows the student to document the text they are reading and further allows the teacher to provide suggestions for parental support as the child is reading. The parent can also write questions or comments back to the teacher using the RED Reading log.

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 students receiving Tier 2 and Tier 3 intervention support through MTSS. iReady weekly reports are analyzed in PLCs and also provides another tool for planning small group instruction. Teachers bring back student work to analyze in order to promote grade level proficiency in reading.

Through weekly PLC meetings, teachers analyze data and plan instruction based on the monitoring of formative and summative assessments given weekly/monthly/quarterly. Teachers document and maintain the data for these assessments in a shared PLC folder. Third grade students are tracked closely, and their progress monitored intentionally to ensure reading proficiency in third grade.

In PreK our teacher uses HATCH for screening and instruction. In addition, evidence of student growth is documented throughout the year in Teaching Strategies Gold and reported to parents triennially.

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 during PLCs to support students. The support staff (ML teacher, reading interventionists, and SPED) are participating in LETRS as well and attending PLCs. Fourth and Fifth grade teachers are supported in increasing their knowledge of Science of Reading through professional development and PLCs.

Our PreK teachers have recently been trained to implement HATCH for screening and instruction. The teacher has participated in training for Creative Curriculum, Purposeful Play, and Teaching Strategies Gold. Coaches are also scheduled to receive training in Creative Curriculum and participate in Purposeful Play PD.

Section G: District Analysis of Data

Strengths

- 65% of 3rd grade students scored Meets or Exceeds in Reading and ELA on the Spring 2024 SCREADY assessment.
 - Students' scoring meets or exceeds in reading increased from 53.3% to 55% from the Spring of 2023 to the Spring of 2024 on the SCREADY ELA assessment.
 - Five students in 4th & 5th grade increased performance level in ELA from the Spring of 2023 to the Spring of 2024 on the SCREADY assessment.
 - 51.51% of K-5 students scored at or above 50th percentile on the Fall 2024 iReady Diagnostic.
 - 92% of teachers were satisfied with the professional development provided by the school on the UpBeat Survey administered in the Spring of 2024.
 - Teachers are supported by a full time Literacy Coach.
 - Teachers engage in ELA PLCs each week to analyze data and plan instruction.
 - There are two full time reading interventions to support the fragile readers in grades K-5
 - The teacher to student ratio is low in all grade levels.
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Possibilities for Growth

- Students in grades 3-5 ELA decreased from 55% Meets or Exceeds to 52.7% on the 2024 SCREADY assessment.
- Eleven 4th & 5th grade students decreased a performance level from previous year in ELA on the 2024 SCREADY assessment.
- 48.49% of K-5 students scored at or below 50th percentile on the 2024 Fall iReady Diagnostic.
- 23.03% of K-5 students scored below 25Th percentile on the 2024 Fall iReady Diagnostic.
- 7 students in grades 4 & 5 have qualified as Gifted and Talented.
- 61% of teachers felt that they had autonomy in their planning and instruction on the Upeat Survey administered in the Spring of 2024.
- As of October of 2024, there have been 80 referrals (30 hit, kick, push and 15 Disruptive in Educator's Handbook.
- In Kindergarten, first, and fourth grade, 62 referrals have been made with 5 students.
- Teachers in grades K-5 are utilizing a new reading curriculum (HMH) and there will be a learning curve in its implementation involved.
- PreK is utilizing an updated version of Creative Curriculum and there will be a learning curve in its implementation involved.
- South Carolina is in year one of the new ELA standards which involved shifts in teaching and learning.
- 55% of our Multilanguage learners are placed at a level one and we are limited in that the ML teacher is part time and classroom teachers have not participated in training to support these learners with strategies to help these students access the curriculum and grow in their language and content knowledge.

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 TeachersReading CoachesReading interventionistsK-3 Special Education TeachersSchool Administrators

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS? 0

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS? 4

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

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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 2023 on SC Ready from 16% to 14% in the spring of 2024.

Goal #1 Progress We did not meet this goal. In the spring of 2024, 30% of the 3rd grade students scored not met on the SC Ready Reading assessment.

Goal #2 By the end of 2023, our goal is to increase section B from five sometimes and five routinely to three sometimes and seven routinely.

Goal #2 Progress We met this goal by decreasing from 5 sometimes to 3 sometimes and increased to 7 routinely as measured on the 2023-2024 SCDE Read to Succeed Exemplary Literacy Reflection Tool.

Goal #3 By the end of 2023, our goal is to increase section C from three sometimes to one sometimes and two routinely.

Goal #3 Progress We met this goal by decreasing from 3 sometimes to one sometimes and increased from 0 routinely to 2 on the 2023-2024 SCDE Read to Succeed Exemplary Literacy Reflection Tool.

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 on SC Ready ELA in the spring of 2024 from 30% to 20% in the Spring of 2025.

Goal #1 Action Steps

- Implementation of the state approved literacy materials which provides explicit instruction in the foundational standards.
- Students will take home just right books daily for independent reading at home.
- Teachers, along with the MTSS coordinator, literacy coach and reading interventionists will monitor student performance closely utilizing iReady and classroom assessment data to identify students struggling and work together to create an action plan to support those students who are performing below grade level.
- Interventionists will provide SIPPS, intervention to support identified students with gaps in their word recognition domain. Teachers and coach will plan in PLCs by analyzing the standard indicators. They will create plans that include opportunities for student engagement, high-level questions, and explicit instruction.
- Engage in a book study and professional development focused on Robert Marzano's, "The New Art and Science of Teaching" utilizing strategies discussed in the instructional planning and teaching process.
- Teachers will analyze iReady Benchmark assessment data and assist students in creating goals.
- The instructional leadership team will conduct regular walkthrough with feedback.
- The Reading Coach will implement coaching cycles in order to build capacity in teacher and increase student growth.
- PRES will implement LETRS in K-3 providing teachers with sound research knowledge to inform teaching and learning.
- Students will work on their individualized pathway in iReady for 45 minutes each week with a goal the goal of passing two lessons per week.

Goal #2

By May 2025, 80% of students in grades K-5 will meet typical growth as measured by the iReady Diagnostic.

Goal #2 Action Steps

- Implementation of the state approved literacy materials which provides explicit instruction in the foundational standards.
- Students will take home just right books daily for independent reading at home.
- Teachers, along with the MTSS coordinator, literacy coach and reading interventionists will monitor student performance closely utilizing iReady and classroom assessment data to identify students struggling and work together to create an action plan to support those students who are performing below grade level.
- Interventionists will provide SIPPS, intervention to support identified students with gaps in their word recognition domain. Teachers and coach will plan in PLCs by analyzing the standard indicators. They will create plans that include opportunities for student engagement, high-level questions, and explicit instruction.
- Engage in a book study and professional development focused on Robert Marzano's, "The New Art and Science of Teaching" utilizing strategies discussed in the instructional planning and teaching process.
- Teachers will analyze iReady Benchmark assessment data and assist students in creating goals.
- The instructional leadership team will conduct regular walkthrough with feedback.
- The Reading Coach will implement coaching cycles in order to build capacity in teachers and increase student growth.
- PRES will implement LETRS in K-3 providing teachers with sound research knowledge to inform teaching and learning.
- Students will work on their individualized pathway in iReady for 45 minutes each week with a goal the goal of passing two lessons per week.

Goal #3

By May 2025, 60% of students in grades K-5 will meet stretch growth as measured by the iReady Diagnostic.

Goal #3 Action Steps

- Implementation of the state approved literacy materials which provides explicit instruction in the foundational standards.
 - Students will take home just right books daily for independent reading at home.
 - Teachers, along with the MTSS coordinator, literacy coach and reading interventionists will monitor student performance closely utilizing iReady and classroom assessment data to identify students struggling and work together to create an action plan to support those students who are performing below grade level.
 - Interventionists will provide SIPPS, intervention to support identified students with gaps in their word recognition domain. Teachers and coach will plan in PLCs by analyzing the standard indicators. They will create plans that include opportunities for student engagement, high-level questions, and explicit instruction.
 - Engage in a book study and professional development focused on Robert Marzano's, "The New Art and Science of Teaching" utilizing strategies discussed in the instructional planning and teaching process.
 - Teachers will analyze iReady Benchmark assessment data and assist students in creating goals.
 - The instructional leadership team will conduct regular walkthrough with feedback.
 - The Reading Coach will implement coaching cycles in order to build capacity in teachers and increase student growth.
 - PRES will implement LETRS in K-3 providing teachers with sound research knowledge to inform teaching and learning.
 - Students will work on their individualized pathway in iReady for 45 minutes each week with a goal the goal of passing two lessons per week.
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