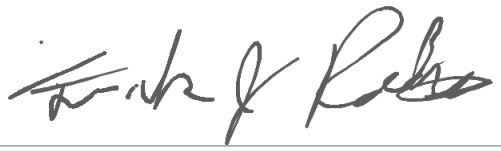
Form Name:	2024-25 District Literacy Reflection Tool
Submission Time:	November 1, 2024 9:22 am
Browser:	Chrome 130.0.0.0 / Windows
IP Address:	149.19.43.39
Unique ID:	1281987680
Location:	

2024-25 District Literacy Reflection Tool (Reading Plan)

District Name	Beaufort
Superintendent Name	Francisco Rodriguez
Superintendent Signature	
Completer Name	Melissa Murray
Completer Title	Director of Literacy
Completer Email	melissa.murray@beaufort.k12.sc.us

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the district 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.	The 2024-2025 school year brought a state adoption of ELA standards and textbooks. A team of curriculum mappers representing all schools in our district wrote maps to pace out the 2024 SCCCR ELA Standards with the state adopted resources. To ensure the alignment of resources and standards, we have created a document that shows each time a standard is taught and assessed in HMH (elementary) or SAVVAS (secondary). In addition, our maps include details on alignment of textbook activities to standards. Phonological awareness and phonics is part of HMH and we will utilize their strategic scope and sequence as written. Vocabulary is taught in both HMH and SAVVAS explicitly and this work is also highlighted in our Maps for teachers. Beaufort County School District (BCSD) curriculum mapping provides guidance on alignment and focuses our instruction to standards to support consistency in expectations for all students across the district. Our Curriculum Maps are also aligned to the testing calendar and utilizes the cadence of testing, analysis, and instruction of the Continuous Improvement Model.

Section B: Foundational Literacy Skills, Continued

Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.	Our work is focused on building a strong foundation in the K-3 classrooms to prepare students for the critical thinking within the vocabulary, writing, and reading standards in grades 3-12. Phonological awareness and phonics are part of the state approved HMH curriculum. We will utilize the strategic scope and sequence as written. In addition, BCSD uses Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words (SIPPS) to support students with gaps in foundational literacy skills. Vocabulary instruction aligned to the SC ELA Standards is in both HMH and SAVVAS.

Section C: Intervention

Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data, to assist schools in determining pathways of intervention for students who have failed to demonstrate grade?level reading proficiency.	In elementary, all students take the iReady screener/diagnostic. If it is determined there is a gap in foundational skills, we have a team of trained interventionists who will administer the SIPPS placement screener. This will lead to the small group intervention needed to accelerate the learning needed to fill those foundational gaps. In secondary, all students take Mastery Connect. If it is determined the student needs strategic support for fluency or comprehension, they will be given the Reading Plus Insight assessment. This program is useful to progress monitor, WRF, ORF, Vocabulary and Comprehension.

Section D: Supporting Literacy at Home

Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.	BCSD has strategic goals around grade level proficiency. Although these are 5-year goals, yearly interim goals are used to monitor and support ongoing growth. Instructional decisions are made based on the data from benchmarks, formatives, and summative assessments, with a focus on standards and student progress toward mastery.

Section E: Progress Monitoring

Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.	In elementary, all students take the iReady screener/diagnostic. If it is determined there is a gap in foundational skills, we have a team of trained interventionists who will administer the SIPPS placement screener. This will lead to the small group intervention needed to accelerate the learning needed to fill those foundational gaps. In secondary, all students take Mastery Connect. If it is determined the student needs strategic support for fluency or comprehension, they will be given the Reading Plus Insight assessment. This program is useful to progress monitor, WRF, ORF, Vocabulary and Comprehension.

Section F: Teacher Training

Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.	Our elementary schools are in the process of LETRS training. This professional development was considered when we aligned our curriculum, instruction, and standards. In addition, we have ongoing support and professional development in the alignment of of the SC ELA Standards and the state adopted textbook.

Section G: District Analysis of Data

Strengths	• Increased percent of students scoring Meets and Exceeds • Systematic intervention across elementary schools • Curriculum Maps to pace out the 2024 ELA standards
Possibilities for Growth	• 2024 standards are specific to the grade level and build from year to year. We must ensure that all educators plan for and use the language of the standards when instructing. • Continue to partner with our ML and SPED departments to focus on alignment for our students and educators. • Third grade transition to Does Not Meet retention.
Description Area	*Note: The two questions below are now required by Act 114 (passed in 2024).
NEW: Please provide the total number of first graders from the 2023-24 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.	624
NEW: Please provide the total number of SECOND graders from the 2023-24 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.	729

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

Goal #1	Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from 28 % to 25 % in the spring of 2024
Goal #1 Progress	BCSD maintained 28% of students scoring Does Not Meet expectations.

Goal #2	Increase the percent of students in the "high performance" on SC Ready writing 2024 in each grade level from 2023 scores of: 3rd-27.8% to 35% 4th-38.5% to 45% 5th-32.9% to 45% 6th-40.2% to 55% 7th-29.3% to 40% 8th- 24.0% to 35%
Goal #2 Progress	While we increased in two grade levels (3rd and 8th), we did not meet our goals for the other grade levels. However, 6th and 7th grade stayed within 1% of the previous score.

Section I: 2024-25 District SMART Goals and Action Steps Based on Analysis of Data

Description Area	For all districts 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 [previous school year] as determined by SC READY from _28% to ___25____% in the spring of 2025.
Goal #1 Action Steps	LETRS training across all our schools with aligned curriculum to match the PD. Focus on the 2024 standards/indicators and academic vocabulary of the standards. Additional support for intervention and new curricular materials.
Goal #2	Increase the percent of students scoring Meets or Exceeds expectations by 4% at each grade level on the SC Ready ELA assessment 3rd-53.2% to 57.2% 4th-56.4% to 60.4% 5th-53.5% to 57.5% 6th - 55.1% to 59.1% 7th - 52% to 56% 8th - 50.2% to 54.2%
Goal #2 Action Steps	Focus on grade level indicators including the academic vocabulary, vertical articulation, DOK, and consistent exactions for all students. Collaboration with ML and SPED departments. Providing students access to grade level text, talk, task.

Goal #3	Increase the percentage of students in the "high performance" on SC Ready writing in 2025 from 2024 scores of: 3rd-32.3% to 36% 4th 33.7% to 37% 5th 30.6% to 34% 6th 39.3% to 43% 7th 28.9% to 33% 8th 27% to 31%
Goal #3 Action Steps	Focus on grade level indicators including the academic vocabulary, vertical articulation, DOK, and consistent exactions for all students. Collaboration with ML and SPED departments. Providing students access to grade level text, talk, task. Focus on translation of writing standards to multiple choice assessments.