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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.

At Deerfield Elementary School, the ELA scope and sequence guides reading instruction to align with the South Carolina College-and Career-Ready Standards, ensuring a clear progression of skills across grade levels. These standards serve as the foundation for developing students' literacy skills and ensuring that instruction meets the expectations for each grade level. Our instructional approach, grounded in these standards, is designed to address key areas of reading development-oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension-while guiding students toward achieving grade-level proficiency. The scope outlines key literacy objectives, from building phonemic awareness and phonics skills in the early grades to developing critical thinking and comprehension in later years. The sequence provides a step-by-step progression, introducing foundational skills like phonological awareness before moving on to more complex concepts such as fluency, vocabulary, and comprehension. This ensures that instruction builds logically, helping students systematically master essential literacy skills for all students.

At Deerfield, teachers use formative and summative assessments, including benchmark assessments on iReady and classroom-based assessments, to monitor students' progress in meeting the standards. The data from these assessments allows teachers to identify areas where students may need additional support and adjust instruction accordingly. By continuously aligning reading instruction with the state standards, Deerfield all students receive the literacy instruction they need to meet grade-level expectations and become proficient readers.

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.

Word recognition assessment and instruction are closely aligned with the Science of Reading (SoR), Structured Literacy, and foundational literacy skills, as they all emphasize the importance of evidence-based practices in teaching children how to read effectively. At DES we currently utilize the Indicator Aligned Inventory (IAI), created by SCDE, to assess students' ability to decode words, which provides teachers with information to guide whole-group and small-group instruction. The IAI assessment is used diagnostically in structured literacy to tailor instruction to the individual needs of students. These assessments identify which specific words or phonics patterns a student may struggle with, ensuring targeted interventions. Furthermore, as students move past decoding, the focus is on reading fluently with comprehension.

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.

The school uses universal screener data and diagnostic assessments to identify and address reading difficulties in PreK-5th grade students who fail to meet grade-level proficiency. Universal screeners, administered to all students, assess key areas like phonemic awareness, fluency, and comprehension. Those scoring below benchmarks undergo diagnostic assessments to pinpoint specific areas of need—either in word recognition (decoding, phonics, fluency) or language comprehension (vocabulary, background knowledge, listening comprehension). Based on this data, students are placed in targeted intervention pathways focused on either decoding/phonics or comprehension/vocabulary, ensuring the interventions are tailored to their individual needs.

Interventions are regularly monitored through progress assessments like iReady and data is reviewed to adjust or intensify support as needed. If students show significant improvement, they may exit the intervention, while those not making progress may receive additional support or a modified approach. Regular communication with parents and collaboration among classroom teachers, reading specialists, and special education teams ensure that students receive the necessary comprehensive support to improve their reading skills effectively.

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 Deerfield Elementary, we believe that a strong partnership between school and home is essential for student success. To help parents support their children as readers and writers, we have implemented a comprehensive system of resources and guidance. We provide regular communication to parents about their child's reading and writing progress. This includes detailed student progress reports, as well as opportunities for parent-teacher conferences throughout the school year. During these meetings, teachers work collaboratively with parents to identify areas of strength and areas for growth, and provide tailored strategies and activities for reinforcement at home. Our Family Liaison and Literacy Coach facilitate a variety of parent workshops and resources focused on literacy development. These sessions cover topics such as: effective read-aloud strategies and fostering a love of reading at home.

Parents are also given access to our school's literacy curriculum and learning materials, allowing them to better understand the skills and concepts being taught in the classroom. This empowers them to stay involved in their child's learning. Our school library and online resources provide a wealth of age-appropriate books, eBooks, and educational materials that families can borrow or access to encourage reading and writing practice at home. We also maintain a robust collection of parent-friendly guides and tip sheets to help families navigate the complexities of literacy development. By fostering this collaborative approach between school and home, we aim to ensure that every child at Deerfield Elementary has the support and resources they need to become confident, successful readers and writers.

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.

To effectively monitor reading achievement and growth at the school level, a comprehensive progress monitoring system is essential. This involves utilizing various assessment tools, such as universal screening assessments (e.g. iReady) at the beginning, middle, and end of the year, as well as ongoing formative assessments (e.g., oral reading assessments, Indicator Aligned Inventory) to track student progress. Summative assessments, like state assessments and standardized tests, are also administered to evaluate overall reading proficiency. A data management system is implemented to collect and store assessment results, allowing for easy access and analysis. Regular data review meetings with teachers and service providers help analyze assessment data, while disaggregating data by subgroup (e.g., grade level, special education status) enables identification of specific needs and trends.

The intervention decisions are guided by a tiered intervention model (MTSS), providing varying levels of support based on student needs. Tier 1 focuses on universal instruction for all students, while Tier 2 offers targeted interventions in small groups for those not meeting benchmarks. Tier 3 provides intensive, individualized instruction for students with significant reading deficits. Regular progress monitoring, conducted bi-weekly or monthly for those in Tier 2 and Tier 3, assesses their response to interventions. Goals are set based on baseline data to ensure accountability, and decisions about continuing or modifying interventions are data-driven. Collaboration among teachers, specialists, and parents, alongside ongoing professional development and annual program evaluations, ensures a culture of continuous improvement in literacy outcomes, ultimately supporting all students in achieving grade-level proficiency in reading.

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.

The school will provide teacher training focused on the science of reading, structured literacy, and foundational literacy skills through ongoing professional development workshops, instructional coaching, and data-driven instruction. Teachers will learn evidence-based practices like phonics, fluency, vocabulary development, and reading comprehension strategies, with an emphasis on structured literacy, including explicit, systematic instruction and multisensory techniques to support diverse learners. Training through Lexia LETRS also focuses on fostering a deeper understanding of how students develop literacy skills and how to address reading difficulties such as dyslexia.

To ensure effective implementation, teachers will receive ongoing coaching, access to high-quality instructional materials like phonics programs and decodable texts, and tools to differentiate instruction and monitor student progress. Additionally, school leaders and teachers engage families in supporting literacy development at home. By promoting collaboration among educators and involving families, the school will build a strong foundation for sustained reading achievement for all students, particularly those struggling with foundational literacy skills.

Section G: District Analysis of Data

Strengths

Our school provides ongoing, targeted professional learning for our teachers/administrators that directly support student needs. School wide there is a focus on workshop model, and the schedule continues to be designed to allow for large chunks of time to ensure workshop model happens daily. There are structures in place to look at student data and adjust plans based on student needs. Deerfield Elementary also provides many opportunities for parents to be involved in their student's learning through activities aligned at different times throughout the school day, as after school.

Possibilities for Growth

We are continuing to ensure texts used and available in classrooms are culturally diverse. We also have a school-wide focus to have all classrooms display artifacts of authentic student work. We are also developing a deeper sense of understanding with students knowing what their goal is as they work on targeted skills by having more specific conferences with teachers about their learning.

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?

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)? 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 2023 as determined by SC Ready from 22.5% to 20.5% in the Spring of 2024.

Goal #1 Progress The percentage of third graders scoring Does Not Meet in the Spring of 2024 was 22.5%.

*This goal was not met.

Goal #2 Increase the percentage of special education students meeting or exceeding stretch growth last year to this year from Spring of 2023 to Spring of 2024 as determined by iReady from 12.6% to 14.6%.

Goal #2 Progress The percentage of special education students meeting or exceeding stretch growth in the Spring of 2024 as determined by iReady was 21.1%.

*This goal was met. (increase from 12.6%)

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 at the DNM level in the Spring of 2024 as determined by SCReady from 20.5% to 18.5% in the spring of 2025.

Goal #1 Action Steps

Routinely schedule RTI and data meetings with teachers, administrators, and interventionists to review student data to inform decisions on interventions being implemented.

Provide ongoing professional development in administering, analyzing, and determining instructional strategies to target with students using authentic assessments.

Focus observations and walk-throughs on workshop model and small group instruction.

Goal #2

Increase the percentage of special education students meeting or exceeding stretch growth last year to this year from Spring of 2024 to Spring of 2025 as determined by iReady from 24 % to 26 % in the Spring of 2025.

Goal #2 Action Steps

Include our special education teachers in the ongoing professional development in administering, analyzing, and determining instructional strategies to target with students using authentic assessments.

Provide data driven planning through the data team process using authentic assessments with grade level teachers.
