

Brookdale Elementary School Reading Plan

2025-2026 Primary and Elementary Literacy Reflection Tool (Reading Plan)

Section A

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.

In an effort to support all students in meeting grade level English Language Arts standards, we provide a strong literacy foundation through a comprehensive approach that encompasses the Components of Reading for successful reading instruction.

Oral Language: Students engage in structured discussions, read-alouds, partner talks, and presentations to strengthen listening and speaking skills that support understanding of texts.

Phonological Awareness: Phonological awareness is an essential early literacy skill that begins developing before formal schooling and continues to grow through third grade and beyond. At our school, students engage in daily practice to hear, identify, and manipulate the sounds in spoken words, building a strong foundation for both reading and spelling. Instruction focuses on key skills such as rhyming, alliteration, segmenting and blending sounds, working with onset and rime, and developing phonemic awareness. These skills are supported through structured programs and resources such as *Letterland*, *Waterford*, *SC Wonders*, and *On My Way*.

Phonics: Our literacy instruction provides explicit, systematic, and multisensory teaching that helps students connect sounds to letters and spelling patterns. This approach enables students to accurately decode unfamiliar words and encode words in writing while reinforcing the relationship between letters and sounds. Phonics instruction is integrated across reading, writing, and spelling to build strong foundational skills. Programs such as *Letterland*, *iReady Personalized Instruction*, *SC Wonders*, and *Waterford (PK-2)* are used to support differentiated, skill-based learning in this area.

Fluency: We promote fluency through repeated reading practices and performance opportunities, allowing students to read with speed, accuracy, and expression. Some strategies that we use are: read alouds, tracking words, choral reading, and explicit instruction of high frequency words (*SC Wonders*, *iReady*)

Vocabulary Development: Vocabulary instruction is integrated across the curriculum to provide students with rich language experiences and explicit teaching of new words. Students acquire vocabulary through direct instruction, exposure to diverse and meaningful texts, and strategies such as word analysis, use of context clues, and study of morphology (prefixes, suffixes, root words). This intentional approach expands students' understanding and use of language, strengthens comprehension, and enables them to communicate more precisely. Programs such as *SC Wonders* and *Wordly Wise* support and enhance vocabulary growth.

Comprehension: Comprehension instruction is intentionally embedded across the curriculum to help students engage deeply with texts. Teachers provide explicit instruction in strategies such as predicting, questioning, summarizing, and making connections, guiding students to think critically about what they read. These strategies foster deeper understanding and support students in applying knowledge to new contexts. Programs such as *SC Wonders*, *iReady*, and *Mastery Connect* are used to reinforce comprehension skills and monitor growth.

Incorporating these components into our reading instruction and assessment ensures that students receive the support necessary to help them meet grade level English Language Arts Standards. To ensure that reading instruction is both effective and evidence-based, our teachers actively engage in ongoing professional learning, including LETRS (Language Essentials for Teachers of Reading and Spelling) training. This training deepens their understanding of the essential components of literacy—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—and equips them with advanced strategies to meet the diverse needs of all learners. By combining high-quality instruction, purposeful assessment, and continuous professional growth, we are committed to ensuring that every student develops the skills necessary to read with confidence, comprehension, and joy.

Section B

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 (PreK–5th Grade):

Word recognition assessment and instruction for students in PreK–5th grade is intentionally aligned to the science of reading, structured literacy, and foundational literacy skills to ensure all students develop the ability to accurately and fluently read words.

Assessment: Teachers use a combination of diagnostic, formative, and progress-monitoring assessments to evaluate students’ word recognition skills. These assessments measure phonological awareness, letter-sound knowledge, decoding skills, sight word recognition, and spelling patterns. Data from these assessments inform targeted instruction and interventions to address gaps and accelerate growth.

Instruction: Instruction follows a structured literacy approach, which is explicit, systematic, cumulative, and multisensory. This approach ensures that students master essential word recognition skills in a clear sequence, building from phonological awareness to advanced decoding and encoding strategies. Key instructional practices include:

- **Phonemic Awareness and Phonics:** Direct teaching of sound-symbol relationships, blending, segmenting, and syllable patterns to support decoding and spelling.
- **High-Frequency and Sight Word Recognition:** Repeated, intentional practice with irregularly spelled words to build automaticity.
- **Morphology:** Instruction in prefixes, suffixes, and root words to help students decode complex words and understand meaning.
- **Decoding and Encoding Practice:** Structured activities that connect phonics patterns to reading and writing for both accuracy and fluency.

Programs and Resources: Instruction is supported by research-based programs and tools, including *Letterland*, *iReady Learning Pathway*, *SC Wonders*, and *Waterford (PK–2)*, which provide targeted, developmentally appropriate instruction.

Alignment to the Science of Reading: This approach reflects the science of reading by integrating phonological awareness, phonics, orthography, morphology, and word recognition into a coherent framework. Teachers apply structured literacy principles to ensure that students’ progress from foundational decoding skills in early grades to fluent, automatic word recognition in later grades, allowing for greater focus on comprehension and higher-level thinking.

Through ongoing assessment, structured instruction, and teacher professional development, including participation in *LETRS* training, our school ensures that word recognition instruction is purposeful, evidence-based, and designed to give every student the foundation for reading success.

Section C

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.

Using Universal Screener and Diagnostic Assessment Data to Determine Targeted Intervention Pathways (PreK–5th Grade):

At our school, universal screener and diagnostic assessment data are essential tools for identifying students in PreK–5th grade who have not yet demonstrated grade-level reading proficiency and determining the most effective pathway of intervention. These assessments help ensure that instruction is targeted, efficient, and aligned to the science of reading and structured literacy principles.

Universal Screening: All students participate in school-wide universal screening at designated points throughout the year. These screeners measure foundational reading skills, including phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension. Universal screening identifies students who are at risk for reading difficulties and provides an initial snapshot of their strengths and needs.

Diagnostic Assessment: For students identified through universal screening as not meeting grade-level benchmarks, targeted diagnostic assessments are administered. These deeper assessments analyze specific areas of difficulty, such as:

- **Word Recognition Skills:** Letter-sound knowledge, decoding, encoding, high-frequency word recognition, and morphological awareness.
- **Language Comprehension Skills:** Vocabulary knowledge, listening comprehension, background knowledge, and understanding of text structure.

Determining Intervention Pathways: Data from universal screening and diagnostic assessments are analyzed to determine the most appropriate intervention pathway for each student. This process ensures interventions are tailored to address the specific underlying cause of reading difficulties:

- **Word Recognition Pathway:** For students demonstrating weaknesses in decoding, letter-sound correspondence, phonemic awareness, or sight word recognition. Intervention focuses on structured phonics instruction, multisensory decoding and encoding practice, and guided oral reading to build accuracy and fluency.
- **Language Comprehension Pathway:** For students demonstrating strengths in decoding but difficulty with vocabulary, oral language, and comprehension. Intervention focuses on vocabulary development, oral language experiences, comprehension strategies, and building background knowledge.

Progress Monitoring and Adjustment: Student progress is closely monitored through ongoing formative assessments and progress monitoring tools. Intervention pathways are adjusted based on student performance, ensuring that instruction remains responsive and effective.

Professional Development: Teachers use data collaboratively to inform instructional decisions and ensure interventions are aligned to evidence-based practices. Professional learning, including participation in *LETRS* training, strengthens teachers' ability to interpret data accurately and design interventions that address students' unique needs.

By using a data-driven, targeted approach, our school ensures that every student receives the specific support needed to develop both word recognition and language comprehension skills, which are key components for achieving grade-level reading proficiency.

Section D

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.

Our school is committed to partnering with families to ensure students' success as readers and writers. We have established a system to help parents understand how they can support their child's literacy development at home, providing clear guidance, resources, and opportunities for involvement.

Communication and Resources: Teachers and the school provide parents with regular communication about their child's reading progress through progress reports, parent-teacher conferences, newsletters, and digital platforms. These communications include explanations of key literacy skills, such as phonological awareness, phonics, fluency, vocabulary, and comprehension and practical ways to reinforce them at home. Resources may include:

- Literacy tip sheets and guides
- Suggested reading lists by grade level
- Online resources and instructional videos
- Access to digital literacy tools (e.g., *iReady*, *Epic!*, *SC Wonders*, *Savvas*, *ReadWorks*).

Parent Workshops and Events: The school hosts regular family literacy workshops, events such as "Read to Succeed Night," and informational sessions where parents learn about evidence-based reading and writing strategies. These sessions provide hands-on demonstrations and opportunities for parents to practice strategies alongside their children.

Home Literacy Activities: Parents are encouraged to create daily opportunities for reading and writing at home, including:

- Reading aloud together and discussing the story
- Practicing high-frequency words and phonics skills in short, playful activities
- Writing letters, journals, or stories together
- Asking open-ended questions to strengthen comprehension and critical thinking.

Two-Way Communication: Teachers welcome parent questions and feedback, ensuring that support at home is aligned with classroom instruction. Parents are encouraged to share observations and progress, helping teachers tailor support both in school and at home.

Ongoing Support: Our school continuously evaluates and refines family literacy supports to ensure they meet parent needs. Through workshops, resource sharing, and open communication, we empower parents to be active partners in their child's literacy journey.

Section E

Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

The school provides progress monitoring of reading achievement and growth at the school level with the following strategies:

Monitoring Reading Achievement and Growth (PreK–5th Grade):

Our school has a systematic process in place to monitor reading achievement and growth at both the classroom and school level, ensuring that instructional decisions, including intervention, are guided by all available data. This system supports our goal of ensuring grade-level proficiency in reading for all students.

Classroom Level Monitoring:

- Teachers use daily, formative assessments embedded in instruction to monitor student progress in foundational literacy skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension.
- Progress is documented through observational notes, exit tickets, and student work samples.
- Teachers use assessment data to differentiate instruction, provide targeted small-group support, and adjust pacing to meet individual student needs.

School Level Monitoring:

- Universal screeners are administered at designated points during the year to measure growth in reading skills for all students and to identify those who need additional support.
- Diagnostic assessments are used to identify specific skill gaps and guide instructional pathways for students not meeting grade-level benchmarks.
- Data from universal screeners, diagnostic assessments, progress monitoring, and classroom observations are compiled and reviewed at grade-level team meetings, leadership meetings, and data-review sessions.

Data-Driven Intervention Decisions:

- Intervention decisions are based on a comprehensive review of all available data, ensuring that students receive instruction targeted to their specific needs, whether in word recognition, language comprehension, or both.
- Intervention pathways are clearly defined, aligned to the science of reading and structured literacy principles, and monitored for effectiveness through regular progress checks.
- Teachers and intervention teams adjust instruction based on ongoing assessment data to ensure continuous growth and responsiveness to student needs.

School-Wide Collaboration:

- Teachers, intervention specialists, reading coaches, and administrators collaborate regularly to review data, discuss student progress, and ensure consistency in instructional practices.
- School leadership ensures that intervention supports are adequately resourced and aligned with evidence-based practices, including strategies informed by LETRS professional learning.

Ongoing Evaluation:

- The school uses multiple data points to evaluate the effectiveness of instructional strategies and intervention programs, making adjustments as needed to ensure that every student has the support necessary to achieve grade-level reading proficiency.

Through consistent monitoring, collaboration, and data-driven decision-making, our school ensures that reading instruction and interventions are purposeful, targeted, and effective for all students.

Section F

Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

Teacher Training in the Science of Reading, Structured Literacy, and Foundational Literacy Skills (PreK–5th Grade):

Our school provides ongoing, job-embedded professional learning for teachers that is grounded in the science of reading, structured literacy, and foundational literacy skills. This training equips educators with the knowledge, strategies, and tools needed to ensure all students, PreK through 5th grade, develop strong reading and writing skills.

Key Components of Teacher Training:

- **LETRS Professional Learning:** Teachers participate in *LETRS* (Language Essentials for Teachers of Reading and Spelling) training, a research-based program that deepens understanding of how students learn to read and write. LETRS training builds teacher expertise in phonological awareness, phonics, fluency, vocabulary, comprehension, and the integration of these skills.
- **Structured Literacy Instruction:** Professional development includes training on structured literacy principles, ensuring instruction is explicit, systematic, cumulative, and multisensory. Teachers learn to implement evidence-based strategies that address both word recognition and language comprehension.
- **Foundational Literacy Skills:** Training focuses on developing teachers' capacity to teach critical foundational skills, including phonological awareness, phonics, decoding, encoding, sight word recognition, fluency, vocabulary, and comprehension strategies.
- **Data-Driven Instruction:** Teachers are trained to analyze assessment data, such as universal screeners, diagnostic assessments, and progress monitoring, to guide instructional decisions and differentiate support for students.
- **Collaborative Professional Learning:** Teachers participate in grade-level teams, professional learning communities, and data-review sessions to share best practices, discuss student needs, and refine instructional approaches.
- **Ongoing Coaching and Support:** Reading and Instructional Coaches provide classroom-embedded support, modeling instructional strategies, co-planning lessons, and providing feedback to ensure fidelity to structured literacy approaches.

By investing in comprehensive, ongoing professional learning rooted in the science of reading and structured literacy, our school ensures that teachers are prepared to provide high-quality, effective literacy instruction that meets the needs of all students and supports them in achieving grade-level proficiency.

Section G: Analysis of Data

Strengths

• **High-Frequency Word Recognition:**

- A significant portion of students are performing at or near grade level in high-frequency word recognition.
- This suggests that students have strong word-recognition skills and a foundation for fluent reading.

• **Phonological Awareness:**

- Many students are performing at or above grade level in phonological awareness.
- This is a strong foundation for early decoding and spelling skills, especially in younger grades.

Possibilities for Growth

Possibilities for Growth

1. **Vocabulary:**

- A large percentage of students are performing one or more grade levels below expectations.
- Vocabulary development could be enhanced through direct instruction, exposure to rich texts, and targeted vocabulary strategies across all content areas.

2. **Comprehension (Literature and Informational Text):**

- Comprehension is an area of concern, with many students performing below grade level.
- Instruction should include explicit teaching of comprehension strategies such as predicting, questioning, summarizing, and making connections, along with scaffolded discussions of text meaning.

3. **Phonics:**

- While some students show proficiency, a noticeable portion of students are below grade level.
- Structured, systematic phonics instruction with a focus on decoding multisyllabic words could strengthen this area.

4. **Informational Text:**

- Students struggle particularly with comprehension of informational texts.
- Growth could be supported through targeted instruction in text structure, vocabulary, and critical thinking strategies.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">• High-Frequency Word Recognition A significant portion of students are performing at or near grade level in high-frequency word recognition. This suggests that students have strong word-recognition skills and a foundation for fluent reading.• Phonological Awareness Many students are performing at or above grade level in phonological awareness. This is a strong foundation for early decoding and spelling skills, especially in younger grades.	<ul style="list-style-type: none">• Vocabulary A large percentage of students are performing one or more grade levels below expectations. Vocabulary development could be enhanced through direct instruction, exposure to rich texts, and targeted vocabulary strategies across all content areas.• Comprehension (Literature and Informational Text) Comprehension is an area of concern, with many students performing below grade level. Instruction should include explicit teaching of comprehension strategies such as predicting, questioning, summarizing, and making connections, along with scaffolded discussions of text meaning.• Phonics While some students show proficiency, a noticeable portion of students are below grade level. Structured, systematic phonics instruction with a focus on decoding multisyllabic words could strengthen this area.• Informational Text Students struggle particularly with comprehension of informational texts. Growth could be supported through targeted instruction in text structure, vocabulary, and critical thinking strategies.

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

- Please provide your school's goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<u>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 44.8 % to 21.9 % in the spring of 2025.	The Third-Grade 2025 SC READY assessment results indicate a significant improvement in student performance. The percentage of third-grade students scoring in the "Does Not Meet Expectations" category has decreased by 22.9 percentage points compared to the previous year. This decline reflects the school's ongoing efforts to enhance early literacy and academic achievement among all students.
<u>Previous Goal #2:</u> By May 2023, Brookdale Elementary School will increase the percentage of students in the performance levels, Early On, Mid, or Above Grade Level as measured by iReady Overall Placement Report from 22% to 30% in Reading.	By May 2023, Brookdale Elementary School aimed to increase the percentage of students in the performance levels Early On, Mid, or Above Grade Level in Reading from 22% to 30%, as measured by the iReady Overall Placement Report. We achieved 27%, demonstrating a 5-percentage point growth toward our goal.
<u>Previous Goal #3:</u> By using effective in-class interventions, Brookdale Elementary School will increase the percentage of students in the performance levels "Mid" or "Above" grade levels as measured by iReady Assessment by 3% by Spring 2023.	<i>Due to the inability to retrieve the data, this information could not be accessed.</i>

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

All schools serving students in third grade MUST respond to the third grade reading proficiency goal. *Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level.* Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.

Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
<p>Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 37.5 % to 48% in the spring of 2026.</p>	<p>1. Data Analysis and Progress Monitoring</p> <ul style="list-style-type: none">Analyze 2025 SC READY results to identify specific skill gaps and trends.Use iReady, formative assessments, and classroom data to track student progress monthly.Identify students who are close to meeting the standard and provide targeted support. <p>2. Strengthen Core Reading Instruction</p> <ul style="list-style-type: none">Implement daily, structured literacy instruction aligned with the science of reading.Focus instruction on phonics, fluency, vocabulary, comprehension, and oral language development.Use grade-level text aligned to SC READY standards for guided reading and shared reading sessions. <p>3. Targeted Interventions</p> <ul style="list-style-type: none">Provide tiered interventions through MTSS (Multi-Tiered System of Supports) for students below grade level.Small group or one-on-one instruction for skill reinforcement.Incorporate additional support in vocabulary and comprehension strategies. <p>4. Teacher Professional Development</p>

- Train teachers in effective instructional strategies for raising reading proficiency.
- Offer workshops on data-driven instruction, differentiated teaching, and progress monitoring.
- Provide coaching and collaborative planning time.

Current Goal #2: By May 2026, Brookdale Elementary School will increase the percentage of students scoring at 'Early On' or above in vocabulary from 23% to 40%, as measured by the iReady Vocabulary Placement Report, through explicit vocabulary instruction, targeted small-group interventions, and schoolwide vocabulary-building strategies.

1. Explicit Vocabulary Instruction

- Identify high-impact Tier 2 vocabulary words across grade levels using core curriculum texts.
- Embed daily vocabulary routines into ELA lessons (e.g., word maps, context clues, sentence stems).
- Use explicit instruction models (I Do/We Do/You Do) to teach new words.
- Incorporate student-friendly definitions, visuals, and multiple exposures.
- Provide professional development on evidence-based vocabulary strategies.
- Facilitate peer observations and model lessons focused on vocabulary instruction.
- Monitor lesson plans and conduct instructional walkthroughs for implementation fidelity.

2. Targeted Small-Group Interventions

- Analyze BOY iReady vocabulary data to identify students in need of support.
- Create flexible small groups based on diagnostic and ongoing progress data.
- Schedule 2–3 weekly intervention sessions targeting vocabulary acquisition.
- Use multisensory and engaging activities (games, visuals, realia) in small groups.
- Track student progress every 4–6 weeks using iReady growth checks and informal assessments.
- Regroup students as needed based on performance and teacher input.

- Document intervention sessions and outcomes in progress monitoring logs.

3. Progress Monitoring

- iReady Vocabulary Diagnostic: BOY, MOY, and EOY
- iReady Standards Mastery and growth monitoring checks
- Formative classroom vocabulary assessments (quizzes, exit tickets)
- Monthly data team meetings to adjust instruction and groups
- Instructional walkthroughs and feedback loops

Current Goal #3: By May 2026, Brookdale Elementary School will increase the percentage of students scoring at 'Early On' or above in informational text from 26% to 45%, as measured by the iReady Informational Text Placement Report, through implementation of structured informational text instruction, teacher professional development, and targeted interventions.

1. Structured Informational Text Instruction

- Integrate informational text instruction into ELA curriculum across all grade levels.
- Align instruction with grade-level standards and iReady skills progression.
- Use complex, high-interest informational texts during whole-group and small-group reading.
- Explicitly teach informational text structures (e.g., cause/effect, compare/contrast, problem/solution).
- Model and practice close reading strategies using graphic organizers and text-dependent questions.
- Incorporate note-taking and summarization strategies during informational reading.
- Provide students with multiple opportunities to engage with nonfiction texts across content areas.

2. Teacher Professional Development

- Offer PD on best practices for teaching informational text comprehension.
- Train teachers to use iReady instructional resources and reports effectively.
- Facilitate PLC sessions focused on analyzing student data and sharing instructional strategies.

- Conduct model lessons and peer observations showcasing effective informational text lessons.
- Provide coaching and feedback cycles to support implementation in the classroom.
- Review and calibrate expectations for informational text rigor across grade levels.

3. Targeted Student Interventions

- Analyze iReady BOY diagnostic data to identify students below grade level in informational text.
- Group students based on specific comprehension needs (e.g., main idea, text structure, inference).
- Implement small-group or one-on-one interventions 2–3 times per week focused on skill gaps.
- Use scaffolded instructional materials such as leveled texts and visual supports.
- Monitor student progress every 4–6 weeks using iReady growth checks and teacher-made assessments.
- Adjust intervention groups based on student progress and ongoing data review.
- Document intervention sessions and outcomes for accountability and planning.

4. Progress Monitoring & Evaluation

- Use iReady Diagnostic Assessments (BOY, MOY, EOY) to measure student progress.
- Conduct regular data meetings to analyze growth and adjust instruction/interventions.
- Monitor implementation through walkthroughs, lesson plan reviews, and classroom observations.
- Track student use of informational text strategies in written responses and discussions.
- Celebrate benchmark progress toward the 45% target with students and staff.