

BROAD RIVER ELEMENTARY SCHOOL
PreK-5 Comprehensive Literacy Plan Summary

LETRS Questions:

1. How many teachers in your school have completed Volume 1 ONLY of LETRS? **1**
2. How many teachers in your school have completed Volumes 1 and 2 of LETRS? **17**
3. How many teachers in your school are beginning Volume 1 of LETRS this year? **7**
4. How many teachers in your school are beginning Volume 2 of LETRS this year? **4**
5. How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **0**
6. How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? **3**

Section A: Describe how reading assessment and instruction for all PreK-5th grade 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.

Broad River Elementary School implements a comprehensive literacy framework aligned to the South Carolina College- and Career-Ready ELA Standards, the Science of Reading, and the Gradual Release of Responsibility Framework (I Do, We Do, You Do Together, You Do Alone). Literacy instruction across PreK-5 is intentionally designed to develop oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension through developmentally appropriate, standards-aligned, and data-driven practices.

Pre-Kindergarten (Creative Curriculum + Purposeful Play-Based Framework)

Pre-K students receive literacy instruction through Creative Curriculum, supported by developmentally appropriate and purposeful play experiences that build the foundational skills necessary for future reading success.

Teachers:

- Develop oral language through interactive conversations, storytelling, dramatic play, songs, and guided discussions.
- Explicitly teach phonological awareness through rhyming, alliteration, syllable work, and sound discrimination activities.
- Build vocabulary through content-rich investigations, read-alouds, and thematic studies.
- Introduce print concepts, alphabet knowledge, and emergent writing through shared reading and writing experiences.
- Use teacher modeling, guided participation, collaborative play, and independent exploration to gradually increase student responsibility for learning.

Assessment occurs through Teaching Strategies GOLD, developmental screenings, anecdotal records, observations, and student work samples to guide instruction and identify student needs.

Kindergarten (HMH Into Reading + Purposeful Play-Based Kindergarten Framework)

Kindergarten students receive explicit literacy instruction through HMH Into Reading while also participating in meaningful play-based learning experiences through the Purposeful Play-Based Kindergarten (PPBK) Framework.

Teachers:

- Explicitly teach phonological awareness, phonics, vocabulary, fluency, comprehension, and foundational writing skills.
- Utilize literacy centers, dramatic play, collaborative tasks, and hands-on experiences to reinforce literacy learning.
- Implement Gradual Release by modeling skills, facilitating guided practice, supporting collaborative learning, and providing independent opportunities for application.
- Integrate literacy learning through purposeful play experiences to strengthen student engagement and knowledge transfer.

Grades 1-5 (HMH Into Reading)

Students in grades 1-5 receive standards-aligned literacy instruction through HMH Into Reading.

Teachers:

- Provide systematic instruction in foundational skills, vocabulary, fluency, comprehension, speaking, listening, and writing.

- Engage students in close reading, text-based discussions, collaborative conversations, and writing about reading.
- Use the Gradual Release process to support students in becoming independent readers and thinkers.
- Differentiate instruction through flexible grouping and targeted supports based on assessment data.

Across all grade levels, assessment data is used to monitor growth and ensure students are progressing toward grade-level expectations.

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.

Broad River's literacy model reflects Science of Reading research by addressing both Word Recognition and Language Comprehension through explicit, systematic, cumulative, and diagnostic instruction. Instruction follows systematic progression from simple to complex skills and includes frequent cumulative review and opportunities for application in reading and writing.

Pre-Kindergarten

Through Creative Curriculum, students develop the critical precursors to word recognition by learning oral language skills, listening comprehension, alphabet knowledge, print awareness, phonological awareness, and emergent writing skills.

Teachers provide intentional opportunities for students to interact with language and print through authentic classroom experiences and purposeful play.

Kindergarten

HMH Into Reading and the PPBK Framework support students in developing phonemic awareness, letter-sound correspondence, decoding and encoding skills, high-frequency word recognition and beginning reading fluency.

Purposeful play experiences allow students to apply foundational skills through literacy-rich centers, word-building activities, dramatic play, and collaborative problem-solving tasks.

Grades 1-5

Students participate in explicit instruction in phonics, fluency, morphology, structural analysis, vocabulary acquisition, spelling and encoding, and multisyllabic word reading.

Teachers use ongoing assessment to identify strengths and skill gaps and provide intervention as needed to ensure automaticity and accuracy in word recognition.

Students demonstrating word recognition weaknesses receive additional explicit instruction focused on phoneme awareness, decoding, advanced phonics patterns, spelling patterns, multisyllabic word reading, morphology, and fluency development. Instruction is delivered through teacher-led, data-driven lessons aligned to Core and Structured Literacy practices, as well as Science of Reading research. SIPPS is used to provide a structured literacy approach, with explicit small-group and one-on-one phonics and sight word instruction for students needing additional support.

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.

Broad River Elementary School utilizes a comprehensive **Multi-Tiered System of Support (MTSS)** to identify students requiring additional literacy support and to determine whether intervention should address Word Recognition, Language Comprehension, or both.

All K-5 students participate in the i-Ready Inform Reading Diagnostic three times annually. Screening and diagnostic information from assessments and classroom data are used to identify specific reading skill deficits.

Grade-level teams, interventionists, administrators, academic support teachers, and the reading coach analyze student data to determine whether a student's reading difficulties are primarily related to word recognition or language comprehension. Progress-monitoring data is regularly reviewed to adjust intervention plans and ensure student success.

Intervention plans are developed using assessment results and delivered through Tier II and Tier III supports. Student progress is monitored regularly through progress monitoring tools, i-Ready Inform growth data, and classroom assessments. Data teams meet routinely to adjust interventions and ensure students are making adequate progress toward grade-level reading proficiency.

Pre-Kindergarten

Teachers utilize Teaching Strategies GOLD, developmental screening assessments, observation data, and student work samples to capture students' level of mastery. Data is used to identify students needing support in oral language, vocabulary, phonological awareness, and early literacy skills.

Kindergarten Through Grade 5

Teachers analyze i-Ready Inform data, HMH Into Reading assessments, benchmark assessments, progress-monitoring data, classroom assessments, and state assessment data.

Based on analysis, students are assigned targeted interventions within one or both pathways:

- Word Recognition Pathway focuses on phonological awareness, phonics, decoding, encoding, fluency automatic word recognition, and multisyllabic word reading
- Language Comprehension Pathway focuses on oral language, vocabulary, background knowledge, listening comprehension, reading comprehension, and text analysis

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.

Broad River Elementary School values family partnerships and provides parents with opportunities and resources to support literacy development at home. Families are supported through family literacy nights, conferences, newsletters, sharing of family-friendly state standards, school websites and Parent

Square digital communication platforms, home literacy activities, and resources connected to classroom instruction.

- **Pre-K Families** receive strategies to support oral language development, storytelling, read-alouds, singing and rhyming, vocabulary development, early writing, and purposeful play experiences that promote literacy.
- **Kindergarten Families** receive resources to support letter-sound practice, high-frequency word recognition, reading routines, vocabulary development, and literacy-rich play opportunities.
- **Grades 1-5 Families** receive guidance for independent reading, fluency practice, vocabulary development, reading comprehension, writing activities, and home-school literacy partnerships that encourages students to read a minimum of 15 - 20 minutes daily.

Teachers at all grade levels regularly communicate student progress and provide individualized recommendations to help families support student achievement.

[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.

Broad River Elementary School maintains a systematic process for monitoring reading achievement and growth at the student, classroom, grade, and school levels. Data sources include:

- Pre-K: Teaching Strategies GOLD, Beginning- of- Year and End of Year developmental screeners, teacher observations and student work samples.

- Kindergarten: i-Ready Inform, i-Ready Growth and Domain Reports, HMH module inventory (Kindergarten grade only), Beginning- of- Year and End of Year developmental screeners, teacher observations, and student work samples.
- Grade 1st – 5th: i-Ready Inform, HMH Into Reading Weekly and Module Assessments, benchmark assessments, classroom formative assessments, progress-monitoring assessments, state assessments, writing assessments, student work and performance tasks, SC READY ELA results (3rd – 5th grade), Exceptional Learners progress-monitoring data, teacher observations, and student work samples.

Data is reviewed through administrative data reviews, faculty meetings, Professional Learning Communities (PLCs), MTSS Meetings, grade-level meetings, and coaching cycles.

Data is used to determine instructional priorities, monitor individual and group growth, identify intervention needs, evaluate effectiveness of interventions, inform instructional adjustments and set literacy goals at the classroom and school level.

This ongoing cycle ensures all instructional decisions are evidence-based and responsive to student needs.

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.

Broad River Elementary School supports continuous professional learning to ensure teachers possess the knowledge and skills necessary to provide evidence-based literacy instruction and practices aligned to the Science of Reading, Structured Literacy, South Carolina ELA Standards, and district literacy priorities.

Teachers receive ongoing job-embedded professional learning and support. Professional learning opportunities include but are not limited to LETRS and foundational literacy training, HMH Into Reading implementation support, assessment literacy and data analysis, intervention planning, PLC collaboration, and classroom observations with feedback. Literacy coach works alongside teachers to strengthen literacy practices through co-planning, co-teaching, and data-driven instructional support.

- **Pre-K Teachers** engage in professional learning focused on Creative Curriculum implementation, Science of Reading practices/LETRS Purposeful play, literacy integration and developmentally appropriate instructional practices surrounding oral language development, phonological awareness, and early literacy development.
- **Kindergarten Teachers** receive support in HMH Into Reading implementation, foundational literacy instruction, Science of Reading practices/LETRS, integrating the Purposeful Play-Based Kindergarten Framework into literacy instruction, as well as balancing explicit instruction with purposeful student-centered learning experiences.
- **Grades 1-5 Teachers** participate in professional learning focused on: standards-based literacy instruction, vocabulary development, writing instruction, close reading and text analysis, differentiation, intervention and progress monitoring, data-driven instructional planning, and Science of Reading practices/LETRS (Pre-K through 3rd grade teachers, as well as volunteers from other grade levels).

This professional learning model ensures that all educators have the capacity to deliver high-quality literacy instruction aligned to the Science of Reading and the needs of Broad River Elementary students.

In summary, through high-quality instruction, meaningful practice, family partnerships, ongoing assessment, targeted support, and continuous professional learning, Broad River Elementary strives to help all students build the literacy skills needed to become successful readers, writers, and

communicators. From Pre-K through Grade 5, students receive research-based, standard aligned literacy instruction that supports grade-level reading achievement and prepares them for future academic success.

Section G: Analysis of Data

Strengths	Possibilities for Growth
1. Using Data to Group Students and Determine Students' Needs Teachers use i-Ready Inform, SIPPS, and classroom assessment data to identify student strengths and areas for growth to form targeted groups throughout the year. 2. High-Quality Instructional Material HMH Into Reading provides a plethora of high-quality instructional materials for all K-5th grade teachers, which supports all key areas of reading, including phonics, fluency, vocabulary, and comprehension. 3. Strong Teacher Support and Learning Teachers continuously strengthen their literacy instruction through LETRS training, state and districtwide professional development, PLC collaboration, coaching cycles and support from the literacy coach. This ongoing learning helps ensure students receive research-based,	1. Strengthening Tier 1 Literacy Instruction and Small-Group Support Teachers provide daily, standards-based literacy instruction and use student data to quickly identify needs and deliver targeted small-group instruction, ensuring all students receive the support needed to achieve grade-level reading success. 2. Goal Setting for Student Ownership: Strengthen opportunities for teachers and students to collaboratively set measurable, short-term reading goals. Encourage students to track their own progress and reflect on strategies that improve their reading behavior and comprehension. 3. Targeted Support for Third Grade Readers: Provide intensive, data-driven support and progress monitoring for third-grade students at risk of scoring

standard-aligned reading instruction across all grade levels. 4. Comprehensive Multi-Tiered System of Support (MTSS) Teachers use a comprehensive MTSS to identify students requiring additional literacy support and determine rather intervention should address Word Recognition, Language Comprehension, or both.	<i>Does Not Meet</i> on the SC READY ELA assessment, with a focus on foundational reading fluency and comprehension.
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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> Increase the percentage of third graders scoring Meets and Exceeds in 2025-2026 as determined by SC READY from 54.8 % to 58% in the spring of 2026.	The percentage of third graders scoring Meets and Exceeds in 2025-2026 as determined by SC READY decreased from 54.8 % to 47% in the spring of 2026.
<u>Previous Goal #2:</u> By the end of the 2025-2026 school year, 100% of teachers and students in grades PreK-5 will set and monitor measurable, short-term reading goals aimed at improving specific reading behaviors. At least 60% of students will meet or exceed their individual	100% of teachers and students set reading goals; 54% of students met/exceeded typical growth goals, thus not meeting the goal of 60%.

reading goals as tracked through goal-setting conferences and progress monitoring.	
<u>Previous Goal #3:</u> N/A	

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
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 - 2026 as determined by SC READY from 53.5%% to 57% in the spring of 2026 - 2027.	• Conduct Classroom Walkthroughs/Observations and provide feedback based on the SCTS 4.0 rubric, best practices, and standards-based instruction. • Conduct weekly Professional Learning Communities (PLCs) on ELA to include collaboration between general education teachers, teachers of Exceptional Learners, and Multilingual Teacher. • Analyze data to make instructional decisions after each i-Ready diagnostic administration (fall, winter, spring). Include data conferences with students and inform parents of progress at each checkpoint. • Parental involvement in student achievement and support through data conferences 2 times a year (student led), parent workshops, and informational newsletters with strategies they can implement at home. • Create opportunities to celebrate students' achievements more frequently: i-Ready, classroom assessments, attendance/on time, and PBIS expectations/behavior. • Instructional coaches and teachers will partner in coaching cycles where they are partners in learning and growth for the teachers, as well as increasing student achievement and engagement for students. • Data chats and goal setting conferences with all students to increase ownership as well as understanding of

	i-Ready goals and how their scores relate to SC Ready in grades 3-5.
<u>Current Goal #2:</u> By the end of the school year, teachers will implement high-quality, differentiated Tier I literacy instruction to ensure that an increased percentage of students meet or exceed grade-level expectations in reading, as measured by i-Ready Inform, HMH Into Reading assessments, and SC READY ELA performance.	We will increase student discourse, provide opportunities to process learning, increase engagement, and allow for teachers to monitor learning by: • Providing sentence stems for all students • Plan for opportunities for student discourse, reasoning, justify thinking, and reflect on learning. Conducting walkthroughs with feedback • Showcasing colleagues to share/model engagement strategies. • Investigate different ways to provide and utilize student discourse--notate how it's being used. Teachers will plan for appropriate <i>lesson structure and pacing</i> in order to internalize indicators and maximize Tier 1 instruction by:. • Collaboratively planning for Tier 1 instruction at common time. • Implementing peer observations • Coaching • Promising Practices (highlights) • Using of graphic organizers • Responding to walkthroughs with feedback • Reviewing cover pages that highlights key information for planning modules • Reviewing upcoming benchmarks to plan for instruction • Co-teach collaborative planning with teachers

	Utilizing aggressive monitoring practices to determine next steps for students/class
<u>Current Goal #3:</u> N/A	