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

District Name	Florence 05
School Name	Johnsonville 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.

Johnsonville Elementary adopted HMH Into Reading and Structured Literacy curriculum. Teachers use the assessments within the Into Reading curriculum and the assessment reports generated to guide instruction. This curriculum is strongly correlated to the Science of Reading and LETRS.

Into Reading is 100% aligned to our SCCCR ELA standards, it is a complete on grade-level curriculum focused on foundational skills, oral language, phonological awareness, phonics, fluency, vocabulary, writing, communication, and comprehension of fiction and nonfiction texts.

We also use iReady for benchmark assessments, personalized learning, standards mastery, and growth monitoring to meet on grade level standards.

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.

JES has implemented Into Reading and Structured Literacy. The Structured Literacy component is closely aligned to the Science of Reading and LETRS. Structured Literacy follows the LETRS model phonics lesson plan. As part of our foundational skills instruction and assessment students receive instruction in Phonological Awareness, Visual, Auditory and Blending Reviews, Phonics Focus Skill, Handwriting, Spelling, Dictation, Irregular Words, Decodable Texts, and Fluency Practice. Teachers are currently receiving training in LETRS and are implementing these practices in their classrooms.

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.

JES uses iReady Diagnostic Assessments 3 times per year. Teachers also utilize the PAST- Phonological Awareness Screening Test, the LETRS Word Recognition Survey, fluency assessments on AMIRA, along with UFLI phonics screeners and classroom observations to target pathways for intervention of students performing below grade level. The MTSS team meets every 5-6 weeks to plan intervention and evaluate students for intervention based on this data.

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.

JES hosts a school-wide Family Literacy Night once each year. Each grade is required to have family literacy events that parents are invited to attend throughout the year. Third grade holds an annual Read 2 Succeed parent night early in the school year to discuss the Read 2 Succeed Law and ways parents can help their student with reading and writing. Parent - Teacher conferences are held 2 times per year, but teachers can make arrangements to meet with parents throughout the year.

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.

JES monitors reading achievement and growth at the classroom and school level through HMH assessments and reports, iReady personalized learning is monitored at least weekly, growth progress reports, standards mastery and diagnostic data are also utilized throughout the year.

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.

All teachers grades 4K-4th, Special Education teachers, and Administration and Coaches are currently completing LETRS training. Our monthly PLCs focus on the application of these skills (Bridge to Practice) in our classrooms. The reading coach and administration are observing these practices in the classrooms.

Section G: District Analysis of Data

Strengths

1. All teachers in grades 4K-4th grade and coaches and administration are receiving LETRS training.
2. Teachers use South Carolina College and Career Readiness Standards to drive instruction.
3. Teachers work together to use data to target students that need interventions.
4. Teachers and tutors work together to pull small groups of students in and out of the classroom to target students that need interventions.
5. Teachers use formative and summative assessment to plan instruction.
6. Students are actively engaged in constructing meaning by reading, writing, listening, and speaking.
7. Teachers are using the HMH Into Reading and Structured Literacy curriculum to provide rigorous, on grade-level instruction.
8. 72% of students met their annual typical growth in reading on the iReady diagnostic in Spring of 2024.

Possibilities for Growth

1. Teachers and students will collaborate to set measurable short-term goals aimed at growing reading behaviors.
2. Administration, Reading Coach, and teachers work together to provide professional development on a monthly basis on LETRS Bridge to Practice, new ELA standards, and using data to drive instruction.
3. Reading Coach and teachers will participate in coaching cycles to strengthen implementation of our new HMH reading curriculum and LETRS strategies. The focus is to strengthen our best practices, encourage reflection, improve engagement and rigor.

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? 0

How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? 31

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 20.7% to 19% in the spring of 2024.
Goal #1 Progress	JES did not meet this goal. The percentage of 3rd graders scoring Does Not Meet in the spring of 2024 was 22%.
Goal #2	Johnsonville Elementary will increase the number of family literacy opportunities to one per grade level and a school-wide family literacy night or a total of 5 family literacy opportunities.
Goal #2 Progress	JES met this goal with all grade levels, 4K-4th grade, having a family literacy opportunity and a school-wide family literacy night.
Goal #3	By May 2024 teachers at Johnsonville Elementary will routinely analyze and use data to plan targeting in class instruction and effective intervention resulting in 70% of all students meeting their typical annual growth on iReady diagnostic testing.
Goal #3 Progress	JES met this goal. In May 2024, 72% of all students tested on iReady met their annual typical growth goal in grades 5K-5th grade.

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 _22_ % to 20__% in the spring of 2025.

Goal #1 Action Steps

Teachers will access performance on iReady to determine areas of growth for students.

Teachers will ask questions in a variety of ways in class and on assessments.

Teachers will use domain specific vocabulary to increase the academic vocabulary of their students.

Teachers will expose students to rigorous questioning by using the Backward by Design process of focusing on how the standard will be assessed and the depth of knowledge that will be assessed.

Teachers will use Into Reading curriculum to provide rigorous on grade level instruction and assessment.

Teachers will pull students in small groups based on their possible areas of growth determined by data sources.

Additional small group intervention will be provided by tutors in the classroom and pulled out of the classroom for Tier 2 and Tier 3 students as determined by data sources.

Teachers will conference with students to set short-term reading and writing goals based on data.

Goal #2

By May 2025 teachers at Johnsonville Elementary will routinely analyze and use data to plan targeting in class instruction and effective intervention resulting in 73% of all students meeting their typical annual growth on iReady diagnostic testing.

Goal #2 Action Steps

Teachers will meet with grade level teams; the school reading coach and administration to analyze data and determine focus areas of instruction. Teachers will pull students into small groups based on their areas of growth as determined by data sources.

Teachers will increase attention on academic vocabulary and rigorous questioning, along with rigorous assessments that match the SC College and Career Readiness standards by using the Into Reading curriculum and iReady lessons.

The reading coach will develop and lead professional development for teachers based on implementation of the Into Reading curriculum and implementation of the new SCCR ELA standards.

Goal #3

By May 2025 5K-grade 1 teachers at Johnsonville Elementary will routinely analyze and use data to plan in class instruction on foundational skills using structured literacy and effective intervention resulting in 60% of students in grades 5K-first scoring green(on grade level) in the phonics domain on iReady diagnostic testing.

Goal #3 Action Steps

Teachers will continue to receive training in LETRS.

Teachers will utilize and implement the Structured Literacy curriculum in their classrooms.

Teachers will pull students into small groups based on their growth in the phonics domain.

Teachers will utilize the PAST and LETRS Word Recognition Survey and the Indicator Aligned Inventory to further determine the needs of struggling students.

The reading coach will hold monthly PLCs with teachers to discuss the implementation and application (Bridge to Practice) of LETRS in the classroom.
