



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan

| A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts. | | | | |
|---|--------------------------|----------------------------------|--|---|
| A Comprehensive System of Assessment <ul style="list-style-type: none"> ● Summative Assessment <ul style="list-style-type: none"> ○ SC Ready ● Universal Screener ● Formative Assessment <ul style="list-style-type: none"> ○ Fountas and Pinnell, DRA, Dominic ○ MAP ○ Star Reading ○ iReady ○ 4K Assessments: PALS, Gold, MyIgGDIs ● Team Focused Data Based Decision Making <ul style="list-style-type: none"> ○ Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan ● Documentation of Data | | | | |
| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
| A1. Teachers use a comprehensive formative assessment system that assesses both meaning and print knowledge. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | Running Records, Phonological Awareness Screening Test (PAST) Assessment, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations |
| A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. | <input type="checkbox"/> | <input type="checkbox"/> 7.4% | <input checked="" type="checkbox"/> 92.6% | |
| A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data). | <input type="checkbox"/> | <input type="checkbox"/> 7.4% | <input checked="" type="checkbox"/> 92.6% | |
| A4. Teachers use screening data and formative assessment to determine targeted, intensive in-class intervention. | <input type="checkbox"/> | <input type="checkbox"/> 3.7% | <input checked="" type="checkbox"/> 96.3% | |



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan

B. This school provides for Tier 1 reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|--------------------------|----------------------------------|--|---|
| B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | Teacher Observations, Schedules, Lesson Plans, Curriculum, Instructional Activities |
| B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. | <input type="checkbox"/> | <input type="checkbox"/> 3.8% | <input checked="" type="checkbox"/> 96.2% | |
| B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | |
| B4. Teachers monitor student reading and writing engagement and use this data to confer with students in order to build stamina. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | |



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan

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| B5. Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | |
| | Rarely | Sometimes | Routinely | |
| B6. Teachers use shared writing experiences to model accuracy and fluency in writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | |
| B7. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts. | <input type="checkbox"/> | <input type="checkbox"/> 7.7% | <input checked="" type="checkbox"/> 92.3% | |
| B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | |
| B9. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006) | <input type="checkbox"/> | <input type="checkbox"/> 3.7% | <input checked="" type="checkbox"/> 96.3% | |
| B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | |



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan

| C. This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both. | | | | |
|---|--------------------------|-----------------------------------|--|---|
| Supplemental Instruction <ul style="list-style-type: none"> ● Foundational Reading Skills <ul style="list-style-type: none"> ○ Listening Comprehension ○ Concepts about Print ○ Phonemic Awareness and Phonics ● Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.) ● Small Group and Individual Instruction to Target and Intensify Instruction | | | | |
| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
| C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors. |
| C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. | <input type="checkbox"/> | <input type="checkbox"/> 3.7% | <input checked="" type="checkbox"/> 96.3% | |
| C3. Teachers provide targeted, effective in-class intervention which <ul style="list-style-type: none"> ○ must provide targeted and intensified individual and small-group instruction; and ○ must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. | <input type="checkbox"/> | <input type="checkbox"/> 14.8% | <input checked="" type="checkbox"/> 85.2% | |



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
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| D. This school embeds practices reflective of exemplary literacy-rich environments. | | | | |
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| Inquiry-based Learning: <ul style="list-style-type: none"> ● Immersion, Investigation, Coalescing, Going Public ● Read Aloud/Shared Reading/Shared Writing/Interactive Writing ● Immersion into How Words Work (Phonics – Affixes) ● Independent reading, writing, researching ● South Carolina College and Career Ready Standards for Inquiry ● Profile of the South Carolina Graduate | | | | |
| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
| D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for much of the instructional time. | <input type="checkbox"/> | <input type="checkbox"/> 11.1% | <input checked="" type="checkbox"/> 88.9% | Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research |
| D2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers. | <input type="checkbox"/> | <input type="checkbox"/> 18.5% | <input checked="" type="checkbox"/> 81.5% | |
| D3. Teachers provide blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching. | <input type="checkbox"/> | <input type="checkbox"/> 3.7% | <input checked="" type="checkbox"/> 96.3% | |
| D4. Teachers ensure texts and materials are organized and easily accessible by students. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | |
| D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. (Decodable texts, predictable texts, and authentic texts) | <input type="checkbox"/> | <input type="checkbox"/> 3.7% | <input checked="" type="checkbox"/> 96.3% | |
| D6. Teachers prominently display artifacts reflective of student learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan

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| | | 11.1% | 88.9% | |
| D7. Teachers immerse students in print-rich environments including both word walls, sound walls, and classroom libraries. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | |

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.

Reading Engagement:

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|--------------------------|-----------------------------------|--|---|
| E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research. | <input type="checkbox"/> | <input type="checkbox"/> 12% | <input checked="" type="checkbox"/> 88% | Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries |
| E2. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | |
| E3. Teachers reflect on and eliminate activities that interfere with text reading and writing. | <input type="checkbox"/> | <input type="checkbox"/> 11.1% | <input checked="" type="checkbox"/> 88.9% | |
| E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 100% | |
| E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts | <input type="checkbox"/> | <input type="checkbox"/> 3.7% | <input checked="" type="checkbox"/> 96.3% | |



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan

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| should include decodable texts, predictable texts, and authentic texts. | | | | |
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| F. This school provides teacher and administrator training in reading and writing instruction. | | | | |
|---|--------------------------|----------------------------------|--|---|
| Professional Development | | | | |
| <ul style="list-style-type: none"> ● Literacy Competencies for PreK-5th Grade Teachers ● Literacy Competencies for Administrators ● South Carolina College and Career Ready Standards ● Standards for Professional Learning ● Early Learning Standards for 4K ● REL Practice Guides on WWC ● Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study) | | | | |
| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
| F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching | <input type="checkbox"/> | <input type="checkbox"/> 7.4% | <input checked="" type="checkbox"/> 92.6% | Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans |
| F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs | <input type="checkbox"/> | <input type="checkbox"/> 3.7% | <input checked="" type="checkbox"/> 96.3% | |



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan

| G. This school strategically partners with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing. | | | | |
|--|--------------------------|-----------------------------------|--|---|
| Literacy Partnerships | | | | |
| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
| G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> ○ County libraries are used to increase the volume of reading in the community over the summer ○ State and local arts organizations ○ Volunteers ○ Social service organizations ○ School media specialists | <input type="checkbox"/> | <input type="checkbox"/> 37% | <input checked="" type="checkbox"/> 63% | Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer |
| G2. Specific actions are taken to foster partnerships. | <input type="checkbox"/> | <input type="checkbox"/> 22.2% | <input checked="" type="checkbox"/> 77.8% | |



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan

| H. This school utilizes a system for helping parents understand how they can support the student as a reader at home. | | | | |
|---|--------------------------|-----------------------------------|--|---|
| Family Support of Literacy Development | | | | |
| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
| H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. | <input type="checkbox"/> | <input type="checkbox"/> 11.1% | <input checked="" type="checkbox"/> 88.9% | Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls |



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Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan

Section I: Analysis of Data

| Strengths | Possibilities for Growth |
|--|--|
| <p>A1. Teachers use a comprehensive formative assessment system that assesses both meaning and print knowledge. (100%)</p> <p>B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. (100%)</p> <p>B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. (100%)</p> <p>B4. Teachers monitor student reading and writing engagement and use this data to confer with students in order to build stamina. (100%)</p> <p>B5. Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading. (100%)</p> <p>B6. Teachers use shared writing experiences to model accuracy and fluency in writing. (100%)</p> <p>B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. (100%)</p> <p>B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction. (100%)</p> <p>C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. (100%)</p> <p>D4. Teachers ensure texts and materials are organized and easily accessible by students. (100%)</p> <p>D7. Teachers immerse students in print-rich environments including both word walls, sound walls, and classroom libraries. (100%)</p> | <p>C3. Teachers provide targeted, effective in-class intervention which</p> <ul style="list-style-type: none"> ○ must provide targeted and intensified individual and small-group instruction; and ○ must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. <p>D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for much of the instructional time.</p> <p>D2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.</p> <p>D6. Teachers prominently display artifacts reflective of student learning.</p> <p>E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research.</p> <p>E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.</p> <p>G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing.</p> <ul style="list-style-type: none"> ○ County libraries are used to increase the volume of reading in the community over the summer ○ State and local arts organizations ○ Volunteers ○ Social service organizations ○ School media specialists <p>G2. Specific actions are taken to foster partnerships.</p> <p>H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.</p> |



**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan**

| | |
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| <p>E2. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume. (100%)</p> <p>E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time (100%)</p> | |
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Section J: Previous 2020-21 SMART Goals and Progress Toward Those Goals

Please provide your school’s previous goals from the 2020-21 reading plan and the progress your school has made towards these goals. Utilize the most appropriate and relevant 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).

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| <p>Goal #1:</p> <p>All schools serving third grade: Reduce the percentage of third graders performing below grade level in the fall of 2020–21 as determined by STAR from 47 % to 40% in the spring of 2021.</p> <p><u>Final data (EOY) for Goal 1:</u> The percentage of third graders performing below grade level in the spring of 2021 was 24% (19/78). Goal 1 was met since our goal was 40%.</p> | <p>Progress:</p> <p>Action Steps:</p> <ul style="list-style-type: none">• Teachers will utilize school data to inform instruction as well as provide intervention (LinkIt!, OG, STAR, LLI, etc.).• In-class intervention will be provided for struggling readers. Intervention will be documented and strategies to support students at home will be communicated with parents.• The school will focus on “early intervention” beginning as early as kindergarten so that students can have support as soon as possible.• Teachers will provide students ample opportunities to read as we know that more reading directly correlates with higher test scores and better readers overall.• Teachers will work with the literacy coach to ensure standards are being taught correctly and with rigor. This will be observed in lesson plans and classroom observations. <p><u>Possible Sources for Evidence:</u> STAR & LinkIt!</p> |
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**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan**

| | |
|---|---|
| <p>Goal #2: Seventy percent of teachers will routinely participate in strategically planned and developed partnerships in order to promote reading and writing by March 2020 as measured by the R2S Reflection Tool.</p> <p><u>Baseline data for Goal 2:</u> G1. Based on the data collected from the R2S Reflection Tool in March 2019, 77.8% of teachers are routinely participating in strategically planned and developed partnerships in order to promote reading and writing.</p> <p><u>Final data (EOY) for Goal 2:</u> According to the 21-22 R2S Reflection Tool survey only 63% of teachers routinely participate in partnerships in order to promote reading and writing. We will continue with this goal in the 2021-2022 school year.</p> | <p>Progress: Action Steps:</p> <ul style="list-style-type: none">● Use the school’s reflection tool completed in 2019 to identify how potential partners will interact with students to increase reading and writing among identified students in specific subgroup areas.● Identify potential partners and invite them to participate in specific identified activities.● Provide training for volunteers based on assignment and identified activities <p><u>Possible Sources for Evidence:</u> School baseline data and sign in logs; invitations based on school needs expectations, sign in logs, celebration/recognition of partnerships; agenda for volunteer/partnership training and sign in logs.</p> |
| <p>Goal #3:The percentage of teachers routinely using a predictable structure will increase from 77.8% to 85% by March 2020 as measured by the R2S Reflection Tool.</p> <p><u>Baseline data for Goal #3</u> H1. Based on the data collected from the R2S Reflection Tool in March 2019, 77.8% of teachers are routinely using a predictable structure. (Immersion, Investigation, Coalescing, and Going Public.)</p> <p><u>Final data (EOY) for Goal 3:</u> According to the 21-22 R2S Reflection Tool survey, 88% of teachers routinely use predictable structures. Goal 3 has been met.</p> | <p>Progress:</p> <ol style="list-style-type: none">1. When creating lesson plans that are embedded with practices reflective of an exemplary literacy-rich environment, teachers will keep the following lenses of assessment in mind to ensure the predictable structures: Assessing for Inquiry-based Learning:<ul style="list-style-type: none">● Immersion, Investigation, Coalescing, Going Public● Read Aloud/Shared Reading● Independent reading, writing, researching● South Carolina College and Career Ready Standards for Inquiry● Profile of the South Carolina Graduate2. Teachers will begin the school year with this goal in mind. As a |



**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan**

| | |
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| | <p>team, we will discuss this area and what is being done with inquiry-based learning in the classroom. This will be done in instructional meetings as well as literacy committee meetings.</p> <p>3. Vertical teams in all subject areas for the 2020-21 school year. The reading and writing vertical team will be discussing progress on H1 specifically, as well as offering ideas and support to all teachers.</p> <p><u>Possible Sources for Evidence:</u> Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, lesson plans referencing the inquiry standards, examples of student research projects, and student artifacts from research.</p> |
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| Section K: 2021-22 SMART Goals and Action Steps Based on Analysis of Data | |
| <p>All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Utilize a triangulation of appropriate and available data (i.e. screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.</p> | |
| <p>Goal #1: <u>Third Grade Goal:</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from 29% (21/73) to 25% (16/64) in the spring of 2022.</p> | <p>Action Steps:</p> <ol style="list-style-type: none">1. Teachers will utilize school data to identify students' specific strengths and weaknesses. Data includes LinkIt!, STAR 360, OG, LLI, etc.2. In-class interventions and small group instruction will be provided for struggling students.3. Teachers will work with the curriculum/technology and reading coaches to ensure standards are being taught correctly and with rigor.4. Teachers will provide opportunities to write and read across the all curriculum. |



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan

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| | <p>5. Teachers will begin using data in kindergarten to begin literacy interventions. Possible interventions for students will include LLI Interventionist, OG, Reading Recovery, small group reading and writing with leveled readers, and Lexia.</p> <p><u>Possible Sources for Evidence:</u> LinkIt! Data; STAR 360; Lexia; HMH Into Reading Fluency Passages; Benchmark conference notes, LAPS, Interventionist notes</p> |
| <p>Goal #2: E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research.</p> <p>The percentage of teachers routinely providing students choice will increase from 88% to 92% by March 2022 as measured by the R2S Reflection Tool.</p> <p><u>Baseline Data 2021-2022 SY: Based on R2S Reflection Tool Survey</u> Rarely: 0% Sometimes: 12.0% Routinely: 88.0%</p> | <p>E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Teachers will provide students choice in what they read, write, and research by having access to numerous books and other nontraditional forms of texts (audio books, eBooks, information websites, etc.) in the classroom that reflect a variety of genres and interests. 2. Teachers will have schedules that reflect blocks of time for students to read, write, and/or research in all subject areas. 3. The literacy coach will provide professional development on the inquiry approach to learning (voice and choice, strategic thinking, cross-disciplinary studies, real purpose and audience, etc.) <p><u>Possible Sources of Evidence:</u> Student Engagement Inventories, Schedules, Book Inventories, Google Classroom assignments</p> |
| <p>Goal #3: G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. County libraries are used to increase the volume of reading in the community over the summer, State and</p> | <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Identify how potential partners will interact with students to increase reading and writing within our school through content tutoring, mentoring, writing/reading workshops, reading with classes, etc. |



**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Briggs Elementary School, 2021-2022 Reading Plan**

| | |
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| <p>local arts organizations, Volunteers, Social service organizations, School media specialists</p> <p>The percentage of teachers routinely providing students choice will increase from 63% to 68% by March 2022 as measured by the R2S Reflection Tool.</p> <p><u>Baseline Data 2021-2022 SY: Based on R2S Reflection Tool Survey</u> Rarely: 0% Sometimes: 37% Routinely: 63%</p> | <ol style="list-style-type: none">2. Identify potential partners and invite them to participate in specific identified activities. Potential partners include local high school students reading aloud with students, Florence Library hosting reading sessions with students, author talks, and media specialist mentoring students.3. The schools will utilize School Improvement Councils, Strategic Planning Committees, and Title I Parent Groups to develop partnerships <p><u>Possible Sources for Evidence:</u> Data and sign in logs; invitations based on school needs and expectations, and celebration/recognition of partnerships displayed on school social media and websites.</p> |
|--|---|