

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool

Directions: Please provide a narrative response for Sections A-I.

LETRS Questions:

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?: 3 /35
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 13 /35
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?:
19/35

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.

Teachers use various formative and summative assessment tools from grades PreK through 5th grade, along with screening, progress monitoring and diagnostic testing measures to identify students' instructional needs and make ELA instructional decisions so that students can meet grade-level standards. Reading assessment and instruction for students here at Jennie Moore includes all facets of reading. For all students K-5, we administer iReady three times a year, which measures phonological awareness, phonics, vocabulary, and comprehension. For our Kindergarteners and First graders, we administer Fastbridge (Dyslexia screener) three times throughout the year. This assessment is 1:1 and includes oral language, phonological awareness, and phonics. In PreK, we administer myIGDIS three times annually to measure growth and support instructional decisions. This 1:1 assessment measures oral language, phonological awareness, and vocabulary. Additionally, our K-5th teachers administer CKLA assessments to analyze student performance and growth and use this data to plan for remediation and extension activities. These data points are analyzed together to guide instruction and provide the best instruction for our students. Teachers have access to high-quality core and supplemental curricula that support oral language, phonological awareness, phonics, word recognition, fluency, comprehension and vocabulary development. All students receive core instruction using CKLA. Teachers also work together in PLC teams to analyze data to guide instruction.

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.

At Jennie Moore, Word Recognition instruction is centered on foundational skills of phonological awareness and phonics decoding. All PreK-2nd grade classrooms instruct phonological awareness daily with Heggerty's; additionally, 18 out of the 20 classrooms in K-2 use the Orton Gillingham approach with all students to supplement CKLA Skills. This approach is steeped in Science of Reading research and is centered on developing the foundational skills to support reading. The remaining two classes implement structured literacy through the Skills portion of our Science of Reading-based CKLA curriculum for Word Recognition. 3rd-5th grade teachers utilize our structured literacy curriculum, CKLA with a focus on

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morphology to support Word Recognition. Informal Word Recognition assessment is an integral part of the daily lesson within our K-2 classrooms to guide instruction. Assessments in spelling and morphology are embedded in CKLA for grades 3rd-5th.

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.

Jennie Moore uses universal screener data (Fastbridge) and diagnostic assessment data (iReady, CORE Phonics Survey) to determine targeted pathways of intervention for students demonstrating below grade-level proficiency. Multiple points of data are analyzed to determine who needs additional support and what program will best address their individual needs. We align student needs using the CCSD Elementary Intervention Cascade to match students to a targeted pathway for intervention. Based on data, students are placed in groups using the Orton Gillingham approach, Magnetic Foundations, or Magnetic Reading programs. Intervention data and progress is reviewed monthly and adjusted to fit the needs of the student. Additionally, iReady data is utilized to provide targeted skill interventions to students within the classroom as needed. Students with an Individualized Education Plan are strategically placed in the appropriate program based on the needs and IEP goals.

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.

Jennie Moore works closely with families to communicate how they can best support their child as a reader and writer at home. We hold a Literacy Night where families are provided with multiple resources, tips, and best practices to extend their learning at home. Additionally, we hold a special Intervention Night for families of those students performing below grade to open communication and provide resources for extending learning at home. Teachers communicate with families weekly about expectations and progress through newsletters and Wednesday Folders. Data conferences are held with each family to inform families and provide support for learning at home. Jennie Moore also holds monthly School Improvement and PTA meetings in which parents and families are active members. Additionally, parents attend IPS and IEP meetings, where specific literacy supports are discussed and resources are provided for home support.

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.

Jennie Moore monitors reading achievement and growth at the classroom level through weekly skill and content-based assessments through our Science of Reading aligned curriculum, CKLA. Teachers' instruction is centered around the South Carolina College and Career Ready Standards. Our Literacy Intervention Team progress monitoring growth through curriculum-based measures aligned to their intervention program, as well as fluency-based measures. Data is reviewed and analyzed monthly to determine any phase changes needed for each student. Students' achievement and growth is monitored weekly through the completion of personalized iReady lessons. Teachers actively engage students in instruction that is

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explicit and follows a systematic scope and sequence so that students continue to build proficiency. Teachers and Administrators work together in PLC and MTSS teams to collect and analyze data to make instructional decisions and action plans for groups of students and individual 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.

Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through collaboration through coaching cycles with the school coach, collaboration and planning with colleagues through Professional Learning Communities, feedback provided by district and school coaches through Instructional Learning Walks, participation in Science of Reading professional development through completion of LETRS coursework, and participation in peer observations. Additionally, Jennie Moore has supported 90% of our Kindergarten through 2nd grade teachers with Orton Gillingham Classroom Educator training. Our Reading Interventionists have also completed Orton Gillingham training and practicum, supported by Jennie Moore. This approach is an exemplar of Science of Reading instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">• Teachers have many PD opportunities aligned with Science of Reading to expand their capacity as highly effective educators (CKLA, LETRS, Orton Gillingham, Dyslexia training).• Teachers have an instructional curriculum aligned to the Science of Reading principles that follows a specific scope and sequence and ensures instruction is focused both on foundational skills and language comprehension.	<ul style="list-style-type: none">• Teachers Observing Teachers during Science of Reading instruction to boost capacity and collaboration.• Building teacher’s knowledge and capacity with implementation of CKLA.• Ensuring targeted teachers are LETRS trained.

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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
<p><u>Goal #1 (Third Grade Goal):</u> In Spring of 2023, only 4.9% of our 3rd Grade students scored Does Not Meet on ELA SC Ready, and our goal is to maintain below 10% Does Not Meet in the Spring of 2024 at Jennie Moore for our 3rd graders.</p>	<p>MET: In Spring of 2024, 8.6% of our 3rd graders scored Does Not Meet.</p>
<p><u>Goal #2:</u> In Spring 2024, the percentage of students in grades 3-5 who Meet/Exceed on SC Ready ELA will increase from 75.6 % to 78.9 %</p>	<p>Satisfactory Progress: In Spring 2024, 78.1% of students in grades 3-5 scored Meet/Exceeds on SC Ready ELA.</p>
<p><u>Goal #3:</u> In Spring of 2024, 65% of students in 2nd grade will score mid or above grade level on the Spring Diagnostic in Reading, up 5% (from their first grade Spring Diagnostic level) during the 23-24 school year.</p>	<p>Satisfactory Progress: In Spring 2024, 63% of students in 2nd grade scored mid or above grade level on the iReady Spring Diagnostic in Reading.</p>

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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. 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. Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan.

Goals	Action Steps
<p><u>Goal #1 (Third Grade Goal):</u> Maintain the percentage of third graders scoring Does Not Meet in the spring of 2024, as determined by SC READY under 10% in the spring of 2025.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> *Implement CKLA with fidelity *iReady 3rd grade below grade level initiative * Increase communication, collaboration, and alignment with Special Education *Regularly discuss and analyze data during grade level meetings, PLCs, and literacy team meetings to make adjustments as needed. *Provide intervention services for students in Tier 2 and Tier 3 * clear MTSS process with heightened communication to best support our learners * Mentor program
<p><u>Goal #2:</u> In Spring 2025, the percentage of students in grades 3-5 who Meet/Exceed on SC Ready ELA will increase from 78.1 % to 81.4 %</p>	