

South Carolina Department of Education
Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool
Springfield Elementary

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?: 4
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 29
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 6

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 ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.
- Teachers have access to and use assessments and high-quality curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.

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.

- Lesson Plans
- Teacher Observations
- Schedules (three benchmark assessments)

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.

- Teachers use a comprehensive formative assessment system. (FastBridge, iReady, myIGDIs, Performance Tasks)
- Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.
- Teachers collect and analyze data to determine targeted, effective in-class interventions.

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.

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- Teachers provide opportunities for parent involvement with literacy development including Family activities at PTA, Family Data conferences, and newsletters.

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.

- 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).
- Teachers do weekly or bi-weekly progress monitoring of students of concern through Fast bridge. Literacy wellness checks are held monthly to analyze these data points.

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
- Collaborative planning
- Peer observations/ learning walks
- Standards analysis through PLC
- Data Days

Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:

- Collaboration with the school coach
- Professional book clubs (Blended Coaching)
- LETRS trainings
- ML endorsement classes through Winthrop University Cohort

Section G: Analysis of Data

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Strengths	Possibilities for Growth
<ul style="list-style-type: none"> Teachers implemented research-based tier 1 instruction school wide. Teachers monitored student progress through PLC discussions about student work. SOR PD is available to teachers through LETRS, Palmetto state literacy conference, and dyslexia trainings through the Bureau of Education. 	<ul style="list-style-type: none"> Improve tier 2 instruction, in the areas of, grammar and mechanics as identified by the SC Ready writing portion. Increase efforts to improve family literacy at home through parent communication, access to text digitally and in print, family nights where literacy activities and resources are available.

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>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 43 % to 38 % in the spring of 2024	Third Grade Results: Reduced the percentage of third graders performing below readiness in the Spring of 2024 as determined by SC Ready from 43% to 34%.
<u>Goal #2:</u>	

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Goals	Progress
<u>Goal #3:</u>	

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	Progress
<u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 34 % to 30% in the spring of 2025.	Action Steps: <ul style="list-style-type: none"> • Schoolwide use of systematic phonics and phonological awareness programs with fidelity • Use of the MTSS process for targeted intervention goals for students receiving Tier 3 instruction with weekly progress monitoring • Analyzing iReady data (diagnostic results, personalized instructional summary, historical data results) to determine tier 2 intervention and reteach lessons to prioritize in small groups.

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Goals	Progress
<u>Goal #2:</u>	
<u>Goal #3:</u>	

Section 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.

Assessment

- Summative Assessment
 - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
 - MAP
 - Star Reading
 - iReady
 - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
 - Identify Problem; Explore Why It Is Occurring; Develop Action Plan; Monitor and Evaluate the Plan
- Documentation of Data

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Possible Sources of Evidence:

Universal Screening Data, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, PAST (Phonological Assessment Screening Test), Skills block screeners

Reflections	Rarely	Sometimes	Routinely
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Section B: This school provides Tier 1 reading and writing achievement and growth at the classroom and school 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
- Explicit and Systematic Phonics, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading, Explicit Reading Instruction, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

Possible Sources of Evidence:

Teacher Observations, Schedules, Lesson Plans, Teacher conference logs, PLC agendas

Reflections	Rarely	Sometimes	Routinely
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"/>
B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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"/>
B4. Teachers monitor student engagement in reading and writing and use this data to build stamina.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B5. Teachers make instructional decisions and program choices aligned with scientific research, strategic use of assessments and observations of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B6. Teachers model reading using literary texts and informational texts to build accuracy and fluency in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B7. Teachers model through interactive writing experiences to build accuracy and fluency in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, and speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Reflections	Rarely	Sometimes	Routinely
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Section 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

- Foundational Reading Skills
 - Listening Comprehension
 - Print Concepts
 - Decoding and Encoding
 - Phonological Awareness and Phonics
 - Fluency
- 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

Possible Sources of Evidence:

Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors, Interventionist schedules, Enrich plans

Reflections	Rarely	Sometimes	Routinely
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"/>
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"/>	<input checked="" type="checkbox"/>
C3. Teachers provide targeted, effective in-class intervention which: <ul style="list-style-type: none"> • must provide 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"/>	<input checked="" type="checkbox"/>

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Section D: This school embeds practices reflective of exemplary literacy-rich environments.

Literacy-Rich Environmental Components

- Immersion in literacy and language experiences
- Classroom libraries across disciplines
- Materials meet the needs of all children including students with disabilities and multi-language learners
- Appropriate academic language including student led conversations
- Atmosphere of room conducive to learning

Possible Sources of Evidence:

Schedules reflecting an appropriate number of minutes for foundational skills instruction, independent reading, intervention, and writing independently for a sustained period of time during writing instruction, environments displaying a variety of print materials, authentic student work, co-created anchor charts, and sound walls.

Reflections	Rarely	Sometimes	Routinely
D1. Teachers use predictable structures so that students construct knowledge by reading and writing authentic texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D3. Teachers provide instruction and practice time in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D4. Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Section 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.

Reading Engagement

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

Possible Sources of Evidence:

Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries, Choice boards, MyOn and Epic reading logs

Reflections	Rarely	Sometimes	Routinely
E1. Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E3. 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"/>
E4. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms. Texts should include decodable texts and culturally diverse, authentic texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Section F: This school provides teacher and administrator training in evidence-based reading and writing strategies.

Professional Development

- 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 What Works Clearinghouse
- Foundational Reading Skills

Possible Sources of Evidence:

PLC and PD Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans, LETRS Progress Reports

Reflections	Rarely	Sometimes	Routinely
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through: <ul style="list-style-type: none"> • Study groups • Collaboration through coaching cycles with school coach • Professional book clubs • Teacher action research • Collaborative planning • Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F2. Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data: <ul style="list-style-type: none"> • Study groups • Collaboration with school coach • Professional book clubs 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Section 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

Possible Sources of Evidence:

Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer

Reflections	Rarely	Sometimes	Routinely
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 checked="" type="checkbox"/>	<input type="checkbox"/>
G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Section 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

Possible Sources of Evidence:

Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

Reflections	Rarely	Sometimes	Routinely
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Section I: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Teachers use a comprehensive formative assessment system. ● Teachers make instructional decisions for students based on data. ● Teachers provide opportunities for parent involvement with literacy development including parent nights, parent conferences, and newsletters. ● Teachers ensure there are ample texts, in hand and digitally (both informational and literary) and other materials available in their classrooms. ● Teachers integrate content-specific reading, writing, and researching into ELA in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. 	<ul style="list-style-type: none"> ● 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 local arts organizations ● Volunteers ● Social service organizations ● School media specialists ● Parent Workshops

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Section J: 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
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 43 % to 38 % in the spring of 2024	Third Grade Results: Reduced the percentage of third graders performing below readiness in the Spring of 2024 as determined by SC Ready from 43% to 34%.

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Section K: 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 and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
<u>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 57 % to 62 % in the spring of 2024	<ul style="list-style-type: none"> • Grade level instructional planning around differentiated standards based instruction. • Grade Level EL assessments and Module Performance tasks. • Teacher planning days focused on data driven instructional practices. • Learning walks to allow teachers to see peers engaged in rigorous instruction using high leverage strategies.
<u>Goal #2:</u>	
<u>Goal #3:</u>	