

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

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.

At Lake Carolina Elementary School Lower Campus (LCEL), we use Open Court as our tier 1 ELA curriculum. Open Court directly aligns with the science of reading, and has specific components that teaches students using oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers have a pacing guide that is set from the district (Richland School District Two) and adhere to that plan, while supplementing where necessary to increase student engagement and to ensure alignment to South Carolina state standards.

For assessments, students are given multiple opportunities to show improvement and mastery in the above mentioned areas of reading. Teachers consistently use formative assessments (exit tickets, simultaneous response, journals, AVID strategies, small group) to gauge how students are doing, and use that information to inform their instruction. Summative assessments are also given to students to hold students accountable for their learning and to have meaningful feedback from the teacher for the students and their parents. In Richland Two, kindergarten and first grade are assessed using a standards-based report card. The report card was created from the state indicators and gives students opportunities to show mastery of all the ELA indicators by the end of the grade level.

Additional assessments that are used include EasyCBM and MAP. These scores are monitored continually and are used to inform teachers of grouping opportunities and as information for students who may need to move to another tier in the MTSS system.

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.

We use a couple of word recognition assessments for the students at LCEL. EasyCBM is used for word reading fluency data for kindergarten and first grade. We also have a high frequency word assessment for each quarter for all students in kindergarten through second grade. Teachers have adopted the “red word” strategy from Orton Gillingham as a meaningful way to teach high frequency words. We are moving away from the

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language of “sight words” and learning how high frequency words can often be decoded and do not need to simply be memorized. The high frequency words that students are taught are strategic in nature and come from the scope and sequence of our core curriculum, Open Court. This makes the high frequency words connected to what students are learning in their phonics lessons, and helps them master them more quickly.

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.

All students in kindergarten and first grade are given a benchmark assessment through EasyCBM that determines a risk rating for each student (low, some, or high). Students who are flagged as having “some” or “high” risk are examined more closely by the classroom teacher and the MTSS team to determine if intervention is needed. The teacher and MTSS team look at other data (MAP, classroom work, classroom grades, report cards, etc.) to determine if a student should be placed into Tier 2 or Tier 3 intervention. If it isn’t clear, or more data is needed, the classroom teacher works with the literacy coach to develop a plan for tier 1 interventions. The classroom teacher then provides that intervention and progress monitors that student according to the needs and frequency based on EasyCBM.

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.

Parents are kept up to date on how their child is performing with reading and writing in a multitude of ways at LCEL. The classroom teachers send out weekly newsletters through our district/parent communication platform (ParentSquare). This gives parents an opportunity to know exactly what their child is learning each week in school. Parents also have the capability to direct message their child’s teacher to ask specific questions about assessment and/or instruction. Additionally, interims and report cards are given to parents that clearly state their child’s progress according to South Carolina state standards. On our school webpage, we have provided the link for the “Parent-Friendly standards” that parents can access helpful information about state standards. We also provide a couple of opportunities a year, such as “Literacy Night” and “Coffee and Chat” for parents to come and learn more about our literacy initiatives.

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.

At LCEL, we are continually looking at data. Teachers and interventionists use data all the time to make decisions about needs for interventions and progress reporting. We monitor progress mainly by the use of EasyCBM. Our teachers and interventionists make sure to match their progress monitoring with their intervention. For example, if the intervention that a student is completing has to do with fluency, then the probe for progress monitoring in EasyCBM will also have to do with fluency. At our RTI meetings, we dive deeply into the EasyCBM reports which include nationally-normed percentiles for students. We use that information to determine next steps for students. At a school level, we keep literacy folders for every student, regardless of their tier. Teachers will keep important information regarding literacy in these folders, such as running records,

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reading levels, work samples, writing samples, etc. These folders follow the student as they progress through the grade levels so that teachers always have a place to look to get baseline information for their 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.

This year, all of the homeroom teachers, interventionists, some SPED teachers, and administration are completing Volume 1 of LETRS training. The school’s literacy coach is in charge of helping them through this journey. Each month, teachers participate in a faculty meeting that the reading coach leads. There, she recaps certain sessions of their LETRS training and relates it to applicable practices in the classroom, such as connections between the science of reading and our core curriculum, Open Court. To help teachers complete their Volume 1 training this year, incentives will be provided and, whenever possible, time for them to complete the sessions. Full participation is expected and celebrated.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Providing sufficient amounts of instructional time throughout the school day for the ELA block plus daily intervention • Text-rich classroom environments • A systematic, explicit approach is used to teach phonics (Open Court) • Students’ joy for reading and writing has continued to grow 	<ul style="list-style-type: none"> • Continuing growing and fostering teacher knowledge in the science of reading • Analyzing data to decide on an implement Tier 1 interventions within the classroom • Continue to increase opportunities for parental involvement, such as literacy nights or community activities • Increasing the use of decodable text reading for students to receive immediate practice of taught phonics skills

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).

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Goals	Progress
<p><u>Goal #1</u> Student Engagement in Reading: By the end of the 2023-2024 school year, participation in monthly reading challenges will increase when compared with the previous school year. Last year, we had 235/452 Kindergarten-Second grade students participate (51%). This year, our goal is to have at least 60% of our K-2 students participate in the monthly reading challenges. That would equal about 270 students.</p>	<p>We met this goal. We had a total of 382/532 students participate in all monthly reading challenges! That is a percentage of 72%. We are so excited to have had such great participation this year in our challenges.</p>
<p><u>Goal #2:</u> Tracking of Tier 1 Interventions: By the end of the 2023-2024 school year, 100% of homeroom teachers will identify, implement, and track the success of Tier 1 interventions for students.</p>	<p>We made great progress with this goal this year, however we did not completely meet it. It has been our mission to grow our capacity for Tier 1 interventions and our teachers have definitely grown in this area. We are looking forward to continuing this goal this year.</p>
<p><u>Goal #3:</u> Community and Parent Involvement: By the end of the 2023-2024 school year, we want to provide plenty of opportunities for our parents and community members to be involved in our school’s literacy vision. This will include opportunities for each grade level as well as parent information sessions to assist their child in being successful at school.</p>	<p>We met this goal, as we were able to have several opportunities for parents and the community to get involved at our campus for literacy events. We would like to keep this goal this year because we would like to increase the number of family members that attend these events.</p>

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.

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Goals	Progress
<p><u>Goal #1</u> Knowledge of Science of Reading/Structured Literacy: By the end of the 2024-2025 school year, 100% of eligible teachers/administrators will complete Volume 1 of LETRS training. We currently have 29 teachers enrolled in Volume 1, and expect all 29 to successfully complete the training by May 2025.</p>	<ul style="list-style-type: none"> • Teachers/administrators will be given a pacing guide to help them with scheduling sessions for LETRS Volume 1. • Teachers/administrators will attend monthly faculty meetings in which LETRS recap sessions will be presented by the Reading Coach • Teachers/administrators will successfully complete and implement learning from LETRS Volume 1.
<p><u>Goal #2:</u> Tracking of Tier 1 Interventions: By the end of the 2024-2025 school year, 100% of homeroom teachers will identify, implement, and track the success of Tier 1 interventions for students.</p>	<ul style="list-style-type: none"> • Teachers will meet regularly with the MTSS team to discuss interventions and progress monitoring data with their students • Teachers will meet with the Reading Coach to discuss and decide on intervention strategies for their Tier 1 students. • Teachers will document their interventions and regularly administer progress monitoring probes using EasyCBM.
<p><u>Goal #3:</u> Community and Parent Involvement By the end of the 2024-2025 school year, we want to provide plenty of opportunities for our parents and community members to be involved in our school's literacy vision. This will include opportunities for each grade level as well as parent information sessions to assist their child in being successful at school.</p>	<ul style="list-style-type: none"> • We will have our 2nd annual "Literacy Night" that will take place in the spring. Last year, we held this event in the fall, and we felt that the time of year made it difficult for many family members to attend. Parents will have the opportunity to come with their children and visit different stations focused on literacy activities, games, or information. All teachers will be present and participate as well. • Different grade levels will have events that parents and community members will be invited to. Some events include: 1st Grade Wax Museum, Kindergarten Animal Research Presentations, 2nd Grade Thanksgiving Parade, writing celebrations, etc... • In addition to these literacy events, we want to hold a "Coffee Chat" for parents and family members. This will be an informal event where families can come and get helpful information about the new ELA standards and applicable ways to help their child at home. • We will include sign in sheets with these activities in order to get some baseline data for how much parent and community participation we had.

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