



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

Grade level standards are being met through the assessment and instruction of reading comprehension for all students at Ocean Drive Elementary. A comprehensive approach which incorporates oral language development, phonological awareness activities, phonics instruction, fluency practice, vocabulary building, and comprehension strategies. Allowing students to decode words accurately, understand vocabulary within context, and ultimately grasp the meaning of text at their grade level, aligning with English/Language Arts standards. Ocean Drive Elementary is currently using the following assessments to determine student growth in areas of comprehension: CORE Phonics, LETRS Survey, DIBELS, my IGDIS, and MAP. The following are key components and contribute to comprehension: Oral language, phonological awareness, phonics, fluency, and vocabulary.

- **Oral Language:** Assessing and building oral language skills like listening comprehension, vocabulary use, and sentence structure provides a strong foundation for reading comprehension as students can readily connect spoken language to written text.
- **Phonological Awareness:** Activities focused on manipulating sounds in words, like identifying initial sounds, blending sounds, or segmenting words, help students develop the ability to decode unfamiliar words, a crucial aspect of reading fluency.
- **Phonics:** Explicit teaching of letter-sound correspondences and phonics rules enables students to decode words by connecting sounds to letters, improving their ability to read unfamiliar words.
- **Fluency:** Repeated reading of text at an appropriate pace with proper expression enhances automatic word recognition, allowing students to focus more on understanding the meaning of the text.



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- **Vocabulary:** Deliberate vocabulary instruction, including teaching new words through context clues, definitions, and rich discussions, deepens comprehension by expanding students' knowledge of word meanings.

At Ocean Drive Elementary multiple assessment methods are used to inform instruction. Phonological assessments use tasks like rhyming word identification, sound isolation, and blending sounds to gauge students' phonemic awareness. Phonics assessments are used to assess and evaluate students' ability to decode words with different phonics patterns. Fluency checks are used to assess reading rates, accuracy, and expression through timed oral reading passages. Vocabulary is assessed through checking for students' understanding of key vocabulary words from a text. Teachers at Ocean Drive Elementary provide differentiated instruction through small groups and meet students' needs to promote student success. Interventions provide targeted support to struggling students. Additionally, technology tools are used as a digital resource to provide additional practice. Ocean Drive Elementary addresses the diverse needs of students by incorporating all these elements of reading assessment and 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 Ocean Drive Elementary our teachers are engaged in LETRS training and Houghton Mifflin Harcourt-Into Reading Curriculum to effectively implement strategies to teach reading. Our teachers use explicit phonics instruction which teaches letter-sound correspondences systematically, introducing sounds and their corresponding letters in a logical sequence, emphasizing regular patterns and addressing irregular words explicitly.

In Pre-k teachers use Heggerty to provide explicit, systematic instruction of phonemic awareness. In grades K-2 teachers use Structured Literacy to ensure systematic progression is used to introduce new skills for phonics instruction. In grades 3-5 Foundational Literacy skills are being used to build upon previously learned concepts in phonics instruction. These programs as well as the assessments being used align with the science of reading.

Formative assessments are utilized to regularly monitor student progress through quick checks like word lists, running records, and phonics probes to identify areas needing additional support. Ocean Drive Elementary uses assessments such as diagnostic assessments, which utilize standardized assessments to pinpoint specific areas of difficulty in word recognition skills, such as phonemic awareness, letter-sound correspondence, or decoding strategies. Differentiated instruction and targeted interventions are provided by our educators based on the assessments that are used. These best practices effectively assess and build students' word recognition skills, aligning their instruction with the science of reading and structured literacy principles, ensuring a strong foundation for reading comprehension.



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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.

Ocean Drive Elementary utilizes universal screener data to initially identify students at risk for reading difficulties, then uses diagnostic assessment data to identify specific areas of weakness within reading to determine targeted intervention pathways for those students who are not meeting grade-level reading proficiency, allowing for tailored instruction based on individual needs. Our school follows district protocol in using a multi-tiered system of support (MTSS) to determine student eligibility for Tier 1, 11, or 111 intervention. Students are identified based on assessment data from DIBELS (Dynamic Indicator or Basic Early Literacy Skills) and MAP (Measures of Academic Progress). These screeners quickly identify potential need for further evaluation by identifying students who might be struggling with reading compared to their peers. Teachers use the data to determine if core classroom instruction is sufficient for most students or if adjustments need to be made to better support struggling readers. Universal screeners provide a more diagnostic assessment to pinpoint specific areas of difficulty within reading, such as decoding, phonemic awareness, vocabulary, or comprehension strategies. These assessments are beneficial because they identify the underlying cause of a student's reading struggles, allowing for targeted intervention strategies to take place. Ocean Drive Elementary uses Burst, UFLI, Passport and Kaleidoscope as interventions to support students' overall needs.

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.

At Ocean Drive Elementary, our school supports students as a reader and writer at home by encouraging parents to regularly read together, discuss what they read, provide independent reading choices, provide opportunities for writing practices like journaling and story writing and actively engage in conversations that build vocabulary. Parents are provided with assessment reports that specify needs of improvement and strengths of the student. Parent teacher conferences are held to discuss the data reports and to provide suggestions to parents on how they can best support their child. Teachers use digital platforms such as SeeSaw, Bloomz, Dojo and Talking Points to share clear guidelines on reading strategies and other ways parents can assist their children with reading and writing at home. The school provides a school newsletter once a month providing an overall view of what the school is doing to encourage reading at home. Ocean Drive Elementary does school wide book projects to encourage reading at home and posts the projects on social media to encourage participation. Students are showcased on social media for school wide events such as the school Spelling Bee. Early learning specialists provide preschool parent programs to coach and support early literacy.

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.

Ocean Drive Elementary monitors reading achievement and growth by using a multi-tiered system of support (MTSS) approach, employing frequent, standardized progress monitoring assessments, to identify students at risk for reading difficulties and guide targeted interventions



based on individual student data, with regular review and adjustments to ensure all students are progressing towards grade-level reading proficiency. All students are screened at the beginning of the year using assessments (DIBELS and MAP) to identify potential areas of need. DIBELS testing is completed every 2, 4, or 6 weeks depending on the needs of the student. Map testing is completed 3 times a year. This provides information to identify students needing Tier 1, Tier 2 or Tier 3 interventions. Tier 1 instruction is delivered to all students within a regular classroom. Teachers consistently use data from assessments such as Houghton Mifflin Harcourt-Into Reading weekly and unit assessments to differentiate instruction to meet individual student needs. Tier 2 targeted instruction is provided by the reading interventionists and delivers targeted reading skills, such as phonics, fluency, or comprehension. Tier 3 Intensive Interventions are used for students demonstrating significant reading difficulties. These students receive individualized, intensive interventions often delivered by a special education teacher or reading interventionist. Interventions may include more frequent monitoring, specialized instructional materials, and tailored strategies based on individual needs. Progress is closely monitored through frequent data collection to ensure rapid progress and determine if further interventions are necessary. Data driven meetings are held with teachers, school psychologists, learning specialists, literacy coaches, and administrators to review student data, discuss intervention effectiveness, and make necessary adjustments to instructional plans. Student progress is communicated to parents through timely reports and conferences, providing opportunities for collaboration and support.

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.

At Ocean Drive Elementary, teachers are provided with comprehensive teacher training deeply rooted in the science of reading, structured literacy principles, and foundational literacy skills, focusing on explicit instruction, systematic progression and ongoing assessment to ensure teachers effectively differentiate instruction for all learners. Teachers are currently completing professional development and study of LETRS, implementing new HMH curriculum, and new ELA state standards. Ocean Drive Elementary is currently completing an in-depth study of the neurological processes involved in reading. This includes phonemic awareness, phonics, morphology, syntax, and vocabulary development. Teachers are engaged in professional learning communities weekly to allow for collaboration to gather and better understand the research-based evidence supporting the importance of explicit and systematic instruction for all students. 4th and 5th grade teachers are completing Literacy Foundations Academy professional development to provide opportunities for teachers to better support their students with phonics/decoding skills, fluency, vocabulary, comprehension and analyze diagnostic screeners. Kindergarten through 5th grade teachers are consistently implementing multisensory strategies to engage learners with different learning styles and explicitly teaching phonics patterns, sound-letter correspondences, and morphology rules in a logical sequence. Opportunities to work with district learning specialists and the literacy coach provide and support effective instruction to implement science-based practices. Collaborative learning opportunities to share best practices and discuss challenges with colleagues are provided weekly with our teachers. Teachers have access to high-quality literacy materials and curriculum aligned with the science of reading.



Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Students meeting their student growth target continued to meet school expectations although loss of instruction occurred over the past two years. ● Teachers and Students using DIBELS and Map data to create flexible grouping of students for small group instruction and constant revisions to group as needed. ● Using specific data to drive instruction of our small groups ● Exceeding district goals ● Increase in high achievers participating in the Gifted and Talented curriculum in grades 3-5 	<ul style="list-style-type: none"> ● Guide students in setting their own goals to increase their learning ● Students meeting their target growth and striving for their stretch goal ● Increasing teachers' knowledge and understanding of new ELA standards and curriculum. ● Provide rigorous instruction for identified high flyers ● Students use of digital content is systematically being decreased in order to provide more opportunities for student engagement

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> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from <u>20</u> % to <u>17</u> % in the spring of 2024.</p>	<p>Spring SC Ready 2024 indicated that 14.1% of the 3rd grade students scored Not Met.. While we celebrate the decreasing number of students scoring Not Met, ODE will continue to work towards students moving towards Approaching.</p>



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	Progress
<u>Goal #2:</u> 	
<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.



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Goals	Progress
<p><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 <u>14.1</u> % to <u>12.1</u> % in the spring of 2025.</p>	<p>Leadership team (admin and Literacy Coach) and teachers to review prior Year DIBELS data</p> <ul style="list-style-type: none"> ● Leadership team (admin and Instructional Coach) and teachers review prior MAP and SCREADY data to include growth targets and percentiles and identify trends and patterns ● Principal, AP and Instructional Coach will conduct classroom Observations with immediate and specific feedback to teachers ● Leadership team (Administration, Teachers and Literacy Coach) review of classroom progress, monitoring data on-going ● Focused professional development led by instructional coach and district learning specialist on the newly adopted reading continuum ● Collaborative planning development for teachers that focuses on the new SC ELA Reading Standards led by instructional coaches ● Provide opportunities for professional development in working with Multi Language Learners through district ML learning specialist and instructional coach opportunities
<p><u>Goal #2:</u></p>	



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