

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?:
One teacher has completed Volume 1 of LETRS.
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?:
Two teachers have completed both Volumes of LETRS.
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?
Twenty-eight teachers, two instructional coaches, and two administrators are beginning Volume 1 of LETRS this year.

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 Green Sea Floyds Elementary assessment data is used to drive instructional practices each day. We administer myIGDIs to all Child Development students at the beginning, middle, and end of each year. myIGDIs measures students' early literacy skills in a one-on-one setting. The subtests measure oral language as students name pictures, phonological awareness skills by assessing rhyming and alliteration, alphabet knowledge by measuring sound identification, and comprehension. This data is analyzed to determine whether each child is meeting benchmark and the additional supports and small groups that are needed to help the child close gaps indicated by the assessment. Daily instruction and interventions are targeted for each student to meet the child's specific learning needs. The Pre-K *On My Way* and curriculum is used daily in all Child Development classrooms. This program addresses the components of oral language development, fluency, vocabulary and phonemic awareness. The Heggerty program is also used daily to address phonemic awareness skills.

Students in grades K-2, are taught daily using the Houghton Mifflin Harcourt *Into Reading* program. This program has a structured literacy component that is taught to all students. Six components are taught using this curriculum such as: phonology, sound-symbol association, syllabication, morphology, syntax, and semantics. In addition to this foundation skills program, students are also taught comprehension strategies and skills, communication, vocabulary, and fluency. Students have the opportunity to apply and practice skills across domains in literacy workstations. Students also use the digital content program, Lexia, as a personalized literacy pathway. The Heggerty program is also used daily in all kindergarten through first grade classrooms to address phonemic awareness skills.

In Kindergarten, all students are administered the KRA (Kindergarten Readiness Assessment). The KRA is a developmentally appropriate instrument that measures a child's school readiness across multiple subtests. This data is analyzed and is used to inform teachers about student strengths and areas of weakness.

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Students in grades kindergarten through second grade are taught daily using the Houghton Mifflin Harcourt (HMH) *Into Reading* program. This program addresses oral language development and the five pillars of reading in a systematic and explicit manner. Students in all K-2 classes are administered the Core Phonics Survey and DIBELS 8 literacy screener at the beginning, middle, and end of each calendar year. This test measures the following:

- Letter naming fluency (LNF)
- Phonemic segmentation fluency (PSF) measures phonological awareness
- Nonsense word fluency (NWF) measures alphabetic principle and phonics
- Word reading fluency (WRF) measures alphabetic principle, phonics, accuracy, and fluency
- Oral reading fluency (DORF) measures alphabetic principle, phonics, accuracy, fluency, and comprehension
- Maze measures comprehension

DIBELS 8 and the Core Phonics Survey is progress monitored every two weeks for intensive students, four weeks for strategic students, and every six weeks for benchmark students. This data is analyzed and used to provide differentiated instruction to target skill deficits within each subtest. Students are asked to apply these skills to text at the small group table.

Students in grades 3 – 5, are taught daily using the Houghton Mifflin Harcourt *Into Reading* program. This program teaches communication, vocabulary, reading foundational skills, and reading comprehension strategies and skills. The strategies and skills such as making predictions, asking questions, visualizing, summarizing, connecting ideas within the text are used to engage students in the texts and to monitor their understanding. Informal observations help monitor students' oral language skills during discussions, as they answer questions and summarize text. Students who are identified as strategic and intensive using grade level DORF passages, are also administered the Core Phonics Survey and provided additional remediation on foundational skills using the uFli program.

MAP assessments are administered to all first through fifth grade students as an additional screener for students at the beginning, middle, and end of the year. The assessment measures applications of reading, foundations of literacy, vocabulary, and written communication in grades 1 and 2. In grades 3 – 5, the assessment measures student performance in literary text, informational text, and vocabulary. These results are analyzed and instruction is targeted using the Learning Continuum to scaffold instruction to meet the needs of students within a literacy standard and strand.

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.

Word recognition assessments and instruction are aligned to the science of reading. Structured literacy and foundational literacy skills are provided by explicit, systematic instruction focused on phonemic awareness, phonics, morphology, and orthographic patterns. Focusing on these skills provides students with opportunities to decode words efficiently and accurately which will help students develop into fluent readers. SC ELA standards articulate the progression of foundational skills by grade level. Decodable texts are utilized by teachers for reading materials with high

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phonetic predictability to practice decoding skills and build confidence and stamina with the reading process. These progressions provide meaningful insight to deficits and student strengths by grade level so teachers can differentiate instruction to meet the needs of all children.

All kindergarten through third grade teachers, ESOL teacher, interventionists, instructional coaches, and administrators are participating in LETRS training. In addition, one fourth and fifth grade teacher will also participate in the Horry County Schools Literacy Foundations Academy to deepen their understanding of the science of reading.

DIBELS 8, oral reading fluency measures, Core Phonics Survey / Screener, high frequency word list check are aligned to the science of reading. Data utilized from these measures is used to differentiate instruction for students during small group instruction.

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.

Green Sea Floyds Elementary uses MAP, DIBELS 8, and Core Phonics screening data to determine students who are at-risk of not meeting grade level expectations. Small group instruction in the classroom is our first intervention for students. If students are strategic and intensive in foundational skills such as decoding and word recognition in kindergarten and first grade, they are placed in a BURST intervention group. These groups are formed using DIBELS 8 data and are targeted for each student. Students who are struggling with comprehension in grades 2 – 5 are served using the Passport intervention programming. This program provides support with language comprehension (fluency, vocabulary, and comprehension strategies). Students who continue to have deficits with foundation skills are served using the UFLI program in grades 2-5. Students are progress monitored every 8-10 days. Data teams analyze the data to ensure students are making progress in these Tier 1 (core programs), Tier 2, and Tier 3 interventions.

If students are not making progress, our school uses MTSS (Multi-Tiered Systems of Support) to help determine the effectiveness of intervention programming for students and to determine if further evaluation is needed.

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.

A reading parenting event is held in September and in October. At these events, parents are informed of strategies to best support their child with reading at home. A variety of games are spotlighted and materials are provided to better support students at home. Parent-teacher conferences are held for every student in October. During these conferences, teachers and interventionists share student progress on DIBELS 8 (if applicable), MAP, formative, and summative assessments. Data reports are sent to parents at the beginning, middle, and end of the year to show progress on both the DIBELS 8 and MAP assessments. These reports outline the student's strengths and opportunities for growth. We also share additional strategies in our school newsletter. Students are encouraged to complete a nightly reading log and to write a summary of what they have read.

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.

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To monitor reading achievement and growth at the school level, Green Sea Floyds Elementary utilizes a Multi-Tiered Systems of Support approach.

- Tier 1 programs - Core instruction using high-quality evidence-based reading instruction that is delivered to all students in the general education classroom. Teachers use formative assessments to monitor student progress. Data from Tier 1 assessments is used to inform instructional planning and differentiate instruction to meet individual needs.
- Tier 2 programs - Students who are identified at-risk by universal screening measures are served in Tier 2 programs such as BURST, UFLI, and Passport. Interventions are determined by analyzing specific reading deficits. Regular progress monitoring occurs to measure student growth and adjust interventions, as needed. These programs are delivered by reading interventionists.
- Tier 3 programs - Students who are identified as having significant reading difficulties and have made minimal progress in Tier 2 programs are served in Tier 3 programming. These students receive specialized intensive interventions often served by a special education teacher or interventionist.

Students are progress monitored every 8-10 days. Data teams analyze the data to ensure students are making progress in these Tier 1 (core programs), Tier 2 (interventions), and Tier 3 interventions.

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 Green Sea Floyds Elementary grades kindergarten through third grade teachers are in the process of receiving LETRS certification. To support this professional development, PLC support is provided by the instructional coaches. During these PLCs, teachers discuss their bridge to practice work samples, new learning acquired, and how the training is impacting instruction in their classroom. Structured Literacy and foundational literacy support is provided through PLC discussions and professional development. In addition, coaches provide additional support through modeling, side-by-side coaching, and planning with teachers.

Beyond daily instructional routines, Green Sea Floyds Elementary utilizes multiple forms of assessment data relating to the science of reading. In grades 3-5, teachers meet with the instructional coach to analyze module assessment data. As a result of this meeting, teachers create new instructional groupings and development plans to address deficits using the most current data. District learning specialists work alongside the school's leadership team to monitor effective implementation of science of reading-based practices.

Section G: Analysis of Data

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Strengths	Possibilities for Growth																														
- Students in grades 3-5 increased their median RIT percentile in the spring of 2024. <table><tr><th></th><th>Spring 2023</th><th>Spring 2024</th></tr><tr><td>3rd grade</td><td>59%</td><td>64%</td></tr><tr><td>4th grade</td><td>53.5%</td><td>58%</td></tr><tr><td>5th grade</td><td>47%</td><td>50%</td></tr></table> - Students in kindergarten and first grade improved their overall composite DIBELS 8 score. <table><tr><th></th><th>Spring 2023</th><th>Spring 2024</th></tr><tr><td>Kindergarten</td><td>83% benchmark and above benchmark</td><td>88% benchmark and above benchmark</td></tr><tr><td>1st grade</td><td>71% benchmark and above benchmark</td><td>75% benchmark and above benchmark</td></tr></table> - Students in grades 4 and 5 exceeded the percentage of students meeting MAT and AVT growth targets from the previous year. <table><tr><th></th><th>Spring 2023</th><th>Spring 2024</th></tr><tr><td>4th & 5th grade MAT</td><td>59.72%</td><td>60.7%</td></tr><tr><td>4th & 5th grade AVT</td><td>40.83%</td><td>45.2%</td></tr></table> 79.01% of third graders scored Approaches, Meets, and Exceeds on the spring 2024 administration of SC Ready.		Spring 2023	Spring 2024	3rd grade	59%	64%	4th grade	53.5%	58%	5th grade	47%	50%		Spring 2023	Spring 2024	Kindergarten	83% benchmark and above benchmark	88% benchmark and above benchmark	1st grade	71% benchmark and above benchmark	75% benchmark and above benchmark		Spring 2023	Spring 2024	4th & 5th grade MAT	59.72%	60.7%	4th & 5th grade AVT	40.83%	45.2%	- Implementation of LETRS training in the science of reading will impact literacy instruction and growth in K-3 classrooms. - MAP Strand Areas for Growth - Fall 2024 2nd grade - Informational text 3rd grade - Vocabulary 4th grade - Informational text 5th grade - Informational text - Current 3rd grade students at Green Sea Floyds Elementary are below the district grade level mean by 3 RIT points. These students are currently at the 44%ile. - There is a need for more 1st and 2nd grade students to score Benchmark and Above Benchmark on the EOY DIBELS 8 assessment in the spring of 2025.
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Strengths	Possibilities for Growth
81.25% of fourth graders scored Approaches, Meets, and Exceeds on the spring 2024 administration of SC Ready. 82.02% of fifth graders scored Approaches, Meets, and Exceeds on the spring 2024 administration of SC Ready.	

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 25% to 20% in the spring of 2024.	21.7% of the Green Sea Floyds Elementary third grade students scored Not Met on SC Ready ELA assessment in the spring of 2024. The goal was not met.
<u>Goal #2:</u> By June 2024 Grade 3 – 5 students meeting Fall to Spring reading growth target goals will increase to 70% in grade 3, 75% in grade 4, and 65% in grade 5 as measured by MAP.	74.6% of third graders met their Fall to Spring reading growth target goals on the spring administration of MAP. This goal was met. 57.4% of fourth graders met their Fall to Spring reading growth target goals on the spring administration of MAP. This goal was not met. 63% of fifth graders met their Fall to Spring reading growth target goals on the spring administration of MAP. This goal was not met.

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Goals	Progress
<u>Goal #3:</u> By June 2023, Grade 1 and 2 students who reach benchmark level on DIBELS 8 will increase to 75% in grade 1 and 70% in grade 2 as measured by DIBELS 8,	75% of the Green Sea Floyds Elementary first grade students scored benchmark or above benchmark on the spring administration of the DIBELS 8 test. This goal was met. 61% of the Green Sea Floyds Elementary first grade students scored benchmark or above benchmark on the spring administration of the DIBELS 8 test. This goal was not met.

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
<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 21.7% to 20% in the spring of 2025.	• The leadership team and teachers will review prior MAP data including growth targets and percentiles to identify areas of concern. Develop action steps and provide targeted instruction to strengthen skills. • Literacy coaches will develop a plan for progress monitoring and analysis. • Literacy coaches will lead collaborative planning sessions to support LETRS professional development and monitor implementation of Science of Reading practices. • The leadership team will schedule district learning specialist to support teachers with understanding of the standards and implementation of the <i>Into Reading</i> program with teachers • Literacy coaches will meet weekly to provide professional development with teachers to target reading instruction.

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Goals	Action Steps
	● Leadership team will observe instruction and provide feedback. ● Teachers will implement digital content by monitoring student use, setting expectations for student use, using data to plan and teach small group instruction ● Teachers will implement curriculum documents/state standards when planning and teaching lessons ● Teachers will implement engagement structures into their lesson plans daily/weekly to increase student engagement. ● The leadership team will analyze multiple data points to place students in reading intervention. ● The leadership team will ensure there are conversations regarding student performance and data between interventionist and classroom teacher. ● Teachers will utilize multiple data sources to plan and provide differentiated small group instruction.
<u>Goal #2:</u> Increase the number of K-2 students scoring Benchmark and Above Benchmark to 90% in Kindergarten, 79% in first grade, and 78% on the EOY DIBELS 8 assessment in the spring of 2025.	● The leadership team and teachers will review prior/current DIBELS 8 data. We will develop action steps and provide targeted instruction to strengthen skills. ● Literacy coaches will develop a plan for progress monitoring and analysis. ● Literacy coaches will lead collaborative planning sessions to support LETRS professional development and monitor implementation of Science of Reading practices. ● The leadership team will schedule the district learning specialist to support teachers with understanding of the standards and implementation of the <i>Into Reading</i> program with teachers ● Literacy coaches will meet weekly to provide professional development with teachers to target reading instruction. ● Leadership team will observe instruction and provide feedback.

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<u>Goal #3:</u> 56% of all students will score Meets or Exceeds and 84% of all students in grades 3-5 will perform at Approaches or higher on SC Ready ELA. (With TDW factored in)	• The leadership team and teachers will review SC Ready and MAP data including growth targets and percentiles to identify areas of concern. Develop action steps and provide targeted instruction to strengthen skills. • Literacy coaches will develop a plan for progress monitoring and analysis. • Literacy coaches will lead collaborative planning sessions to support LETRS professional development and monitor implementation of Science of Reading practices. • The leadership team will schedule district learning specialist to support teachers with understanding of the standards and implementation of the <i>Into Reading</i> program with teachers • Literacy coaches will meet weekly to provide professional development with teachers to target reading instruction. • Leadership team will observe instruction and provide feedback.

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	• Teachers will implement digital content by monitoring student use, setting expectations for student use, using data to plan and teach small group instruction • Teachers will implement curriculum documents/state standards when planning and teaching lessons • Teachers will implement engagement structures into their lesson plans daily/weekly to increase student engagement. • The leadership team will analyze multiple data points to place students in reading intervention. • The leadership team will ensure there are conversations regarding student performance and data between interventionist and classroom teacher. • Teachers will utilize multiple data sources to plan and provide differentiated small group instruction.