

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

SANDEL ELEMENTARY SCHOOL

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?: 5
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 15
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 3

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 Sandel Elementary School, reading assessment and instruction for all PreK-5th grade students 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. Richland School District One Instructional Leaders in the Department of Teaching and Learning created a scope and sequence to guide teachers in the shift from balanced literacy to structured literacy methods of teaching, through the alignment of South Carolina Department of Education new standards. We have implemented Orton Gillingham (O.G.), Language Essentials for Teachers of Reading and Spelling (LETRS), and Wonders curriculum resources. The Science of Reading approved resources are embedded in our district and our school's scope and sequence to aid in the improvement of tier one instructional practices.

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.

Sandel Elementary School uses Word Recognition assessment and instruction for PreK-5th grade students that are further aligned to the science of reading, structured literacy and foundational literacy skills. We are utilizing State Approved Assessments including S.C. Ready, Renaissance STAR Reading and Early Literacy, Mastery View Predictive Assessment (MVPA), WIDA, Orton Gillingham Assessments, and Wonder Assessments. Teachers also use STAR CBM Assessments to progress monitor their students. Benchmark Assessment System Running Records are also utilized by classroom teachers to understand reading behaviors of our students and closely used to monitor our tier three students who will receive explicit intervention by certified interventionists. Information is regularly shared between interventionists and classroom teachers during MTSS and PLC meetings.

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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.

The universal screener that is used at Sandel Elementary School is Renaissance STAR. STAR Reading and STAR Early Literacy is given during the fall, winter, and spring. Teachers within our school analyze the data during professional learning communities (PLC) data meetings. Sandel Elementary uses a data protocol where the Leadership team introduces the data and staff members describe, interpret and discuss the implications for classroom practice. Teachers are able to inform instructional decisions, including next steps, and tiering students. Teachers use the STAR Record book to tier students. Students are tiered according to at/above, on watch, intervention, and urgent interventions. Teachers use the Instructional Planning Reports to aid in lesson planning.

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 Sandel Elementary School, we collaborate with our Parent Engagement Specialist, School Improvement Council, and Parent Teacher Organization to help improve and sustain parent and community involvement in student learning beyond school. Each grade level hosts a Parent Teacher Organization night throughout the year and the school's Leadership team first shares data with all parents and family members in attendance. This helps family members understand how attendance, assessments, and collaboration can support the student as a reader and writer at home. During school activities such as Back to School Night, Open House, Curriculum Night, Literacy Night, and Parent-Teacher Conferences, parents are provided with books and resources to support reading and writing at home. Parent and Family reports are generated after students have completed Renaissance STAR. This report includes student scale score, their reading zone of proximal development, and suggested skills that the student is ready to learn. Parents receive this report three times a year.

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.

Monitoring reading achievement is done during Data Professional Learning Communities (PLC) and during Multi-Tiered System of Support (MTSS) PLC meetings. During those meetings, the team reviews multiple data points such as STAR Reading, STAR Early Literacy, STAR CBM, District Common Formative Assessments, teacher-created assessments, authentic student work samples, and attendance. If applicable, the team will also look at 504 plans, Multiple Language Literacy Individualized Plans, or Individualized Educational Plans (IEP). Looking at all of the data gives the team a view of the whole child and to consider the interventions that would best help the student to be successful. Mastery Connect is another tool that helps monitor students' reading achievement and growth. Students are assigned assessments in Mastery Connect. Once students take an assessment, Mastery Connect will tier the students according to Mastery, Near Mastery, and Remediation on a given standard. Based on the data, teachers adjust instruction and create tiered interventions to reteach the standard.

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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.

Sandel Elementary School along with Richland School District One offers a wide range of training based on the science of reading. In August, teachers attended a two day Back to School Professional Development session focused on the scope and sequence, Wonders, and Empowering Writing. Teachers receive training on Renaissance STAR three times yearly (at a minimum) at our school to ensure fidelity. In 2022-2023, teachers received training in Orton Gillingham and Morphology. Currently, there are 13 teachers at our school who have received this training. Orton Gillingham and Morphology training is offered every summer, with refresher courses available virtually every year. Additionally, teachers began their Language Essentials for Teachers of Reading and Spelling (LETRS) training in September 2022. LETRS is offered yearly to teachers who have yet to be trained. This year, teachers will receive training on Freckle, Lalilo, and Lexia, which are aligned to the science of reading. Our school will continue to create opportunities for teachers to become experts in the understanding of Structure Comprehensive Literacy instructional practices, as we adjust to the recent changes of new textbook adoption, new ELA curriculum state standards, LETRS implementation, and the shift to the science of reading.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Teachers use the South Carolina College and Career Ready Standards when planning instruction. • Teachers and administrators participate in professional learning opportunities based on data through study groups, collaboration with school coach, and collaborative planning • Teachers provide opportunities for parent involvement with literacy development including parent curriculum nights, conferences, and newsletters. • Teachers ensure they have ample texts and other materials which are easily accessible by students and are appropriate for the readers and writers in their print rich classrooms. • In-Class interventions which incorporates individual and small group instruction is provided by certified teachers and is supplemental to reading and writing whole class instruction. 	<ul style="list-style-type: none"> • Maximizing structures and schedules that provide students with ample time for reading, writing, talking, listening, and thinking so that students can deepen their understanding of learning intentions and therefore work towards mastery • Collaboration between students and teachers to set measurable short term goals aimed at growing students' reading behaviors and making strategic plans outlining how these goals will be accomplished. • Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing.

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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>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 40.8 % to 30 % in the spring of 2024.</p>	<p>In the spring of 2023, 40.8% of 3rd grade students scored Does Not Meet as determined by SC Ready in ELA. In the spring of 2024, 43.9% of third grade students scored Does Not Meet.</p> <p>Student progress was determined through MTSS meetings, running records which were administered frequently, and STAR testing. The progress was based on intentional, targeted instruction for those students performing below grade level.</p>
<p>Goal #2: By May 2024, 100% of grades K-5 teachers will provide direct instruction on implementing writing strategies and focused note taking across content areas as measured by student work samples.</p>	<p>· During the 2023-2024 school year, Sandel Elementary School utilized the AVID schoolwide team to explicitly teach strategies to meet the focused note taking component of ELA, Science and Social studies. Schoolwide writing expectations (writing centers, stamina checks, writing, process PLOs) were established. Quick writes learning logs, multi column notetaking charts, one pagers, and anchor charts were created in all teacher classrooms. Extensive training for teachers helped to increase teacher capacity to effectively meet the needs of students in classrooms.</p>

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Goals	Progress
<p>Goal #3: During the 2023-2024 school year, 100% of Pre-K-5th grade teachers will receive ongoing Professional Learning Opportunities (PLOs) monthly focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.</p>	<p>100% of teachers received training and support in Fountas and Pinnell, Orton-Gillingham, SAVVAS, and the Balanced Literacy model including reading workshop, writing workshop, interactive read alouds, word study, shared reading, reading and writing mini-lessons, and increased opportunities for reading, writing, listening, speaking, and inquiry.</p> <p>The Reading Coach and Curriculum Resource Teacher received training and information at their monthly meetings and were used to provide Professional Learning opportunities for teachers on deconstructing standards, writing learning intentions and success criteria, and planning, executing, and reflecting on daily instructional practices within the structures of balanced literacy. Meetings were held twice a month after school on Mondays and through weekly Guided Planning Sessions.</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>Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 43.9% to 35% in the spring of 2025.</p>	<p>Action Steps</p> <ul style="list-style-type: none"> • The Reading Coach will provide standard-based Guided Planning sessions to ensure instruction activities and assessments are aligned with SC State Standards • Teachers will engage in Professional Learning Opportunities (PLOs) utilizing Orton Gillingham, Fountas and Pinnell, Wonders, and LETRs Resources • The teachers will utilize the resources aforementioned to drive daily whole group and small group instruction • Teachers, with the support of the Reading Coach, Curriculum Resource Teacher, and administration will be engaged in data team meetings to be responsive to student needs for targeted intervention • Teachers will engage in coaching cycles to engage students in meaningful reading and writing experiences.
<p>Goal #2: By the end of the 2024-2025 school year, Kindergarten – 2nd grade teachers will utilize the science of reading materials and students will read and comprehend using the science of reading with 80% accuracy as measured by Orton Gillingham assessments (beginning, middle, end).</p>	<p>Action steps</p> <ul style="list-style-type: none"> • Teachers will engage in Professional Learning Opportunities (PLOs) utilizing Orton Gillingham, Fountas and Pinnell, Wonders, and LETRs Resources • The teachers will utilize the resources aforementioned to drive daily whole group and small group instruction • Word Study and Foundations will be a focus of Guided Planning sessions to meet the needs and understanding of the Science of Reading. • Teachers will be engaged in data team meetings to be responsive to student needs for targeted intervention • Reading coach will Co-Teach and model Orton Gillingham strategies to meet the needs of teachers and students.

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Goals	Progress
<p>Goal #3 During the 2024-2025 school year, 100% of Pre-K-5th grade teachers will receive ongoing Professional Learning Opportunities (PLOs) monthly focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.</p>	<p>Action Steps Pre-K-5:</p> <p>Provide extensive training to school-based Literacy support personnel (Reading Coach, Reading Interventionist, Curriculum Resource Teacher, Assistant Principal, and Principals) increasing their capacity to effectively provide PLOs and support learning by:</p> <ul style="list-style-type: none"> • Utilizing SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas. • Using protocols to deconstruct standards for instructional implementation. • Utilizing a Comprehensive Literacy Approach to instruction. • Implementing Curriculum Units of Study with fidelity. • Participating in effective Professional Learning Communities to reflect, plan, evaluate, and execute instruction. • Aligning reading and writing instruction and intervention with the science of reading, structured literacy, and foundational literacy skills. • Conducting monthly Learning Labs to support instructional expectations. • Creating and instructing small groups based on students' needs. • Progress monitoring student progress using specific data points. • Using a variety of data to inform and adjust daily instruction. (Including, but not limited to Universal Screener, reading records, common formative assessments, rubrics, checklists, running/reading records, and conferring data)

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