

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
Brennen 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?: 33
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 0
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 4

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 Brennen Elementary, we use KRA, Orton Gillingham, STAR Early Literacy/STAR Reading and CBM to assess. These assessments include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards. Our teachers use the Richland School District One 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. Teachers have implemented Orton Gillingham (O.G.) to provide a multisensory approach to reading in an explicit and systematic sequence. Language Essentials for Teachers of Reading and Spelling (LETRS) strategies support and supplement the multisensory approach to reading in the classroom. Teachers use the district adopted McGraw Hill Wonders reading program to support tier one instruction, Wonders provides extensive high-quality support for instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension – guiding instruction in ways consistent with the results reported in randomized control and quasi-experimental studies that have met What Works Clearinghouse standards and that have been replicated multiple times as reported in high-quality meta-analyses.

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.

Teachers use Orton Gillingham pre-assessment of letter sounds and words. Based on this data, lessons and literacy groups are created that focus on phonics, phonemic awareness, oral language, and fluency. Comprehension is monitored through formative and summative district assessments. 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 language of “sight words” and learning how high frequency words can often be decoded and do not need to simply be memorized. Teachers also use BAS and LETRS phonics and word reading surveys to assess word recognition.

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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.

Our district Universal Screener is STAR Early Literacy/Reading. We also utilize Fountas and Pinnell Benchmark Assessment Systems (BAS) as a supplemental data point for student fluency and comprehension. For intervention, teachers provide targeted, effective in-class interventions, which must provide individual and small group instruction; and must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. Students have access to My Lexia, Freckle (ELA) to support intervention. These resources allow teachers to create individualized and adaptive learning pathways for students to navigate based on their strength and learning needs according to the STAR assessment. In addition to the targeted in-class interventions, teachers provide 90 minutes of daily reading and writing instruction. Teachers use a formative assessment system to individualize and intensify instruction for students. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional 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.

Teachers send home daily Class Reading Logs for parents to read with their child at home in addition to reading instruction here at school. The classroom teachers send out weekly newsletters informing parents of the standards being taught, upcoming activities and assessments, and when applicable, resources that can support classroom instruction. Interims and report cards are given to parents that clearly state their child's progress according to South Carolina state standards. Parents also have the capability to email and conference their child's teacher to ask specific questions about assessment and/or instruction. Our Multilingual Learners team and Deaf/Hard of Hearing team provide translation and interpretation services to families to ensure equitable access to communication for all families.

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 use a variety of monitoring techniques to track the reading achievement progress of students. Tools such as: CFA's (common formative assessments), STAR Reading Benchmarks, STAR CBM, Mastery Connect, Orton Gillingham assessments, Pre and Post Unit Tests are a few tools used to monitor. Teachers also use data from these tools during PLCs to differentiate instruction, provide interventions, and plan lessons. Teachers use Running Records and anecdotal notes during reading instruction to conference with students and provide intervention and enrichment to increase reading achievement.

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.

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Brennen Elementary partners with Richland School District One to ensure teachers are trained in the Science of Reading through Orton Gillingham instructional strategies, and through LETRS. Brennen Elementary school provides weekly structured PLO's. A minimum of one monthly PLO based on structured literacy, the science of reading, and foundational literacy skills.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Teachers use Orton-Gillingham as an evidence-based Structured Literacy approach that uses research from the Science of Reading and incorporates recommended multi-sensory instructional techniques. • Teachers provide effective targeted intervention in the classroom for priority students (additional to the ELA instructional block) • Teachers collaborate on grade level and across grade levels routinely to make instructional decisions. • Teachers use South Carolina College and Career Ready Standards to plan and align instruction. • Teachers use structured literacy methods across grade levels. • Classroom libraries are well organized, and children are familiar with routines to self-select texts. • Teachers work together in teams (teacher, reading coach, and administrators) to analyze data and establish goals for students. • Teachers have implemented data binders to track student progress over time. • Teachers ensure that the classroom libraries have a variety of diverse texts for student self-selection. • Classrooms are well organized, and children are immersed in print rich environments. 	<ul style="list-style-type: none"> • Provide opportunities for parent involvement by providing workshops and literacy newsletters. • Routinely confer with students and document behaviors/opportunities for growth to inform instruction. • Teachers will use the data team protocol when analyzing student work and will reflect on classroom practices. • Teachers will ensure their small groups are flexible and their teaching points are responsive to student need based on data. • Teachers will continue to deconstruct standards with the reading coach and administration to plan with desired student behaviors in mind. • Teachers will post learning intentions and success criteria for student clarity. • Plan and develop more partnerships with community stakeholders.

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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
<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>9.2</u> % to <u>6.2</u> % in the spring of 2024.	Goal #1 of reducing the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 9.2% to 6.2% in the spring of 2023 was not met. The number of students who scored Does Not Meet in the spring of 2023 increased to 14.9%.
<u>Goal #2:</u> Teachers will provide opportunities for parent involvement in literacy development during the 2023-2024 school year by sending home leveled literacy resources in K-3, providing clarity on student progress monitoring data and standardized testing data, and providing suggested activities and books based on each students independent reading level according to their BAS scores.	Goal #2 of providing opportunities for parent involvement in literacy development during the 2023-2024 school year was 100% met. Parents were provided with detailed STAR parent reports in the fall winter and spring that provide current reading data and suggestions for growth. Parents were also provided with BAS (benchmark assessment data) from the classroom teacher to help them better understand their child’s independent reading level.
<u>Goal #3:</u> During the 2022-2023 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.	Goal # 3 of teachers receiving ongoing Professional Learning Opportunities was 100% met. Teachers were provided with training from the district and school to increase their capacity as educators. The teachers in Pre-K-5 th grade utilized the SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas.

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

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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
<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 14.9 % to 9.9 % in the spring of 2025.</p>	<ul style="list-style-type: none"> • Teachers and administrators will successfully complete and implement learning from LETRS Volumes 1 & 2. • The Reading Coach will provide standards-based Guided Planning Sessions to ensure instruction, activities, and assessments are aligned with SC Priority Standards. • Teachers will engage in Professional Learning Opportunities on structured literacy, Orton Gillingham multisensory strategies, LETRS, differentiated instruction, questioning strategies. • Teachers will participate in weekly PLC data analysis sessions with the CRT, Reading Coach, and administration to analyze student data to drive instruction and provide targeted intervention.
<p><u>Goal #2:</u></p> <p>At Brennen Elementary, 90% of teachers in grades K-3 will complete LETRS volume 1 or 2 by the end of the 2024-2025 school year with 80% accuracy.</p>	<ul style="list-style-type: none"> • Teachers will attend the monthly live session led by a LETRS facilitator. • Teachers will complete all required coursework in the Lexia LETRS portal. • Administration will track teacher’s progress throughout the year, and facilitate pacing of coursework. • Teachers will complete all end of course assessments with a passing rate of 80% or higher.

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Goals	Action Steps
<p><u>Goal #3:</u> 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>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"> • Using protocols in Guided planning to deconstruct standards for instructional implementation. • 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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