

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?: 4
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 8
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 12

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 Forest Heights Elementary, reading assessment and instruction plays an essential role in improving reading proficiency in grades K-5. As a school, we provide explicit instruction by teaching researched based ELA strategies and skills. Teachers administer measurable assessments with fidelity to determine phonemic and phonological awareness readiness, vocabulary, and language comprehension skills. To ensure alignment with the SC College-and Career-Ready English Language Arts Standards, teachers follow the Richland School District One ELA framework for literacy and Scope & Sequence. Furthermore, the Richland One Comprehensive Literacy Instructional Approach used is aligned with the Science of Reading. The Common Formative Assessments that we administer, progress monitor students' reading proficiency and knowledge acquired. The administration team conducts classroom observations with immediate feedback. This ensures that instruction is rigorous, and standards based. During weekly professional learning community meetings and guided planning sessions, teachers engage in collaborative conversations about data, SC ELA Standards, and student achievement. Teachers are provided opportunities to attend LETRS, Orton Gillingham Comprehensive and Morphology professional development training sessions to advance their literacy knowledge. This includes language skills, vocabulary, meaning, morphology, phonemic, and phonological awareness. In helping our students meet their literacy goals, we assess their learning weekly and set future goals based on data results. Small group instruction occurs throughout the day where students practice reading and comprehension skills. STAR (Standardized Test for Assessments for Reading) Early Literacy and STAR Reading is our Universal Diagnostic Assessment for students in grades K-5. LETRS is a professional development literacy program that is designed to provide teachers with effective language and literacy skills in teaching the foundation and fundamentals of the reading process. Orton Gillingham, running records, anecdotal notes, and the ELA Common Formative Assessments are all progress monitoring tools used to discover what students have learned and the effectiveness of the targeted in-class interventions. The Richland One Comprehensive Literacy resources that are aligned with the Science of Reading provide support to teachers during guided reading, interactive read aloud time, and word study. Collecting, analyzing, and interpreting the data assists teachers in creating action plans that are intentional and driven by the SC ELA Standards. Teachers receive additional training and support in administering and analyzing the STAR Early Literacy and STAR Reading diagnostic tool which includes curriculum-based measurement (CBM) to monitor reading progression. During the spring, our 3-5 grade students will take the end of the year South Carolina Ready Assessment for ELA. This assessment will determine students' academic performance based on the SC College-and Career-Ready English Language Arts Standards taught throughout this school year.

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As educators we are consistently teaching the reading process while monitoring its effectiveness to determine what instruction is needed to develop skillful readers in all grade levels.

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 is crucial in teaching and assessing students in grades PreK-5. We utilize Wonders, LETRS, Orton Gillingham Comprehensive & Morphology, along with Fountas & Pinnell resources that are aligned with the SC ELA Standards. Vocabulary can be challenging to struggling readers. Therefore, teachers participate in LETRS training to teach students foundational and fundamental reading skills. Our teachers utilize strategies and resources to help readers understand the phonological processing system and how to process written language for comprehension. Implicit and explicit word study is taught during small and whole group time. Teachers model the lesson expectations during Tier 1 instruction and observe the application process. During Tier 2 & 3 guided instruction, teachers differentiate lessons and activities to meet the needs of the students. Lessons include fluency, vocabulary, reading passages, encoding, and decoding activities. Sound and word walls are used as a resource inside the classrooms to provide visual support to students throughout the school day as they process text and learn new vocabulary words. Teachers assess learning by using the LETRS checklists, graphic organizers, phonological awareness assessments, word reading surveys, and charts.

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.

STAR Early Literacy and Star Reading Diagnostic Assessment is our Universal screener for grades K-5. This assessment is used to identify students that qualify for intervention. Our goal is to assess learning and provide targeted literacy instruction in word recognition based on the data. The STAR assessment is administered 3 times during the school year: fall, winter, and spring. STAR diagnostic assessments are used to inform instruction, and guide in the selection of small groups. Teachers follow the Richland One K-5 Intervention framework to identify phonological and phonemic awareness skills needed for word recognition and mastery in grades K-5. Administration, along with the literacy leadership team and the reading coach, monitor the validity and effectiveness of the targeted in-class interventions to ensure that instruction is personalized for individual students. Struggling readers receive extra support 30 minutes a day from our reading intervention team. Weekly collaborative guided planning and professional learning community meetings give teachers the opportunity to collaborate and disaggregate data to determine student achievement.

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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.

The home-school connections help to ensure student growth in reading and writing. Our school community, teachers and staff members provide opportunities for parents to engage in literacy development through-out the year. Parent workshops, books and breakfast events, grandparent workshops, and literacy night are a few activities that help spread awareness to help close achievement gaps within our building. Student- led parent-teacher conferences empower our learners and give parents insight into the knowledge acquired during literacy instruction. Guest authors visit the school each year and provide extra enriching activities and books to take home. Our Parent Engagement Specialist, librarian, and teachers send newsletters to address literacy skills and to help nurture the love of reading in scholars. This helps parents stay informed with upcoming events and community happenings that address literacy needs in school’s residential area.

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.

The administration team, teachers and the reading coach collect, analyze, and interpret data along with deconstructing the SC ELA Standards for instruction during weekly professional learning community meetings and guided planning sessions. Common Formative Assessments and STAR data results are used to monitor reading performance and growth to ensure that grade-level proficiency goals are met. Therefore, the data results determine which students will need intervention. School-wide intervention time is scheduled during the school day. Teachers work with targeted small groups of students. LETRS and Orton Gillingham assessments are administered by teachers to progress monitor and identify students’ growth. Biweekly running records are administered, explicit vocabulary recognition and language comprehension skills are taught. MyLexia is a computer-based reading program that provides additional targeted support to students. The reading coach and classroom teacher monitor the program for language proficiency and student achievement. Teachers also provide small group instruction for students every day. Lesson plans reflect reading strategies and skills to be taught, including activities that support struggling readers. Classroom observations with feedback are conducted to ensure that data driven lesson plans are taught with fidelity. Reading Interventionists work comprehensively with our priority students in small groups, teaching skills and strategies that address their individual literacy needs.

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.

Teachers attend professional development in teaching the Science of Reading. They participate in LETRS, Wonders, Empowering Writers, Brain Boosters and Orton Gillingham training sessions to enhance literacy instruction across the grade levels. Mastery Connect training is provided by the curriculum resource teacher. The administration team and the reading coach support explicit instruction and evidence-based practices. The reading coach models, plans and co-teach ELA lessons, conduct professional development sessions, and facilitate student-centered coaching cycles with

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teachers based on data. Afterschool ELA professional development sessions are also provided by the reading coach as needed, based on feedback from administration and data collected from the reading coach.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Explicit teaching of the SC College-and Career-Ready English Language Arts Standards • Implementing the Richland One English Language Arts Scope and Sequence • Utilizing the R1 Comprehensive Literacy Instructional Resources that supports the Science of Reading • Participating in the Science of Reading Professional Development Training sessions (LETRS Volumes 1 & 2) • Participating in the Science of Reading Orton Gillingham Professional Development Training sessions (Morphology) • Implementing the Richland One the ELA Literacy Framework • Conduct/Facilitate Professional Learning Community and Guided Planning Meetings • Administration provides classroom observations with immediate feedback • Administer District & Teacher Created Common Formative Assessments 	<ul style="list-style-type: none"> • Utilize STAR Assessment data to monitor reading proficiency • Daily reading intervention pull outs as identified by STAR & BAS (Benchmark Assessment System) data results including biweekly running records • Weekly lesson plan checks holding teachers accountable for teaching the SC State Standards and following the R1 Scope and Sequence (CRT, Leadership Team & Administration) • Increase collaborative conversations about ELA Common Formative Assessments • Conduct Mastery Connect refresher training sessions in grades K-5 as needed • Participate in Orton Gillingham professional development • Participate in LETRS professional development training sessions for new teachers • Participate in afterschool professional development based on data • Utilize the Richland One Comprehensive Literacy resources

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Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Student Centered Coaching Cycles with the reading coach • Administering of the STAR Diagnostic Assessments (fall, winter & Spring) and BAS Assessments • Reading Interventionist pull-outs 	<ul style="list-style-type: none"> • Continue ongoing professional learning community meetings • Continue guided planning sessions with teachers • Monitor effective in-class reading intervention • Implement in-class SC Ready Boot Camp

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 44.3% % to 30% in the spring of 2024.</p>	<p>Forest Heights Elementary was able to reduce our third-grade students taking SC Ready ELA to 33% Does Not Meet. This was an impressive 11% improvement, but we still have a lot of work to do. We completed this using best practices, progress monitoring, and increased accountability.</p>

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Goals	Progress
<p><u>Goal #2:</u> During the 2023-2024 school year, we have coined this to be another “Year of Proficiency”. Our goal is to reach 40% of our students in grades 3-5 scoring Meets/Exceeds on SC Ready. We also strive to achieve 80% of our student body meeting their Reading Growth_Goal on the STAR Universal Screener.</p>	<p>During the 2023-2024 school year, we were striving for proficiency. We fell short of our goal of 40% of our students in grades 3-5 scoring Meets/Exceeds on SC Ready and reached 31.3% scoring Meets/Exceeds. We are also striving to achieve 80% of our student body meeting their Reading Growth on the STAR Universal Screener. We fell short of that goal with only 68% of our students reading their growth goal.</p>
<p><u>Goal #3:</u> During the 2023-2024 school year, 100% of PreK-5th grade teachers will receive on going Professional Learning Opportunities (PLO) monthly focused on teacher clarity to provide standards-based instruction and utilizing formative data to plan, execute and reflect on effective daily instructional practices.</p>	<p>Forest Heights Elementary School offered impactful professional development all year and continues to offer productive opportunities. We met and continue to meet the goal of 100% of our teachers receiving these types of opportunities.</p>

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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
<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 39.2 % to 34 % in the spring of 2025.</p>	<ul style="list-style-type: none"> • Administrative Observations: Administration will follow a strict classroom instructional observation schedule. This schedule has administration conducting, at minimum, 45 classroom observations a week combined. They have set personal goals of spending 80% of their time on improving classroom instruction. The administration will use a walk-through observational tool and will look for the weekly focus that is conveyed to the teachers each week. The observation calendar has space to document feedback points and space to document their follow-up visit to ensure the feedback was implemented. Administration is posting their time tracking chart for accountability and the whole school to see. We desire for everyone to see where our value lies. • Teacher Planning: Administration has created lesson plan templates that plan for one week ahead with intentionality to ensure teachers never show up on Monday without plans, or without having practiced forward thinking. Guided planning sessions are completed with the CRT or Reading Coach accompanying them in order to include their expertise. This is followed up with and everyone is held accountable weekly by lesson plan checking. It also ensures they use CFAs across the board and not just teacher created assessments. Administration also attends team planning meeting to ensure they are properly planning and addressing needed areas.

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Goals	Action Steps
	<ul style="list-style-type: none"> • Coaching Sessions: Administration and the leadership team is conducting team observations and will be choosing a teacher to coach every 9 weeks. This will allow us to pour into and coach 12 teachers by the end of the year. We desire to spend time ensuring that every teacher is being properly supported and that we help them not only hear but see what we are expecting through our modeling in class for them.
<p><u>Goal #2:</u> During the 2024-2025 school year, 80% of our parents will participate in family engagement activities and training sessions to encourage sustained parental involvement.</p>	<ul style="list-style-type: none"> • Books and Breakfast • Literacy Night • Parent Teachers Conferences • National Parent Engagement Day • Grandparent Training Sessions • The Amazing Shake Competition • Poetry Extravaganza (2nd Grade) • Writing and Publishing Celebration (1st grade) • Muffins for Mom • Doughnuts for Dad

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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"> • 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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