

RIVERSIDE ELEMENTARY

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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?: 1
- 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)?: 28

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.

Riverside Elementary utilizes a comprehensive approach which encompasses oral language development, phonological awareness activities, phonics instruction, fluency practice, vocabulary building, and comprehension strategies which allows students to comprehend text at their grade level, aligning with English/Language Arts standards. Our school currently uses assessments such as Heggerty Curriculum Assessments, myIGDIs, CORE Phonics Survey, DIBELS 8, and MAP to determine student needs and growth in areas oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.

In the area of oral language, we assess and build oral language skills like listening comprehension, vocabulary use, and sentence structure through

myIGDIs assessments and the PreK on My Way program for our PreK students. For students in grades kindergarten through 5th we utilize the Houghton Mifflin Harcourt (HMH) Into Reading curriculum which imbeds an oral language piece into all modules.

In the area of phonological awareness, activities focus 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. This is done through our HMH Into Reading program. Phonological awareness is assessed through DIBELS 8, Core Phonics Survey, and the LETRS Screener. In the area of phonics, the explicit teaching of letter-sound correspondences and phonics rules within the HMH Into Reading Structured Literacy component. The explicit instruction enables students to decode words by connecting sounds to letters, improving their ability to read unfamiliar words. This is continued in the upper grades as teachers utilize the strategies learned in LETRS training and through the support of our instructional coaches during PLCs to support students in grades 4-5 who need more support in the area of phonics. Phonological awareness is assessed through DIBELS 8, Core Phonics Survey, and the LETRS Screener.

In the area of fluency, students engage in HMH Into Reading activities that encourage the practice of prosody through the repeated reading of text at an appropriate pace with proper expression enhances automatic word recognition. This allows students to focus more on understanding the meaning of the text. Fluency is assessed through the DIBELS 8. For students who have a reading fluency rate that is below grade level, assessments are conducted bi-weekly to address areas of need and determine progress.

In the area of vocabulary, our teachers intentionally develop the acquisition of new words through context clues, definitions, and rich discussions, ensuring explicit vocabulary instruction during HMH Into Reading. The growth of students' vocabulary deepens comprehension by expanding students' knowledge of word meanings. Vocabulary is assessed through MAP testing in grades 1-5. In our upper grades, digital content assessments, such as Achieve3000, also assess students' abilities to define and make sense of vocabulary in nonfiction text.

In addition, we use comprehension strategies such as making predictions, asking questions, visualizing, summarizing, and connecting ideas within the text to empower students to actively engage with the material and monitor their understanding. During ELA teachers are asking open-ended comprehension questions about the text to assess students' ability to identify main ideas, details, and inferences. Formal assessments, such as MAP testing and HMH Into Reading module assessments, also gauge the level of student comprehension.

Riverside Elementary teachers differentiate instruction based on students' individualized needs and to promote student growth. Tiered I small group interventions within the general education classroom provide targeted support to students based on their specific needs. Tier II and III small group interventions provide targeted support to students based on their specific reading skill deficits. Additionally, technology tools are utilized for digital resources to provide additional practice and support for reading development. By incorporating all these elements into reading assessment and instruction, Riverside Elementary, through a comprehensive approach, addresses the diverse needs of students, enabling them to develop strong reading comprehension skills and achieve grade-level English/Language Arts standards.

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.

To align word recognition assessment and instruction for PreK-5th grade students with the science of reading, structured literacy, and foundational literacy skills, teachers prioritize explicit, systematic instruction. This instruction is focused on phonemic awareness, phonics, morphology, and orthographic patterns, using a progression of skills that build upon previously learned concepts, as aligned with the science of reading. In PreK, Heggerty's explicit, systematic instruction of phonemic awareness is an instructional focus for our students that aligns with the science of reading. Through our HMH Into Reading Structured Literacy pathway for grades Kindergarten through 2nd and our Foundational Literacy Skills pathway in grades 3rd-5th, we have been able to more effectively teach students to decode words accurately which propels students to become more fluent readers. The Foundational Literacy Skills pathway is also modified by teachers as needed based on the strategies learned through our LETRS training which is aligned to the science of reading. Those skills are also reinforced through intentional PLC's for upper grades teachers so that the strategies are being implemented correctly based on specific student needs.

Currently our teachers are participating in LETRS training and are implementing effective strategies to teach reading through Houghton Mifflin Harcourt- Into Reading Curriculum. Our teachers use explicit phonics instruction to teach systematic letter-sound correspondences, introduce sounds and their corresponding letters in a logical sequence, emphasize regular sound spelling patterns and address irregular words. Also, through HMH Into Reading, teachers use phonemic awareness development to prioritize activities that build awareness of individual sounds within words such as segmentation, blending and manipulation to prepare students for phonics instruction. Riverside uses a systematic progression based on the Science of Reading to introduce new skills based on previously learned concepts, gradually increasing complexity as students' progress through the grades. Decodable texts are utilized by teachers for reading materials with high phonetic predictability to practice decoding skills and build confidence. Morphology Awareness is used to teach our students to identify and understand meaningful word parts like prefixes, suffixes, and root words to decode multisyllabic words. Teachers use fluency practice once decoding skills are established. Our teachers provide ample opportunities for repeated reading to build fluency and automaticity with word recognition.

The following assessment practices are aligned with the science of reading. Riverside utilizes formative assessments regularly to monitor student progress through exit slips such as dictation, word lists, running records, and phonics probes to identify areas needing additional support. We use diagnostic assessments, such as DIBELS, the Core Phonic Survey, and the LETRS Screener, to pinpoint specific areas of difficulty in word recognition skills, such as phonemic awareness, letter-sound correspondence, or decoding strategies. Additionally, individualized instruction and assessment data is analyzed by our teachers to differentiate instruction and provide targeted interventions for students with specific needs. By incorporating these practices, teachers can 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.

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.

Riverside Elementary utilizes universal screeners such as DIBELS (Dynamic Indicator or Basic Early Literacy Skills) 8, the Core Phonics Survey, and the LETRS Screener to determine targeted pathways of intervention. Initially, the data is used to identify students at risk for reading difficulties, then the data is analyzed more carefully to pinpoint specific areas of weakness within reading to determine targeted intervention pathways for those students who are not meeting grade-level reading proficiency. Riverside Elementary uses a multi-tiered system of support (MTSS) to help determine the needs of our students. Our district and school uses DIBELS (Dynamic Indicator or Basic Early Literacy Skills) and MAP (Measures of Academic Progress) for this process. These screenings quickly identify those who might be struggling with reading compared to their peers, indicating a potential need for further evaluation. These tools help us determine the level of intervention a student may need in reading. Students may receive Tier I, II (strategic), or III (intensive) based on how they are responding to current interventions. Our MTSS team uses this data to determine if there is a decoding/word recognition, fluency or language comprehension concern before determining the level and specific instruction required to individually support each student reading below grade level. By analyzing the overall data, teachers can assess if core classroom instruction is sufficient for most students or if adjustments need to be made to better support struggling readers. Once a student is identified as "at-risk" through universal screening, a more comprehensive diagnostic assessment is administered to pinpoint the specific areas of difficulty within reading, such as decoding, phonemic awareness, vocabulary, or comprehension strategies. UFLI, Spire, Reading Mastery, Passport and Modified Houghton Mifflin Harcourt Into Reading are examples of some of the interventions used at Riverside Elementary to help students with their needs. For our 4 year old students, a child development screener is completed and students who are identified as needing PreK as an early intervention are invited to take part in our full day PreK program. These assessments can help determine the underlying cause of a student's reading struggles, allowing for targeted intervention strategies to take place.

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.

Riverside Elementary is a Title I school, so we utilize opportunities to share reading tips and strategies with parents through our weekly newsletters, Title I Family Nights, and any in person school events. During Title I Family Nights, we always include a station and flyers that not only encourage parents to read with their children, but we also provide sentence frames to discuss what they read. We also encourage parents to actively engage in conversations that build vocabulary and comprehension while at home, out running errands, at the ball field, etc. and explain that listening comprehension and background knowledge are key indicators in future reading comprehension success. Parents are also given reports from assessments that specify areas in need of improvement and strengths of the student. Parent teacher conferences are held to discuss the data reports and to provide suggestions to parents in regard to assisting their children with growth. Teachers also use digital communication platforms to share guidelines on reading practice and to assist parents with suggestions on how to support reading and writing at home.

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.

Riverside Elementary utilizes a multi-tiered system of support (MTSS) approach which employs frequent, standardized progress monitoring assessments to identify students at risk for reading difficulties and to monitor their on going reading achievement and growth at the individual, classroom, and school level. This data guides intervention grouping and allows for 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 research-based reading assessments to identify potential areas of need. The specific universal screeners used include DIBELS 8, MAP (Measure of Academic Progress), the Core Phonics Survey, and the LETRS Screener. Students are then placed on the appropriate tier of support. Screening data is analyzed to identify students requiring additional monitoring or Tier 2 or 3 interventions.

Tier I core classroom instruction includes high-quality, evidence-based reading instruction that is delivered to all students within the regular classroom. Teachers consistently use formative assessments like exit slips and observation notes to monitor student progress within the classroom. This classroom data is then used to create and provide small group reading and writing instruction. Data from Tier 1 classroom assessments, which additionally include the exit slips, various formative assessments, and Houghton Mifflin Harcourt Into Reading Unit Assessments, are used to inform instructional planning and to differentiate instruction to meet individual needs. Students on grade level may be progress monitored every 6 weeks using a universal screener, to determine growth, as well.

Tier II strategically targeted interventions identify students as at-risk through screening that provide targeted small group interventions delivered by classroom teachers or reading interventionists. Interventions are based on specific student needs and focused on targeted reading skills, such as phonics, fluency, or comprehension. Regular progress monitoring is conducted through universal screeners to measure student growth and adjust interventions as needed. These screeners are provided every 4 weeks for students scoring as approaching grade level and every 2 weeks for those scoring well below grade level.

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 bi-weekly progress 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, instructional 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.

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.

To support reading achievement for all students, Riverside Elementary provides comprehensive teacher training based on the science of reading, structured literacy, and foundational literacy skills. The professional development provided focuses on explicit instruction, systematic progression, and ongoing assessment to ensure teachers can effectively differentiate instruction for diverse learners, including those with specific learning disabilities or other learning difficulties. The training provided through LETRS as part of our South Carolina Department of Education guidance, contains ongoing opportunities for the in-depth study of the neurological processes involved in reading, including phonemic awareness, phonics, morphology, syntax, and vocabulary development.

At the district level, instructional coaches meet in a collaborative setting to gain a better understanding of the science of reading, structured literacy, and foundational literacy skills and then to determine how best to take those principles and support teachers as they apply them to the whole group and small group instructional settings. County wide, 4th and 5th grade teachers, who are not taking part in the state supported LETRS training, are given an opportunity to learn more about these key concepts through the Horry County Schools Literacy Foundations Academy. This professional development dives into phonemic awareness, phonics and decoding, fluency, vocabulary acquisition, and reading comprehension. These concepts are unveiled through the research behind the Reading Brain, Scarborough's Reading Rope, and the Simple View of Reading. These areas are studied and then teachers are given opportunities to apply them to their instruction, while also analyzing data from universal screeners to determine next steps for their students.

Within the school setting, teachers take part in professional learning communities weekly with primary and elementary instructional coaches. These collaborative meetings allow for teachers to work with one another and their coach to gain a better understanding of how to implement structured literacy practices and foundational literacy skills in the whole group classroom setting. Structured literacy practices include implementation of a structured literacy approach that includes consistent routines, predictable patterns, and clear visual cues to support decoding and encoding skills. These routines and patterns begin in Kindergarten and continue throughout 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. To focus on foundational literacy skills, Riverside Elementary dives deep into phonemic awareness instruction, including activities to isolate sounds, blend sounds, and segment words based on the differentiated needs of the students. We teach vocabulary development strategies, including explicit instruction of key vocabulary words with connections to context and prior knowledge. These strategies are discussed both in our weekly professional learning communities and then again are reinforced through intentional reading and writing curriculum planning utilizing the Houghton Mifflin Harcourt Into Reading program, which is foundationally based on the Science of Reading.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<p>DIBELS 8</p> <ul style="list-style-type: none"> Data for the 2024 school year indicated that Grade 1 students were 80% Benchmark or Above at the EOY testing. 68% of Grade 2 students were Benchmark or Above at the EOY testing. MAP The median percentile grew 2+ percentile points from Fall to Spring in 2nd through 5th grade. <p>SC Ready</p> <ul style="list-style-type: none"> In 3rd grade, 4 children scored a Not Met 1, but all 4 qualified for a Good Cause Exemption. 65% of 5th graders are predicted to have met or exceeded on SC Ready ELA. 	<p>DIBELS 8</p> <ul style="list-style-type: none"> There is a need for more 2nd grade students to score Benchmark or Above on DIBELS for End of the Year. <p>MAP</p> <ul style="list-style-type: none"> The 2nd grade median percentile was below the 50th percentile for the Spring (48%). <p>SC Ready</p> <ul style="list-style-type: none"> 52% of 4th graders are predicted to have met or exceeded on SC Ready ELA.

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 2022-23 as determined by SC READY from 26 % to 10 % in the spring of 2024.</p>	<p>Riverside Elementary has made progress, but has not yet met this goal. We reduced the percentage of 3rd graders scoring Does Not Meet from 26% to 11.7%.</p>

Goals	Progress
<p><u>Goal #2:</u> At least 70% of students in grades 3-5 will maintain or surpass percentile growth as measured by fall-to-spring percentile growth on ELA Spring MAP assessments.</p>	<p>Riverside Elementary has made progress, but has not yet met this goal. 60% of our students met their Fall to Spring percentile growth on the ELA Spring MAP assessments. This is an increase from 56% the previous year.</p>
<p><u>Goal #3:</u> At least 70% of students in grades 3-5 will score met or exemplary on ELA SC Ready by Spring 2024</p>	<p>Riverside Elementary has made progress, but has not yet met this goal. 59% of our 3rd through 5th graders scored meet or exceeds on ELA Sc Ready. This is the same percentage as the previous year.</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.

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 2023-2024 as determined by SC READY from 11.7 % to 10 % in the spring of 2025.</p>	<p>Teachers are taking part in LETRS training as provided through the State Department and are being supported during this training at both the building and district level.</p> <p>They are also taking part in science of reading and structured literacy based professional learning communities weekly in order to improve reading and writing instruction.</p>

Goals	Progress
	<p>1st quarter conferences are being scheduled with families of students projected to score Not Met. Conferences and support will continue throughout the remainder of the year.</p> <p>Students projected to score Not Met have been placed in strategic or intensive tier II or tier III reading intervention groups based on their individual needs as identified through the MTSS process.</p>
<p><u>Goal #2:</u> At least 75% of students in grades K-2 will score benchmark or above on their end of the year Composite DIBELS assessment.</p>	<p>Teachers are taking part in LETRS training as provided through the State Department and are being supported during this training at both the building and district level.</p> <p>They are also taking part in science of reading and structured literacy based professional learning communities provided by instructional coaches and administration weekly in order to improve reading and writing instruction.</p>
<p><u>Goal #3:</u> At least 65% of students in grades 3-5 will score met or exemplary on ELA SC Ready by Spring 2024</p>	<p>Many teachers are taking part in LETRS training (grade 3, intervention or special education) and others are taking part in the Horry County Schools Literacy Foundations Academy (4th/5th)</p> <p>Teachers are also taking part in science of reading and foundations of literacy based professional learning communities which are being led by instructional coaches and the leadership team each week in order to improve reading and writing instruction.</p> <p>Students projected to score Not Met have been placed in strategic or intensive tier II or tier III reading intervention groups based on their individual needs as identified through the MTSS process and will continue to receive support through intentional instruction.</p>