

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? 0
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS? 12
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? 2
We have a first-year teacher that will begin LETRS this year, and a second-year teacher who did not complete Volume 1.

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.

The science of reading states that explicit, structured literacy instruction is required for reading and writing. The systems and programs adopted by the district all subscribe to explicit and structured instruction in literacy. At Bradley Elementary, reading instruction and assessment are an integral part of the fabric of teaching at our school. As such, instruction and assessment accompany each other daily with intentional processes. The use of the following programs supports the science of reading when teaching and assessing phonics, vocabulary, comprehension, etc. This includes the use of Orton-Gillingham, Lexia Core 5, Wonders, Freckle, and STAR for early literacy and reading. Orton-Gillingham is a structured, multi-sensory method for teaching literacy. The goal of Orton-Gillingham is to move students toward mastery by introducing concepts weekly, reviewing them, and continuously building upon them. Orton-Gillingham focuses on the five pillars of literacy: phonological awareness, phonics, fluency, vocabulary, and comprehension. Daily word study incorporates this to enhance students' vocabulary and comprehension of words. Morphology serves as the foundation for word knowledge instruction in the upper grades. There is a focus on Greek and Latin roots to support figuring out unknown words and reading comprehension. The teaching of these concepts follows a systematic and recursive approach. Additionally, the science of reading underpins Lexia Core 5, serving as an adaptive literacy tool for ongoing assessment and progress monitoring data. For additional assessment and progress monitoring data, teachers and interventionists use STAR data to plan and implement reading interventions based on students' needs. All district-level ELA CFAs (Common Formative Assessments) feature questions that review spiral morphology and Greek and Latin roots, exposing students to these types of assessments every week. We intentionally created the scope and sequence to systematically build on word knowledge. This document promotes structured literacy by encouraging students to learn word parts and morphology and comprehend context clues that enhance text comprehension. These tools, along with the Wonders literacy curriculum, support students in the comprehension of texts to meet grade-level state 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.

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Bradley has welcomed the district's embrace of the evidence-proven structure of the science of reading, emphasizing the importance of literacy and foundational skills. The English & Language Arts block integrates this focus seamlessly. The Wonders curriculum aligns with the science of reading, assisting teachers in delivering explicit instruction that builds foundational skills such as phonemic awareness, phonics, decoding, and word analysis. Teachers use STAR testing to identify skills that students might require reinforcement. This includes the administration of STAR CBM assessments, specifically the Sight and High Frequency Word assessment. Based on student performance on STAR reading, Freckle automatically identifies areas of deficit in literacy, including word recognition and foundational literacy skills. This feature empowers teachers to assign differentiated assignments on Freckle, tailored to the unique needs of each student. Guided reading also enables us to focus on the foundational skills, such as decoding, for which students may require additional support in word work. We use the running record to pinpoint specific reading behaviors. Additionally, teachers can measure students' knowledge of foundational skills through Mastery Connect and teacher-created assessments. We use the data to identify the skills and concepts that require review.

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.

At Bradley Elementary, identifying students in PreK–5th grade who require targeted interventions for reading proficiency begins with universal screener data. STAR Early Literacy and STAR Reading are brief assessments administered to all students at the beginning, middle, and end of the school year with opportunities to progress monitor in-between administrations. These screens help quickly identify students who are not meeting grade-level benchmarks in reading.

We analyze the collected universal screener data to identify which students require intervention. We flag students who score below the predetermined threshold for further intervention. This is the point at which diagnostic assessments become possible. Diagnostic assessments, unlike universal screeners, are more detailed and aim to identify specific areas of weakness in a student's reading skills, such as word recognition or language comprehension.

The triangulation of STAR, BAS (Benchmark Assessment System), and CBM (Curriculum-Based Measurement) data allows educators at Bradley Elementary to create a comprehensive profile of each student's reading abilities. This profile is crucial for determining the appropriate pathway of intervention. Bradley employs a Multi-Tiered Support System (MTSS) to provide differentiated levels of support based on the severity of the student's needs.

****Tier 1: Universal Instruction**:** All students receive high-quality, evidence-based reading instruction in the general education classroom. This tier includes regular monitoring of progress to ensure all students are making adequate gains.

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****Tier 2: Targeted Interventions**** We provide targeted small group interventions in addition to the core reading instruction for students identified as at-risk based on screener and diagnostic data. These interventions focus on specific areas of need, such as phonemic awareness, decoding, or vocabulary development. Typically, targeted intervention groups consist of 4-5 students and take place in the classroom alongside the classroom teacher.

****Tier 3: Urgent Interventions****: Students who fail to respond adequately to Tier 2 interventions are provided with more intensive, individualized support. Urgent intervention groups are typically composed of 1-3 students and occur with a reading interventionist, or specialized programs designed to address significant deficits in reading skills.

****MTSS Referral****: Students who do not respond to Tier 3 interventions are referred to the MTSS Team for additional support. The MTSS Team typically consists of administration, the classroom teacher, the interventionist, district consultants, and the parent/guardian. The outcomes could include, but are not limited to, increased intervention time, the presence of reading interventionists in the classroom, one-on-one intensive support, the implementation of a different research-based intervention curriculum, or a comprehensive evaluation.

The goal of utilizing universal screener data and diagnostic assessments within the MTSS framework is to ensure that all students at Bradley Elementary have the support they need to achieve grade-level reading proficiency. By continuously monitoring progress and adjusting interventions as needed, the school can provide a responsive and adaptive approach to reading instruction, thereby maximizing each student's potential for success.

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.

We offer numerous opportunities for parents to enhance their child's reading and writing skills at home. The parent engagement specialist supports prekindergarten to 5th grade students by providing books to take home while actively involving parents through workshops. These workshops provide strategies and resources to help parents foster literacy at home. The goal of the workshops is to:

- Enhance students' reading skills through school and home collaboration.
- Equip parents with practical tools and techniques to support reading development.
- Create a community of learners focused on literacy.

1. September: Introduction to Early Literacy

- **Topics**: Importance of reading, stages of literacy development.
- **Activities**: Interactive session on phonemic awareness and letter recognition.
- **Takeaway**: Resource packet with recommended books and activities.

2. November: Phonics and Word Recognition

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- **Topics:** Understanding phonics and sight words.
 - **Activities:** Hands-on phonics games that parents can replicate at home.
 - **Takeaway:** Phonics toolkit with games and flashcards.
- 3. January: Building Vocabulary and Comprehension**
- **Topics:** Strategies to enhance vocabulary and comprehension.
 - **Activities:** Techniques for asking questions about texts and discussing stories.
 - **Takeaway:** List of vocabulary-building games and questions to ask during reading.
- 4. March: Supporting Struggling Readers**
- **Topics:** Identifying challenges and creating a supportive reading environment.
 - **Activities:** Sharing success stories and strategies for motivation.
 - **Takeaway:** Tips for creating a home reading routine and a list of resources.
- 5. May: Encouraging Independent Reading**
- **Topics:** Fostering a love for reading and independent choices.
 - **Activities:** Book recommendation session with a focus on diverse genres.
 - **Takeaway:** Reading log templates and a list of age-appropriate book recommendations.

These efforts aim to create a collaborative approach to literacy development. By providing parents with the tools and knowledge they need, they can support students' reading journeys at school and home, fostering a lifelong love of reading. In conjunction with the Parent Engagement Specialist, the school social worker reaches out to the parents who do not make it to the workshops. She ensures that she addresses and explores possible solutions for the obstacles parents may face in supporting their child's reading and writing at home. Our teachers also provide support by communicating weekly through S'mores, an online newsletter, to parents about their child's learning progress. Some grade levels offer answer keys for homework assignments and study guides on Class Dojo, enabling parents to assist their child in completing the homework. Parent reports for STAR and SC Ready are also provided to parents. Parent-teacher conferences facilitate a connection between teachers and parents, enabling them to discuss expected goals and current progress, thereby emphasizing the collaborative nature of this process. We encourage parents to contact their child's teacher with any concerns or questions they may have. We offer various methods for parents to actively participate in their child's reading and writing development, helping them acquire skills and strategies that will help them become proficient readers and writers.

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 monitoring of reading achievement and growth occurs routinely at Bradley Elementary. Our commitment to weekly PLCs (Professional Learning Communities) ensures the analysis of data from various assessments at each meeting. We begin our year with baseline data from the STAR assessment. This assessment provides information on a student's reading level and the skills that may reflect a deficiency. We use this data to

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determine which students are eligible for the Comprehensive Remediation Program, an after-school program that provides reading support. We provide weekly Curriculum-Based Measures to students who received urgent or intervention scores on the STAR assessment to track their progress. We use this information to form strategy groups and assign targeted skills. We use Mastery Connect assessments, district assessments, and teacher-created common formative assessments to determine if students are performing at the grade level or in need of reteaching and intervention. During PLCs, we discuss the names of the students who do not show mastery, and we plan for reteaching. To effectively monitor reading achievement and growth at the classroom and school level, our school implements the Orton-Gillingham methodology, the science of reading, and practical implementation in the classroom. It is a highly structured approach that breaks reading and spelling down into smaller skills involving letters and sounds. At Bradley, we begin by administering the assessment, the Phonological Awareness Skills Test (PAST). Students must be able to hear and manipulate oral sound patterns before they can relate them to print. The assessment focuses on the following components:

- Concept of Spoken Word
- Rhyming
- Syllables
- Phonemic Awareness

This work with students strengthens the skills of essential reading. These skills include phonics, recognition of high-frequency words, and reading comprehension strategies that help the student make meaning of what he/she reads. Reading Intervention is a “catch and release” program. The teacher's screening determines the student's eligibility for this program, which aims to enhance their current reading skills. This is the “catch” part of the program. During reading intervention, students are pulled for 30 additional minutes of intense instruction in small groups. The “release” part of the program dismisses students from the program after the number of weeks allotted to improve their reading skills and demonstrate progress in their reading levels.

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.

Teacher efficacy is one of the most vital aspects of student success. Bradley Elementary holds training in high regard, ensuring that teachers receive training in evidence-based practices. Bradley Elementary delivers training to the teachers in many ways, supporting the science of reading and providing structured literacy and foundational literacy skills. The teachers receive ongoing support through guided planning and biweekly professional learning communities in ELA. During this time, the reading coach and teachers discuss the standards and engage in a backwards planning design. We use evidence-based practices for both teaching and reteaching during this phase. Specifically, during these meetings, we integrated the district training into Wonders, our new ELA curriculum. We provide guidance and support to teachers during our sessions to enable

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them to utilize this resource effectively. Monthly Professional Learning Opportunities also featured LETRS (Language Essentials for Teachers of Reading and Spelling) training. This intensive and extensive training followed the science of reading and engaged teachers in focused sessions that supported a structured approach to literacy. Teachers trained through modules and kept an online classroom portfolio. We also use Orton Gillingham to provide an intentional, systematic approach to Word Study. Our school provides videotaped lessons, peer-to-peer training, and modeling to support a structured literacy approach that builds on the previous skill, even though the district provided the initial training. The training emphasizes the multi-sensory approach and focuses on decoding words to support foundational literacy skills. These trainings reinforce Richland's One's dedication to the science of reading. Each training aids in the implementation of these programs, enabling us to apply the strategies with accuracy.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • The teachers routinely administer the universal screener and progress monitor. • Bi-weekly PLCs and Guided Planning occur to review data • Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. • Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. • Teachers use the South Carolina College and Career Ready Standards when planning instruction. • Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. 	<ul style="list-style-type: none"> • Every teacher trained in Orton Gillingham. • Teachers provide targeted, effective in-class intervention during the intervention block which: must provide individual and small-group instruction; and must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. • Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.

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Strengths	Possibilities for Growth

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 26.7% to 22 % in the spring of 2024.</p>	<p>Progress: Not Met</p> <p>Evidence: The 2024 SC Ready report reflects 25.5% of our third graders scored Does Not Meet in the spring of 2024.</p>
<p>Goal #2: By spring 2024, 100% of fourth graders will participate in the Lunch Buddy Program with our faith-based partner, Eastminster Church, to support academic achievement in literacy.</p>	<p>Progress: Met</p> <p>Each student in fourth grade participated in the Lunch Buddy Program with our faith-based partner to support academic achievement in literacy.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Sign in sheets of the adult partners • Informed parents through the school newsletter, website, Dojo and phone calls • Photos of the adult partners reading with the students

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Goals	Progress
<p><u>Goal #3:</u> 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>Progress: MET</p> <p>Evidence: Provided extensive training to school-based Literacy support personnel (Reading Coach, Reading Interventionist, Curriculum Resource Teacher, Assistant Principal, and Principals) and increased 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 Balanced Literacy Approach to instruction. • Implementing Curriculum Units of Study with fidelity. • Participating in effective Professional Learning Communities to reflect, plan, evaluate, and execute instruction. • Developing observational tools for instructional expectations to support coaching work. • Conducting monthly Learning Labs to support instructional expectation. • Studying text level behaviors and utilizing the Literacy Continuum for intentional instruction. • Creating and instructing small groups based on students’ needs. • Progress monitoring student progress using specific data points. <p>Used a variety of data to inform and adjust daily instruction. (including Universal Screener, BAS, common formative assessments, rubrics, checklists, running/reading records, and conferring data).</p>

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

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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 25.5 % to 23 % in the spring of 2025.</p>	<p>TIER 1:</p> <ul style="list-style-type: none"> • Deconstructed standards with academic leadership. • Conducted reading and writing conferences focused on providing teaching points and student action steps with each student. • Created and administered small group strategy/skill lessons based on data and district units of study. • Participate in bi-weekly Guided Planning and bi-weekly PLCs with leadership to engage in Data Meetings providing dialogue and action steps using student data. • Explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas. • Teachers will receive PLOs provided by the Reading Coach. <p>TIER 2 & 3:</p> <ul style="list-style-type: none"> • Conduct and analyze reading and/or running records monthly to progress monitor students' reading levels and reading behaviors. • Attend Academic Leadership Team research-based PLOs focused on intervention strategies and best practices. • Create and implement practices ensuring students access to a variety of appropriate texts for students (genres, levels, and students' choice). • Provide extended learning opportunities for struggling readers supported by systems such as RISE/RISE UP, Lexia, & Raz-Kids. • Bi-Weekly Grade Level Led PLC with leadership. • Documented Conferring with students. • Documented Progress Monitoring. • Maintain Literacy Assessment Portfolios.

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Goals	Action Steps
	<ul style="list-style-type: none"> • Teachers will create small groups based on data. • Teachers will set up a conferring schedule for assessment. • Teachers will notice, teach, and prompt for strategic reading behaviors by providing effective feedback through routine reading conferences. • Teachers will receive PLOs provided by the Reading Coach. • Teachers will bring running records to PLCs for analysis once every nine weeks for data analysis.
<p><u>Goal #2:</u> By spring 2024, 100% of fifth graders will participate in the Lunch Buddy Program with our faith-based partner, Eastminster Church, to support academic achievement in literacy.</p>	<ul style="list-style-type: none"> • Partner each student with an adult buddy. • Provide books to read. • Maintain documentation of attendance through Raptor to keep a record of participation. • Inform parents through the school newsletter, website, Class Dojo and phone calls. • Incorporate writing about reading.

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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 Universal Screener, reading records, common formative assessments, rubrics, checklists, running/reading records, and conferring data.