



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? River Oaks Elementary School has one teacher who has completed LETRS volume one.
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS? River Oaks Elementary School does not have any teachers who have completed both LETRS volume one and two.
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? River Oaks Elementary School has 57 teachers, one instructional coach and five administrators participating in LETRS volume one training.

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.

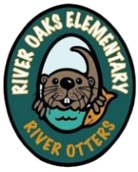
River Oaks Elementary (ROE) has adopted Houghton Mifflin Harcourt (HMH) reading curriculum for students in grades kindergarten through fifth grade. HMH Into Reading provides a comprehensive, explicit and systematic approach to teaching foundational literacy skills. This research based scope and sequence provides students with a solid foundation to become confident and independent readers and writers. The HMH Into Reading lessons focus on instruction across foundational literacy skills which includes the following: Phonemic Awareness, Phonics, Spelling, Vocabulary, Fluency and Comprehension. At each grade level, teachers utilize assessments and instructional strategies that are based on the foundational principles of the science of reading and are aligned with the South Carolina English/Language Arts standards. River Oaks Elementary has adopted Pre-K On My Way and Heggerty curriculum for our child development program. ROE teachers provide literacy rich print environments in their classrooms to ensure students have access to reading and writing resources throughout the day.

River Oaks Elementary utilizes the following assessments to determine student growth in reading: Dynamic Indicators of Basic Literacy Skills (DIBELS) 8th Edition, Measures of Academic Progress (MAP), my Individual and Development Growth Indicators (IGDI) of Early Literacy, Consortium on Reading Excellence (CORE) Phonics Survey, Houghton Mifflin Harcourt (HMH) Weekly & Module Assessments, Lexile Growth Reports, Achieve 3000 Reports, anecdotal notes during small group instruction, sample writings, and written responses after reading texts. Teachers monitor their students' growth by administering not only standards-based measures, but also the formative assessments previously listed.



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- Oral Language: Teachers utilize the Language Essentials for Teaching of Reading and Spelling (LETRS) School-Aged Language Checklist to assess the listening and speaking skills of their students in a developmental progression. This checklist helps them identify the skills students should have acquired at their grade level and highlights which skills need further support. Additionally, teachers refer to the South Carolina written and oral communication standards across various content areas to enhance these skills.
- Phonological Awareness: Activities focus on identifying and producing rhyming words, isolating the initial, medial, and final phonemes within spoken words, and blending and segmenting individual words into compounds and syllables. Students will also work on onset and rime, body and coda, as well as individual phonemes. Additionally, they will practice adding, deleting, and substituting words, syllables, and phonemes within spoken words. Students will also work with Nonsense words to help use their letter sound knowledge to read words instead of memorizing words. These skills are essential for helping students develop the ability to decode unfamiliar words, which is a crucial aspect of reading. The PreK on My Way curriculum embeds phonological skills as part of the daily instructional program.
- Phonics: Teachers are explicitly and systematically teaching the relationships between letters and sounds, as well as phonics and spelling generalizations. They are also connecting this knowledge to vocabulary which includes Greek/Latin Roots, Affixes, Word Families, and Orthography, which helps students learn to decode (read) and encode (spell) words. Once students can blend and segment the sounds (phonemes) in words, understand the connections between sounds and their written forms (graphemes), and grasp the meanings of words, they are well on their way to becoming fluent readers.
- Fluency: Fluency is developed during phonics instruction to help students achieve automaticity at the word, phrase, sentence, paragraph, and ultimately passage levels. Effective fluency instruction focuses on three key components: prosody, accuracy, and rate. This can be practiced through various activities such as echo reading, partner reading, and choral reading.
- Vocabulary: To enhance students' language comprehension in all areas, teachers implement explicit and systematic vocabulary instruction, which includes both receptive and expressive vocabulary skills. This instruction follows a structured progression, utilizing resources such as Word Knowledge graphic organizers (covering phonology, orthography, meaning, and context), the LETRS Scope and Sequence for Word Study, Reading and Spelling, tiered vocabulary lists, and materials from HMH's Into Reading Vocabulary and Into Writing. The approach incorporates word study and language structures.
- Comprehension: To enhance students' comprehension, strategies are implemented such as making predictions, asking questions, visualizing, summarizing, and connecting ideas within the text. These strategies empower students to engage actively with the material and effectively monitor their understanding.



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River Oaks Elementary School uses a comprehensive approach to teaching reading. Teachers analyze multiple sources of assessment data (as mentioned above) to plan for and drive their instruction. Students' strengths and weaknesses are targeted through differentiated small group instruction in the classroom as well as during intervention and multilingual classes. Digital programs such as Lexia and Achieve 3000 are used to support students' individual skills and increase students' literacy, foundational knowledge, Lexile levels, vocabulary, fluency and comprehension.

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 principles of the science of reading, structured literacy, and foundational literacy skills, teachers focus on explicit and systematic instruction. This approach emphasizes phonemic awareness, phonics, morphology, and orthographic patterns. By following a progressive skill sequence that builds on previously learned concepts, students can decode words efficiently and accurately, ultimately becoming fluent readers.

River Oaks' teachers are engaged in LETRS and the HMH (Houghton Mifflin Harcourt) Into Reading Curriculum training to apply effective strategies for teaching reading. They provide explicit phonics instruction, which includes a cumulative review of previously taught skills, as well as oral blending and segmenting of words. This instruction systematically teaches letter-sound correspondences, introduces sounds through articulation gestures, and presents corresponding letters in a logical sequence. We utilize sound walls to enhance and support students' decoding and encoding skills. High-frequency words are explicitly taught through phoneme-grapheme mapping, while irregular words are introduced using the heart word routine. Beginning at the end of first grade, students learn how to break down multisyllabic words based on spelling patterns. Teachers use decodable texts as reading materials, which have phonetic predictability to help students practice their decoding skills, build automaticity, and boost their confidence. Morphological awareness is also incorporated into instruction, helping students identify and understand meaningful parts of words, such as affixes, which aids in decoding and encoding multisyllabic words. Additionally, teachers include fluency practice as students develop their decoding skills.

We consistently use DIBELS 8 progress monitoring to track student progress and identify areas that require ongoing additional support. Teachers also provide individualized instruction and assessment data to differentiate teaching and deliver targeted interventions for students with specific needs. By implementing these practices, teachers can effectively assess and enhance students' word recognition skills. This approach aligns instruction with the science of reading and structured literacy principles, ensuring a strong foundation for reading comprehension.



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Our intervention teachers are using the University of Florida Literacy Institute (UFLI) program to teach essential foundational reading skills, including phoneme blending, grapheme-phoneme correspondences, and word decoding. The teachers adhere to a structured scope and sequence of skills and concepts, providing explicit instructions for each step of the program to improve reading instruction.

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.

River Oaks Elementary School utilizes myIGDIs, DIBELS 8, CORE Phonics Survey and MAP universal screeners to identify students exhibiting challenges in acquiring word recognition and language comprehension skills. These assessments identify students who are working below reading grade-level standards and may indicate a potential need for further evaluation. Teachers use the CORE Phonics Survey as a diagnostic assessment to gather more detailed information on reading skill areas of concern to determine targeted intervention action steps for individual students who are not meeting grade-level reading proficiency. Mclass (DIBELS 8), UFLI (University of Florida Literacy Institute), Passport and Kaleidoscope are examples of some of the interventions used at River Oaks Elementary School.

We use a Multi-Tiered System of Support (MTSS) to assess the needs of our students. Our school analyzes various data sources, including historical data from the South Carolina Ready Assessment, DIBELS 8 Benchmark Scores, the Cognitive Abilities Test (CogAT), the Kindergarten Readiness Assessment (KRA), ACCESS scores, MAP assessments, grades, intervention progress monitoring data, teacher anecdotal notes, and attendance records. By reviewing this data, teachers can determine if the core classroom instruction effectively meets the needs of most students or if adjustments are necessary to better support struggling readers. We convene quarterly and as needed to discuss and review the data for students who are not making adequate progress.

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.

To support their children as readers and writers at home, parents can engage in various activities. They should practice naming letters and recognizing sounds, read together regularly, discuss the material they've read, encourage independent reading choices, and provide opportunities for writing practice, such as practicing letter formation, journaling, and story writing. Additionally, parents can model writing by sharing their own written work and actively engage in conversations to enhance vocabulary and comprehension.

At River Oaks Elementary, we host Literacy Family Night to celebrate reading and literacy while giving families the chance to be involved in their children's learning. This event also provides extra support for parents to help with literacy at home. Literacy Night includes a variety of activities



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such as read-aloud circles, modeling how to read with children at home, make-and-take activities to support reading practice at home, writing exercises, and sessions for sharing ideas and asking questions. We invite special guests to read to both parents and students. This event encourages children to develop a love for reading and writing while assisting parents in supporting their child's literacy development.

We provide MAP Family Reports that highlight both areas needing improvement and students' strengths. Parent-teacher conferences are held to discuss these data reports and offer strategies for parents to support their children's growth. The HMH curriculum includes parent newsletters and an online portal for families to access additional resources. We provide a wealth of information to help parents support their child's reading at home. This approach aims to engage parents and enhance their involvement in their child's reading development.

Some initiatives include the following:

- Reading logs for families to sign after their children have completed daily reading
- Take-home reading fluency passages
- Malcolm Reading Marathons & Summer Reading Challenges
- Book Fair- an opportunity for parents to build their child's reading collection
- Student recognition and awards for being selected as a classroom's Most Improved Reader
- Field trips to the Carolina Forest Public Library (for grades CD and K) and sharing summer reading program information with families
- Students highlighted for reading accomplishments in the ROE newsletter

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.

To monitor reading achievement and growth at River Oaks Elementary, we use a Multi-Tiered System of Support (MTSS) approach. This involves frequent standardized progress monitoring assessments, including DIBELS 8 progress monitoring, fluency checks, phonics assessments, and HMH module quizzes. These tools help identify students at risk for reading difficulties and guide targeted interventions based on individual student data. We regularly review and adjust our strategies to ensure that all students are making progress toward grade-level reading proficiency.

At the beginning of the year, all students undergo screening using reliable and valid reading assessments (DIBELS 8 and MAP) to identify potential areas of need. Based on the results, students are assigned to the appropriate tier of support. The screening data is analyzed to identify students who may require additional monitoring or Tier 2 or Tier 3 interventions.



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Tier 1 Core Instruction includes high-quality, evidence-based reading instruction provided to all students in the regular classroom. Teachers consistently use formative assessments, such as exit slips, observation notes, and DIBELS 8 progress monitoring probes, to track student progress. Data from Tier 1 assessments inform instructional planning and help differentiate instruction to meet individual needs during whole group and small group instruction.

Tier 2 Targeted Interventions identify at-risk students through screening and provide small-group interventions delivered by classroom teachers and/or reading interventionists. These interventions are based on specific student needs and focus on targeted reading skills, such as phonics, fluency, or comprehension. Regular progress monitoring is conducted using DIBELS 8 probes, UFLI fluency checks, and phonics checks to measure student growth and adjust interventions as needed.

For students demonstrating significant reading difficulties, Tier 3 Intensive Interventions are implemented. These students receive individualized, intensive interventions that are often delivered by a special education teacher or reading interventionist. Interventions may involve more frequent monitoring, specialized instructional materials, and tailored strategies based on individual needs.

River Oaks Elementary School holds data-driven meetings with teachers, school psychologists, the instructional coach, and administrators to review student data, discuss the effectiveness of interventions, and make necessary adjustments to instructional plans. Student progress is communicated to parents through timely reports and conferences, providing opportunities for collaboration and support.

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.

River Oaks Elementary School provides comprehensive teacher training deeply rooted in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students. We focus on explicit, systematic instruction, and ongoing assessment to ensure teachers can effectively differentiate instruction for diverse learners, including multilingual learners and students with specific learning disabilities.

Through teachers participation in the LETRS program, weekly readings, online platform activities, and collaborative discussions with our instructional coach during PLC meetings, teachers gain a deeper understanding of research based strategies and the science behind how children learn to read and write. This ongoing training enables us to identify the specific needs of individual students and address them through intentional, targeted classroom instruction, starting with Tier 1 and extending to Tier 2 and Tier 3 interventions.



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While our K-3 teachers are studying LETRS, our 4th and 5th grade teachers meet weekly in Professional Learning Communities (PLCs) to engage in a book study using "The Reading Comprehension Blueprint." The goal of these sessions is to improve their understanding of structured literacy and foundational skills, which include phonological awareness, phonics and spelling generalizations, morphology, vocabulary, building background knowledge, and comprehension. Meanwhile, our Pre-K teachers participate in District curriculum training on the following: On MyWay to PreK, the myIGDIs assessment, and Heggerty.

During weekly PLCs, ROE teachers discuss the new SC ELA (South Carolina English Language Arts) state standards and how to incorporate what they are learning in LETRS into the new HMH Into Reading curriculum. Teachers utilize these professional learning communities with the instructional coach as a time for collaboration to gather a better understanding of the research-based evidence supporting the importance of explicit and systematic instruction for all students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● In Third Grade, 72.7% of our students scored Met or Exceeds on ELA SC READY 2024. ● DIBELS 8 data for the 2024 school year indicated that Kindergarten and First Grade students were 83% at or above Benchmark on end of the year (EOY) testing. ● Kindergarten: Students working below and well below the benchmark on the spring 2024 DIBELS 8 assessment were significantly reduced from the beginning of the year (BOY) at 73% to end of the year (EOY) at 17%. ● First Grade: Students working below and well below the benchmark on the spring 2024 DIBELS 8 assessment were significantly reduced from the BOY at 33% to EOY at 17%. ● Second Grade: Students working below and well below the benchmark on the spring 2024 DIBELS 8 assessment were reduced from BOY at 39% to EOY at 30%. 	<ul style="list-style-type: none"> ● Increase the number of students in K-2 meeting at or above DIBELS 8 benchmarks. ● Increase the numbers of students in grades 3-5 scoring level 2 or higher on ELA SC READY in Spring 2025. ● Increase the number of multilingual students meeting their growth targets in English Language Arts.



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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><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring 2023 as determined by SC READY from 22% to 17% in the spring of 2024.</p>	<p>River Oaks Elementary third grade students who scored Does Not Meet on ELA SC Ready decreased from 22% to 13% in spring of 2024.</p>
<p><u>Goal #2:</u> At least 90% of K-2 students will score at benchmark or above on DIBELS 8 by spring of 2027. Interim goals to measure progress towards the school renewal goals are as follows:</p> <ul style="list-style-type: none"> • Kindergarten- At least 82.5% of kindergarten students will score at benchmark or above on DIBELS 8 by spring of 2024 • First Grade- At least 86.5% of first grade students will score at benchmark or above on DIBELS 8 by spring of 2024. • Second Grade- At least 81% of second grade students will score at benchmark or above on DIBELS 8 by spring of 2024. 	<p>83% of Kindergarten students scored at or above benchmark on DIBELS 8 in spring 2024.</p> <p>83% of First Grade students scored at or above benchmark on DIBELS 8 in spring 2024.</p> <p>70% of Second Grade students scored at or above benchmark on DIBELS 8 in spring 2024.</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



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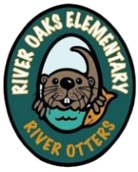
should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan.

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 13% to 11% in the spring of 2025.</p>	<p>To Meet Our Goal:</p> <ul style="list-style-type: none"> ● Third Grade teachers will be trained in LETRS year one and implement strategies and knowledge gained from the training. ● The instructional coach and administration will provide ongoing LETRS training and Bridge to Practice Activities discussions in PLCs. ● Teachers will be provided with site-based staff development/planning days, led by Administration, Instructional Coach and Learning Specialist, to analyze data and plan for reading instruction. Training will consist of the following: HMH Into Reading Program, new ELA standards, Document Based Questioning (DBQ), Text Dependent Writing (TDW), and Kagan Strategies. ● The instructional coach will provide support and modeling in the classroom during whole group and small group instruction. ● The instructional coach and administration will provide PLC time to dissect the new ELA standards and the HMH Into Reading Program. ● The instructional coach will provide support and modeling in the classroom during whole group and small group instruction. ● Classroom teachers will provide differentiated small group instruction to meet the needs of all students. ● A third grade classroom teacher and a special education teacher are partnering to create a co-teaching environment for special education. ● Teachers will utilize the District ELA pacing guides and consensus documents.



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Goals	Action Steps
	<ul style="list-style-type: none"> Reading intervention will be provided for students through small group instruction based on the results of MClass CORE Phonics Survey, Reading MAP, and formative assessments.
<p><u>Goal #2:</u> K-2 DIBELS Goal</p> <p>85% of students in K-2 will score at or above benchmark on DIBELS 8 in spring of 2025.</p>	<p>To Meet Our Goal:</p> <ul style="list-style-type: none"> K-2 teachers will be trained in LETRS year one and implement strategies and knowledge gained from the training. The instructional coach and administration will provide ongoing LETRS training and Bridge to Practice Activities discussions in PLCs. The instructional coach and administration will provide PLC time to dissect the new ELA standards and the HMH Into Reading Program. The instructional coach will provide support and modeling in the classroom during whole group and small group instruction. Classroom teachers will provide differentiated small group instruction to meet the needs of all students. Teachers will utilize the District ELA pacing guides and consensus documents. Teachers will embed/implement more targeted workstation activities/tasks that reinforce foundational literacy skills. Reading intervention will be provided for students through small group instruction based on the results of MClass CORE Phonics Survey, Reading MAP, and formative assessments.



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Goals	Action Steps
<p><u>Goal #3: (4th & 5th Grade Goal):</u></p> <p>90% of students in Grades 4 and 5 will perform at a Level 2 or higher on the SC READY ELA assessment in spring of 2025.</p>	<p>To Meet Our Goal:</p> <ul style="list-style-type: none"> ● River Oaks has two teachers who are attending the Literacy Foundations Academy. ● The Instructional Coach is facilitating a book study, The Reading Comprehension Blueprint, with grades 4 & 5 to enhance reading instruction in the classroom. ● Teachers will be provided with site-based staff development/planning days, led by Administration, Instructional Coach and Learning Specialist, to analyze data and plan for reading instruction. Training will consist of the following: HMH Into Reading Program, new ELA standards, Document Based Questioning (DBQ), Text Dependent Writing (TDW), and Kagan Strategies. ● The instructional coach will provide support and modeling in the classroom during whole group and small group instruction. ● Classroom teachers will provide differentiated small group instruction to meet the needs of all students. ● The instructional coach and administration will provide PLC time to dissect the new ELA standards and the HMH Into Reading Program. ● A classroom teacher and a special education teacher in fourth and fifth grades are partnering to create a co-teaching environment for special education. ● Reading intervention will be provided for students through small group instruction based on the results of MClass CORE Phonics Survey, Reading MAP, and formative assessments.