

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?: 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)?: 42

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 Socastee Elementary School, reading assessment and instruction for PreK-5th grade students encompass a comprehensive approach to the essential components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These elements are critical for meeting grade-level English/Language Arts standards and ensuring that all students develop strong reading skills. These components allow students to decode words accurately, understand vocabulary within context, and ultimately grasp the meaning of text at their grade level, aligning with English/Language Arts standards. Socastee Elementary is currently using the following assessments to determine student growth in areas of comprehension: Core Phonics Survey, Dynamic Indicators of Early Literacy Skills (DIBELS 8), and MAP (Measures of Academic Progress). The following are key components of our teachers' instructional strategies and contribute to comprehension:

- **Oral Language:** Assessing and building oral language skills like listening comprehension, vocabulary use, and sentence structure provides a strong foundation for reading comprehension as students can readily connect spoken language to written text. Teachers incorporate activities that promote listening and speaking skills. Storytelling, discussions, and read-alouds help students develop a robust vocabulary and an understanding of language structure.
- **Phonological Awareness:** Activities focused 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. Instruction includes rhyming, segmenting, and blending sounds to build students' awareness of how sounds work in language. This foundation is essential for developing phonics skills.
- **Phonics:** Explicit teaching of letter-sound correspondences and phonics rules enables students to decode words by connecting sounds to letters, improving their ability to read unfamiliar words. Systematic and explicit phonics instruction is provided to help students understand the relationship between letters and sounds. The HMH Into Reading curriculum supports this with lessons that build decoding skills.
- **Fluency:** Repeated reading of text at an appropriate pace with proper expression enhances automatic word recognition, allowing students to focus more on understanding the meaning of the text. Students practice reading with speed, accuracy, and expression through repeated reading exercises and guided oral reading sessions. Fluency assessments help teachers monitor progress and provide targeted support.

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- **Vocabulary:** Deliberate vocabulary instruction, including teaching new words through context clues, definitions, and rich discussions, deepens comprehension by expanding students' knowledge of word meanings. Vocabulary development is integrated across all subjects.

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. Instruction focuses on teaching students to understand and interpret texts.

At our school, the following assessment methods are used to inform instruction. Informal observations help monitor students' oral language skills during discussions, retelling stories, and answering questions. Phonological awareness assessments use tasks like rhyming word identification, sound isolation, and blending sounds to gauge students' phonemic awareness. Our teachers use phonics assessments to evaluate students' ability to decode words with different phonics patterns. Fluency checks are completed by our teachers to assess reading rates, accuracy, and expression through timed oral reading passages. Teachers give vocabulary assessments by checking students' understanding of key vocabulary words from a text. During ELA teachers are asking open-ended comprehension questions about the text to assess students' ability to identify main ideas, details, and inferences.

Socastee Elementary teachers differentiate instruction based on student needs and to promote student success. Small group interventions provide targeted support to students struggling with specific reading skills. Tiered activities offer varied levels of complexity in reading materials and comprehension questions to meet individual needs. 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, Socastee, 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 focused on phonemic awareness, phonics, morphology, and orthographic patterns, using a progression of skills that build upon previously learned concepts, allowing students to decode words efficiently and accurately, ultimately leading to fluent readers. Currently our teachers are engaged in Language Essentials for Teaching of Reading and Spelling (LETRS) training and Houghton Mifflin Harcourt- Into Reading Curriculum to implement effective strategies to teach reading. Our teachers use explicit phonics instruction which teaches letter-sound correspondences systematically, introducing sounds and their corresponding letters in a logical sequence, emphasizing regular patterns and addressing irregular words explicitly. 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. Socastee uses a systematic progression 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. Socastee Elementary utilizes formative assessments regularly to monitor student progress through quick checks like word lists, running records, and phonics probes to identify areas needing additional support. We use diagnostic assessments,

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which utilize standardized assessments 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 provided by our educators 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.

Socastee Elementary utilizes universal screener data to initially identify students at risk for reading difficulties, then uses diagnostic assessment data to pinpoint specific areas of weakness within reading to determine targeted intervention pathways for those students who are not meeting grade-level reading proficiency, allowing for tailored instruction based on individual needs. Horry County Schools uses a multi-tiered system of support (MTSS) to help determine the needs of our students. Our district and school uses DIBELS 8 (Dynamic Indicator or Basic Early Literacy Skills) and MAP (Measures of Academic Progress) for this process. These screeners are given at the beginning, middle, and end of the year. They quickly identify those who might be struggling with reading compared to their peers, indicating a potential need for further evaluation, and they provide detailed information about students' strengths and weaknesses. These tools help us determine the level of intervention a student may need in reading. 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. Burst, University of Florida Literacy Institute (UFLI), and Passport are examples of some of the interventions used at Socastee to help students with their needs. These assessments, along with a CORE Phonics Survey, 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.

To support a student as a reader and writer at home, parents can: regularly read together, discuss what they read, encourage independent reading choices, provide opportunities for writing practice like journaling or story writing, model writing by sharing their own writing, and actively engage in conversations that build vocabulary and comprehension. At Socastee we provide parenting programs such as quarterly Family Reading Nights. We also promote a volunteer reading program with our community called Shark Readers. This program allows for registered volunteers to read to our children in an individual setting. A local church also supports our reading initiatives by providing free books to our children that are available on a daily basis. Our school librarian also hosts a book fair each semester for the children. Regular communication between teachers and parents includes updates on student progress, tips for supporting reading at home, and recommendations for books and activities. 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 platform, Talking Points, to share clear guidelines on reading strategies, share book lists based on grade level, and assist parents with suggestions on how to support reading and writing at home.

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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 the school level, Socastee Elementary utilizes a multi-tiered system of support (MTSS) approach, employing frequent, standardized progress monitoring assessments, including Curriculum-Based Measurement (CBM) probes, to identify students at risk for reading difficulties and guide 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 a reliable, valid, and efficient reading assessment (Dynamic Indicators of Early Literacy Skills (DIBELS 8) and Measures of Academic Progress (MAP) to identify potential areas of need. 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 1 Core 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. Data from Tier 1 assessments is used to inform instructional planning and differentiate instruction to meet individual needs. Tier 2 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 using CBM probes to measure student growth and adjust interventions as needed. 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 more frequent 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. Teachers recommend students for our data team to review using a form that details the students' data, classroom strategies/interventions that have been implemented, teacher observations, and parent input. Data team meetings are held with the school psychologist, instructional coaches, guidance counselors, behavior interventionist, 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, providing opportunities for collaboration and support. These meetings are held approximately every nine weeks to review student progress.

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, Socastee Elementary provides comprehensive teacher training deeply rooted in the science of reading, structured literacy principles, and foundational literacy skills, focusing 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. Through the professional development and study of Language Essentials for Teaching of Reading and Spelling (LETRS), Implementation of the new HMH curriculum, and the new SC ELA state standards, Socastee Elementary is currently studying the neurological processes involved in reading, including phonemic awareness, phonics, morphology, syntax, and vocabulary development. Teachers utilize professional learning communities weekly with primary and elementary instructional coaches, which allows for collaboration to gather a better understanding of the research-based evidence supporting the importance of explicit and systematic instruction for all students. Teachers also hold weekly lesson planning sessions with the instructional coach to review and implement new learning into their shared lesson plans. 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

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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, Socastee 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. During Professional Learning Community Meetings and shared lesson planning, we discuss and teach many instructional delivery methods. Some of these include modeling and explicit instruction with clear explanations, visual aids, guided practice opportunities to reinforce new skills with targeted feedback, and independent practice activities that allow students to apply learned concepts. Professional Development Opportunities are ongoing coaching and support from instructional coaches and district learning specialists to ensure effective implementation of science-based practices. Teachers also have access to high-quality literacy materials and curriculum aligned with the science of reading. Instructional coaches also provide individualized support to teachers, helping them implement structured literacy practices and address specific student needs.

By implementing these comprehensive strategies, Socastee Elementary ensures that all students receive the instruction and support they need to become proficient readers and writers.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<p>DIBELS 8: 84% of Kindergarten students were at or above benchmark at EOY DIBELS 8. That is a gain of 13% from last year’s Kindergarten EOY results.</p> <p>SCReady Writing: Our 3rd graders scored 5.88% higher with TDA included</p> <ul style="list-style-type: none"> • Our 4th graders scored 9.92% higher with TDA included • Our 5th graders scored 1.83% higher with TDA included • Overall, the scores increased 6.13% with the TDA included <p>SC Ready Reading: 65.65% of 4th Grade students scored meet or exceeds on 2024 SCReady ELA Assessment which is an 2.35% increase from the previous year.</p> <p>ACCESS: 75.21% of our multilingual learners met their individual growth target. That is a 13.31% increase from last year.</p>	<p>DIBELS 8: 64% of K- 2nd students scored meets or exceeds in the Spring of 2024 (DIBELS 8 Composite Benchmark).</p> <p>MAP: 43% of 3rd Grade students were predicted to meet or exceeds on SCReady based on Spring MAP Reading Scores.</p> <p>61% of 4th Grade students were predicted to meet or exceeds on SCReady based on Spring MAP Reading Scores.</p> <p>52% of 5th Grade students were predicted to meet or exceeds on SCReady based on Spring MAP Reading Scores.</p> <p>SC Ready: 65.65% of 4th Grade students scored meet or exceeds on 2024 SCReady ELA Assessment.</p>

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Strengths	Possibilities for Growth
	<p>49.58% of 3rd Grade students scored meet or exceeds on 2024 SCReady ELA Assessment.</p> <p>53.21% of 5th Grade students scored meet or exceeds on 2024 SCReady ELA Assessment.</p>

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 performing below grade level (projected to score Does Not Meet on SC Ready) in the fall of 2023–24 as determined by MAP Testing from 63% to 25% in the Spring of 2024.</p>	<p>In the fall of 2023, 63% of third graders were performing below grade level in reading MAP. By the spring of 2024, 35% were performing below grade level. That is a reduction of 28%</p>
<p><u>Goal #2:</u> At least 75% of students in grades 3-5 will maintain or surpass percentile growth as measured by fall-to-spring percentile growth on ELA Spring 2024 MAP assessments.</p>	<p>61% of students in grades 3-5 maintained or surpassed percentile growth as measured by spring to spring percentile growth on ELA spring 2024 MAP assessments.</p>
<p><u>Goal #3:</u> At least 75% of students in Grades 3-5 will score met or exemplary on ELA SC READY by Spring 2024.</p>	<p>Overall, 56.55% of students in grades 3-5 scored met or exemplary on ELA SC Ready in the spring of 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 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></p> <p>Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from 31.93 % to 20 % in the spring of [previous school year].</p>	<p>Teachers will maintain data folders (LAP) for students falling below the 25th percentile on MAP test indicators</p> <ul style="list-style-type: none"> • Reading coaches and administrators will monitor data folders (LAP) for students falling below the 25th percentile on MAP test indicators • Teachers and administrators will meet with parents of students reading well below grade level throughout the year to provide support and updates on progress • Administrators will provide more opportunities for authentic reading and writing in the master schedule through the implementation of HMH Into Reading curriculum, standards based ELA instruction, and prioritizing small group instruction • Teachers will review personal student reading goals with each child two times a year • Teachers, reading coaches and administrators will utilize incentives to motivate students to reach goals • Reading coaches will provide professional development to teachers on NWEA and NWEA Reports • Reading coaches will hold individual data conferences with teachers to make a plan for student growth • Teachers will support all students through differentiated reading instruction in the small group setting • Reading intervention teachers will support students well below grade level through tier 2 and tier 3 reading intervention as needed • School will host quarterly family nights that provide reading resources to all SES families.

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Goals	Action Steps
<p><u>Goal #2:</u></p> <p>67% of students in grades 3-5 will score at Level 3 (Meets) or higher on SC READY ELA</p>	<p>Administrators will provide more opportunities for authentic reading and writing in the master schedule through the implementation of HMH Into Reading curriculum, standards based ELA instruction, and prioritizing small group instruction</p> <ul style="list-style-type: none"> ● Teachers will review personal student reading goals with each child two times a year ● Teachers, reading coaches and administrators will utilize incentives to motivate students to reach goals ● Teachers and reading coaches will provide families with online resources to work on at home ● Reading coaches will provide professional development to teachers on NWEA and NWEA Reports ● Reading coaches will hold individual data conferences with teachers to make a plan for student growth ● Teachers will support all students through differentiated reading instruction in the small group setting ● Reading intervention teachers will support students well below grade level through tier 2 and tier 3 reading intervention as needed ● School will host quarterly family nights that provide reading resources to all SES families.
<p><u>Goal #3:</u></p> <p>90% or higher of students in grades K - 2 will score benchmark or higher on End of Year DIBELS 8 benchmark.</p>	<p>Teachers will implement core ELA curriculum- HMH Into Reading with a rigorous standards based focus</p> <ul style="list-style-type: none"> ● Reading coaches and administrators will monitor implementation and timelines of core IHMH Into Reading curriculum. ● Teachers and reading coaches will utilize pacing guides and grade level planning documents created using the rigor rubric during instruction and long range planning. ● Administrators, reading coaches, and consultants will provide Professional Development in Standards Based ELA Curriculum, ESOL training for all learners, Implementation of Reading Interventions and High Yield Strategies. ● Administrators and reading coaches will provide site based and virtual staff development- PLC's provided by coaches, Planning Days, Data Days, TDW Training.

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Goals	Action Steps
	<ul style="list-style-type: none">• School will host quarterly family nights that provide reading resources to all SES families.• School will implement and utilize the University of Florida Literacy Institute (UFLI) curriculum to provide intervention lessons to students below grade level and new to the English language.