



LETRS Questions:

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS? 17.
- 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)? 8

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 following assessments are used at North Vista Elementary School: English Language Arts LinkIt Benchmarks, STAR assessments, Orton-Gillingham, HMH Into Reading Selection Quizzes, Weekly Assessments and Module Assessments. North Vista uses the STAR assessment as a universal screener, which all students in grade K-5 take three times a year. This data allows us to make informed decisions when creating small groups because we are able to determine their IRL, GE and PR in relation to national norms. We use OG and the HMH Into Reading Foundations of Literacy material for instruction to address oral language, phonological awareness, phonics and fluency. We also use these materials to aid in the instruction of vocabulary and comprehension. Informal assessments are completed daily during Reader's and Writer's Workshops. Instruction in small groups addresses oral language, phonics, fluency, vocabulary and comprehension. Each classroom works on fluency daily – whole group, small group and individually in Flow Fluency. The use of Lexia Core 5 allows for differentiation; students work on their individual needs based on the beginning of the year placement test. Many of our teachers have either completed Volume 1 of LETRS, or are currently working through the first section of the professional development. Applying the Science of Reading through LETRS practices, together with OG, have allowed our teachers to be able to provide differentiated instruction based on student performance levels.

Section B: Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Administrators, the curriculum coordinator and literacy coach conduct walkthroughs and give feedback to teachers on instruction and its alignment to the South Carolina state standards. In weekly collaborative planning, the literacy coach works with teachers on instructional needs- planning for small groups, reviewing assessment data for scaffolding. These plannings are also tailored based on needs noted during leadership team walkthroughs. When working with small groups, our teachers use HMH Into Reading Rigby readers and decodable texts. Teachers in grades K – 3



are currently in LETRS training and will apply new learning in their classroom instruction throughout their professional development training. Students who are referred for Tier 2 and Tier 3 interventions are assessed using the LETRS Phonics and Word Reading Survey to determine goals for interventions.

Section C: Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

STAR Reading is used as the universal screener for kindergarten through fifth grade. Students who are not making grade level reading proficiency are referred for interventions through MTSS. Either teachers or interventionists work with Tier 2 and Tier 3 students on the gaps in skills in small groups. The teachers and interventionists use resources from Lexia, Orton Gillingham (OG), and HMH resources. Literacy Assessment Portfolios (LAPs) are given for students who are performing below grade level. The document shows trends in data, interventions offered, and includes parent input. In addition, based on state testing results, students in 3rd grade attend Summer Reading Camp to offer support in preparation for the next grade.

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.

At the beginning of the school year, parents are sent a letter about MTSS. Each week the school newsletter, Tiger Tidbits, gives reading support for parents and guardians. Students also have a daily reading log and parents and guardians are encouraged to read with their child nightly and sign the log. NVE hosts an annual Title I Literacy Night with activities for parents and students to enjoy together as well as at home. Parents and guardians are encouraged to set up appointments to meet with teachers and administrators about academic concerns and receive support with working with their child at home. In addition, teachers provide support during the district parent teacher conference days.



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.

Reading achievement and growth are monitored through several assessments: HMH Into Reading Modules, ELA LinkIt (3 times per year), STAR Reading and STAR Early Literacy (3 times per year). The principal and literacy coach meet monthly after the module assessments to discuss teacher reflections, look at trends and determine next steps for reteaching. In addition, the MTSS process monitors students receiving reading interventions through classroom observations of interventions and assessments to determine if interventions are making a difference. Our school uses the team approach for monitoring students completing the MTSS process. Each individual plays an important role in helping to make sure the student succeeds. We use data from Lexia and Accelerated Reader daily (weekly in collaborative planning) for progress monitoring.

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.

All kindergarten through third grade teachers are provided with training in LETRS. All new teachers to the school in grades K – 3 receive the week-long training in OG. All teachers receive professional development in weekly collaborative planning sessions. The information used to determine the focus of professional development are teacher needs and data from assessments.



Section G: Analysis of Data (Use above and any current data such as 2023-2024 SC Ready Scores, current STAR reports, module assessments, etc.)

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● 17 teachers should be complete with LETRS training this school year. ● Teachers are reviewing data to determine small groups and instruction of the small groups. ● Students are reading more through the use of Accelerated Reader. 	<ul style="list-style-type: none"> ● Practice in the classroom what was learned in LETRS training ● Teachers will be reflective of the module assessments and reviewing data for scaffolding. ● Teachers will use Science of Reading tools and resources for direct and explicit whole group instruction.

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

- Please provide your school's goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below)

Goals	Progress
<p><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from <u>19 %</u> to <u>10 %</u> in the spring of 2024.</p>	<p>We did not meet the goal, 28% (20 out of 71) of students scored Does Not Meet. However, 10% (7 out of 71) of students were Below the Grade 3 Not Met 1 Reading Cut Score.</p>



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Goals	Progress
<p><u>Goal #2:</u></p> <p>Increase the percentage of fifth grade students scoring Met or Exceeds in the Spring of 2023 as determined by SC Ready ELA from <u>29% to 50%</u> in the Spring of 2024.</p>	<p>This goal was met, 56% of students were Met or Exceeds in Reading on SC Ready ELA in the Spring of 2024.</p>
<p><u>Goal #3:</u></p> <p>Increase the percentage of first grade students growing one grade level as measured on Renaissance STAR Reading from <u>56% in Spring 2023 to 70% in Spring 2024.</u></p> <p>Increase the percentage of second grade students growing one grade level as measured on Renaissance STAR Reading from <u>52% in Spring 2023 to 70% in Spring 2024.</u></p>	<p>This goal was not met, 67% of first grade students grew one grade level as measured on Renaissance STAR Reading.</p> <p>This goal was not met, 56% of second grade students grew one grade level as measured on Renaissance STAR Reading.</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 2024 as determined by SC READY from <u>28 % to 18 %</u> in the spring of 2025.</p>	<p>Action Steps:</p> <p>Interventionist assigned to work with third grade students. After school tutoring for identified third grade students (twice a week). The supporting documentation for this goal will include schedules to reflect interventions and progressing monitoring with STAR Reading and LinkIt ELA data.</p>
<p><u>Goal #2:</u></p> <p>Increase the percentage of fourth grade students scoring Met or Exceeds in the Spring of 2024 as determined by SC Ready ELA from <u>51% to 61%</u> in the Spring of 2025.I</p>	<p>Action Steps:</p> <p>Interventionists assigned to work with fourth grade students. Braintrust Tutoring, face to face and virtual tutoring program for identified fourth grade students. The supporting documentation for this goal will include schedules to reflect interventions and progressing monitoring with STAR Reading and LinkIt ELA data.</p>
<p><u>Goal #3:</u></p> <p>Increase the percentage of first grade students growing one grade level as measured on Renaissance STAR Reading from <u>67% in Spring 2024 to 77% in Spring 2025.</u></p> <p>Increase the percentage of second grade students growing one grade level as measured on Renaissance STAR Reading from <u>56% in Spring 2024 to 66% in Spring 2025.</u></p>	<p>Action Steps:</p> <p>Interventionists will work with students on phonemic awareness, phonics and oral fluency during small group instruction. Reading Recovery teacher will work with small groups of second grade students on decoding and comprehension strategies. The supporting documentation for this goal will include schedules to reflect interventions and progressing monitoring with Reading STAR data.</p>



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