



## Henry Timrod Elementary School

South Carolina Department of Education  
2024-2025 Read to Succeed Elementary Exemplary Literacy Reflection Tool



### LETRS Questions:

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?: 12
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 4
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)??:6

**Section A:** Describe how reading assessment and instruction for all PreK-5<sup>th</sup> 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.

To aid in the comprehension of texts to meet grade-level English/Language Arts standards teachers create daily reading, writing, grammar, and phonological awareness lesson plans in which they utilize the South Carolina College and Career Ready Standards for English Language Arts. Teachers purposefully and thoughtfully plan lessons that follow the gradual release model in which they model, guide students, and provide opportunities for independent practice for targeted skills. Teachers use read-alouds, interactive discussions, and shared reading activities to build students' listening and speaking skills. Teachers also use the HMH reading series to aid in their instruction. All K-3 grade teachers and classroom assistants have been trained in OG and deliver OG lessons in whole class, small groups, and one on one settings. In addition, teachers utilize Lexia to supplement daily instruction for the five areas of reading. Our school has also partnered with Braintrust tutors who deliver instruction which is grounded in the Science of Reading to selected students in third and fourth grades. UFLI and sound walls will also be incorporated within grades K-2 to help with the explicit and systematic teaching of phonics, phoneme blending and segmentation practice. Furthermore, teachers are preparing to use Progress Learning, an online practice and test prep program that is aligned with our state standards and supports student learning.

Reading Assessments are vital in helping teachers make instructional decisions that will aid students in the comprehension of texts. Both informal and formal assessments are utilized to guide instruction. All students in grades K-5 take STAR, our universal screener, three times a year to identify their needs and monitor progress. Linkit Benchmarks are administered to students in grades 3-5 at the beginning, middle, and end of year. Linkit data gives insight to how students are performing on grade level standards, help teachers differentiate instruction to meet student needs, and measure student growth on specific standards and the overall curriculum. Students in 1st-5th grades also complete Text Dependent Writing prompts throughout the year to demonstrate their ability to connect reading to writing. TDW rubrics are utilized to monitor students' writing abilities and how well they analyze and use information from a text. Students took a Lexia placement test at the start of the school year which provides differentiated practice activities for all students. Kindergarten teachers administered the Kindergarten Readiness Assessment to 5K students. This assessment helps teachers better understand the students' readiness level for school and provides data they use to meet the students' individual needs. HMH weekly assessments and Module tests, selection quizzes and spelling tests are analyzed to identify students strengths and weaknesses within the five areas of reading.



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To further assist meeting the needs of all students, we use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals. In addition, weekly Professional Learning Communities are held in which teachers collaborate with the Literacy Coach, Curriculum Technology Coach, and Media Specialist to modify instruction and to plan and evaluate interventions based on assessment data.

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

Word Recognition assessment and instruction for all students are further aligned to the science of reading, structured literacy and foundational literacy skills. All eligible teachers, coaches, administrators, and interventionists are currently completing LETRS training. All teachers and assistants in grades K-3 have been trained in OG. Teachers utilize “science of reading” resources such as Lexia and OG to work with students in whole groups, small groups, and one on one settings to better support their individual needs. Teachers include sound wall activities throughout lessons in grades K-2 to help students build an understanding of sounds and their relationship with letters and words. Additionally, teachers in grades K-2 will have on-going professional development as they begin to implement UFLI into their daily instruction. UFLI has scripted lessons that guide teachers in teaching phonics and word recognition. The lessons will be explicit and direct and will follow a logical sequence. This approach will ensure that all students with or without academic challenges will get the support they need to become proficient readers. In addition, students take the STAR assessment three times each year to identify their needs and monitor their academic progress. Teachers analyze the data to plan appropriate instruction for the different components of reading.

**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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

Three times each year students are universally screened using the STAR test. Kindergarten students take STAR Early Literacy and students in 1st-5th grades take STAR Reading. After analyzing data, teachers collaborate with instructional coaches and administrators to determine targeted pathways of intervention for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency. Any student in the tenth percentile or lower on any of the STAR assessments begins MTSS, Tier 2 interventions. Individual goals for interventions are determined by the MTSS team utilizing student data and the MTSS Decision Tree. The team collaborates to determine if a student’s reading difficulties stem from word recognition or language comprehension challenges. Regular progress monitoring ensures that interventions are adjusted based on individual



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student progress. Students in 1st grade who do not have a scale score of 852 are administered STAR EL. Analyzing STAR EL data gives teachers insight into learning gaps students may have with early literacy skills. Using data from both STAR Assessments, first grade teachers work with the school's Early Literacy Interventionist, instructional coaches and administrators to create learning targets for identified students. LAP documents are created for any student in third grade who's not reading on grade level at the start of the school year. Any student in 3rd grade, at the end of the year, not meeting grade-level Reading targets is required to attend Summer Reading Camp.

All students in grades K-5 participate in daily small group activities as part of Tier 1 instruction to further meet the student needs.

**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.

Regular communication about what's happening at school is the start of helping parents understand how they can support students as a reader and writer at home. Newsletters are sent home weekly and identify skills in which students are learning within all components of reading. Assessment dates are also announced within newsletters so parents can help students prepare for tests. In addition, study guides are given to students in class and sent to parents as a guide when studying. A Literacy night is held in which parents participate alongside students as they engage in literacy activities that correlate to the five components of reading. During our Title One Literacy night, parents are also given resources they could use to help students practice reading and writing skills at home such as decoding and comprehension bookmarks, comprehension resources, etc.

Parent-teacher conferences are conducted at least twice a year to discuss student progress towards grade-level standards. During conferences, parents are given and explained student data from assessments such as STAR, LinkIt, HMH Weekly Assessments and Module Tests, spelling tests, etc. Together, parents and teachers discuss ways in which students can be helped at home to increase and/or maintain academic achievement. Parents and other stakeholders are also invited to attend SIC meetings in which ideas are discussed that focus on school improvement and student academic achievement.

Parents are also part of the MTSS team and attend MTSS meetings where they learn of different strategies they can implement at home that will support student learning.



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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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.

To ensure ongoing monitoring of reading achievement and growth for all students in grades Kindergarten to 5th grade, we utilize the universal screener that is STAR, LinkIt Benchmarks, progress monitoring tools and conduct collaborative meetings with teachers, parents, administration, coaches and interventionists to make informed decisions about interventions and support. The universal screeners are given three times during the year (fall, winter, and spring) and assess all students' reading abilities and identify those at risk for reading difficulties. OG assessments and STAR CBM assessments are used to pinpoint a student's specific area of need, such as letter or sound knowledge, word recognition or language comprehension. LAP documents are utilized for students in 3rd grade not meeting grade level standards. Students also work in targeted small groups during intervention time with the classroom teacher and/or interventionists. Lexia is used on a daily basis within small groups to close literacy gaps for each individual student. Lexia reports are analyzed on a weekly basis to monitor student growth and achievement. Teachers use a variety of formative and classroom based assessments to monitor student growth and adjust instruction as needed. Feedback on teacher lesson plans and classroom observations aid in the monitoring of high-quality Tier 1 instruction. Students receiving Tier 2 and Tier 3 interventions are provided with interventions focusing on specific reading skills. Progress monitoring is used to track growth at least every two weeks. The school's administrative team collects and analyzes student data on reading module assessments and gives feedback to teachers on an on-going basis to help improve student achievement.

**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-5<sup>th</sup> grade.

All eligible teachers are currently taking or have recently completed LETRS training. Teachers meet face to face with a LETRS representative four times a year for two years. In addition, all participants complete a virtual component of each of the LETRS units to enhance learning. Pre and Post assessments are taken to show growth of knowledge based in the science of reading, structured literacy, and foundational literacy skills. All current K-3 teachers and assistants have also been trained in OG. In upcoming PLC meetings, teachers and instructional coaches will begin discussing information learned during LETRS and OG training and how to apply to their teaching. In addition, during PLCs teachers will learn more about UFLI and sound walls and how to best implement within their daily instruction. Trainings will focus on explicit, systematic phonics instruction and structured literacy practices to build strong foundational skills. Renaissance training for Universal Screening Data will be made available for teachers during District professional development days.

To further support teachers and their new learnings, instructional coaches and the media specialist will provide model lessons, observe



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classrooms, and offer feedback to improve instructional practices.

**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"> <li>• 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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.</li> <li>• Teachers communicate effectively with parents to help them understand how they can support the student as a reader and writer at home.</li> <li>• The school monitors reading achievement and growth at the classroom and school level with decisions about PreK-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Document how Word Recognition assessment and instruction for PreK-5<sup>th</sup> grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.</li> <li>• 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-5<sup>th</sup> grade.</li> </ul>

**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).



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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 46% to 36% in the spring of 2024.</p>	<p>During the 2023-2024 school year, the Reading Coach, Curriculum Technology coach and administration held Data and MTSS meetings with teachers to identify and plan interventions for Tier 2 and Tier 3 students. Classroom teachers utilized OG strategies to help support student learning. In addition, Linkit, STAR and Lexia data was analyzed frequently to further enhance student achievement. As a result of differentiating instruction, focusing on individual needs and analyzing data, there was an increase in 3rd grade achievement on SC Ready. During the Spring of 2024, 56% of students scored meets or exceeds on SC Ready and 24% scored Does Not Meet. Therefore, the number of students scoring Does Not Meet on SC Ready in 3rd grade decreased by 22% .</p>
<p><u>Goal #2:</u> Increase the number of 2nd grade students scoring at or above grade level in Reading from 48% (41/86 students) to 58% ( 50/86 students) as measured by STAR Reading in the spring of 2024.</p>	<p>During the 2023-2024 school year, the Reading Coach, Curriculum Technology coach and administration held Data and MTSS meetings with teachers to identify and plan interventions for Tier 2 and Tier 3 students. The Reading interventionists worked with identified students in a small group setting on targeted skills. Classroom teachers utilized OG strategies and small guided reading groups to help support student learning. In addition, STAR and Lexia data, and ELA Module Assessments were analyzed frequently to identify performance gaps and guide teachers in instructional planning sessions that supported student growth. As a result of differentiating instruction, focusing on individual needs and analyzing data, there was an increase in 2nd grade students reading at or above grade level on STAR Reading from 48% to 52%.</p>
<p><u>Goal #3:</u> Increase the number of 5th grade students scoring at or above grade level in Reading from 37% (25/68 students) to 47% ( 32/68 students) as measured by STAR Reading in the spring of 2024.</p>	<p>During the 2023-2024 school year, the Reading Coach, Curriculum Technology coach and administration held Data and MTSS meetings with teachers to identify and plan interventions for Tier 2 and Tier 3 students. Classroom teachers worked with students in small guided reading groups to help support student learning. In addition, STAR and LinkIt data was analyzed frequently to identify performance gaps and</p>



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Goals	Progress
	guide teachers in instructional planning sessions that supported student growth. In the Spring of 2024, 37% of 5th graders were reading at or above grade level according to STAR Reading. This remained the same as in the Spring of 2023. However, 57% of 5th graders scored meets or exceeds on SC Ready in the Spring of 2024.

**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	Progress
<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 24.6 % to 14.6 % in the spring of 2025.</p>	<ul style="list-style-type: none"> <li>• Currently, instructional coaches and administration plan PLCs in which student data is analyzed with teachers.</li> <li>• MTSS meetings are held and interventions are put in place for students receiving Tier 2 and Tier 3 interventions.</li> <li>• Instructional coaches and Administration monitor implementation of differentiated instruction through classroom observation and lesson plan reviews.</li> <li>• Instructional coaches and Administration will continue to work with teachers in progress monitoring students who are below grade level and analyze data (LinkIt, STAR, Lexia) to further enhance student learning.</li> </ul>



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Goals	Progress
<p><u>Goal #2:</u> By June of 2025, the 12 teachers currently enrolled in Volume 2 of LETRS training will complete the program, and have a better understanding of the science of reading.</p>	<ul style="list-style-type: none"><li>● Professional Development continued throughout the school year, both in person and online.</li><li>● Study groups will be created to help teachers better understand the concepts.</li><li>● On-going training will be provided during PLCs.</li><li>● Instructional coaches will partner with Regional Literacy Coaches to support the implementation of LETRS.</li></ul>
<p><u>Goal #3:</u> The school will provide 1 teacher training per month during the 2024-2025 school year based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5<sup>th</sup> grade.</p>	<ul style="list-style-type: none"><li>● UFLI Manuals and Materials have been delivered to the school.</li><li>● The scope and sequence for UFLI has been shared with teachers.</li><li>● On-going training will be provided during PLCs.</li><li>● Instructional coaches will partner with Regional Literacy Coaches to support the implementation of UFLI.</li><li>● OG refreshers</li><li>● LETRS support groups</li></ul>