



Greenwood 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?: **1**
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: **5**
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: **16**

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.

Reading assessment and instruction for K-5 students at Greenwood include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts and ensure students meet grade-level English/Language Arts standards.

Our core curriculum, HMH Into Reading (K-5), and Orton-Gillingham (K-2) are used to provide scientifically based reading instruction to students. Our district's CAD also outlines a scope and sequence aligned with components of the HMH Into Reading and Orton-Gillingham to address the five pillars of reading: phonemic awareness, fluency, vocabulary, and comprehension. All teachers follow the school's master schedule, allowing students to receive 120 minutes of reading and writing instruction daily to include: explicit and direct whole group instruction using a gradual release model, differentiated small group instruction based on data, and independent literacy activities. In addition, a daily intervention block allows for additional tiered literacy support.

Of the 120 required minutes, 30 minutes is dedicated to independent reading through the use of Accelerated Reader (AR). Students are encouraged to read daily in school and at home to meet quarterly and year long goals. Student goals are determined by their range of reading according to their most recent STAR data, providing differentiated goals. Student progress is documented on individual reading logs and teachers confer with students regarding their progress.

In addition, Lexia Core5 Reading, a computer-based program grounded in the science of reading, is used to provide a structured approach



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to reading that adapts to each student's needs. All K-5 students have access to Lexia and use the program both in school and at home. Teachers utilize data from Lexia to address student deficits in reading and provide tiered support.

Formative and summative assessments are used to drive reading and writing instruction and help staff and students at Greenwood Elementary monitor learning progress. Assessment measures used at Greenwood include: HMH weekly/module reading and writing assessments, STAR Reading/Early Literacy, Linkit, KRA, IGDI, Lexia placement assessment, records of oral reading, text dependent writing, Renaissance CBMs, Orton-Gillingham, weekly encoding/spelling, literacy assessment portfolios (LAP), and observations, and anecdotal notes. All available data is used to determine if students are meeting grade level expectations according to South Carolina ELA standards and indicators. Students consistently scoring below are identified and provided additional in classroom support. If necessary, students may also be assigned to an interventionist for additional support based on student data and needs.

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.

Through LETRS and Orton-Gillingham training, Greenwood teachers have been introduced to the frameworks: Simple View of Reading and Scarborough's Reading Rope. By using the Orton-Gillingham (OG) approach, teachers deliver direct and explicit instruction in phonics which increases students ability to decode and read grade appropriate text. K-2 teachers provide decoding and encoding opportunities daily during instruction through the use of Elkonin boxes and orthographic mapping. The OG scope and sequence is used to teach red words (sight words). K-2 teachers utilize HMH, OG, and other decodable readers during whole and small group instruction. Teachers and interventionists for grades 3-5 may use these resources as well to meet the needs of students with achievement gaps.

Renaissance STAR CBMs are used to assess and progress monitor students' word recognition in the areas of receptive/expressive words, sight/high frequency words, phoneme segmentation, and letter naming/sounds when applicable. The HMH Into Reading curriculum includes sight word recognition and daily phonics blending review. Although intended for grades K-2, all teachers up to grade 5 have online access to materials which can be utilized during intervention and small group instruction based on



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student needs.

Our universal screener, STAR Reading, is administered three times per year to assess student progress. Based on data after each assessment window, additional students may be added for tier 2 and 3 support from interventionists.

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.

Greenwood uses STAR Reading and STAR Early Literacy as universal screeners to collect diagnostic assessment data. One way the data is used is to identify students who have scored below the 10th percentile and may be in need of additional literacy support. The identified students are given a series of CBMs (letter naming, letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words, sight and high frequency words, passage oral reading) through Renaissance to collect data on the specific area(s) for growth. From this data a learning pathway of word recognition or language comprehension is determined. Through the MTSS process, students are provided either Tier 2 or Tier 3 support in the targeted area(s) from an interventionist or classroom teacher. Progress monitoring is done according to individual student plans and goals are adjusted as needed.

Literacy Assessment Portfolios are required for third grade students who score a grade equivalency below 2.8. Students who do not meet SC Ready expectations in ELA and do not have a good cause exemption are invited to attend Summer Reading Camp.

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.

Greenwood strives to ensure parents are aware of how they can provide reading and writing support at home. Information is shared with parents via our school newsletter, teacher newsletters, classroom platforms (Google Classroom/Class Dojo), Title One meetings, and Title One Family nights. Greenwood provides a parent resource library with tools to help parents support reading and writing at home.

Parents are encouraged to read with their child at home and document at home reading through Accelerated Reader (AR) logs. ELA module reviews are shared with parents for additional home support.



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Parent teacher conferences are held a minimum of twice per school year. Parents are always welcome to conference with their child's teacher at any time throughout the year.

SC Ready score reports are provided to parents of grades 3-5 students and outlines students strengths and areas for growth.

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 at both the classroom and school level. Teachers are required to analyze weekly class and district module assessments to stay abreast of student growth and deficiencies in order to know when and how to intervene. Teachers complete an assessment analysis form after administering and scoring student assessments. On the form, teachers indicate the class average, along with the number of students who have scored in each range (90-100, 80-89, 70-70, 69-60, 59 and below). Students who have scored below the expected mastery of 80% are identified and provided additional classroom intervention to meet individual needs. Greenwood requires all K-5 teachers to complete a data spreadsheet for their class. The spreadsheet contains a variety of assessment data (STAR, Linkit, reading level, SC Ready, and quarterly grade average) to track student progress throughout the school year. For students who need additional support, our school uses a MTSS team approach. Through the MTSS process, students are provided either Tier 2 or Tier 3 support in the targeted area(s) from an interventionist or classroom teacher. Progress monitoring is done according to individual student plans and goals are adjusted as needed.

Teachers of grades 3-5 are also required to keep mobile data folders to track the correlation between SC Ready and Linkit scores for each student.

Literacy Assessment Portfolios (LAP) are required for third grade students who have scored below 2.8 in grade level equivalency. The portfolios, including student data and work samples are used to monitor students' reading progress through the year.



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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.

K-3 classroom teachers/assistants, administrators, and instructional coaches are currently receiving training in the science of reading through LETRS. K-3 classroom teachers and assistants have been trained in Orton-Gillingham (OG), an evidence-based structured literacy approach that is grounded in the science of reading.

The application and transfer of LETRS and OG training are expected to be implemented into classroom instruction. Staff meetings, Professional Learning Communities (PLC), and weekly grade team meetings are allotted times for additional training and reinforcement of the science of reading, structured literacy, and foundational literacy skills. Greenwood teachers will also receive and utilize UFLI training and materials through a district initiative.



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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">● Teachers use the South Carolina College and Career Ready Standards when planning instruction.● Teachers provide standards based instruction using a curriculum based on the science of reading.● K-3 teachers and assistants have been or either currently being trained in Orton-Gillingham and LETRS.● A variety of formative and summative assessment data is used to drive instruction. The school uses assessments for screening, diagnostic, and progress monitoring to identify students' instructional needs.● An universal screener (STAR Reading/Early Literacy) is used to identify students below the 10th percentile. The MTSS framework is used to ensure all students receive services as needed.● Four part-time interventionists assist with tiered support services.● Teachers collect and analyze data to determine targeted, effective in-class intervention.● Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, and speaking.● Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses.● Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections,	<ul style="list-style-type: none">● Teachers will monitor student engagement in reading and writing and use this data to build stamina and increase reading and writing volume.● Teachers will provide students with immediate and meaningful feedback.● Students will take ownership of their learning and data and be able to participate in student-led conferences.● Teachers will be able to use assessment data to drive classroom instruction and decision making.● Grades K-5 will increase their percentage of students scoring at or above grade level expectations in STAR Reading/Early Literacy to at least 75%.<ul style="list-style-type: none">○ Less than 25% of second graders will score below a grade equivalency of 2.8 according to ELA STAR benchmark data in the spring of 2025.● Grades 3-5 will increase their percentage of students scoring at or above grade level expectation on Linkit to at least 75%.



Strengths	Possibilities for Growth
<p>predicting and inferring, summarizing and synthesizing, analyzing and critiquing.</p> <ul style="list-style-type: none"> Teachers use predictable structures so that students construct knowledge by reading and writing authentic texts. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. 	

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></p> <p>Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 34% to 26% in the spring of 2024.</p>	<p>The percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY was 33.7%.</p>
<p><u>Goal #2:</u></p> <p>By March 2024, the number of teachers at Greenwood Elementary routinely collaborate to set measurable short-term goals aimed at growing students' reading behaviors and making strategic plans outlining how these goals will be accomplished will increase from 65% to 85% as measured by R2S Literacy Reflection Tool.</p> <p>Baseline data for goal #2: 2023 Reflection Tool survey indicates that 65% of teachers routinely collaborate with students to set measurable reading goals; 35% sometimes collaborate to set measurable short term reading goals.</p>	<p><i>The R2S Literacy Reflection Survey was not provided to teachers this year due to state department changes; therefore, quantitative data for goal 2 is not available.</i></p> <p>Teachers met a minimum of twice a week including PLCs and weekly grade level meetings to collaborate, plan, and analyze student data. Data folders were created for each class which allowed for tracking of student progress in STAR, Linkit, and SCReady.</p> <p>Teachers provided daily independent reading time and set</p>



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Goals	Progress
	conferences with students about their reading goals. Students used AR logs to document their reading progress. Students and teachers were rewarded for meeting expectations.
<p><u>Goal #3:</u></p> <p>By March 2024, the number of teachers at Greenwood Elementary routinely providing effective, in-class targeted interventions to students, both individually and in small groups, will increase from 75% to 100% as measured by R2S Literacy Reflection Tool.</p> <p>Baseline data for goal #3: 2023 Reflection Tool survey indicates that 75% of teachers routinely provide targeted intervention; 25% sometimes provide targeted intervention.</p>	<p><i>The R2S Literacy Reflection Survey was not provided to teachers this year due to state department changes; therefore, quantitative data for goal 3 is not available.</i></p> <p>A daily 30 minute block was allotted for targeted intervention and was implemented for grades 1-5, as a part of the school wide master schedule. Interventionists were hired to provide additional tiered support. Teachers provided in class intervention support to selected students.</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.



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Goals	Progress
<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 35% to 20% in the spring of 2025.</p>	<p>2024-2025 Action Steps for Goals 1-3</p> <ul style="list-style-type: none">• Professional Learning Communities will focus on data analysis and effective teaching strategies to improve student outcomes.• Teachers will keep data folders and anecdotal notes on student achievement and progress over time. Teachers will utilize all available data (LinkIt!, OG, STAR/Renaissance, HMH module assessments, etc.) to drive whole/small group instruction and intervention groups.• A daily 30 minute block will be secured to provide classroom and pull out intervention services. Intervention will be documented and progress monitored.• A daily 30 minute block will be dedicated to independent reading. The Accelerated Reader (AR) program will be implemented, allowing students to earn points and incentives towards meeting reading goals. Students will keep AR logs and teachers will conference with students regarding their progress. • The instructional leadership team will conduct classroom walkthroughs/observations and provide meaningful feedback. Teachers needing additional support will participate in coaching cycles to improve instruction.• The instructional leadership team will work along with teachers to ensure classroom instruction is effective, rigorous, and based on ELA standards and indicators. Professional Learning Communities, staff meeting, grade level meetings and coaching cycles will focus on data analysis and using effective instructional strategies to drive instruction.• Additional instructional support will be offered through tutoring programs such as Dragon Academy and Braintrust.
<p><u>Goal #2:</u></p> <p>By May 2025, students in 4th grade will increase their SC Ready ELA percentage of meets and exceeds from a baseline of 37% in the spring of 2024 to 50% .</p>	
<p><u>Goal #3:</u></p> <p>By May 2025, students in 5th grade will increase their SC Ready ELA percentage of meets and exceeds from a baseline of 46% in the spring of 2024 to 55%.</p>	



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Goals	Progress