



Delmae Heights 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?: **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 Delmae Heights Elementary School, teachers utilize a variety of formal and informal assessments to monitor reading goals. These assessments include, but are not limited to: Star, LinkIt, SCReady, KRA (Kindergarten), CogAt (second grade), Orton Gillingham assessments, running records and HMH “Into Reading” module quizzes and tests.

As a part of Florence One Schools, STAR assessments serve as a universal screener for all students K-5. The Star/ Star EL assessments evaluate oral language, phonological awareness, vocabulary acquisition, and basic comprehension. The data gleaned from these assessments allow educators in the building to determine an IRL, GE and PR in relation to national norms.

LinkIt and district-wide text-dependent writings assess students’ literacy development. These assessments align with SCReady standards and assessments, utilizing state performance metrics and rubrics. The integration of the Kindergarten Readiness Assessment and CogAT testing uniquely assess literacy performance levels of kindergarteners and 2nd graders. Embedded within Florence 1 Schools curriculum, HMH Into Reading module tests, weekly assessments, and comprehension quizzes evaluate both the fluency of reading texts and leveled comprehension.

Teachers utilize manipulatives instructionally to allow for small-group remediation and intervention. The use of CVC words, high frequency words, blends, digraphs, and letters, as well as leveled texts, are all incorporated into instruction. The teachers at Delmae Heights Elementary School also provide Orton-Gillingham instruction and they are consistent with the workshop model for both reading and writing, utilizing the HMH Into Reading passages and stories. Applying the Science of Reading through LETRS practices in conjunction with the Orton Gillingham curriculum (as a foundation for small-groups), teachers are able to provide differentiated instruction based on student performance levels from the above-mentioned assessments.

At Delmae Heights Elementary School, daily instructional stations during ELA time support the development of language, phonics, fluency, and



comprehension by providing differentiated learning opportunities in phonics instruction specific to student mastery through the Lexia digital platform.

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.

Assessments and instruction at Delmae Heights Elementary School are grounded in research based best practices. One critical practice that is consistent throughout the building is the delivery of Orton-Gillingham based instruction. Orton-Gillingham, a gold-standard in the field of dyslexia, is used to ensure that students with unique disabilities not only have literacy intervention for foundational skills, but also have small-group instruction presented in a format that addresses and supports cognitive, motor, and visual impairments.

Delmae's teachers began the LETRS training journey in late July of 2024. Although the practices of the science of reading are slowly being implemented based on new learning, this is still a journey for our staff. The teachers are excited about where they are heading in regards to literacy instruction and the possibilities of how this new learning will shape their instruction. This LETRS training will guide teachers on fluency practice, developing phonemic skills, and learning to empathize with struggling readers. It is our goal to make the biggest impact on student learning by applying the principles of this program daily, to both our whole group and our small-group instruction in the classroom.

At Delmae Heights Elementary School, the leadership team (administration, coaches, CTC) implement walk-throughs, PLC's and coaching cycles as a regular means of monitoring and documenting assessment and instruction. Teachers, coaches, and administration analyze student data pertinent to MTSS goals, module assessments, SCReady, LinkIT and STAR data. This practice is ongoing and updated frequently. It is a team effort and includes all educators who have a vested stake in student success.

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.

Universal screener data from STAR testing and diagnostic assessment data from LinkIt and HMH module tests help to create targeted pathways by creating guideposts to support students through the M.T.S.S. process. Multiple data points are utilized to ensure that the instructional needs of the student(s) are being met.

Students who struggle with foundational phonics and phonemic awareness receive targeted instruction in the categories of the Word Recognition



portion of the K-5 Intervention Decision Tree. These categories include: phonological awareness and phonics. Students receive specific and targeted instruction on similar areas of weakness and teachers utilize the Orton-Gillingham “Recipe for Reading” to provide differentiation. Those students who have mastered fluency will focus on the Language Comprehension portion of the K-5 Intervention Decision Tree. This will allow them to focus more deeply on vocabulary and background knowledge when reading text.

Teachers and administration also use the above mentioned data to have coaching conversations where the student is the central focus. For students requiring Tier 2/ Tier 3 support, the work of teachers and interventionists, (who have been OG trained and are currently going through LETRs training), continues to allow for daily practice of these key skills. Third grade students in Florence One Schools also have the additional support of a L.A.P. (students scoring 2.8 GE and below on Star on the BOY assessment) and SRC (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.

The School Literacy Leadership Team plans Title I workshops that are open to parents throughout the school year. Each parent night includes an instructional focus for parents and families on how to address reading deficiencies. Parent surveys/feedback drive the planning of these events. The workshops include hands-on practice to equip parents with strategies for: practicing vocabulary words (such as high frequency words), encouraging strategies to increase fluency for at home reading, and the power of Accelerated Reader as a motivational tool to not only inspire reading selections, but monitor comprehension.

Lastly, our school utilizes ClassDojo, newsletters and email updates for daily communication with parents. The Google Classroom platform provides examples for parents in regards to homework and reinforcing classroom skills. Title I Parent Newsletters are also sent quarterly with helpful parent partnership information related to academics. MLL (Multilingual Learner) support is provided to assist families with language needs.

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.

Our school uses an MTSS team approach for monitoring reading achievement. Our MTSS team consists of the school counselor, the school psychologist, speech pathologist, occupational therapist, principal, assistant principals, reading coach, curriculum technology coach, language immersion coach, math coach, ML teacher(s) and reading interventionist. Each individual plays a vital role in decision-making, in conjunction



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with the teacher.

The MTSS team works as a solid unit to analyze behavior, absenteeism and tardy data, dissect district assessment data (as well as universal screener data), collect probes, monitor goal progress, and support teachers in creating effective small-group instruction and continuous strong Tier 1 instruction.. All of these components collectively help to determine if any of these areas are negatively impacting reading instructional time.

The MTSS team collaboratively shares insights, observations, personal expertise, and suggestions to create a truly inclusive effort to improve student proficiency in reading.

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.

Beginning with this school year, Delmae teachers will receive LETRS training, with paid coverage, throughout the school year to ensure foundational knowledge on the science of reading. Additionally, all teachers and classroom assistants received Orton-Gillingham training through Florence One Schools. UFLI materials have been purchased by the district for school use and will be a resource within the building to support the science of reading.

At Delmae Heights Elementary School, teachers attend weekly PD on Thursdays during planning time. This “Think Tank” Thursday time, with peers, allows for the reinforcement of new learning and current practices related to the science of reading, structured literacy, and foundational literacy skills.



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">● K-2- Phonological Awareness● 3rd grade- Interpreting Visuals and Graphics, Cause and Effect, Prediction, Characters● 4th grade- Plot, Vocabulary, Text Structures● 5th grade- Vocabulary and Literary Text	<ul style="list-style-type: none">● K-2- Fluency● 3rd grade- Genre Characteristics, Text Structure● 4th grade- Compare and Contrast, Interpreting Visuals and Graphics● 5th grade-Informational Text

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 2022, as determined by the SC Ready ELA Assessment, from 12% to 8% in the spring of 2024.</p>	<p>Delmae Heights Elementary school did not meet this goal. On the spring 2024 testing of SCReady, 12.3% (19 third grade students) scored "Does Not Meet" on SCReady. We missed our school target by 4.3%.</p>



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<p><u>Goal #2: D3. Teachers provide instruction and practice time in order for students to sustain work on reading, writing, and researching.</u></p> <p>By May of 2023, 65% or more of Delmae students, in grades 1-5, will be reading on grade level or above based on Star data from fall (2023) to spring (2024), and in Kindergarten, 50% or more will score “at or above” grade level on Star EL in the spring (2024).</p> <p>Baseline Data: In the fall of 2023, students scoring on or above grade level, according to the Star Reading universal screener were as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">Fall 2023</th> <th style="width: 50%; text-align: center;">Update: Spring 2024</th> </tr> </thead> <tbody> <tr> <td>K- No Fall 2023 Data Available</td> <td style="text-align: center;">78%</td> </tr> <tr> <td>1st- 40%</td> <td style="text-align: center;">63%</td> </tr> <tr> <td>2nd- 56%</td> <td style="text-align: center;">71%</td> </tr> <tr> <td>3rd- 58%</td> <td style="text-align: center;">57%</td> </tr> <tr> <td>4th- 48%</td> <td style="text-align: center;">69%</td> </tr> <tr> <td>5th- 40%</td> <td style="text-align: center;">52%</td> </tr> </tbody> </table>	Fall 2023	Update: Spring 2024	K- No Fall 2023 Data Available	78%	1st- 40%	63%	2nd- 56%	71%	3rd- 58%	57%	4th- 48%	69%	5th- 40%	52%	<p>Collectively, 62.4% of Delmae students, in grades 1-5, were reading on grade level or above based on Star data from fall (2023) to spring (2024), and in Kindergarten, 78% scored “at or above” grade level on Star EL in the spring (2024).</p> <p>We did not meet the grades 1-5 goal, but we did meet the Kindergarten goal. In grades 1-5, four of the five grade levels had significant growth throughout the year.</p>
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Section I: Current SMART Goals and Action Steps Based on Analysis of Data



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- 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</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY ELA Assessment from 12.3 % to 8% in the spring of 2025.</p>	<p>Third Grade teachers will use STAR data when collaborating with students to complete an individualized strategic plan when conferencing at the beginning of each nine week grading period to include the 1st , 2nd , 3rd and 4th nine weeks. Student growth will be tracked, discussed, shared and recorded.</p> <p>The following summative and formative assessments as well as diagnostic reports will be monitored by both the teachers and the school leadership data team, to ensure that students are growing as readers.</p> <ul style="list-style-type: none">• LinkIt Data (Form A, Form B, Form C)• Accelerated Reader Diagnostic Reports• Lexia Class Reports• Running Records• HMH Module Assessments <p>In Third Grade, the Literacy Assessment Portfolio (LAP), will serve as a progress monitoring tool and communication piece between the school and parents. A LAP can be initiated at any time by a teacher. Students in grades K-3 who are not at grade proficiency and/or enrolled in MTSS for reading, will require a LAP document. Intensive multi-tiered systems of support will be implemented, along with pull-out reading interventions to ensure that students are able to engage literary texts on grade-level.</p>



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<p><u>Goal #2:</u> Delmae students, in grades K-5, will increase the At/Above percentage on the Universal Star Assessment by 7% from the Spring of 2024 to the Spring of 2025.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="padding: 5px;">Grade Level</th> <th style="padding: 5px;">Spring 2024 percentage of At/Above</th> <th style="padding: 5px;">GOAL: Spring 2025 percentage of At/Above</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Kindergarten</td> <td style="text-align: center; padding: 5px;">78%</td> <td style="text-align: center; padding: 5px;">85%</td> </tr> <tr> <td style="padding: 5px;">First Grade</td> <td style="text-align: center; padding: 5px;">63%</td> <td style="text-align: center; padding: 5px;">70%</td> </tr> <tr> <td style="padding: 5px;">Second Grade</td> <td style="text-align: center; padding: 5px;">71%</td> <td style="text-align: center; padding: 5px;">78%</td> </tr> <tr> <td style="padding: 5px;">Third Grade</td> <td style="text-align: center; padding: 5px;">57%</td> <td style="text-align: center; padding: 5px;">64%</td> </tr> <tr> <td style="padding: 5px;">Fourth Grade</td> <td style="text-align: center; padding: 5px;">69%</td> <td style="text-align: center; padding: 5px;">78%</td> </tr> <tr> <td style="padding: 5px;">Fifth Grade</td> <td style="text-align: center; padding: 5px;">52%</td> <td style="text-align: center; padding: 5px;">59%</td> </tr> </tbody> </table>			Grade Level	Spring 2024 percentage of At/Above	GOAL: Spring 2025 percentage of At/Above	Kindergarten	78%	85%	First Grade	63%	70%	Second Grade	71%	78%	Third Grade	57%	64%	Fourth Grade	69%	78%	Fifth Grade	52%	59%	<p>Daily classroom schedules in grades K-5 will reflect 120 minutes of uninterrupted ELA to allow for practice time and sustained reading, writing and researching.</p> <p>Targeted mini lessons and small group instruction will be implemented daily in K-5 during the 120 minute ELA block to allow for practice time and sustained reading, writing and researching.</p> <p>The following summative and formative assessments as well as diagnostic reports will be monitored by both the teachers and the school leadership data team, to ensure that students are growing as readers.</p> <ul style="list-style-type: none"> ● LinkIt Data (Form A, Form B, Form C) ● Accelerated Reader Diagnostic Reports ● Lexia Class Reports ● LLI Benchmark Assessments ● Running Records ● HMH Module Assessments
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