

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?: 3
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 6
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 1

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 Edward E. Taylor Elementary, a comprehensive approach to teaching literacy is implemented by teachers to ensure the foundational skills that aid in the comprehension of grade-level texts are being taught. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for most of the instructional time. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. Teachers have access to and use materials and curricula, such as Orton Gillingham and LETRS, that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. Teachers monitor student engagement in reading and writing and use this data to build stamina. Teachers make instructional decisions and program choices aligned with scientific research, strategic use of assessments and observations of students. Teachers model reading using literary texts and informational texts to build accuracy and fluency in reading. Teachers model through interactive writing experiences to build accuracy and fluency in writing. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, and speaking. Students are assessed using the universal Star screener, as well as progress monitoring using Mastery Connect.

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.

At Edward E. Taylor, teachers were trained and use with fidelity Orton-Gillingham and LETRS. The Orton-Gillingham approach is a multisensory, structured, and sequential method for teaching reading, emphasizing visual, auditory, and kinesthetic learning modalities to reinforce literacy skills. In parallel, LETRS (Language Essentials for Teachers of Reading and Spelling) equips educators with comprehensive knowledge of the science of reading, focusing on critical components such as phonology, phonics, fluency, vocabulary, and comprehension, along with strategies for effectively teaching these areas.

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

Educators frequently conduct regular screenings for phonemic awareness through tasks like rhyming, segmenting, and blending sounds. Instruction strategies involved explicit teaching, starting with simpler tasks like rhyming and progressing to more complex phoneme manipulation. Also teachers cover phonics, focusing on assessing students' abilities to decode words by evaluating their knowledge of letter-sound relationships. Systematic and explicit phonics instruction, including letter-sound correspondences and strategies for blending and segmenting word are incorporated daily.

Fluency is another key component, with assessments measuring reading fluency through timed readings and accuracy checks. The instruction included providing opportunities for repeated reading, guided oral reading, and modeling fluent reading. Vocabulary instruction involved assessing students' understanding of word meanings and direct teaching using context clues and morphological analysis, including roots, prefixes, and suffixes. Comprehension skills were also emphasized, with evaluations of students' abilities to understand and interpret texts, along with teaching strategies such as summarizing, predicting, and questioning.

The structured literacy approach highlighted the importance of explicit instruction, diagnostic teaching, and cumulative learning—building on previously taught skills to ensure mastery and retention. Foundational literacy skills, including phonology, morphology, syntax, and semantics, were explored to create a robust understanding of language structure.

Implementation in the school involved ongoing professional development in Orton-Gillingham and LETRS to ensure that teachers remained equipped with the latest research-based strategies. Collaborative planning sessions encouraged teachers to work together to design and implement structured literacy lessons, while data-driven instruction allowed them to tailor their teaching to meet the unique needs of each student.

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.

At Edward E. Taylor Elementary, we leverage both universal screener data and diagnostic assessment data to tailor targeted interventions for PreK-5th grade students who have not yet achieved grade-level reading proficiency. Utilizing the STAR diagnostic screener, we identify students' specific needs in areas such as word recognition and language comprehension. Based on this data, we implement a range of interventions designed to address these needs. For students struggling with word recognition, we offer phonics-based programs and small group instruction that emphasize letter-sound relationships and decoding skills. For those with difficulties in language comprehension, we provide targeted vocabulary development activities, guided reading sessions, and comprehension-building exercises. Additionally, we use data-driven progress monitoring to adjust interventions as needed, ensuring that each student receives personalized support to improve their reading skills and achieve academic success.

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 Edward E. Taylor Elementary, we have a comprehensive system to help parents support their children's reading and writing development at home. Our Grade Level Parent-Based Workshops, led by our dedicated Parent Liaison, Ms. Hawkins, play a pivotal role in this effort. Ms. Hawkins, along

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

with our experienced teachers, guides parents through effective reading and writing strategies tailored to their child's grade level and literacy needs. These workshops focus on practical, hands-on activities that parents can use at home, including techniques for improving reading fluency and writing skills. Additionally, parents receive take-home materials and ongoing support to reinforce these strategies. This approach ensures that parents are well-equipped to create a supportive learning environment, thereby strengthening the partnership between home and school and enhancing students' overall literacy development.

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 is committed to tracking and enhancing reading achievement and growth for students in PreK-5th grade. We systematically monitor each student's reading progress at both the classroom and school levels. At the school level, we progress monitor utilizing Renaissance Learning (STAR CBMs and STAR progress monitoring). Built in our schedule is an Intervention Block which is dedicated to providing targeted support to students. This process involves thorough analysis of all available data to make informed decisions about targeted interventions. Our goal is to ensure that every student shows growth toward grade-level 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.

The professional development program for teachers includes regular workshops focused on the latest research in the science of reading. These sessions cover evidence-based practices, instructional strategies, and resources specifically designed for early literacy instruction. Additionally, K-3 teachers participate in monthly LETRS training sessions to continuously enhance their instructional skills and stay updated on research-based strategies for literacy education. The comprehensive literacy framework emphasizes systematic and explicit instruction in key areas such as phonemic awareness, phonics, vocabulary, fluency, and comprehension, ensuring that the diverse needs of all learners are met.

Training sessions also focus on foundational literacy skills essential for reading success. Teachers learn to effectively teach letter-sound relationships, decoding, and encoding, while also understanding the significance of oral language and background knowledge. Each teacher is paired with a literacy coach who provides ongoing support and feedback, which includes classroom observations, modeling effective literacy instruction, and facilitating reflective practice.

Collaboration among teachers is encouraged through professional learning communities (PLCs), where they can share experiences, strategies, and resources, fostering a culture of continuous improvement and shared learning. Furthermore, training incorporates various assessment tools to monitor student progress in literacy. Teachers learn to analyze assessment data to inform their instruction and provide targeted interventions for students needing additional support. The school also emphasizes the critical role of family engagement in literacy development, equipping teachers with strategies to involve families in supporting literacy at home, thereby enhancing the overall learning experience for students.

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

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">Teachers use the South Carolina College and Career Ready Standards when planning instruction.Teachers model reading using literary texts and informational texts to build accuracy and fluency in reading.	<ul style="list-style-type: none">Implement with fidelity formative assessments that are based on standards to help inform intervention groups.Collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.Utilize a deeper understanding of SCCCRS to help implement high yield instructional strategies (noticing strategic behaviors)

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
<u>Goal #1</u> <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 34.6% to 25% in the spring of 2024.	59.4% of 3 rd grade students performed below grade level expectations as measured by SCREADY Assessment.

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

Goals	Progress
<p><u>Goal #2:</u></p> <p>During the 2024-2023 school year, Edward E Taylor Elementary will provide at least three curriculum events to promote parent involvement in order to support their children’s progress in literacy development as measured by their attendance to parent workshops, teacher-parent conferences, school-wide literacy nights and other literacy activities.</p>	<p>Edward E Taylor hosted the following Curriculum Events:</p> <ul style="list-style-type: none">• ELA Night (students and parents engaged in various literacy stations and students were able to attend Trunk o Treat where they were able to get books and treats)• Monthly Parent Workshop (each grade level teacher presented at the workshop strategies that parents can use at home)• Assessment Night (students and parents were able to engage in various testing strategies and tips to be successful on the SCREADY assessment)
<p><u>Goal #3</u></p> <p>During the 2023-2024 school year, 100% of Pre-K-5th grade teachers will receive ongoing Professional Learning Opportunities (PLOs) monthly focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.</p>	<p>100% of Prek-5th teachers participated in at least 8 monthly PLOs focusing on deconstructing SCCCRS and utilizing formative data to plan for and execute daily instructional best practices.</p>

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

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

All districts serving students in third grade MUST respond to the third-grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. **Districts 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. Districts are strongly encouraged to incorporate goals from the strategic plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
<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 59.4% to 45% in the spring of 2025.	Action Steps: <ul style="list-style-type: none">• Deconstruct standards with academic leadership team.• Create and administer small group strategy/skill lessons based on data and district units of study.• Explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas.• Conduct and analyze reading and/or running records bi-monthly to progress monitor students' reading levels and reading behaviors.• Attend Academic Leadership Team research-based PLOs focused on intervention strategies and best practices• Create and implement practices ensuring students access a variety of appropriate texts for students (genres, levels, and students' choice).• Provide extended learning opportunities for struggling readers supported by systems such as Lexia, Raz-Kids• Attend weekly Grade Level Led PLC with Administrative/Academic Team• Document Conferring & Progress Monitoring with students• Create small groups based on data• Create conferring schedule for assessment and share data in PLCs/PLOs• Participate in PLO's that are provided by the Reading Coach

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

<p><u>Goal #2:</u> During the 2024-2025 school year, Edward E Taylor Elementary will provide at least three curriculum events to promote parent involvement to support their children’s progress in literacy development as measured by their attendance to parent workshops, teacher-parent conferences, school-wide literacy nights and other literacy activities.</p>	<ul style="list-style-type: none"> • Host three curriculum events between the months of November-May • Plan and facilitate workshop series with a focus on Literacy. • Plan and Facilitate literacy events for parents and community partners. • Analyze data of parent surveys and feedback. • Provide students with at least 10 books for their personal libraries. • Provide literacy information using the school wide Dojo, School website, Twitter, School-wide newsletters and quarterly phone blasts. • Plan for specific strategies to address during each curriculum event using assessment data (formal and informal) • Participate with various partnerships: Midlands Reading Consortium and Reading Matters
<p><u>Goal #3</u> During the 2024-2025 school year, 100% of Pre-K-5th grade teachers will receive ongoing Professional Learning Opportunities (PLOs) monthly focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.</p>	<p>Action Steps Pre-K-5: Provide extensive training to school-based Literacy support personnel (Reading Coach, Reading Interventionist, Curriculum Resource Teacher, Assistant Principal, and Principals) increasing their capacity to effectively provide PLOs and support learning by:</p> <ul style="list-style-type: none"> • Utilizing SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas. • Using protocols to deconstruct standards for instructional implementation. • Utilizing a Comprehensive Literacy Approach to instruction. • Implementing Curriculum Units of Study with fidelity. • Participating in effective Professional Learning Communities to reflect, plan, evaluate, and execute instruction. • Aligning reading and writing instruction and intervention with the science of reading, structured literacy, and foundational literacy skills.

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

	<ul style="list-style-type: none">• Conducting monthly Learning Labs to support instructional expectations.• Creating and instructing small groups based on students' needs.• Progress monitoring student progress using specific data points.• Using a variety of data to inform and adjust daily instruction. (Including, but not limited to Universal Screener, reading records, common formative assessments, rubrics, checklists, running/reading records, and conferring data)
--	---