

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?: **None**
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: **None**
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: **4**

Section A: Describe how reading assessment and instruction for all PreK-5th grade students in the school include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

Prek – 2nd grade teachers provide daily instruction using the Letterland Curriculum which focuses on phonics, fluency and reading comprehension along with the district approved reading curriculum. Third through 5th grade teachers focus on content vocabulary and reading comprehension through the district approved curriculum which all components are taught daily. Identified students in kindergarten through 5th grade receive 20 minutes of reading intervention daily with the Fontas and Pinnell Reading Program and guided reading groups. PLCs are weekly and focus on the student data and teachers' next step with those components.

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.

PreK- 1st are learning decoding strategies, phonemic awareness for one and two-syllable words and students' progress to multisyllabic words. Instruction for Tier II and Tier III students primarily focus on vocabulary, reading comprehension and text complexity.

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.

The school uses My Igdis, KRA and iRead for diagnostic data. Through these assessments, students are tiered for reading intervention for those particular skills and personalized Learning Paths in iReady that would address students needs which can be phonics, phonological, phonemic awareness, vocabulary and/or reading comprehension.

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.

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The school sends home a monthly newsletter with reading and writing tips for parents. Teachers also send home weekly communication to parents to keep them in the know of what is being taught and how they can assist their child at home. Information is also shared with parents during the parent-teacher night, parent conferences, family academic nights, school’s web page and school improvement meetings.

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.

Student achievement is monitored through weekly PLCs with teachers and the Instructional Leadership Team analyzing students’ mastery of skills assessed for instructional planning and to provide acceleration and/or remediation for students and support for teachers. Reading achievement is also monitored by students passing percentage of personalized learning activities or teacher assigned assessment in iReady and Waterford for grades Prek – 2nd .

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.

Professional development with NIET and iReady Specialist. All elementary teachers participate in the district professional development on the science of reading, LETRS. Prek – 2nd grade teachers receive professional development and training for the use of Letterland for phonics, phonological and phonemic awareness.

Section G: Analysis of Data

With the Spring 2024 iReady data, 43% of the students in grade K -5th met or exceeded grade level standards, 36% approaching, 16% two grade levels below and 6% three grade levels below.

Kindergarten 95% on grade level for reading, 1st grade 61% on grade level for reading and 42% of the fourth graders met grade level standards.

According to the Spring iReady data, 32% of 2nd grade met grade level Reading standards, 30% of 3rd grade met Reading grade level standards and 13% of fifth grade met Reading grade level standards.

Strengths	Possibilities for Growth
<ul style="list-style-type: none">• Collecting and analyzing data• Using SC College and Career Standards to plan instruction• PLCs• Wonders• Letterland• Ninety minutes of instructional time	<ul style="list-style-type: none">• Analyzing data• Reading Intervention• Authentic Engagement• Reading workshop with fidelity• Small Guided reading groups• Success Criteria• Assessments

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Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Twenty minutes for intervention with i-Ready • Small guided reading groups • Resources • Classroom Libraries • Promoting and encouraging readers • Teaching routines and procedures • On going professional development with Administrator participation • Coaching cycles for teachers • Integration of Technology • iReady • Waterford • Vertical Articulation • NIET Training on Best Practices • Establishing Partnerships <p>With the Spring 2024 iReady data, 43% of the students in grade K -5th met or exceeded grade level standards, 36% approaching, 16% two grade levels below and 6% three grade levels below. Kindergarten 95% on grade level for reading, 1st grade 61% on grade level for reading and 42% of the fourth graders met grade level standards</p>	<p>According to the Spring iReady data, 32% of 2nd grade met grade level Reading standards, 30% of 3rd grade met Reading grade level standards and 13% of fifth grade met Reading grade level standards.</p>

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 toward 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>Goal #1 (Third Grade Goal): HKTE will reduce the percentage of third graders performing below grade level in Reading from 84% in the fall of 2023-24 to 60 % as determined by Spring i-Ready Reading 2024.</p>	<p>HKTE did not meet its 2023 – 2024 Reading Goal. While there were an increase of students performing on grade from the fall admin of iReady, there were yet 67% of the third graders below grade level.</p>

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Goals	Progress
<u>Goal #2:</u>	
<u>Goal #3:</u>	

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
<u>Goal #1 (Third Grade Goal)</u> HKTE will reduce the percentage of third graders performing below grade level in Reading from 75% in the fall 2024 to 60% as measured by Spring iReady Reading 2025.	

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Goals	Progress
<u>Goal #2:</u>	
<u>Goal #3:</u>	