

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 of my teachers, administrators, or instructional coaches have completed Volume 1 of LETRS training.
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?:
 - None of my teachers, administrators, or instructional coaches have completed Volumes 1 and 2 of LETRS training.
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?:
 - There are a total of 33 employees at my school who are beginning Volume 1 of LETRS training this year.
 - 2 administrators, 2 instructional coaches, 2 ML teachers, 5 interventionists, 5 special education teachers, and 17 general education teachers.

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.

Homewood Elementary uses reading instruction and assessments for all PreK-5th grade students to address oral language phonological awareness, phonics, fluency, vocabulary, and comprehension. The assessments and instruction used at Homewood aides in the comprehension of English Language Arts grade level standards. The goal of Homewood Elementary is to use reading instruction and assessment to focus on the needs of our students based on building decoding, fluency, vocabulary, and comprehension skills. The following assessments are being used to address these skills and standards: MyIGDI Assessment for Child Development students, Dynamic Indicators of Basic Early Literacy Skills Assessment (DIBELS 8) for students in K-2, Core Phonics Survey for students in K-5, and the Reading/Math Measures of Academic Progress (MAP) Assessment for students in grades 2-5. The instruction that Homewood Elementary teachers used during the 2023-2024 school year was the McGraw Hill Imagine It program which focused on decoding, phonics, oral fluency, vocabulary, and comprehension. For the 2024-2025 school year, our school has implemented the Houghton Mifflin Harcourt curriculum which digs even deeper into the literacy components of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to meet grade level standards.

- Oral Language: This development of speaking, listening, and comprehending is crucial for student learning and development. The teachers at Homewood use research-based practices to help address oral language through the use of open-ending questioning strategies, daily read alouds and questioning techniques, as well as having students summarize content that has been taught. Teachers at Homewood develop this skill by increasing students' opportunities to develop their listening and speaking skills all of which have a strong relationship to reading comprehension. Teachers use this opportunity in workstations and small group instruction.

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- **Phonological Awareness:** This skill includes the ability to recognize and manipulate sounds in spoken language, such as words, syllables, and phonemes which is so important for reading and writing. It allows students to distinguish the sounds in words and correlate them to the written letters. The teachers at Homewood Elementary use opportunities throughout the day to focus on phonological awareness. Our school uses whole group and small group instruction to maximize opportunities for students to blend sounds and segment words. Teachers are able to provide activities that aids in developing strategies that help students attack unknown words by being utilizing decoding strategies. After the teachers focus on phonological awareness, they apply those skills in a short text.
- **Phonics:** This skill includes the relationship between sounds and letters in written language. Teachers at Homewood utilize explicit teaching techniques and student activities that help students associate and connect letters to sounds. These strategies help students understand how to decode words. This skill is reinforced during small group and whole group instruction. The teachers devote a portion of their whole group instruction where teachers can help students make the connection between the letter sounds and creating words.
- **Fluency:** Teachers at Homewood Elementary help students increase their oral reading fluency by incorporating activities that will increase word recognition through repeated practice. This skill is crucial to the development of fluid reading which will increase the students' comprehension abilities. Students work in pairs during workstation time to increase fluency
- **Vocabulary:** Teachers at Homewood Elementary focus on deliberate and intention vocabulary instruction throughout the day through various contents and subject areas. Our teachers use a variety of strategies that continuously builds students' academic vocabulary. This work is done in workstations, during whole group direct instruction, and small group instruction.
- **Comprehension:** Our teachers utilize all of the components of literacy (oral language, phonological awareness, phonics, fluency, and vocabulary) to build student comprehension. The teachers use strategies and techniques during whole group and small group instruction, as well as formative assessments and progress monitoring data to help build students' comprehension. Teachers at Homewood also help students build comprehension by using the following comprehension strategies: visualizing, predicting, making inferences, monitoring understanding, activating prior knowledge, making connections, summarizing, and determining text structure. Teachers help students apply this skill during whole group direct instruction, independent work, and small group instruction.

At Homewood Elementary, our teachers use whole-group and small-group instruction to help students apply decoding, fluency, and comprehension strategies. Teachers utilize modeling strategies and provide activities that assist teachers in making decisions based on informal classroom assessments, progress monitoring, and formative assessments. Teachers use the information from their instruction and progress monitoring data to make informed decisions on next steps for individual students. Our teachers use Heggerty curriculum and assessments to increase phonemic awareness. Our teachers use MyIGDI assessments three times throughout the year to address oral language, phonemic awareness, alphabetic knowledge, and comprehension. The Houghton Mifflin Harcourt (HMH) curriculum includes the five pillars in a systematic and explicit manner for students to acquire oral language and comprehension skills.

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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.

Teachers at Homewood Elementary are currently being trained in LETRS Volume 1 and are incorporating Houghton Mifflin Harcourt (HMH) curriculum that addresses word recognition assessment and instruction. This is aligned to the science of reading, structured literacy, and foundational literacy skills. Teachers are using explicit strategies and scaffolded instruction that focus on a systematic approach to phonemic awareness, phonics, morphology, and orthography by using activities and strategies that help students become fluent readers which leads to comprehension. Teachers are using explicit instruction during whole-group and small group instruction that provides students with a firm foundation. Teachers work together by bringing their formative and informal assessments/ notes to discuss as a team on the current practices and next steps. The instructional coaches help lead the work that helps teachers understand best practices that will increase student understanding. Horry County Schools also incorporates professional development called the Literacy Foundations Academy where teachers meet to learn and practice additional decoding and comprehension strategies that they can apply to students in their classrooms. The curriculum that our students use builds the foundation from decoding/word recognition to structured language in grades CD-2 to foundational skills in grades 3-5

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.

Homewood Elementary uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention for students in PreK-5th. The first screener we use is the DIBELS 8 assessment at the beginning of the year to determine which students need more targeted assistance in identifying letter-sound relationships or decoding capabilities. The first level of assistance we provide is at the classroom level where whole-group and small group happens at the Tier I level. When this level of support doesn't yield student growth for certain students, we begin to determine which students need a Tier II or Tier III level of support by using the Multi-Tiered Systems of Support (MTSS). This model helps determine which students need the Tier II level of intervention as opposed to the Tier III level of support. Based on the Scarborough's Reading Rope, it is important to provide language comprehension and/or decoding and word recognition. Providing the screeners allows our school to determine student eligibility for the Tier II and Tier III interventions. The Tier I level of support happens in the classroom with whole group and small group instruction based on their personal academic needs. The Tier II intervention includes programs such as mclass Intervention, UFLI, and/or Voyager Passport. The Tier III invention support includes programs such as Spire, ELA Coteaching Models, and HMH Modified curriculum. The screeners used help determine where the deficit lies within each child that is tested.

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.

Homewood Elementary has a system in place that helps our parents understand how they can further support their child as a reader and writer at home. The Houghton Mifflin Harcourt (HMH) curriculum offers parent newsletters and parent online resources to assist in developing their child as

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an independent reader at home. Our school is a Title 1 school, so we host Family Engagement Nights throughout the year to provide additional parent information and assistance to develop strong readers. Homewood also has monthly Title 1 Planning Meetings where committee members develop support and assistance in discussing and creating the activities and information for Family Engagement Nights. Our school also provides additional information through social media posts and newsletters. Our school also hosts Parent Conference Nights where teachers and students are able to discuss their academic progress with their parents. This provides opportunities for the teachers, students, and parents to work together and discuss current progress monitoring data. Teachers communicate regularly through digital platforms to keep parents up to date on current data and learning practices.

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 provides a variety of progress monitoring data to use to drive instruction. We are able to progress monitor students through DIBELS 8, Reading Measures of Academic Progress (MAP) Assessment, Core Phonics Survey, (Language Essentials for Teaching of Reading and Spelling (LETRS), and Houghton Mifflin Harcourt (HMH) assessments. The core instruction that teachers provide in the classroom is considered a Tier 1 level of support. This includes students receiving whole group and small group instruction within the classroom. Teachers assess students through HMH during weekly module check-ins to ensure student understanding. Intervention teachers are also progress monitoring student success through UFLI. Students are assessed and progress monitored based on their level of need every two, four, and six weeks. Students who are more intensive are progress monitored bi-weekly. Students who are within the strategic level of understanding are progress monitored every four weeks, and those who have a firm foundation are progress monitored every six weeks to make sure they continue to learn and grow. At the beginning of the year, our students are assessed and screened to determine the level of support that may be needed to help students be successful. Homewood Elementary utilizes the Multi-Tiered Systems of Support (MTSS) to identify and monitor students who are not progressing. Our team analyzes student progress to determine those who need a Tier 2 or Tier 3 level of support.

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.

In order to ensure students are receiving quality instruction and training, Homewood Elementary teachers are participating in a number of professional development opportunities throughout the year. The state department has shared information pertaining to training for schools and teachers. This is the first year our teachers are being trained in Language Essentials for Teaching of Reading and Spelling (LETRS) Volume 1 training. Our teachers are receiving LETRS direct training through a consultant and through online professional development where teachers apply their training to classroom application. Teachers are learning about the Reading Brain which focuses on Scarborough's Reading Rope and the Simple View of Reading. Horry County Schools continues to lead many professional development courses during contracted teacher work days where teachers continue their learning in the HMH curriculum, new ELA standards, and LETRS training. Homewood Elementary has two instructional coaches who attend professional development once a month where they learn more ways to apply the training the teachers are receiving. The

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instructional coaches take this information back to the school level where they continue to discuss and provide professional development for teachers once a week.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<p>Students in K-2 are continuing to improve the percentage of students who are meeting benchmark on DIBEL 8 by the end of the year.</p> <p>Kindergarten grew from 33% Benchmark in the fall of 2023 to 77% Benchmark in the spring of 2024. Our 1st grade students improved from 46% benchmark and above from the fall of 2023 to 68% benchmark and above in the spring of 2024. Our 2nd grade students improved from 58% benchmark and above from the fall of 2023 to 70% benchmark and above in the spring of 2024.</p> <p>Our 3rd and 5th grade students led the district in the amount of students who met their learning growth targets based on NWEA results in 2023-2024.</p> <ul style="list-style-type: none"> • 68% of our 3rd grade students students met their fall to spring learning targets. • 69% of our 5th grade students students met their fall to spring learning targets. 	<p>Teachers and students concentrated on reading and writing strategies that would help students meet grade level standards. This work will continue in the 2024-2025 school year to help decrease the percentage of students not meeting grade-level standards.</p> <p>Homewood Elementary will be focusing on our special education subgroup to help provide strategies and additional help that will close the achievement gap. This will be achieved through our coteach model, differentiation and personalized small group instruction, and core instruction.</p> <p>The Spring 2024 NWEA results showed students are not maintaining or surpassing their reading percentile growth from the previous year. This is an area of concern, so we will begin to focus on small differentiated instruction to help students reach their individual MAP goals.</p> <p>Our 2nd and 4th grade students need to improve in meeting growth targets.</p> <ul style="list-style-type: none"> • 54% of our 2nd grade students students met their fall to spring learning targets. • 50% of our 4th grade students students met their fall to spring learning targets.

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Strengths	Possibilities for Growth

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 SC READY from 18% to 12 % in the spring of 2024.</p>	<p>Teachers have worked closely with administrators, district personnel, and instructional coaches to increase the number of students meeting grade level standards by the end of the year. The following action steps were implemented for our 3rd grade students:</p> <ul style="list-style-type: none"> Teachers had weekly grade level meetings to increase the number of students meeting grade level standards by planning together. Teachers and leadership team consistently monitored student understanding and progress monitoring data to drive small group and whole group instruction. The leadership team conducted weekly classroom observations Teachers, instructional coaches, and administration reflected on high-yielding instructional strategies that helped accomplish these goals.

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Goals	Progress
<p><u>Goal #2:</u> At least 67% of students in grades 2-5 will maintain or surpass percentile growth as measured by fall to spring percentile growth on NWEA Reading MAP Assessment by Spring 2024.</p>	<p>Teachers worked closely with administration, district personnel, and instructional coaches to increase the percentage of students maintaining or surpasses percentile growth as measured by fall 2023 to spring 2024. The following action steps are being implemented for our students in second through fifth grade.</p> <p>*Teachers participated in weekly grade level planning and PLC meetings are utilized to increase the number of students meeting grade level standards and progressing towards their individual NWEA goals. * Teachers and leadership team progress monitored student understanding of the standards. *Teachers utilized small group instruction to differentiate and personalize lessons that helped students in grades 2-5 meet their individual goals. *The Leadership Team conducted classroom walk-through observations to concentrate on reading instruction to ensure mastery of the standards and the rigor of the lessons. *Teachers, instructional coaches, and administration reflected on student data and goals being met. Teachers brought student work to analyze and discuss during PLC meetings. This helped ensure teachers were personalizing instruction based on student comprehension and performance data. *Grade level PLC meetings included district personnel throughout the year to build understanding and model high-yield strategies that helped students accomplish student goals.</p>
<p><u>Goal #3:</u> At least 85% of students in kindergarten-2nd grade will score benchmark or above on DIBELS 8 by Spring of 2024.</p>	<p>Teachers worked closely with administration, district personnel, and instructional coaches to increase the number of students meeting grade-level benchmark on the DIBELS 8 Assessment.</p> <p>*Teachers participated in weekly grade level planning and PLC meetings to increase the number of students meeting grade level standards and progressing towards their individual DIBELS 8 goals.</p>

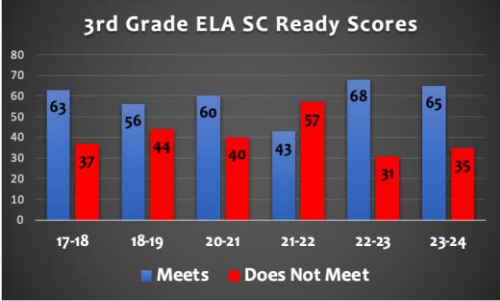
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Goals	Progress
	<p>* Teachers and leadership team progress monitored student understanding of phonemic awareness, phonics, comprehension, fluency, and vocabulary.</p> <p>*Teachers planned small group instruction to differentiate and personalize lessons that will help students in grades K-2 that helped meet their individual goals on DIBELS 8 Assessment.</p> <p>*The Leadership Team conducted classroom walk-through observations to concentrate on core reading instruction and small group reading instruction to ensure students were reaching their goals.</p> <p>*Teachers, instructional coaches, and administration reflected on student data and goals being met. Teachers brought student work to analyze and discuss during PLC meetings. This helped ensure teachers were differentiating instruction based on student comprehension and performance.</p> <p>*Grade level PLC meetings included district personnel throughout the year to help build understanding and model high-yield strategies that helped students accomplish these goals.</p> <p>*Teachers continued to incorporate the Heggerty program and Core Reading Phonics Survey to increase student's phonemic awareness and instruction.</p>

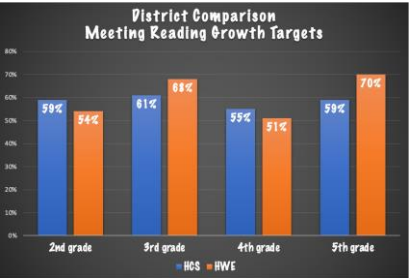
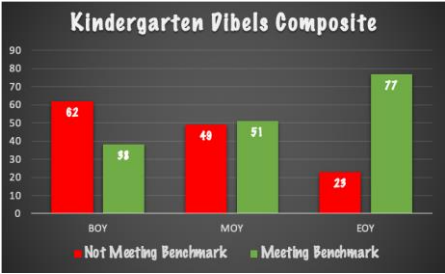
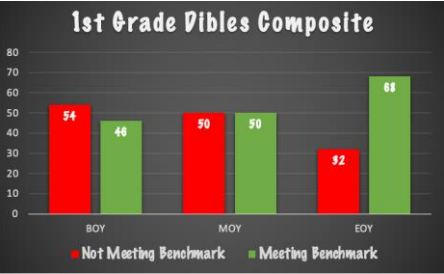
Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- 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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<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 17.8% to 12% in the spring of 2024.</p>	<p>Teachers will continue to work closely with administration, district personnel, and instructional coaches to increase the number of students meeting grade level standards by the end of the year. The following action steps have been implemented for our 3rd graders students:</p> <ul style="list-style-type: none"> • Learning walks: Teachers are able to visit other teachers in the building to see great teaching practices in place. This helps with the vertical alignment of the standards as well. • Consultant Observations and model lessons: Homewood Elementary had consultants and learning specialists are working closely with our 3rd grade team to enhance the rigor of the lessons and increase the active engagement of students. • Our instructional coaches are working closely with our 3rd grade team to plan Tier I whole group and small group instruction in the classroom. • Homewood will continue to utilize the full-time interventionists to work closely with our 3rd grade students to provide Tier II and Tier III interventions. • Teachers and interventionists will continue to progress monitored students in Tier I, Tier II, and Tier III programs. • Our 3rd grade students are meeting the benchmark in reading by 65%. <div style="text-align: center;">  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>3rd Grade ELA SC Ready Scores</caption> <thead> <tr> <th>Year</th> <th>Meets</th> <th>Does Not Meet</th> </tr> </thead> <tbody> <tr> <td>17-18</td> <td>63</td> <td>37</td> </tr> <tr> <td>18-19</td> <td>56</td> <td>44</td> </tr> <tr> <td>20-21</td> <td>60</td> <td>40</td> </tr> <tr> <td>21-22</td> <td>43</td> <td>57</td> </tr> <tr> <td>22-23</td> <td>68</td> <td>31</td> </tr> <tr> <td>23-24</td> <td>65</td> <td>35</td> </tr> </tbody> </table> </div>	Year	Meets	Does Not Meet	17-18	63	37	18-19	56	44	20-21	60	40	21-22	43	57	22-23	68	31	23-24	65	35
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21-22	71	29																																																																	
22-23	79	21																																																																	
23-24	68	32																																																																	
Year	Benchmark & Above	Below Benchmark																																																																	
18-19	80	20																																																																	
20-21	60	40																																																																	
21-22	58	42																																																																	
22-23	73	27																																																																	
23-24	70	30																																																																	

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

Goals	Action Steps
	<ul style="list-style-type: none">• Our teachers are implementing the HMH curriculum to help students decode and have a strong foundation in literacy.