

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?: 0
- 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)?: 21

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.

To effectively assess and instruct reading comprehension for all students, Myrtle Beach Early Childhood School (MBECS) uses a comprehensive approach which incorporates oral language development, phonological awareness activities, phonics instruction, fluency practice, vocabulary building, and comprehension strategies, allowing students to decode words accurately, understand vocabulary within context, and ultimately grasp the meaning of text at their grade level, aligning with English/Language Arts standards. MBECS is currently using the following assessments to determine student growth in areas of phonological awareness: Dynamic Indicators of Basic Early Literacy Skills 8 (DIBELS 8), myIGDIs, CORE Phonics survey, and classroom level informal assessments.

. The following are key components and contribute to comprehension:

- **Oral Language:** Assessing and building oral language skills like listening comprehension, vocabulary use, and sentence structure provides a strong foundation for reading comprehension as students can readily connect spoken language to written text.
- **Phonological Awareness:** Activities focused on manipulating sounds in words, like identifying initial sounds, blending sounds, or segmenting words, help students develop the ability to decode unfamiliar words, a crucial aspect of reading fluency.
- **Phonics:** Explicit teaching of letter-sound correspondences and phonics rules enables students to decode words by connecting sounds to letters, improving their ability to read unfamiliar words.
- **Fluency:** Repeated reading of text at an appropriate pace with proper expression enhances automatic word recognition, allowing students to focus more on understanding the meaning of the text.
- **Vocabulary:** Deliberate vocabulary instruction, including teaching new words through context clues, definitions, and rich discussions, deepens comprehension by expanding students' knowledge of word meanings.

In addition, we use Comprehension Strategies such as making predictions, asking questions, visualizing, summarizing, and connecting ideas within the text to encourage students to actively engage with the material and monitor their understanding.

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MBECS uses a variety of assessment methods are used to inform instruction. Teachers differentiate instruction based on student needs and to promote student success. Small group interventions provide targeted support to students struggling with specific reading skills. Tiered activities offer varied levels of complexity in reading materials and comprehension questions to meet individual needs. Additionally, technology tools are utilized for digital resources to provide additional practice and support for reading development. By incorporating all these elements into reading assessment and instruction, through a comprehensive approach, addresses the diverse needs of students, enabling them to develop strong reading comprehension skills and achieve grade-level English/Language Arts standards.

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.

To align word recognition assessment and instruction for PreK-K grade students with the science of reading, structured literacy, and foundational literacy skills, teachers prioritize explicit, systematic instruction focused on phonemic awareness, phonics, morphology, and orthographic patterns, using a progression of skills that build upon previously learned concepts, allowing students to decode words efficiently and accurately, ultimately leading to fluent readers. Currently our teachers are engaged in Language Essentials for Teachers of Reading and Spelling (LETRS) training and Houghton Mifflin Harcourt- Into Reading Curriculum (HMH) to implement effective strategies to teach reading. Our teachers use explicit phonics instruction which teaches letter-sound correspondences systematically, introducing sounds and their corresponding letters in a logical sequence, emphasizing regular patterns and addressing irregular words explicitly. Teachers use phonemic awareness development to prioritize activities that build awareness of individual sounds within words such as segmentation, blending and manipulation to prepare students for phonics instruction. MBECS uses a systematic progression to introduce new skills based on previously learned concepts, gradually increasing complexity as students' progress through the year. Decodable Texts are utilized by teachers for reading materials with high phonetic predictability to practice decoding skills and build confidence. Morphology Awareness is used to teach our students to identify and understand meaningful word parts like prefixes, suffixes, and root words to decode multisyllabic words. Teachers use fluency practice once decoding skills are established. Our teachers provide ample opportunities for repeated reading to build fluency and automaticity with word recognition.

The following assessment practices are aligned with the science of reading. MBECS utilizes formative assessments regularly to monitor student progress through quick checks like letter naming fluency, informal running records, and core phonics assessment for above benchmark students. We use diagnostic assessments, which utilize standardized assessments to pinpoint specific areas of difficulty in word recognition skills, such as phonemic awareness, letter-sound correspondence, or decoding strategies. Additionally, individualized instruction and assessment data is provided by our educators to differentiate instruction and provide targeted interventions for students with specific needs. By incorporating these practices, teachers can effectively assess and build students' letter naming and sound recognition, aligning their instruction with the science of reading and structured literacy principles, ensuring a strong foundation for reading comprehension in the upper grades.

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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.

MBECS utilizes universal screener data to initially identify students at risk for reading difficulties, then uses diagnostic assessment data to pinpoint specific areas of weakness within reading to determine targeted intervention pathways for those students who are not meeting grade-level reading proficiency, allowing for tailored instruction based on individual needs. Horry County Schools uses a multi-tiered system of support (MTSS) to help determine the needs of our students. Our district and school uses DIBELS (Dynamic Indicator or Basic Early Literacy Skills) and myIGDIs. These screenings quickly identify those who might be struggling with reading compared to their peers, indicating a potential need for further evaluation. These tools help us determine the level of intervention a student may need in reading. By analyzing the overall data, teachers can assess if core classroom instruction is sufficient for most students or if adjustments need to be made to better support struggling readers. Once a student is identified as "at-risk" through universal screening, a more comprehensive diagnostic assessment is administered to pinpoint the specific areas of difficulty within reading, such as decoding, phonemic awareness, vocabulary, or comprehension strategies. BURST, UFLI, CD Big Day ELA program small group instructional plans are examples of some of the interventions used at MBECS to help students with their academic needs. These assessments can help determine the underlying cause of a student's reading struggles, allowing for targeted intervention strategies to take place.

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.

To support a student as a reader and writer at home, parents can: regularly read together, discuss what they read, encourage independent reading choices, provide opportunities for writing practice like journaling or story writing, model writing by sharing their own writing, and actively engage in conversations that build vocabulary and comprehension. We provide parenting programs such as Family Reading Night and Literacy Night. Parents are also given reports from assessments that specify areas in need of improvement and strengths of the student. Parent teacher conferences are held to discuss the data reports and to provide suggestions to parents in regard to assisting their children with growth. Teachers also use digital communication platforms through Seesaw and Google Chat to share clear guidelines on reading strategies, share suggested ELA activities, and assist parents with suggestions on how to support reading and writing at home.

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.

To monitor reading achievement and growth at the school level, MBECS utilizes a multi-tiered system of support (MTSS) approach, employing frequent, standardized progress monitoring assessments, including DIBELS probes, to identify students at risk for reading difficulties and guide targeted interventions based on individual student data, with regular review and adjustments to ensure all students are progressing towards grade-level reading proficiency. All students are screened at the beginning of the year using a reliable, valid, and efficient reading assessment (DIBELS) to identify potential areas of need. Students are then placed on the appropriate tier of support. Screening data is analyzed to identify students requiring additional monitoring or Tier 2 or 3 interventions. Tier 1 Core Instruction includes high-quality, evidence-based reading instruction that is delivered to all students within the regular classroom. Teachers consistently use formative assessments and observation notes to monitor student progress within the classroom. Data from Tier 1 assessments is used to inform instructional planning and differentiate instruction to meet individual needs. Tier 2 Targeted Interventions identify

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students as at-risk through screening that provide targeted small group interventions delivered by classroom teachers or reading interventionists. Interventions are based on specific student needs and focused on targeted reading skills, such as phonics, fluency, or comprehension. Regular progress monitoring is conducted using DIBELS probes to measure student growth and adjust interventions as needed. Tier 3 Intensive Interventions are used for students demonstrating significant reading difficulties. These students receive individualized, intensive interventions often delivered by a special education teacher or reading interventionist. Interventions may include more frequent monitoring, specialized instructional materials, and tailored strategies based on individual needs. Progress is closely monitored through frequent data collection to ensure rapid progress and determine if further interventions are necessary. Data driven meetings are held with teachers, school psychologists, instructional coaches, and administrators to review student data, discuss intervention effectiveness, and make necessary adjustments to instructional plans. Student progress is communicated to parents through timely reports and conferences, providing opportunities for collaboration and 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.

To support reading achievement for all students, MBECS provides comprehensive teacher training deeply rooted in the science of reading, structured literacy principles, and foundational literacy skills, focusing on explicit instruction, systematic progression, and ongoing assessment to ensure teachers can effectively differentiate instruction for diverse learners, including those with specific learning disabilities or other learning difficulties. Through the professional development and study of LETRS, Implementation of the new HMH curriculum, and the new SC ELA state standards, MBECS is currently completing an in-depth study of the neurological processes involved in reading, including phonemic awareness, phonics, morphology, syntax, and vocabulary development. Teachers utilize professional learning communities weekly with the primary instructional coach, which allows for collaboration to gather a better understanding of the research-based evidence supporting the importance of explicit and systematic instruction for all students. Structured Literacy Practices include implementation of a structured literacy approach that includes consistent routines, predictable patterns, and clear visual cues to support decoding and encoding skills. These routines and patterns begin in CD and continue through Kindergarten. Teachers are consistently implementing multisensory strategies to engage learners with different learning styles and explicitly teaching phonics patterns, sound-letter correspondences, and morphology rules in a logical sequence. To focus on Foundational Literacy Skills, MBECS emphasizes phonemic awareness instruction, including activities to isolate sounds, blend sounds, and segment words based on the differentiated needs of the students. We teach vocabulary development strategies, including explicit instruction of key vocabulary words with connections to context and prior knowledge. Teachers model and provide explicit instruction with clear explanations and visual aids, guided practice opportunities to reinforce new skills with targeted feedback, and independent practice activities that allow students to apply learned concepts. Professional Development Opportunities are ongoing coaching and support from our instructional coach and district learning specialists to ensure effective implementation of science-based practices. Time for collaborative learning opportunities to share best practices and discuss challenges with colleagues are provided weekly with our teachers. Teachers also have access to high-quality literacy materials and curriculum aligned with the science of reading.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • 4 dedicated reading interventionists • Using HMH structured small group lessons • Progress monitoring every 10 days 	<ul style="list-style-type: none"> • Improve student and teacher attendance • Expedite the MTSS/RtI process • Continue to increase parenting workshops

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 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from _____ % to _____ % in the spring of [previous school year].	N/A- MBECS does not have 3 rd grade
<u>Goal #2:</u> The percentage of regular education Kindergarteners meeting benchmark will increase to 95% by the Spring of 2024.	80% of regular education Kindergarten students met benchmark on DIBELS in the Spring of 2024.

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Goals	Progress
<u>Goal #3:</u> The percentage of ML Kindergarten students meeting Benchmark on DIBELS will increase to 95% by the Spring of 2024.	80% of ML Kindergarten students met Benchmark on DIBELS in the Spring of 2024.

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	Action Steps
<u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from _____ % to _____ % in the spring of [previous school year].	N/A- MBECS does not have 3 rd grade students
<u>Goal #2:</u> 95% of regular education Kindergarten students will meet Benchmark on DIBELS in the Spring of 2025.	Teachers, Assistants, Literacy Coach, Interventionists, Administrative Team will be responsible for implementing and monitoring the following action steps: Differentiated small group instruction- HMH, BURST, UFLI Tier Two Interventions Progress Monitoring Targeted ELA workstations HMH curriculum

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Goals	Action Steps
<u>Goal #3:</u> 95% of Child Development students will be in Tier I on the myIGDIs assessment in the Spring of 2025.	Teachers, Assistants, Literacy Coach, Interventionists, Administrative Team will be responsible for implementing and monitoring the following action steps: Differentiated small group instruction- Big Day Tier Two Interventions Progress Monitoring Targeted ELA workstations Big Day curriculum