

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? **1 teacher**
- 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)? **37 teachers**

**Section A:** Describe how reading assessment and instruction for all PreK-5<sup>th</sup> 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.

Burgess Elementary uses a comprehensive approach to teaching oral language development, phonological awareness activities, phonics instruction, fluency practice, vocabulary building, and comprehension strategies to effectively assess and instruct reading comprehension for all students. 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 word recognition and fluency. Explicit teaching of letter-sound correspondences and phonics generalizations enables students to decode words by connecting sounds to letters improving word recognition. Repeated reading of text at an appropriate pace with proper expression enhances automatic word recognition, allowing students to focus more on construction of meaning during reading. Deliberate vocabulary instruction, including teaching new words through context clues, definitions, and rich discussions, deepens comprehension by expanding students' language comprehension.

Structured Literacy lessons (K-2) and Foundational Skills lessons (grades 3-4) offer daily explicit, systematic instruction to build strong word recognition skills, including oral language development, phonological awareness, and phonics. High quality decodable texts further support developing readers as students apply phonetic understandings and newly acquired high frequency words in context to build fluency. More specifically, kindergarten instruction focuses on phonemic awareness and phonics, first and second grade then shift to securing spelling patterns, and finally in grades three and four, word work strategy lessons help readers learn to strategically look at new words to analyze pronunciation and meaning.

Daily whole group reading lessons include vocabulary and comprehension instruction that aligns with state standards. Reading themes/modules are designed to systematically build meaning and vocabulary around relatable and diverse topics. Vocabulary is taught in context further allowing students to make connections between newly acquired and existing knowledge. Furthermore, instruction affords readers continuous opportunities to

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

learn characteristics of genre and how to cite evidence from text to support their growing understanding and use of reading strategies that allow them to construct understanding of increasingly more complex texts. Students are encouraged to share and show their understanding through oral conversation and writing.

The use of data to track growth over time is a critical component of ongoing assessment. Our state adopted curriculum, Houghton Mifflin Harcourt's (HMH) *Into Reading* offers a spiraling curriculum thus placing importance on tracking student performance over time to determine the degree to which students have attained grade level mastery of standards. The following assessment methods are used to inform both whole group and small group differentiated instruction:

- Informal observations help monitor students' oral language skills during discussions, retelling stories, and answering questions.
- Phonological awareness assessments use tasks like rhyming word identification, sound isolation, and blending sounds to gauge students' phonemic awareness.
- Phonics assessments are used to evaluate students' ability to decode words with different phonetic patterns.
- Fluency checks are completed by teachers to assess reading rates, accuracy, and expression through timed oral reading passages.
- Vocabulary assessments are used to check students' understanding of key vocabulary words from a text.
- Open-ended comprehension questions about the text during reading and discussions are used to assess students' ability to identify main ideas, details, and their ability to make inferences.
- Weekly and module-based assessment that accompany *Into Reading* provide students an opportunity to apply their growing bank of word and comprehension strategies to a “cold read” providing a window into skills and strategies readers have secured and those needing additional review.

Burgess Elementary teachers differentiate instruction based on student needs to promote student growth. We use the CORE Phonics survey, the Dynamic Indicator or Basic Early Literacy Skills (DIBELS 8), and Measures of Academic Performance (MAP) to assess students' growth and determine need based instructional groups. Tiered small group instruction and intervention provide targeted support to students struggling with specific reading skills and allow readers to apply developing skills and strategies to texts with varying complexity. Additionally, digital content accessed through one-to-one devices provides adaptive and differentiated practice which targets skills students are ready to develop. By incorporating all these elements into reading assessment and instruction, Burgess Elementary 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-5<sup>th</sup> grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Our 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. Currently our teachers are engaged in professional development through Language Essentials for Teaching Reading and Spelling (LETRS) to build a stronger awareness of how the science of reading

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

should inform our assessment and instruction. This knowledge helps them understand the ways in which the *Into Reading* curriculum explicitly teaches the skills and strategies needed to develop proficient readers. With the support of LETRS and HMH, Burgess Elementary uses a systematic progression to introduce new skills based on previously learned concepts, gradually increasing complexity as students progress through the grades.

Whole group and differentiated instruction targets readers' development from the partial-alphabetic phase of development through to the consolidated phase. Readers are explicitly taught to use their word knowledge to identify letter and syllabication patterns as they develop fluency and automaticity. Systematic and explicit Word Recognition instruction facilitates the readers' abilities to build a personal lexicon beyond rote decoding and memorization. Our teachers use explicit phonics instruction which teaches letter-sound correspondences in a systematic fashion. In so doing, sounds and their corresponding letters are introduced in a logical sequence, emphasizing regular patterns, and addressing irregular words explicitly. Teachers also prioritize activities that build phonological awareness of individual sounds within words by using routines such as segmentation, blending and manipulation to prepare students for phonics instruction. Morphology awareness is used to teach 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 using decodable and authentic literature to build fluency and automaticity with word recognition.

Assessment and instruction in Word Recognition aligns with the Science of Reading and focuses on developing strategic readers. Beyond exposure through whole group instruction, placement assessments determine which phonetic skills students are ready to learn, and readers are grouped according to these identified needs. This allows teachers to differentiate phonics instruction, providing work on skills at a slower or more advanced pace. Burgess Elementary utilizes formative assessments regularly to monitor student progress through quick checks like word lists, running records, and phonics probes to identify areas needing additional support. We use diagnostic assessments, which pinpoint specific areas of difficulty in word recognition skills, such as phonemic awareness, letter-sound correspondence, or decoding strategies. The use of our systematic small group program targets needs and growth across grade levels, so students are given time to achieve proficiency along a continuum rather than by grade level. This program's approach includes explicit routines that focus on the components of word recognition (phonological awareness, spelling-sounds, and high frequency words) and language comprehension (background knowledge, vocabulary, language structure, verbal reasoning, and literacy knowledge). Placement assessments serve as diagnostic screeners which allow teachers to place students into flexible groups based on the student's instructional point of need. Throughout the scope and sequence, criterion-referenced check points guide continued instructional decisions such as reteaching or pace adjustment. By incorporating these practices, teachers can effectively assess and build students' word recognition skills and aligning their instruction with the Science of Reading and Structured Literacy principles, ensuring a strong foundation for reading comprehension.

**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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

At Burgess Elementary, we use universal screener data and diagnostic assessment data to determine targeted pathways of intervention for students in PreK-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency. We universally screen all students three times each year to monitor students' growth towards reading proficiency using DIBELS 8 (grades K-2) and MAP (grades 1-4). These screenings quickly identify students who are

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

struggling with reading compared to their peers, thus indicating a potential need for further evaluation and more strategic instruction beyond our core ELA curriculum to fill gaps and build proficiency. All students identified as "at-risk" through these universal screenings are then given a more comprehensive diagnostic assessment to pinpoint specific areas of difficulty within reading, such as word recognition (phonological awareness, decoding, and sight recognition) and/or language comprehension (vocabulary, language structures, verbal reasoning, and literacy knowledge). Together our use of universal and diagnostic screeners help us determine both the level of intervention a student may need, as well as specific entry points along the phonetic growth continuum for targeted, systematic instruction in word recognition and/or language comprehension. Amplify mCLASS, University of Florida Institute (UFLI), and Passport are examples of the intervention programs used at Burgess to help students develop these identified needs. In between universal screener administrations, regular progress monitoring takes place. These progress monitoring data points help determine the underlying cause of a student's reading struggles, allowing teachers and interventionists to make data informed decisions to guide continued instructional decisions such as reteaching and/or pace adjustment.

**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.

Burgess Elementary has a multifaceted system in place to help parents understand how they can support readers and writers at home. Annual conferences take place at the beginning of the year between teachers and parents. At these conferences, parents are given reports from universal screeners and classroom assessments that specify overall strengths and areas in need of improvement. These data based conversations serve to inform parents of how they can assist their children with growth in authentic ways at home. After universal screening benchmarks are given throughout the year, family reports are shared indicating students' strengths, growth, and continued areas of need. Accompanying these reports, parents are provided with information about how to support their readers at home, such as: regularly reading together, discussing what they read, encouraging independent reading choices, providing opportunities for writing practice like journaling or story writing, modeling writing by sharing their own writing, and actively engaging in conversations that build vocabulary and comprehension. Specific suggestions are also shared on student report cards. Teachers communicate log-in information so families can work on digital learning platforms at home for additional practice when needed. This log-in information also allows students to access e-readers that accompany our reading curriculum, as well as state sites with e-book check-out. HMH *Into Reading* books can be assigned digitally for at home reading practice as prereading and follow-up reading support at home. Students are provided blackline masters of text read in small group and intervention to continue to practice and build automaticity at home. Teachers connect with families through digital communication platforms such as Seesaw, Google Classroom, and Dojo to share reading strategies being studied in class, book lists based on grade level, schoolwide literacy initiatives, and to assist parents with suggestions on how to support reading and writing at home. Finally, at Burgess Elementary, all students engage in end of the year Student Led Conferences. During these conferences, students share oral presentations and work samples with their parents that highlight ways in which they have grown as a reader across the year.

**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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.

Burgess Elementary utilizes a multi-tiered system of support (MTSS) approach employing frequent, standardized, and Curriculum-Based Measures (CBM) to monitor reading achievement and growth at the classroom and school level. All students are screened at the beginning of the year using a reliable, valid, and efficient reading assessment (DIBELS 8 and MAP) to identify tiered level of need. Diagnostic screening data is further analyzed to identify students requiring

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

additional monitoring and Tier 2 or 3 interventions. Consistent progress monitoring and analysis of student growth data allows teachers and interventionists to pinpoint continued areas of reading difficulties students may face. Targeted interventions based on individual student data ensure all students are provided with an equitable opportunity to progress towards grade-level reading proficiency.

Tier 1 core instruction includes high-quality, evidence-based reading instruction delivered to all students within the regular classroom. Teachers consistently use formative assessments like exit slips, weekly and modular assessments, and anecdotal information gathered from conferences and classroom observation to monitor student progress within the classroom. Weekly and monthly monitoring of adaptive learning platforms such as Lexia and Achieve, progress monitoring data, and administration of universal screeners throughout the year allows for the triangulation of data to determine growth trends. Data from Tier 1 assessments and the use Northwest Evaluation Association's (NWEA) Learning Continuum is used to inform differentiated instructional planning to meet individual student needs.

Students are identified as at-risk when screening data indicates an individual reader may not be achieving reading proficiency at the same pace as same-aged peers. At-risk students are then identified as needing Tier 2 or 3 support. These students continue to participate in Tier 1 whole group and small group instruction, while also receiving Tier 2 intervention support. Tier 2 instruction is provided by highly qualified reading interventionists. In intervention groups, students are grouped such that instruction is focused on targeted reading skills, such as phonics, fluency, or comprehension. Regular progress monitoring is conducted using CBM probes to measure student growth and to adjust interventions as needed. Tier 3 intensive interventions are used for students demonstrating significant reading difficulties and/or a failure to maintain progress towards proficiency in Tier 2 intervention. These students receive individualized, intensive interventions often delivered by a special education teacher or reading interventionist. Progress is closely monitored for students receiving tiered intervention through frequent data collection. This allows teachers and interventionists to identify students' progress more rapidly and adjust instruction accordingly.

Regular data guided conversations involving grade level teachers and interventionists are held between universal screening administrations to help ensure we maintain a focus on growth of readers and flexible grouping to target reading development. Grade level teachers gather every fifth Wednesday for data conversations. Student data logs are updated, adjustments to tiered groups are made when and if needed, and plans for differentiation within reading groups are discussed. Weekly common planning with interventionists and our instructional coach allows this team to discuss student growth, to consider flexibly grouping needs based on bi-weekly progress monitoring, and to plan for administering universal and diagnostic screening of new students. Quarterly MTSS meetings are held with teachers, school psychologists, instructional coaches, and administrators to review student data, discuss intervention effectiveness, offer adjustments to instructional plans, and consider the need for additional evaluation.

**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-5<sup>th</sup> grade.

Burgess Elementary provides comprehensive professional development for all faculty members in the areas of student engagement, the science of reading, and the implementation of South Carolina's new ELA standards. By developing the knowledge base of our teachers, we are supporting the reading achievement for all students. Teachers meet weekly in Professional Learning Communities (PLC) with our school's instructional coach to engage in professional study that is rooted in the science of reading. Through these PLC meetings, teachers are delving into the role that explicit instruction, systematic progression, and ongoing assessment play in securing foundational skills for all readers, regardless of grade level and learning difficulty. We are currently completing an in-depth study of the

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

neurological processes involved in reading, including phonemic awareness, phonics, morphology, syntax, and vocabulary development by engaging in LETRS study. Common planning work between teachers and the instructional coach focuses on standards-based implementation of our newly adopted *Into Reading* curriculum. These collaborative conversations allow time to gather a better understanding of the research-based evidence supporting the importance of explicit and systematic instruction for all students. Because our instructional coach supports all grade level through common planning, she can note and share routines, predictable growth patterns, and visual supports that begin in kindergarten and need to be continued until students become proficient readers.

Our district supports onsite work with district learning specialists and program consultants throughout the year. These experts guide our work to better understand how to implement specific routines and instructional strategies for explicit teaching that lay the foundation for reading development in these programs. Some of these include modeling and 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.

**Section G: Analysis of Data**

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> <li>DIBELS 8 data for the 2024 school year indicated that 88% of kindergarten students, 82% of first grade students, and 75% of 2<sup>nd</sup> grade students were Benchmark or Above at the EOY testing.</li> <li>65% of our 3<sup>rd</sup> grade students and 71% of 4<sup>th</sup> grade students scored in the “Meets plus Exceeds” categories on SC Ready.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain an upward trend line as students moved from kindergarten to second grade as measured by DIBELS 8.</li> <li>Increase our percentage of 3<sup>rd</sup> and 4<sup>th</sup> grade students scoring “Meets plus Exceeds” as measured by SC Ready.</li> </ul>

**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><b>Goal #1 (Third Grade Goal):</b> Reduce the percentage of third graders scoring “Does Not Meet” in the spring of 2023 as determined by SC READY from 9 % to 8 % in the spring of 2024.</p>	<p>10% (12 students) of the Burgess Elementary 3<sup>rd</sup> Grade students scored Not Met 1 on the SC Ready ELA Assessment in 2023-2024 school year. The goal was not met. Of these 12 students, three receive ESOL intervention, five receive specialized curriculum through special education, and four are dual identified as special education and ESOL.</p>

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

Goals	Progress
<u>Goal #2</u> By June of 2024 at least 68% of students in grades 3 and 4 will score Met or Above on SC Ready.	68% of 3 <sup>rd</sup> graders and 71% of 4 <sup>th</sup> graders scored “Meets plus Exceeds” as measured by SC Ready. This goal was not met for 3 <sup>rd</sup> grade and was met for 4 <sup>th</sup> grade.
<u>Goal #3</u> By June of 2024, at least 85% of first grade students will reach Benchmark on DIBELS 8 benchmark assessments.	82% of first graders scored Benchmark or above on EOY DIBELS 8. This goal was not met. 18% (18) of students scored below benchmark. Of these, four receive ESOL intervention and eight receive specialize curriculum through special education.

**e**  
**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 2024 as determined by SC READY from 9 % to 8 % in the spring of 2025.	<p>The leadership team, teachers, and interventionists will analyze benchmark and progress monitoring data at regularly scheduled MTSS meetings. The instructional coach will facilitate review of grouping by needs to ensure small groups remain flexible and targeted.</p> <p>Teachers meet weekly with the instructional coach to review grade level plans. Planning conversations will include reflection on rigor and depth of standards work.</p> <p>General education teachers, special education teachers, and interventionists will plan need based small group instruction guided by progress monitoring data and the NWEA Learning Continuum. The</p>

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

Goals	Action Steps
	<p>instructional coach will provide support for teachers via coaching cycles with teachers as they refine their use of standards and the NWEA Learning Continuum to differentiate instruction in reading foundational skills, vocabulary development, and comprehension strategies.</p> <p>General education teachers, special education teachers, and interventionists will progress monitor students every two weeks using the DIBELS 8 battery of subtests. The instructional coach will provide support via coaching cycles as teachers work to analyze and incorporate results from daily and weekly formative assessment to strengthen the instructional focus in small group. Interventionists will utilize progress monitoring checkpoints that accompany Passport.</p> <p>General education teachers plan small group instruction based on the median RIT level of students in each group.</p> <p>Interventionists provide specialized curricular support for students who score in the bottom quartile based on MAP. Interventionists will utilize Passport to engage students in foundational skills and comprehension lessons.</p> <p>Building administrators will provide monthly professional development highlighting an engagement structure that can be used in ELA whole and small group lessons. Teachers will incorporate this engagement structure in whole and small group lesson plans the following month. The instructional support team will conduct classroom visits to coach teachers on the use of these structure to support and enhance student learning.</p>
<p><u>Goal #2</u> By June of 2024 at least 70% of students in grades 3 and 4 will score met or above on SC Ready.</p>	<p>The leadership team, teachers, and interventionists will analyze benchmark and progress monitoring data at regularly scheduled MTSS meetings. The instructional coach will facilitate review of grouping by needs to ensure small groups remain flexible and targeted.</p>

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

<b>Goals</b>	<b>Action Steps</b>
	<p>Teachers meet weekly with the instructional coach to review grade level plans. Planning conversations will include reflection on rigor and depth of standards work.</p> <p>General education teachers, special education teachers, and interventionists will plan need based small group instruction guided by progress monitoring data and the NWEA Learning Continuum. The instructional coach will provide support for teachers via coaching cycles with teachers as they refine their use of standards and the NWEA Learning Continuum to differentiate instruction in reading foundational skills, vocabulary development, and comprehension strategies.</p> <p>General education teachers, special education teachers, and interventionists will progress monitor students every two weeks using the DIBELS 8 battery of subtests. The instructional coach will provide support via coaching cycles as teachers work to analyze and incorporate results from daily and weekly formative assessment to strengthen the instructional focus in small group. Interventionists will utilize progress monitoring checkpoints that accompany Passport.</p> <p>General education teachers plan small group instruction based on the median RIT level of students in each group.</p> <p>Interventionists provide specialized curricular support for students who score in the bottom quartile based on MAP. Interventionists will utilize Passport to engage students in foundational skills and comprehension lessons.</p> <p>Building administrators will provide monthly professional development highlighting an engagement structure that can be used in ELA whole and small group lessons. Teachers will incorporate this engagement structure in whole and small group lesson plans the following month. The instructional support team will conduct classroom visits to coach</p>

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

<b>Goals</b>	<b>Action Steps</b>
	teachers on the use of these structure to support and enhance student learning.
<u>Goal #3</u> By June of 2024, at least 85% of first grade students will reach Benchmark on DIBELS 8 benchmark assessments.	<p>The leadership team, teachers, and interventionists will analyze benchmark and progress monitoring data at regularly scheduled MTSS meetings. The instructional coach will facilitate review of grouping by needs to ensure small groups remain flexible and targeted.</p> <p>Teachers meet weekly with the instructional coach to review grade level plans. Planning conversations will include reflection on rigor and depth of standards work.</p> <p>General education teachers, special education teachers, and interventionists will plan need based small group instruction guided by progress monitoring data and the NWEA Learning Continuum. The instructional coach will provide support for teachers via coaching cycles with teachers as they refine their use of standards and the NWEA Learning Continuum to differentiate instruction in reading foundational skills, vocabulary development, and comprehension strategies.</p> <p>General education teachers, special education teachers, and interventionists will progress monitor students every two weeks using the DIBELS 8 battery of subtests. The instructional coach will provide support via coaching cycles as teachers work to analyze and incorporate results from daily and weekly formative assessment to strengthen the instructional focus in small group. Interventionists will utilize progress monitoring checkpoints that accompany Passport.</p> <p>General education teachers plan small group instruction based on the median RIT level of students in each group.</p> <p>Interventionists provide specialized curricular support for students who score in the bottom quartile based on MAP. Interventionists will utilize</p>

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

<b>Goals</b>	<b>Action Steps</b>
	<p>Passport to engage students in foundational skills and comprehension lessons.</p> <p>Building administrators will provide monthly professional development highlighting an engagement structure that can be used in ELA whole and small group lessons. Teachers will incorporate this engagement structure in whole and small group lesson plans the following month. The instructional support team will conduct classroom visits to coach teachers on the use of these structure to support and enhance student learning.</p>