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Ocean Bay Elementary

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)? Ocean Bay Elementary School has **47** eligible professional staff members including ML, Special Education, General Education teachers, interventionists, administrators, and a Reading Coach who are beginning Volume 1 this year.

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.

In order to instruct and assess reading comprehension effectively, Ocean Bay Elementary implements a comprehensive approach that includes oral language development, phonological awareness activities, phonics instruction, fluency practice, vocabulary building, and comprehension strategies. This comprehensive approach allows 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. At Ocean Bay Elementary, the assessments that are used to help guide and determine how students are growing in the areas are: CORE Phonics, DIBELS, and MAP. Below are critical 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.



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- **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 empower students to actively engage with the material and monitor their understanding.

At the PreK level, the MyIGDI's assessment is provided to students in Child Development which provides data on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. At the primary level, various methods are used to assess and guide instruction for students. Teachers use informal assessments throughout the school day and year to look for oral language skills as students are having discussions, answering questions and retelling stories. At Ocean Bay Elementary, teachers monitor phonological awareness by observing how students respond to activities such as rhyming word identification, sound isolation, and blending sounds. These types of activities help to gauge students' phonemic awareness. Our teachers use Phonics assessments to evaluate students' ability to decode words with different phonics patterns. Teachers administer Fluency checks to assess reading rates, accuracy, and expression through timed oral reading passages. Teachers give vocabulary assessments by checking students' understanding of key vocabulary words from a text. During ELA teachers are asking open-ended comprehension questions about the text to assess students' ability to identify main ideas, details, and inferences. At Ocean Bay Elementary School, at the Elementary Level, two fourth grade teachers are attending the Horry County Schools Literacy Foundations Academy where they will participate in ongoing professional development that supports a comprehensive approach to reading. They will be able to use the information in their classroom as well as share it with colleagues to impact student learning in a positive way. In order to promote student success, Ocean Bay Elementary teachers differentiate instruction based on student needs. In addition, Our school provides small group interventions that give 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. Digital resources are utilized to provide additional practice and support for reading development. By incorporating all these areas into reading assessment and instruction, Ocean Bay 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-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

At Ocean Bay Elementary, our commitment to aligning word recognition assessment and instruction with the science of reading is evident in our structured literacy approach for PreK-5th grade students. Our educators prioritize explicit and systematic instruction that encompasses key foundational literacy skills, including phonemic awareness, phonics, morphology, and orthographic patterns. Through ongoing training in LETRS and the implementation of the Houghton Mifflin Harcourt Into Reading Curriculum, teachers are equipped with effective strategies to enhance reading instruction. Explicit phonics instruction facilitates a logical sequence for introducing letter-sound correspondences, emphasizing regular patterns while addressing irregular words. Phonemic awareness activities, such as segmentation, blending, and manipulation, are foundational in preparing students for phonics. We utilize decodable texts to promote practice with high phonetic predictability, allowing students to build confidence in their decoding skills. As students progress, they develop morphology



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awareness, enabling them to decode multisyllabic words by recognizing meaningful parts such as prefixes and suffixes. Moreover, once decoding skills are solidified, fluency practice through repeated reading opportunities is provided, fostering automaticity and enhancing overall word recognition. This structured and incremental approach ensures that our students become fluent, confident readers.

Our commitment to aligning assessment practices with the science of reading is evident in our comprehensive approach to monitoring student progress. We employ formative assessments, including quick checks like word lists, running records, and phonics probes, which allow educators to identify students' areas requiring additional support. Complementing these, diagnostic assessments provide critical insights into specific challenges related to word recognition skills, such as phonemic awareness, letter-sound correspondence, and decoding strategies. This data-driven approach enables our educators to tailor individualized instruction and interventions, effectively addressing the unique needs of each student. By integrating these assessment practices, we ensure our instructional methods are aligned with structured literacy principles, ultimately fostering a solid foundation for reading comprehension and lifelong learning.

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.

Ocean Bay Elementary 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 MAP (Measures of Academic Progress) for this process. 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, and Passport are examples of some of the interventions used at Ocean Bay to help students with their 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 effectively support students as readers and writers at home, parents are encouraged to engage in various interactive practices that can significantly enhance their child's literacy skills. Regular shared reading sessions not only foster a love for



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books but also provide an opportunity for meaningful discussions about the content, which can deepen understanding and critical thinking. Encouraging independent reading choices allows children to explore their interests, thereby motivating them further. Writing opportunities, such as journaling or storytelling, enable students to express themselves creatively while developing their writing skills. Additionally, by modeling their own writing experiences, parents can illustrate the writing process's relevance and importance. At Ocean Bay Elementary, dedicated parenting programs like Family Reading Night and Literacy Night and Curriculum Night complement these efforts. Through parent-teacher conferences, educators can facilitate discussions around these assessments and provide tailored strategies to aid student growth. Furthermore, utilizing digital communication platforms such as Bloomz allows teachers to share effective reading strategies, curated book lists based on grade levels, and practical tips for parents to reinforce literacy development 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.

At Ocean Bay Elementary, the commitment to fostering reading achievement and growth at the school level is evident through the implementation of a comprehensive multi-tiered system of support (MTSS). This approach not only emphasizes the importance of frequent progress monitoring but also ensures that individualized interventions are made based on precise student data. From the very start of the academic year, all students undergo screening using reliable and valid assessments, namely DIBELS and MAP. These assessments are critical for identifying potential areas of need, allowing educators to place students in the appropriate tier of support. The data collected is meticulously analyzed to pinpoint those students who might require additional monitoring or who are at risk for reading difficulties.

The MTSS framework essentially consists of three tiers, each designed to address varying levels of student needs. The foundation of Ocean Bay Elementary's reading support begins with Tier 1, where high-quality, evidence-based reading instruction is provided to all students within the regular classroom environment. Teachers utilize formative assessments—such as exit slips and observation notes—to continuously monitor student progress. The data garnered from Tier 1 assessments informs instructional planning, allowing teachers to differentiate instruction and cater to individual learning needs effectively. For students identified as at risk through screening data, Tier 2 provides targeted interventions. These interventions are delivered in small groups by either classroom teachers or reading interventionists and are based on specific student needs. Whether focusing on phonics, fluency, or comprehension, the goal is to enhance targeted reading skills. Regular progress monitoring via Curriculum-Based Measurement (CBM) probes ensures that student growth is tracked, and interventions can be adjusted as necessary. For students who exhibit significant reading difficulties, Tier 3 offers the most intensive support. These students receive individualized interventions, often conducted by specialized reading interventionists or special education teachers. This tier may involve more frequent progress monitoring and the use of tailored instructional materials and strategies that address their unique challenges. Close monitoring and frequent data collection are imperative to ascertain whether students are making rapid progress and to evaluate if further interventions are required.



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The effectiveness of the MTSS approach is also enhanced through data-driven collaboration. Regular meetings are held with teachers, school psychologists, instructional coaches, and administrators to review student data, assess the effectiveness of interventions, and make necessary adjustments to instructional plans. This collective effort ensures that all stakeholders are informed and proactive in supporting student achievement. Maintaining open lines of communication with parents is a priority at Ocean Bay Elementary. Timely reports and conferences provide an opportunity for parents to engage in their child's educational journey, fostering a collaborative environment geared towards student success.

Ocean Bay Elementary's use of a multi-tiered system of support exemplifies a commitment to monitoring reading achievement and growth at the school level. By systematically identifying students' needs and implementing targeted interventions based on reliable data, the school strives to ensure that all students progress towards grade-level reading proficiency. Through a combination of evidence-based instruction, focused interventions, and collaborative efforts, Ocean Bay Elementary is setting a positive trajectory for reading success in every student.

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.

At Ocean Bay Elementary, we are dedicated to fostering reading achievement for all students through comprehensive teacher training grounded in the science of reading and structured literacy principles. Our professional development initiatives emphasize explicit instruction, systematic progression, and ongoing assessment, equipping educators to effectively differentiate instruction for diverse learners, including those facing specific learning disabilities. Our approach incorporates the evidence based LETRS framework, the newly adopted HMH curriculum, and the South Carolina English Language Arts state standards. Currently, we are undertaking a thorough exploration of the science of reading involved in reading—focusing on phonemic awareness, phonics, morphology, syntax, and vocabulary development. To enhance collaborative learning, our teachers participate in weekly Professional Learning Communities alongside the instructional coach. This collaboration facilitates a deeper understanding of the importance of explicit and systematic instruction for every student. We implement structured literacy practices characterized by consistent routines, predictable patterns, and clear visual cues that support both decoding and encoding skills from kindergarten through fifth grade. Our educators utilize multisensory strategies that cater to various learning styles, ensuring effective teaching of phonics, sound-letter correspondences, and morphology in a logical sequence. Focused intervention in foundational literacy skills includes phonemic awareness activities to support sound isolation, blending, and segmentation, tailored to student needs. Vocabulary development is prioritized, with explicit instruction linking key terms to context and prior knowledge. Through ongoing professional development and support from the instructional coach, we ensure that our teaching staff has access to high-quality literacy materials and curriculum aligned with the science of reading. This commitment to excellence empowers our educators to engage and inspire young readers effectively.



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Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Percent of 1st grade students scoring benchmark or higher on EOY DIBELS • Students in grades K-2 in all groups made growth except for one • Reduced percentage of 3rd grade students scoring Does Not Meet 	<ul style="list-style-type: none"> • 80% of 2nd grade students were benchmark or above. • 73% of 3rd grade students Exceeded or Met on SC Ready Reading (not including TDA) • 92% of students in 3-5 scored Approaches, Meets, or Exceeds on SC Ready Reading (including TDA)

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 2023 as determined by SC READY from 13.7% to 10% in the spring of 2024.</p>	<p>Based on the spring 2024 SC Ready ELA, 8.6% of the third-grade students scored performing below grade level. This data shows that we met the goal.</p>
<p><u>Goal #2:</u> By June 2024, the percentage of students in grades 3-5 scoring a 2 or higher on the SC Ready ELA assessment will be 94% or higher based on the 2023-24 SC Ready assessment administration and the HCS Elementary School SC School Report Card.</p>	<p>Based on the spring of 2024 SC Ready ELA, our students in grades 3-5 that scored a 2 or higher on SC Ready ELA was 92.05%. Based on that, we are close to meeting the goal.</p>



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Goals	Progress
Goal #3: By June 2024, the percentage of first grade students reaching a benchmark in reading on the end of year assessment will increase to 90% based on the 2023-24 DIBELS assessment.	On the 2024 End of the Year DIBELS assessment, 92% of our 1st grade students scored benchmark or above benchmark. Based on that we did meet our goal.

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
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 8.6% to 6.6% in the spring of 2025.	Reading Coach, Principal, and Assistant Principals will monitor progress toward the third-grade goal of reducing the amount of students performing below grade level. In addition, they will look for evidence of content-specific reading and writing integration in teacher lesson plans and classroom observations. Teachers will participate in staff development provided by the Reading Coach that focus on integrating content-specific reading and writing into ELA instruction.
Goal #2: By June 2025, the percentage of students in grades 3-5 scoring a 2 or higher on the SC Ready ELA assessment will be 94% or higher based on the 2024-25 SC Ready assessment administration and the HCS Elementary School SC School Report Card.	Teachers will participate in staff development sessions provided by the Instructional Coach that focus on integrating content-specific reading, writing, and researching into ELA instruction. Teachers will also participate in data digs to look for trends and patterns in data to help them plan lessons for the students in their classroom based on need. The Coach, Principal, and Assistant Principals will look for evidence of content-specific reading and writing integration in teacher lesson plans and classroom observations.



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Goals	Action Steps
<p>Goal #3: By June 2025, the percentage of second grade students reaching a benchmark or above in reading on the end of year assessment will increase from 80% to 85% based on the 2024-25 DIBELS assessment.</p>	<p>Teachers will participate in staff development sessions provided by the Instructional Coach that focus on ELA instruction. They will collaborate with grade level teams during PLC's to reinforce and support integration of content-specific skills into ELA instruction. In addition, teachers will participate in staff development sessions provided by the Instructional Coach that focus on the five components of reading, conceptual learning, build on prior knowledge, and make connections. Teachers will apply the information gained from LETRS training into classroom instruction.</p>