South Carolina Department of Education

Read to Succeed Elementary Exemplary Literacy Reflection Tool Individual student goal setting; use of a data folder for students

Directions: Please provide a narrative response for Sections A-I.

 Questions:

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS? **None**
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS? **None**
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? **45 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.

To effectively assess and instruct reading comprehension for all students, Waccamaw Elementary teachers use 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 grasp the meaning of text at their grade level, aligning with English/Language Arts standards. Waccamaw Elementary teachers are currently using the following assessments to determine student growth in areas of comprehension: CORE Phonics, Dynamic Indicators of Basic Early Literacy Skills 8 (DIBELS 8), and Measures of Academic Progress (MAP). 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. During whole group, small group, and intervention, instruction focuses on enhancing skills such as listening comprehension, vocabulary usage, and sentence construction. This solid foundation links spoken language to written text, improving reading comprehension**

- **Phonological Awareness: Phonological awareness skills are important as foundational knowledge to develop letter sound relationships. Instructional 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. During whole group, small group and intervention reading lessons teachers will use a structured literacy approach. Lessons may focus on recognizing and producing rhyme, counting, pronouncing and blending syllables in a word, blending and segmenting sounds, and deleting, substituting and adding sounds in a one syllable word.**

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool Individual student goal setting; use of a data folder for students

- **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. During whole group, small group and intervention reading lessons teachers will use direct instruction to teach students individual sounds and letters and learn to blend the sounds into words. Teachers will teach students to use sound-by-sound blending. In grades 3 and up, high frequency word cards are used to apply sound-symbol correspondences to decode words. Decodable texts will also be used in phonics instruction.**

- **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. During whole group, small group and intervention reading lessons teachers will use strategies of modeling, guided oral reading with teacher feedback and guidance, repeated reading and picture error clues. Students will have frequent and multiple opportunities to read independently and with others.**

- **Vocabulary: Deliberate vocabulary instruction, including teaching new words through context clues, definitions, and rich discussions, deepens comprehension by expanding students' knowledge of word meanings. During whole group, small group and intervention reading lessons teachers will use explicit vocabulary lessons within the context of reading, word study where students will break words down into prefixes, suffixes and roots, and word analysis where students learn to identify word parts and vowels and learn to put them into words. Students will have repeated exposure to new words within all reading instruction.**

    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 our school, the following Assessment methods are used to inform instruction. Informal observations help monitor students' oral language skills during discussions, retelling stories, and answering questions. At Waccamaw Elementary, phonological awareness assessments use tasks like rhyming word identification, sound isolation, and blending sounds to gauge students' phonemic awareness. Our teachers use phonics assessments to evaluate student ability to decode words with different phonics patterns. Fluency checks are completed by our teachers 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.

Waccamaw Elementary 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, Waccamaw Elementary, 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-5th 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 K-3rd grade, Special Education and Reading Intervention teachers and administrators are participating in Language Essentials for Teaching of Reading and Spelling (LETRS) professional development/training and Houghton Mifflin Harcourt- Into Reading Curriculum coaching and training 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. Waccamaw Elementary teachers use a systematic progression to introduce new skills based on previously learned concepts, gradually increasing complexity as students' progress through the grades. 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. Waccamaw Elementary teachers utilize formative assessments regularly to monitor student progress through quick checks like word lists, running records, and phonics probes to identify areas needing additional support. Our teachers 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' word recognition skills, aligning their instruction with the science of reading and structured literacy principles, ensuring a strong foundation for reading comprehension.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool Individual student goal setting; use of a data folder for students

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.

Waccamaw Elementary teachers utilize 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, our district, uses a Multi-Tiered System of Support (MTSS) to help determine the needs of our students. Our district and school use DIBELS 8 (Dynamic Indicator or Basic Early Literacy Skills) and MAP (Measures of Academic Progress) data 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, Passport and Kaleidoscope are examples of some of the interventions used at Waccamaw Elementary 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 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. At Waccamaw Elementary we provide parenting programs such as Baby Wildcat Storytime, aimed at soon-to-be preschool age students and we also hold a special event, WES Literacy CAMP OUT. This event provides a variety of stations with various literacy activities for students to engage in collaboratively with their family. In addition, we partner with many local groups to provide support to families, such as the Horry County Literacy Council, HCS Adult Education and Coastal Carolina University. Parents are also provided detailed 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, REMIND, and Class Dojo to share clear guidelines on reading strategies, share book lists based on grade level, and assist parents with suggestions on how to support reading and writing at home. Our weekly newsletter includes links and information about local literacy events.

<u>**Section E**</u>: 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, Waccamaw Elementary utilizes a multi-tiered system of support (MTSS) approach, employing frequent, standardized progress monitoring assessments, including Curriculum-Based Measurement (CBM) 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 8 and MAP) 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 like exit slips 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 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 CBM 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. Montly RTI 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. In addition, intervention teachers meet bi-weekly to discuss instruction, challenges to instruction and make adjustments to student grouping, if needed. Training and support is also provided to intervention teachers during that time. Student progress is communicated to parents through timely reports and conferences, providing opportunities for collaboration and support.

<u>**Section F**</u>: 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, Waccamaw Elementary 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 Houghton Mifflin Harcourt (HMH)) Into Reading curriculum, and the new SC ELA state standards, Waccamaw Elementary K-3rd Teachers, Administration, Instructional Coaches, Special Education and Intervention teachers are 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 primary and elementary instructional coaches, 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 Kindergarten and continue throughout 5th grade. 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, Waccamaw Elementary dives deep into 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. During Professional Learning Community Meetings, we discuss and teach many instructional delivery methods. 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. Professional development opportunities include ongoing side-by-side coaching and support from instructional coaches 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.

Section G: Analysis of Data

Strengths	Possibilities for Growth

Numerical Data Strengths:
• DIBELS 8 K:
   o 98% of students with a composite score at or above benchmark maintained their current composite level.
   o 77% of students with a BOY composite score of below or well-below benchmark moved up one level (example: red to yellow, yellow to green).
• DIBELS 8 1st:
   o 1st: 99%of students with a composite score at or above benchmark will maintain their current composite level.
   o 58% of students with a BOY composite score of below or well-below benchmark moved up one level (example: red to yellow, yellow to green).
 	
Other identified strengths:
• Regular, weekly (increase from 22-23) and meaningful PLCs
• Continued weekly planning PLCs side-by-side with coaches
• Abundance of intervention options
• Focus on Kagan engagement structures and coaching with PIES as focus
• Implementation of Kagan SAM Clubs to increase engagement for students.
• Coaching Cycles completed frequently by instructional coaches
• Learning walks in all grades
• Rejuvenation of our media center as a hub of the school - our new media specialist has created fun and exciting programs.
	Numerical Data areas for growth:
	• Increase the % of students in 1st grade with a BOY composite score of below or well-below benchmark moved up one level (example: red to yellow, yellow to green).
	• Increase the % of students meeting individual growth goals on MAP in all grades, 2-5.
	   o Focus on GT and special education populations.
	
	Other identified areas for growth:
	
	• Increase small group instruction time in upper grades.
	• Increase learning walks in spec. Ed, ESOL, intervention
	• Increase focus on word study/word structure instruction daily for upper grade students.

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).

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Goals	Progress
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 24.2 % in spring of 2023 to 20 % in the spring of 2024.	**Goal 1 (Third Grade Goal):** 25% of WES third graders scored Does Not Meet in the spring of 2024
Goal #2 65% of 2nd, 3rd, 4th, and 5th grade students at Waccamaw Elementary will meet their individual growth goal as measured by MAP Reading by June 2024.	**Goal 2:** The following % of WES students (by grade level) met their individual growth goal as measured by MAP Reading by June 2024. 2nd: 54% 3rd: 54% 4th: 46% 5th: 60%
Goal #3 K and 1st: DIBELS 8 **Goal 3-1)** 75% of students with a composite score at or above benchmark will maintain their current composite level. **Goal 3-2)** 75% of students with a BOY composite score of below or well-below benchmark will move up one level (example: red to yellow, yellow to green). All goals are for growth from BOY 2023 to EOY 2024.	**Goal 3-1:** K: 98% of students with a composite score at or above benchmark will maintain their current composite level. 1st: 99% of students with a composite score at or above benchmark maintained their current composite level. **Goal 3-2:** K: 77% of students with a BOY composite score of **below** or **well-below benchmark** moved up one level (example: red to yellow, yellow to green).

Goals	Progress
	1st: 58% of students with a BOY composite score of **below** or **well-below benchmark** <u>moved up one level</u> (example: red to yellow, yellow to green).

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

- All schools serving students in third grade MUST respond to the third-grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan.

Goals	Progress
<u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 25% to 20% in the spring of 2025.	
<u>Goal #2</u>: K and 1st Grades: DIBELS 8 1) 75% of students with a composite score at or above benchmark will maintain their current composite level.	

Goals	Progress
2) 75% of students with a BOY composite score of below or well-below benchmark will move up one level (example: red to yellow, yellow to green). All goals are for growth from BOY 2024 to EOY 2025.	
Goal #3: 65% of 2nd, 3rd, 4th, and 5th grade students at Waccamaw Elementary will meet their individual growth goal as measured by MAP Reading by June 2025.	