

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? 2
- 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) 14

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.

At Lady's Island Elementary School, reading assessment and instruction are designed to align with the South Carolina Readiness Standards for English/Language Arts (ELA) and support the development of key literacy skills—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These skills are integrated into a comprehensive approach to aid students in meeting grade-level ELA standards. Instruction begins with a strong emphasis on oral language, recognizing it as the foundation for reading and writing. Through interactive read-alouds, discussions, and collaborative activities, students develop listening and speaking skills, which are critical for understanding the structure of language and building comprehension abilities. For younger students, instruction focuses on phonological awareness, helping them understand the sounds within words, such as rhyming, syllable segmentation, and phonemic manipulation. This awareness is critical for decoding words and is often assessed through early literacy screeners to ensure students are on track. Phonics instruction is explicit and systematic, ensuring that students learn the relationships between letters and sounds (graphemes and phonemes) to decode words. This is especially emphasized in the early grades (K-2) but continues as necessary for students who need additional support. Assessments include tools that measure students' decoding skills to tailor instruction as needed. Vocabulary instruction is embedded across all grade levels. Teachers use both direct and indirect methods to build students' vocabulary, including explicit teaching of words, context-based learning, and exposure to rich language through diverse texts. Vocabulary development is supported through both formative and summative assessments, ensuring students grasp essential words to comprehend grade-level texts. **Formative and summative assessments** are used to identify students' strengths and weaknesses across these areas, allowing teachers to differentiate instruction to meet individual needs. The district's literacy plan is grounded in research-based practices, aiming to close achievement gaps and ensure all students can read proficiently and comprehend grade-level texts by the end of each school year.

Through this comprehensive, multi-faceted approach, the district ensures that students not only meet the South Carolina Readiness Standards for ELA but also develop into proficient, lifelong readers.

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Section B: Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Teachers use systematic assessments and explicit instructional strategies to assess and teach phonemic awareness, phonics, fluency, and comprehension. This fosters strong word recognition skills that support overall reading development, enabling students to become proficient readers. Instruction at our school focuses on how the students learn to read words. Teachers recognize where students are with reading words and plan instruction to meet their needs.

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.

All students in grades K-5 are tested three times a year using the iReady reading assessments and formal running records. Students in grades 3-5 are tested two times a year using Mastery Connect ELA assessments. The data collected is triangulated to create targeted pathways for students and to identify students who should receive tier II and tier III intervention. The data also shows the growth of students currently in MTSS and is used to identify students in need of formal evaluation.

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.

The systems in place include workshops focused on reading strategies, literacy development, and ways to foster a love of reading at home and invite guest authors to motivate parents and students to read more. Parents are also provided with monthly newsletter that highlight reading strategies, book suggestions, and upcoming literacy events in monthly newsletters to parents. Schools host book fairs that not only provide access to new books but also involve parents in discussions about reading. There is collaboration with county libraries to offer reading programs and access to resources, ensuring parents know how to utilize these services, and summer reading programs. Schools host Literacy Night where families can come together to read, share books, and engage in reading-related activities. Schools also track the impact of initiatives through student reading assessments and parental feedback to continually improve the program

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.

The school provides progress monitoring of reading achievement and growth at the school level through the Multi-Tiered Support System (MTSS) and intervention. The available data that the school uses are Fountas and Pinnell Benchmark Assessments, iReady, KRA, SC Ready, District Benchmarks and common assessments. Students are placed in Enrich for progress monitoring beginning with Tier 1. Depending on progress monitoring data, students may remain in a tier, move up, or down tiers for progress monitoring. Intervention is provided for students based on triangulated data.

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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.

All teachers in Kindergarten- 3rd are receiving training weekly in PLC in LETRS. Teachers also receive in-person training at the start of every Unit in LETRS. This training are relevant to all teachers as we incorporate the lesson into our phonic routines. All teachers are supported through coaching cycles where we focus on the science of reading to increase student growth through structured literacy.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">• 90 Minutes PLC• Grade level data teams• Weekly data collaborations• Support from Administration	<ul style="list-style-type: none">• Making evidenced based instruction• Using multiple forms of data to effectively guide instruction• Identifying effective strategies

Questions for District-level Survey:

1. Please provide the total number of **first** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: 24 Students

1. Please provide the total number of **second** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: 19 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
<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 ___ 20 % to 15 % in the spring of [2024].</p>	<p>The percentage of third grade students scoring Does Not Meet in the Spring of 2024 increased from 20% in 2023 to 22.9% in 2024.</p>
<p><u>Goal #2:</u> Reduce the number of students in third grade scoring 1 or more grade levels behind in the fall as measured by iReady reading assessment from 69% to 50% in the Spring of 2023-2024</p>	<p>The percentage of third grade students score 1 or more grade levels behind in the Spring of 2024 decreased form 69% to 48%</p>
<p><u>Goal #3:</u> The percentage of teachers using data to confer with students to set short term goals for growth in reading and writing will increase from 65% to 85% as measured by classroom observations and the use of student data conference sheet</p>	<p>The percentage of teachers conferring with students in reading and writing to set short term goals increased from 65% to 80%.</p>

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

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

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Goals	Action Steps
<p><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 22.9 % to 19 % in the spring of 2025.</p>	<p>Coaching Cycle with all teachers, with a focus on State Standards and New ELA resource</p> <p>Creating Assessment to match the rigor of SC standards Analyzing data weekly</p> <p>Monitoring instruction through weekly observations</p>
<p><u>Goal #2: School Goal:</u> 80% of students in grades Kindergarten -fifth scoring 80% or higher on weekly grammar assessment will increase from 0% in the fall to 80% in the Spring as measured by weekly assessments.</p>	<p>Weekly data meetings to analyze weekly grammar assessment</p> <p>Making sure questions are aligned to the grammar matrix</p>
<p><u>Goal #3:</u> Increase the percentage of 4th and 5th grade students in the fall meeting typical (57%) and stretch (27%) ELA iReady in Spring 2025.</p>	<p>iReady diagnostic in the Winter and Spring Teachers ensure that students meet the minimal practice time for iReady of 45 minutes weekly</p>