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

Burton-Pack Elementary

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

<u>**LETRS Questions:**</u>

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?: 3
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 2
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 10

<u>**Section A**</u>: 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 Burton-Pack Elementary, reading assessments and instruction in areas like oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension play crucial roles in helping students meet grade-level English/Language Arts standards. To acquire baseline data on students, teachers use a variety of assessment tools such as: LETRS Phonics and Word Study Survey, Phonological Assessment Screening Test (PAST), STAR Reading, and anecdotal notes to monitor, evaluate, and improve instruction.
Teachers use the South Carolina College-and Career-Ready (SCCCR) Standards for English-Language Arts (ELA) to provide explicit instruction for Foundations of Literacy, Applications of Reading, Research, and Written and Oral Communications. Teachers plan for instruction by utilizing Richland One ELA comprehensive literacy frameworks, standards-based scope and sequence documents, Wonders curriculum resources, and other appropriate district resources.

<u>**Section B:**</u> 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.

Monitoring word recognition development is critical for teachers, especially in primary grades and for struggling readers in upper grades. It allows educators to identify students who may need additional support, tailor instruction effectively, and track progress over time. Burton-Pack utilizes Wonders, a state approved curriculum which aligns with the science of reading. The Placement and Diagnostic Assessments provides teachers assessment options to measure critical components of state ELA standards. We use these assessments for screening, diagnostic, placement, and progress monitoring which encompass structured literacy and foundational literacy skills. Teachers also use the Fountas and Pinnell Benchmark Assessment System (BAS) leveled word list to determine the reading level at which to start the Benchmark Assessment. Orton-Gillingham "Red Word" assessments to determine which words should be taught and which words should be reviewed.

<u>**Section C:**</u> 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.

Burton-Pack employs universal screeners like STAR Early Literacy and STAR Reading to monitor student progress throughout the year. Administering these assessments at key points—beginning, middle, and end—provides valuable insights into student growth and areas that may need additional focus. During Professional Learning Communities (PLC) teachers are immersed in creating a data-driven culture. By reviewing and analyzing assessment results together, teachers can set specific instructional goals and support each other with targeted feedback. This approach not only enhances individual teaching practices but also strengthens the overall effectiveness of our literacy program.

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.

As a Title I school, we strive to engage our parents by partnering to support students as readers and writers at home by hosting literacy events such as STAR Data Night and Title I events that include providing literacy tips and resources. We have also held two Book Fairs yearly to promote literacy as well. Our district has a partnership with Richland Library which is called ConnectEd. Through this partnership students receive a free library card which gives them access to Richland Library resources. Richland Library staff have also been present at Title I events to share library programming information to support students as readers and writers 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.

Teachers use a variety of monitoring techniques to track the reading achievement progress of students. Burton-Pack's master schedule was created to have a school wide intervention block where everyone in the building is intervening with scholars. We use a Weekly Assessment Analysis that teachers go over in PLCs. The data that is used for progress monitoring are My Lexia, STAR, Freckle, CBMs, Teacher Created Assessments, CFAs, Pre and Post Assessments. Teachers also use data from the tools during PLCs to drive instruction and plan lessons. Teachers will use Running Records during Independent Reading to conference with students when needed to increase reading achievement.

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 enhance literacy instruction across PreK-5th grade, the Instructional Leadership Team (ILT) will facilitate teacher training based in the science of reading, structured literacy, and foundational literacy skills. The team will provide professional development to teachers based on an analysis of student assessment and use data to differentiate instruction.
In addition, the Reading Coach will model effective instructional strategies for teachers, facilitate LETRS (Language Essentials for Teachers of Reading and Spelling) study groups, and engage in coaching and mentoring cycles with colleagues. This will provide teachers with personalized support, allowing them to refine their practices and ultimately enhance student achievement.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- Implementation of the new SCCCR Standards K-5 - Teachers use district scope and sequence to explicitly teach SCCCR ELA Standards - All eligible Kindergarten through Third grade ELA teachers are enrolled in LETRS Volume One course - Teachers have an allocated time to collaborate during PLCs and guided planning - Parent Engagement Specialist collaborates with community, parents, and staff to promote student literacy	- Use data from formal and informal assessments to drive instruction in tier 1 and tier 2 - Use ongoing progress monitoring to tailor small group instruction. - Establish and enhance daily reading and writing routines through the Richland One Comprehensive Literacy Framework Model - Provide direct instruction and modeling during writing - Provide authentic differentiated reading and writing instruction - Teachers will receive training in Visible Learning from consultants, principal and assistant principals. - Teachers receive training in Orton-Gillingham and LETRS

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
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2022 as determined by SC READY from 63.5 % to 30 % in the spring of 2023.	During the 2023-2024 school year, the students who were Does Not Meet decreased from 63.5% to 52.4% as measured by SC Ready. This was an 11.1 % decrease towards the goal.

Goals	Progress
Goal #2: By May 2024, 60% of parents/guardians will participate in a family literacy activity or community engagement event. Evidence measured by attendance and participation rosters at each event.	This goal was not met at 60% of parents attending events.
Goal #3: During the 2023-2024 school year, 100% of Pre-K-5th grade teachers will receive ongoing Professional Learning Opportunities (PLOs) monthly focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.	This goal was met. Teachers were provided with training from school-based Literacy support personnel, Curriculum Resource Teacher, Principal, and Assistant Principal) to increase their understanding of literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.

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 52.4 % to 50% in the spring of 2025.	- The Reading Coach will provide standard-based Guided Planning Sessions to ensure instruction, activities, and assessments are aligned with SCCCR Standards. - Teachers will engage in Professional Learning Opportunities (PLO's) utilizing Orton-Gillingham, Wonders, Fountas and Pinnell, and LETRS resources. - Teachers, with the support of the Reading Coach, CRT, and administration will be engaged in data team meetings to be responsive to student needs for targeted invention.

Goals	Action Steps
	• Teachers and staff members will receive professional development on literacy, instructional strategies, lesson planning, and assessment analysis.
Goal #2: By May 2025, 40% of parents/guardians will participate in a family literacy activity or community engagement event. Evidence measured by attendance and participation rosters at each event.	• Students take home information weekly in their Tuesday Folders. • Literacy and Community events are posted on Social Media Platforms • Monthly learning and parent engagement opportunities • Grade level small groups with Parent Engagement Specialist • Car Rider drive through literacy handouts
Goal #3: During the 2024-2025 school year, 100% of Pre-K-5th grade teachers will receive ongoing Professional Learning Opportunities (PLOs) monthly focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.	Provide extensive training to school-based Literacy support personnel (Reading Coach, Reading Interventionist, Curriculum Resource Teacher, Assistant Principals, and Principal) increasing their capacity to effectively provide PLOs and support learning by: • Utilizing SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas. • Using protocols to deconstruct standards for instructional implementation. • Utilizing a Comprehensive Literacy Approach to instruction. • Implementing Curriculum Units of Study with fidelity. • Participating in effective Professional Learning Communities to reflect, plan, evaluate, and execute instruction.

Goals	Action Steps
	• Aligning reading and writing instruction and intervention with the science of reading, structured literacy, and foundational literacy skills. • Conducting monthly Learning Labs to support instructional expectations. • Creating and instructing small groups based on students' needs. • Progress monitoring student progress using specific data points. • Using a variety of data to inform and adjust daily instruction. (Including, but not limited to Universal Screener, reading records, common formative assessments, rubrics, checklists, running/reading records, and conferring data)