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

Carver-Lyon Elementary School

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?: 16
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 9
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 5

<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 Carver Lyon Elementary, we use our district's universal screener to determine our students' individual strengths and areas for growth. The Star Early Literacy, Star Reading Assessment and the Fountas and Pinnell Benchmark Assessment are all used as diagnostic tools to guide our instructional team in decision making on targeted areas to increase student achievement. These universal screeners are administered to all students in grades Kindergarten through 5 three times a year (Fall, Winter and Spring). The Renaissance STAR Early Literacy test is a computer-adaptive assessment that measures a student's literacy skills and provides teachers with insights into their students' strengths and areas for improvement. The test is designed for students in pre-K through third grade. Star Early Literacy assesses skills such as phonemic awareness, phonics, vocabulary, and comprehension. It provides teachers with accurate data to inform next steps and guide every student towards reading proficiency. Students' results are used to differentiate instruction, provide targeted instruction to small groups and Intervention support for those students who score below grade level. The Fountas and Pinnell Benchmark is also used to assess all students in grades Kindergarten through 5 reading abilities to gain a comprehensive insight of the relevant aspects of their literacy development. It is a one-on-one test that includes collecting, computing, and analyzing data to drive instruction. This universal screener is administered to all students in grades Kindergarten through 5 three times a year (Fall, Winter and Spring).

- Oral language: According to the Science of Reading, oral language awareness is considered a crucial foundation for reading development. Strong oral language skills are essential for successful reading acquisition and comprehension; essentially, the better a child can understand spoken language, the easier it will be for him to learn to read and understand written text. Strong oral language skills especially the ability to manipulate sounds in words, directly support the development of phonemic awareness. At Carver Lyon, we provide our students with explicit models of academic conversation talk, modeling appropriate conversation skills, learning in cooperative learning groups and the opportunities to make inferences.
- Phonological Awareness: The Science of Reading identifies phonological awareness as one of the critical elements of reading. Phonological awareness is important because it helps students learn to read and spell words by developing their ability to recognize and manipulate the

sounds in words. Having a strong foundation in phonological awareness helps children to learn to blend sounds together to decode words, segment words into sounds to spell them and learn the relationship between letters and sounds. Our students are provided with daily opportunities to build phonological awareness by activities such as blending sounds together to make words, segmenting sounds into sounds and spell them, learning the relationship between letters and the sounds they represent. Our teachers refer to the Orton-Gillingham Comprehensive resource to provide our students in kindergarten through 2nd grade with these strategies while students in grades 3-5 are presented with these strategies in the Orton Gillingham Morphology and Fountas and Pinnell Word Study resources.

- Phonics: Phonics is the ability to match the sounds in words to the letters in print. Phonics is used to support word decoding. The goal is to teach students a method for decoding unfamiliar words, so they don't have to guess what they are. Here at Carver Lyon, our teachers provide our younger students with activities that support automatic word recognition such as word chaining, 3-part drill, pounding sounds, decodable books, and dictation sentences. Our students in the older grades receive explicit instruction from our Fountas and Pinnell Word Study and the Orton Gillingham Morphology resources which provides time for students to practice on skills that will promote automaticity, word mapping multisyllabic decoding practice and morphology.

- Fluency: Fluency is a critical component of reading proficiency, signifying the ability to read text with accuracy, appropriate speed (rate), and expression (prosody) which is achieved through automaticity, allowing readers to focus on comprehension rather than decoding individual words; essentially acting as a bridge between foundational reading skills and reading comprehension. Our teachers use instructional activities such as Paired Reading, listening while reading, rereading of texts, time to practice reading orally, choral reading and close reading along with teacher modeling to promote fluency in our readers across all grade levels.

- Vocabulary: The Science of Reading views vocabulary as the building block in the bridge between foundational skills and comprehension. High quality vocabulary instruction includes teaching target words that support comprehension of a text, as well as actively engaging with the words rather than using materials such as dictionaries or glossaries. Our children are presented with directed, explicit instruction that is integrated throughout our curriculum using a systematic approach that includes word parts, *Wonders* vocabulary instruction, Orton Gillingham Morphology (prefixes, suffixes, and/or root words and base words) and the use of context clues.

- Comprehension: Students become proficient comprehenders when they engage in particular mental activities to support their understanding of what they are reading. Some students learn to use these processes seemingly naturally, but many benefit from explicit instruction in how to think before, during, and after reading; how to monitor their understanding; and how to help themselves when meaning breaks down. Our teachers explicitly teach grade level standards that focus on specific indicators our students should master using our district's Scope and Sequence as a guide. Our Scope and Sequence is specifically aligned to our state's standards. Specific instructional strategies are shared with teachers to aid in students' monitoring of their reading and thinking before the reading moment, during the reading moment and after the reading moment. We also use Wonders resources to prepare students to be proficient readers and comprehenders.

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.

The Science of Reading strongly believes that word recognition is the foundation of reading and is the major key for all other parts of the reading process to develop appropriately. Word recognition is comprised of the following skills: phonological awareness, orthographic mapping, decoding and fluency. Through the use of our universal screeners, STAR test, Benchmark Assessment System along with the Orton Gillingham's PAST assessment, we are able to use the decoding portion of the assessment to screen students who are below grade level. Through the use of various instructional strategies such as red word activities, mastering of high frequency words and orthographic mapping, students study morphemes-base/root prefixes and suffixes. Students are explicitly taught affixes and how they relate to base words. Teachers model how morphemes work in different words. Students operating below grade level in these areas receive the necessary targeted instruction to work towards proficiency.

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. Student data drives our instruction at Carver Lyon Elementary. We use the results from our universal screeners, STAR Early Literacy and Reading tests, Benchmark Assessment System and in specific situations, Star Curriculum Base Measures, the Orton Gillingham PAST, Sight Word test and Letter Recognition and Sound test to make instructional decisions. District and test requirements indicate a specific scale score students must meet in order to be on or near grade level. Students who perform below these expectations are identified and referred to the MTSS Team. Multi-Tiered System of Support involves Quality Core Instruction, assessment, and intervention to ensure that all students receive the level of support they need to be successful. The Multi-Tiered Systems of Support is a schoolwide, data driven, proactive framework for improving both learning and behavioral outcomes for all students. The multi-tiered framework organizes resources, processes, and support to ensure student success. Our next steps include a meeting with the Multi-Tiered Systems of Support team, teacher and parents to create grade level intervention support for grades 1-5 with a special emphasis on 3rd grade. Once data has been carefully reviewed, decisions are made to group students to receive intervention from our Reading Interventionist, skill and strategy groups, guided reading groups and Multi-Tiered Systems of Support. We also have our afterschool tutorial program, Comprehensive Remediation Program (CRP) which meets three times a week. Selected students who fall below grade level expectations attend and continue to receive the intervention support needed based on their targeted areas of growth. We monitor progress with identified measures given at specified times of the year based on district expectations and teacher judgment.

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. At Carver Lyon Elementary we provide parents with various opportunities throughout the year to learn various strategies to support literacy in the home. Parents are provided with books to create and enhance a home library with a variety of genre of books, resources and reading strategies they can use to promote reading and writing for a sustained period of time starting in Pre-K. Activities such as Open House, Curriculum Night, Literacy and Math Night, Stem Activities Night, Grandparents' Day, Parent-Teacher conferences, and our Principal's Weekly Newsletter are opportunities we use to support our goal of providing parents with ways in which they promote literacy development in their homes. We also partner with our Parent Engagement Specialist, School Improvement Council, Parent Teacher Organization and Community Partners to foster our goal of 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.

Student data drives our instruction at Carver Lyon Elementary. We use the results from our universal screeners, STAR Early Literacy and Reading tests, Benchmark Assessment System and in specific situations, the Orton Gillingham PAST, Sight Word test and Letter Recognition and Sound test to make instructional decisions. District and test requirements indicate a specific scale score students must meet in order to be on or near grade level. Students who perform below these expectations are identified and referred to the MTSS Team. The Multi-Tiered System of Supports framework at Carver-Lyon is designed to actively engage educators in a rigorous, data-driven decision-making process that serves as a fundamental catalyst for continuous school improvement. This framework is pivotal in monitoring both reading achievement and growth, not only at the classroom level but across the entire school. By implementing this ongoing improvement strategy, the MTSS framework significantly influences instructional practices and enhances overall student performance. At Carver-Lyon, a comprehensive instructional support system has been established to customize teaching based on the individual needs of students. This system strongly relies on a variety of data-tracking tools used by educators, administrators, and students. To enhance instructional effectiveness, teachers utilize an array of data, particularly mastery data derived from screening tools and formative assessments. This data informs the creation of both leveled, homogeneous groups for small-group instruction and heterogeneous groups that purposefully pair students with varying academic and social strengths to foster mutual growth. Teachers are encouraged to frequently change diverse student groupings, driven by shifts in mastery levels, to ensure that instruction remains responsive to student needs. The primary objective is to meticulously monitor student progress and address any academic or social-emotional issues that arise promptly. This proactive approach empowers staff and students to continuously assess and track student performance, thereby identifying and responding effectively to individual needs. Data collection is systematically organized through two primary tools: teacher data notebooks and a structured monitoring strategy. During weekly PLC meetings, educators engage in a thorough review of their collected data, which allows them to track individual student progress as well as overall class performance. This data directly informs instructional planning, facilitates targeted student support, and enhances communication with parents regarding student achievements and areas for improvement. In addition, regular observations are conducted by the Carver Lyon Elementary School's Administrative Team—a group of seasoned educators committed to supporting both teachers and students. They provide mentorship and instructional coaching to foster professional growth and ultimately enhance the educational experience for every student at Carver-Lyon Elementary.

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.

The District's English and Language Arts Early Childhood and Elementary Consultants, Literacy Coach, along with other specialists in the field of literacy provide professional development 1-3 times a month. Teachers also receive professional development/training based on their instructional needs. Lastly, teachers are currently enrolled in the LETRS cohort and our district's Professional Learning Management System for professional development in the Science of Reading.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- In 100% of K-5 English classrooms, students are involved in literacy activities that incorporate reading, speaking and listening. 95% of K-5 English classrooms have a literacy-rich environment. - The curriculum team supports teachers through PLCs, Guided Planning sessions, mentoring support, observational feedback and coaching conversation. - The school has created partnerships with community members to promote reading and writing.	- Teachers will implement all components of the Balanced Literacy Framework with fidelity. - Teachers provide opportunities for students to develop deep conceptual knowledge. - Progress monitor student academic achievement with fidelity. - Analyze data to plan for intervention.

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 [two school years as determined by SC READY from ___37___ % to ___28___ % in the spring of [previous school year].	We did not meet our expected goal as indicated for the year of 2023. We missed our goal by 2 percentage points. We noticed however, our number of students scoring Does Not Meet has decreased from the previous year.

Goals	Progress
Goal #2: Carver Lyon Elementary School will increase parent engagement/community support from 20% to 35% by providing parent workshops during the 2023-2024 school year, through focusing on the importance of developing strong readers and how to support language integration through reading and math activities at home, as measured by parent sign-in rosters and parent feedback surveys.	Met Goal Based on Spring 2024 data, parent attendance increased to 30%. While we did not meet our initial goal of increasing support in our Parent Engagement/Community Support, we did see an increase with the initiatives we put in place.
Goal #3: During the 2023-2024 school year, 100% of PreK-5 grade teachers will receive on-going Professional Learning Opportunities focused on using literacy data to plan, execute and reflect upon daily instruction.	Met Goal Based on Spring 2024 data 100% of teachers received monthly Professional Learning Opportunities focused on teacher clarity to provide standard-based instruction.

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 ___30.8___ % to ___20.8___ % in the spring of 2025.	• Teachers progress monitor students frequently to enhance their performance. • 100% of grade level teams in K-5 participated in weekly PLCs and Guided Planning sessions. • 90% of teachers implemented concepts of Visible Learning within their daily instructional practices. • 90% of ELA teachers in grades K-5 utilize Fountas and Pinnell Guided Reading System as a tool to progress monitor students. • Teachers in grades K-3, completed Orton Gillingham training to provide support during intervention. • Teachers in grades K-3 completed LETRS training. • Teachers will participate in weekly PLC meetings to discuss student academic growth. • Teachers and students work together to create academic growth. • Teachers and students work together to create academic goals. • Teachers enhance student learning by providing authentic time for students to read and write. • Teachers focus on research-based strategies to enhance student progress. The curriculum team meets with teachers frequently to support teachers in their analysis of their student data and next steps for achievement.
Goal #2: Carver Lyon Elementary School will increase parent engagement/community support from 30% to 50% by providing parent workshops during the 2023-2024 school year, through focusing on the importance of developing strong readers and how to support language integration through reading and math activities at home, as measured by parent sign-in rosters and parent feedback surveys.	Carver-Lyon Reading Plan Team, along with faculty and Staff, will plan the following parent workshops focused on the Language Emergent Program and the importance of supporting students as readers at home through: ▪ Online virtual field studies –Fall/ China - Winter/Latin countries- Spring/France ▪ Family Literacy Night: "Building Strong Readers at Home" - Fall ▪ Family Math Night: "Making Math Relevant to Everyday Life" - Spring

Goals	Action Steps
	- The use of Seesaw Digital Delivery and TEAMS Digital Platforms - Newsletters and information e-mails to parents and community - Surveys provided to obtain feedback from parents. - Real Men Read - Columbia Links "Read, Read, Read Monthly Literacy program and sponsored a field trip at The Children's Theatre - USC Athletics: Donation and Student Engagement - Trinity Church: Teacher Appreciation Donation of Supplies
<u>Goal #3:</u> 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 Principal, and Principals) 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)