

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?: 14
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 1

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.

As a school, our reading and writing instruction is based upon using the reading and writing workshop models. Within the instructional framework, we also use standards-based instruction, which is from the South Carolina College and Career Ready standards. Our standards-based instruction is also utilized through McGraw-Hill Wonders, which is based upon 150-180 minutes of reading, writing, and word study. Students in grades K-5 utilize McGraw-Hill Wonders which provides instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension along with Orton Gillingham. Students in PreK reading instruction is provided through Creative Curriculum where students are immersed in investigations through play.

Comprehension instruction focuses on teaching students strategies to understand and engage with texts. This includes predicting, questioning, summarizing, and making inferences. Teachers model these strategies and provide guided practice through guided reading, mini lessons, intervention and small group instruction, encouraging students to think critically about what they read and to make connections to their own experiences.

Ongoing assessment is vital to monitor student progress across these areas. Teachers use a variety of formative assessments, such as observations, running records, CBM's and STAR Early Literacy and Reading, to identify students' strengths and areas for growth. Analyzing STAR data and reports, along with Lalilo, this data informs instruction, allowing teachers to meet individual student needs.

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 effectively assess and instruct students with Orton Gillingham and through the training of LETRS. The implementation of Orton Gillingham enables students to hear, identify, and manipulate sounds. Activities like segmenting and blending help students build the necessary skills for recognizing words. Word recognition and the understanding of letter-sound relationships allow students to become fluent readers. Word and letter recognition are taught explicitly, using a scope and sequence that builds on students' knowledge incrementally. This ensures that foundational skills are solidified before moving on to more complex tasks. Repetitive exposure and practice through engaging activities through Lalilo also assist teachers with understanding student needs. Teachers are able to use Lalilo to assess and instruct students with their academic needs. Instruction also

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incorporates visual, auditory, and kinesthetic learning opportunities to enhance word recognition. Techniques like using manipulatives, interactive games, and writing in sand or on whiteboards help solidify recognition skills. Frequent assessments, such as bi-weekly running records, weekly spelling assessments, and CBM's also help to guide instruction to ensure reading abilities are increased.

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 PreK-5th grade participate in universal screening assessments at the beginning of the school year and periodically throughout the year. These screeners measure essential early literacy skills, including: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. For students identified as at-risk based on universal screener results, they are served for 30 minutes daily during intervention. Students who are considered to be in Tier 3 based on the diagnostic screening are also seen by the reading interventionist weekly.

These assessments provide detailed information about specific reading challenges students may have. Educators analyze the results from both the universal screener and diagnostic assessments to identify individual and group patterns in reading performance. The results also allow teachers to place students in flexible small groups based on their specific needs, allowing for focused, differentiated instruction. Small group instruction may consist of explicit phonics instruction, sight word practice, decodable texts for guided reading, vocabulary development, and reading comprehension. Teachers also utilize CBM's, the STAR Focus Skills Report, Orton Gillingham assessments, Lalilo and use lessons from Nearpod (from STAR). Based on the outcomes, interventions may be adjusted, intensified, or modified to better align with student needs. This continuous cycle ensures that instruction remains responsive to student progress.

Educators collaborate in teams to discuss data findings, share effective practices, and refine intervention strategies based on student progress. As a school, we engage with parents by providing regular updates on their child's progress and offering suggestions for at-home support.

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. Monthly newsletters provide parents with information about literacy goals, reading strategies, and upcoming events. Each newsletter also includes practical tips for supporting reading and writing at home, such as recommended books and activities.

After each assessment period, parents receive detailed reports outlining their child's reading and writing progress, strengths, and areas for improvement. The reports include specific suggestions on how parents can support their child's learning at home, tailored to individual needs. Parents also participate in parent conferences where they are able to further understand the progress their child is making throughout the year.

The school hosts Parent Night and Literacy Night that focus on literacy development. These sessions cover topics such as phonics, comprehension strategies, and writing skills. Parents participate in hands-on activities they can replicate at home, reinforcing the skills their children are learning in school. The event may include guest speakers, book fairs, and opportunities for families to interact with local authors, fostering a love for literacy.

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Each student receives a selection of age-appropriate books to read at home, encouraging family reading time. PreK students are given bookbags filled with materials and activities designed to enhance early literacy skills, which parents can use together with their children.

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 conduct bi-weekly or monthly assessments (e.g., running records, fluency checks) to track student progress on specific literacy skills. Teachers also maintain data notebooks or digital platforms to log individual student performance and monitor growth over time. This data includes assessment scores, small group and intervention activities, schedules of interventions and student progress. Interventions are adjusted based on ongoing data, allowing students to move between groups as their needs change. At the end of each intervention cycle, follow-up assessments are conducted to evaluate student progress and the effectiveness of the interventions.

Educators meet regularly in Professional Learning Communities (PLCs) to analyze student data, discuss trends, provide opportunities to reteach in small groups, and identify students in need of additional supports. Regular updates are provided to parents regarding their child's progress, including results from assessments and interventions.

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 school offers regular professional development sessions focused on the science of reading and structured literacy. These sessions are designed to equip teachers with evidence-based strategies and practices to enhance literacy instruction. Specialized workshops led by the literacy coach cover topics such as phonemic awareness, phonics, vocabulary development, comprehension strategies, and writing instruction.

Teachers are trained on how to effectively implement curricula that align with the principles of structured literacy, emphasizing systematic and explicit instruction in foundational skills. Training includes hands-on activities where teachers can practice instructional strategies, ensuring they feel confident in applying what they learn in the classroom. Professional development emphasizes strategies for differentiating instruction to meet the diverse needs of all learners, including English language learners and students with disabilities.

The literacy coach provides one-on-one support to teachers. The coach models lessons, co-plans, co-teaches, observes classroom instruction, and offers constructive feedback focused on improving literacy teaching practices. Teachers are encouraged to collaborate and share best practices. Structured opportunities for peer observations and feedback foster a community of learning and continuous improvement.

Training includes guidance on how to analyze student assessment data to inform instruction. Teachers learn to use data to identify students' literacy needs and adjust their teaching approaches accordingly. Educators are trained in effective methods for monitoring student progress in reading and writing, enabling them to respond quickly to students' changing needs.

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Teachers receive training on incorporating culturally responsive practices into their literacy instruction, ensuring that all students see themselves reflected in the curriculum. The school provides teachers with access to a variety of instructional materials and resources that support the teaching of foundational literacy skills. Teachers are given access to online resources through Orton Gillingham, McGraw Hill, LETRS and courses that allow for flexible learning opportunities related to literacy instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- Teachers work together in teams to collect and analyze data - Teachers and students collaborate to set measurable short-term goals aimed at growing students - Teachers integrate content-specific reading, writing, & researching to provide the authentic experiences necessary to become proficient researchers and readers and writers.	- Teachers consistently use data to inform instruction - Teachers and students make strategic plans outlining how these goals will be accomplished - Teachers provide instruction and practice time for students to sustain work on reading, writing, and researching.

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
<u>Goal #1</u> (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 25.5% to 23.5% in the spring of 2024.	The percentage of students scoring Does Not Meet in the spring of 2024 in 3rd grade was increased to 36% instead of decreasing to 23.5%. - Created targeted goals to improve student progress - Implemented monthly PLC's dedicated to specific strategies to increase student achievement on SC Ready in reading and writing

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Goals	Progress
	Utilized small group and conferring notes to evaluate and accelerate student learning
<u>Goal #2:</u> By May 2024, 100% of teachers and staff will participate in family engagement activities in order to increase positive relationships with students' families and members of the community.	We conducted the following activities: - Literacy Night - Chat & Chew for Specialized Services Data Meeting - Gifted & Talented Parent Meeting - Attendance Meeting - Thrive Thursday's - Math Night
<u>Goal #3:</u> 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.	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: - Utilized SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas. - Used protocols to deconstruct standards for instructional implementation. - Utilized a Balanced Literacy Approach to instruction. · Implementing Curriculum Units of Study with fidelity. - Participated in effective Professional Learning Communities to reflect, plan, evaluate, and execute instruction.

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Goals	Progress
	· Developed observational tools for instructional expectations to support coaching work. · Conducted monthly Learning Labs to support instructional expectation. · Studied text level behaviors and utilizing the Literacy Continuum for intentional instruction. · Created and instructed small groups based on students' needs. · Progress monitored student progress using specific data points. · Used a variety of data to inform and adjust daily instruction. (Including, but not limited to Universal Screener, BAS, common formative assessments, rubrics, checklists, running/reading records, and conferring data)

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
<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 36% to 30% in the spring of 2025.	• Collaborate with students to set goals based on universal screener along with formative and summative assessments • Targeted in-class interventions provided by teachers in addition to daily small group instruction

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Goals	Action Steps
	• Conduct and analyze bi-weekly running records to progress monitor • Increase student reading and writing fluency by providing strategies and opportunities for students to practice daily
<u>Goal #2:</u> By May 2025, 100% of teachers and staff will participate in family engagement activities in order to increase positive relationships with students' families and members of the community.	We will conduct the following activities: • Literacy Night • Chat & Chew for Specialized Services Data Meeting • Gifted & Talented Parent Meeting • Attendance Meeting • Virtual Read to Succeed Night • Math Night • Fall Festival • Provide reading and writing strategies to parents monthly in the school newsletter to practice at home
<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.

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Goals	Action Steps
	• Participating in effective Professional Learning Communities to reflect, plan, evaluate, and execute instruction. • 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)