

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?: 7 teachers have completed Volume 1.
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 0-No teachers have completed Volume 1 & 2 at this time.
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 9 teachers have yet to complete/start Volume 1 of LETRS

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.

Our current K-3 teachers are in two phases of implementation using UFLI & CKLA: a) new to our school and UFLI & CKLA or b) year 2 implementation and refinement of UFLI & CKLA. Our new K-3 grade teachers were trained at the beginning of this school year on UFLI- Foundations. All current teachers will focus on implementation and refinement when delivering the daily UFLI lessons through PLC discussions and walkthrough observations from our administration.

UFLI Foundations is an explicit and systematic phonics program that provides explicit instruction and guided practice encoding and decoding skills. Our K-2 teachers are using UFLI lessons daily in their classrooms. Our 3rd grade teachers are using UFLI Foundations to best meet our 3rd grade students' needs in phonological awareness and phonics within their whole group lessons. Our reading interventionist completed a spelling inventory with upper elementary students who scored at the 25%ile below on MAP reading and/or who previously were in reading intervention. Our 4th and 5th grade teachers are adding reinforcement word study lessons focused on previously taught spelling patterns within their small group to best support their phonics needs and word attack skills. Our reading interventionist and our classroom teachers are triangulating the data (MAP, spelling screener, work samples, teacher observation) to create a sequence and a plan that will support our students' phonological and phonics needs.

In addition to UFLI-Foundations, our K-2 teachers are using Amplify CKLA Skills and Knowledge lessons to best meet our students' grade-level English Language Arts standards. Our 3rd grade teachers are utilizing Amplify CKLA lessons to provide instruction on vocabulary, comprehension and fluency. Our 4th and 5th grade departmentalized teachers are utilizing Amplify CKLA lessons to provide instruction on vocabulary and comprehension.

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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.

Our Kindergarten and First grade students will be screened 3 times a year using FastBridge screeners. Our kindergartners and our first grade students are assessed using the earlyReading English screener. This school year, our second grade students are assessed using the CBMr-English and the AUTOreading screeners. The FastBridge AUTOreading screener screens multiple areas of reading; encoding, identification, vocabulary to give our teachers more detailed information about the child as a reader. Our Kindergarten - 5th grade students are assessed using MAP three times a year. The classroom teachers and the reading interventionist will collaborate to discuss additional screeners on students who score below the 25%ile on MAP. The reading interventionist will use other screeners such as--FastBridge Screeners, PAST(Phonological Awareness Screener Test), LETRS basic or advanced spelling inventory and LETRS Phonics and Word-Reading Survey to gather more information about the child as a reader. The reading interventionist and the classroom teachers will meet to discuss the students' data from multiple sources to create a plan to best support our students' reading, phonological awareness, fluency and phonics 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.

Data is collected from the various screeners depending on the grade level. Kindergarten assess students using FastBridge early reading screener and MAP. First grade assess students using MAP and FastBridge earlyreading/CBMreading. Second grade assesses students using MAP and FastBridge CBMreading and AUTOreading. Our 3rd- 5th grade students are assessed using MAP. If a student scores below the 25%ile in reading. The interventionist and teacher discuss concerns before collecting additional data. The screeners and assessments the reading interventionist uses to gain more information about the student are; MAP, FastBridge, PAST (Phonological Awareness Screener Test), LETRS spelling inventory and LETRS Phonics and Word-Reading Survey. All the data is collected and compiled to discuss with the teachers during their PLC (Professional Learning Communities) conversations. Our classroom teachers and the reading interventionist work together to comb through data and determine next steps of instruction and possible intervention needed. We are committed to coaching our teachers through this question "is the student struggling with reading comprehension or the skill of reading?" so we can best refine and align our teaching practices and lessons.

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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.

Teachers are expected to send monthly/weekly newsletters to parents noting what skills they are working on in class. Teachers are expected to conduct parent teacher conferences. We have aligned our school calendar with Charleston County School District to reflect a designated data conference day in November. Teachers are expected to contact two families per month with positive phone calls home about the student (academic progress, level of effort, attitude, work completion, etc). Teachers provide suggested online literacy focus platforms (for example Lexia Core 5/IXL) for home use. After each formative assessment (MAP/FastBridge) teachers send home reports and ways to support students at home. This year, our school has communicated our school wide learning goals to the community using our schoolwide communication platform-ParentSquare. We are excited to offer additional reading incentives throughout the school year for instance; the school-wide reading incentive program Read with the Gamecocks and Read Around the Bases with the Charleston Riverdogs for our second graders.

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.

Our school monitors progress and achievement through our multiple screeners and formative assessments throughout the school year for example; MAP and FastBridge. Our K-3 teachers are using; UFLI progress monitoring, CKLA common unit assessments in the Knowledge band (K-5) and common unit assessments in the Skills band (K-2). Our Academic Intervention committee meets to track school and grade level data while recommending comprehension/foundational reading instructional practices and support to our teachers. Our MTSS team tracks individual student concerns from teacher recommendation or data recommendation (MAP/FastBridge). The team will meet to discuss if more information is needed then provide the teacher the opportunity to discuss concerns and ultimately the MTSS team provides recommendations.

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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.

Our teachers K-3, interventionist and SPED teachers are participating in the LETRS training. This year we encouraged our 4th and 5th grade teachers and our middle school SPED teacher to participate in LETRS training. Our new K-3 teachers were trained in the new program UFLI-Foundations at the beginning of this school year. Our K-3 teachers are participating in weekly PLCs to monitor student progress, problem solve UFLI implementation and provide additional resources for specific foundational reading skills. Our new K-5 teachers were expected to participate in CKLA training over Summer 2025 or at the beginning of this school year. Our returning teachers were encouraged to attend CKLA training over the Summer 2025.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• This is our third year implementing a W.I.N (What I Need) time across all grades utilizing our MAP or FastBridge scores to drive instruction. Our focus this year is moving the “bubble kids” to the next percentile band for example 25-35% to 36- 45%. This W.I.N. time is at different times of the day to allow our special education teachers, occupational therapist, speech teacher, ML teacher and interventionists an additional allotted scheduled time to pull groups, if needed. This time also allows students extended time on assignments when necessary. • Last year we implemented an explicit and systematic phonics program, UFLI-foundations, after reviewing previous year’s data. This program offers explicit and systematic instruction of phonics as well as an overview of the science behind the program. Our teachers have raved about the UFLI program and we have seen good student progress last year. We are excited to see how our students perform this year because it is year 2 of implementation.	• Teachers will participate in data-led conversations and data analysis using formative assessments (MAP, FastBridge) to create instructional plans that target areas of growth in foundational literacy and comprehension skills. • Teachers will utilize common progress monitoring data from our phonics curriculum (UFLI) and our reading curriculum (CKLA) to reflect on instructional practices used in the classroom. • Teachers will communicate to families about specific ideas that support phonics, phonemic awareness and literacy instruction at home. • Administration organizing professional developments that focus on data driven instructional practices and data analysis to best refine our schoolwide instructional practices.

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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 [2024] as determined by SC READY from <u>15.9%</u> % to <u>10% or less</u> in the spring of [2025].	In the spring of 2025, 6.8% of our 3rd grade students SCORED DOES NOT MEET on SC Ready. Carolina Voyager Charter School met last year's goal.
Goal #2: Increase the total number of students scoring Meets or Exceeds on SC Ready ELA in ALL grades from 59.3% to 65% by the end of the 2024- 2025 school year.	Goal # 2 results <u>72%</u> of our elementary students scored MEETS or EXCEEDS on SC READY ELA in the spring of 2025. <u>61%</u> of our middle school students scored MEETS or EXCEEDS on SC READY ELA in the spring of 2025. Our combined grades (3rd-8th) , <u>67%</u> of students scored MEETS or EXCEEDS on SC READY ELA in the spring of 2025.

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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/Action Steps
Goal #1 (Third Grade Goal): Maintain the spring 2025 goal, 10% or less 3rd grade students will score DOES NOT MEET on SC READY for the spring of 2026.	→ We are targeting our students with explicit and systematic phonics instruction in our 3rd classrooms using the program UFLI-Foundations. → We are continuing to utilize our W.I.N. groups (tier 2) to pull “bubble students” while our SPED teachers, occupational teacher, ML teacher, speech teacher and interventionist pull during this time. → We are refining the PLC process to determine the effectiveness of Tier- 1 instruction by analyzing data from common assessments (CKLA/UFLI) and our formative assessments (MAP, FastBridge).
Goal #2: Increase the total number of students scoring Meets or Exceeds on SC Ready ELA in ALL grades from 67% to 70% by the end of the 2025- 2026 school year.	→ We are refining the PLC process to determine the effectiveness of Tier-1 instruction by analyzing data from common assessments (CKLA/UFLI) and our formative assessments (MAP, FastBridge). → We are unpacking the standards through curriculum mapping to develop success criteria that will be monitored through frequent use of common formative assessments during PLC. → We are shifting PLC discussions, lesson planning and unit planning to pinpointing skills and standards we need to reteach, reenforce and refine.

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