

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? Forest Heights currently has 11 teachers and administrators who have completed Volume 1 of LETRS.
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS? Forest Heights currently has 9 teachers and or administrators who have completed Volumes 1 and 2 of LETRS.
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? During the 2025-2026 school year, Forest Heights has 10 teachers and or administrators who are enrolled in LETRS Volume 1.

**Section A:** Describe how reading assessment and instruction for all PreK-5<sup>th</sup> 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.

Pre-K students at Forest Heights Elementary School are assessed with MYIGDIS. MYIGDIS evaluates important phonemic awareness skills that help students become better readers and spellers. It focuses on sound recognition, where students learn to identify and differentiate between different sounds in spoken words. Another skill assessed is sound manipulation, which involves changing sounds in words, like swapping the first sound in "cat" to make "bat." Students also practice phoneme segmentation, breaking words down into individual sounds, such as recognizing that "dog" has three distinct sounds: /d/, /o/, and /g/. Phoneme blending is another key area, where students combine individual sounds to create words, like blending /b/, /a/, and /t/ to form "bat." Finally, the assessment includes rhyming skills, helping students recognize and produce words that rhyme. These skills are all essential for building strong reading and spelling abilities.

Grades of kindergarten through fifth grade at Pine Grove Elementary use several assessment tools to evaluate reading abilities. Key tools include STAR Early Literacy and STAR Reading Assessments, STAR Curriculum-Based Measures (CBM), and Fountas and Pinnell assessments. These assessments evaluate various skills, such as phonological awareness, phonics, fluency, vocabulary, and comprehension. By identifying areas of strength and those needing improvement, we can tailor our instruction effectively to meet individual students' needs.

In instruction, we employ evidence-based programs such as the Orton-Gillingham approach for systematic phonics instruction, Fountas and Pinnell for guided reading tailored to individual levels, Freckle and Lexia for targeted practice in foundational skills, Empowering Writers to enhance writing and comprehension, and the Wonders program for a comprehensive literacy curriculum. This varied approach ensures that all students develop the necessary skills to meet grade-level English Language Arts standards, including critical components like phonological awareness and fluency.

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

Word recognition is crucial in teaching and assessing students in grades PreK-5. We utilize Wonders, LETRS, Orton Gillingham Comprehensive & Morphology along with F & P resources, which is SC State approved and aligned with our R1 English Language Arts Scope & sequence for ELA and the Science of Reading. Vocabulary/Word Study can be challenging for struggling readers. LETRS training and instruction provides teachers with the knowledge, strategies, skills, and resources to help readers understand the phonological processing system and how to process written language for comprehension. Implicit and explicit word study is taught during small and whole group time. Teachers model the lesson expectations during Tier 1 instruction and observe the application process. During tier 2 & 3 guided practice instruction, teachers differentiate lessons and activities to meet the needs of the students. Lessons include vocabulary/word work, reading comprehension passages, and graphic organizers/checklists. Sound and word walls are used as a resource inside the classrooms to provide visual support to students throughout the school day as they process text. Teachers assess their learning by using LETRS checklists, graphic organizers, phonological awareness assessments, word reading surveys, and charts.

**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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

Students are assessed three times a year using the universal screener STAR Early Literacy (Kindergarten, first and second grades) or STAR Reading tests (students in grades K-2 (who score 852 or higher) and students in third, fourth and fifth grades). The information gained from these assessments help interventionists identify students who have failed to demonstrate grade level reading proficiency. Interventionists select students according to their scores and create groups consisting of students with similar scores. The interventionist will conference with teachers and the Literacy Coach to determine the skills that are being learned in the classroom and the skills that need to be re-taught based on our Common Formative Assessments. The interventionist will create lesson plans based on the foundational skills that have been identified by STAR. This list also helps the interventionist choose targeted skills to practice and teach. At Forest Heights, our interventionists use Orton Gillingham and LETRS lessons to support our students who may be missing foundational skills.

**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.

Parents play a vital role in helping their children become strong readers and writers. To support parents, we have created several programs designed to give parents the tools and knowledge they need.

One of our key initiatives is Parent University, which takes place twice a year. During these sessions, parents come together to learn about our literacy programs and how they can assist their children at home. Parents leave with practical strategies they can implement right away. We cover

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important topics, such as choosing the right books and encouraging daily reading habits. Literacy Night when we share strategies that can be used to support our students as they become fluent readers who can comprehend what they read. Poetry Night when parents are invited to join us in celebrating their student's poetry. Read to Succeed Night when our third-grade parents are invited in and we go over the implications of the law and how we are supporting our students to ensure that all our third graders can be successful in SC Ready and be promoted to the fourth grade. We also have bi-monthly workshops for our parents.

**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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.

Our administrators, teachers and reading coach collect, analyze, and interpret data along with deconstructing the SC State Standards for ELA instruction weekly during PLC meetings and guided planning sessions. STAR data results and Common Formative Assessments are used to monitor reading performance and growth to ensure that grade-level proficiency goals are met. The STAR data and Common Formative assessment results determine interventions needed for students. Schoolwide intervention time is scheduled during the school day. Teachers work with targeted small groups of students during that time. LETRS and Orton Gillingham assessments are administered by teachers. Weekly My Lexia is monitored by teachers and the reading coach to track reading proficiency. Teachers provide small group intervention time for students every day. Lesson plans reflect reading intervention strategies and differentiate lessons for struggling readers. Classroom observations with feedback are conducted to ensure that data driven lesson plans are taught with fidelity. Reading Interventionists work comprehensively with our priority students in small groups teaching skills and strategies that address their individual literacy needs.

**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-5<sup>th</sup> grade.

Teachers attend professional development in teaching the Science of Reading. They participate in LETRS and Orton Gillingham training sessions to enhance literacy instruction across the grade levels at Forest Heights Elementary. Mastery Connect training is provided by the CRT. Administration and the reading coach support explicit instruction and evidence-based practices that teach structured literacy and foundational skills by conducting guided planning sessions, PLC meetings, and classroom observations with feedback. The reading coach supports teachers in planning instructions, modeling and co-teaching ELA lessons, conducting professional development sessions, and facilitating student-centered coaching cycles with teachers based on data. After-school ELA professional development sessions are provided by the reading coach as needed based on administration and reading coach observations.

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**Section G: Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<ul style="list-style-type: none"> <li>• Explicit teaching of the SC College-and Career-Ready English Language Arts Standards</li> <li>• Implement and follow the Richland One English Language Arts Scope and Sequence</li> <li>• Use the R1 Comprehensive Literacy Instructional Resources that supports the Science of Reading</li> <li>• K-3<sup>rd</sup> grade teachers participate in the Science of Reading Professional Development Training sessions (LETRS Volumes 1 &amp; 2)</li> <li>• 4-5 grade teachers participate in the Science of Reading Professional Development Training sessions (Morphology)</li> <li>• Implement the ELA Literacy Framework</li> <li>• Conduct/Facilitate PLC and Guided Planning Meetings</li> <li>• Administration classroom observations with immediate feedback</li> <li>• Administer District &amp; Teacher Created Common Formative Assessments</li> <li>• Student Centered Coaching Cycles</li> <li>• Administering of the STAR Diagnostic Test (fall, winter &amp; Spring)</li> <li>• Reading Interventionist pull-outs</li> <li>• Teachers use data to create and meet with students in small groups</li> <li>• Teachers are responsive in meeting the needs of all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Use STAR data to monitor reading proficiency and form intervention groups</li> <li>• Tailor 30-minute reading intervention groups according to common formative assessment results</li> <li>• Classroom observations monitoring the structured literacy approach in the teaching of foundational reading skills and language comprehension using the district observation tool</li> <li>• Implement Mastery Connect/Freckle refresher training sessions to assess teaching and learning, and reading proficiency in grades K-5 grades</li> <li>• Administration, CRT &amp; Leadership Team conduct weekly lesson plan fidelity checks</li> <li>• Administer Common Formative Assessments consistently</li> <li>• Use feedback to inform us of our next steps in daily lessons.</li> <li>• Increase the frequency of writing across the curriculum.</li> <li>• Intentional and explicit writing lessons that begin with modeling and supports students throughout the writing process.</li> </ul>

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Strengths	Possibilities for Growth

**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
<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 39.2 % to 34 % in the spring of 2025.</p>	<p>During the 2024-2025 school year Forest Heights Elementary School was able to meet the stated goal of reducing the percentage of students scoring Does Not Meet in SC Ready. Forest Heights was able to surpass the goal of 34% of students scoring Does Not Meet. Our third-grade classes had 25.5% of our students scoring Does Not Meet during the spring 2025 administration of SC Ready.</p>

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<b>Goals</b>	<b>Progress</b>
<p><u>Goal #2:</u> During the 2024-2025 school year, we have coined this to be another “Year of Proficiency”. Our goal is to reach 35% of our students in grades 3-5 scoring Meets/Exceeds on SC Ready. We also strive to achieve 70% of our student body meeting their Reading Growth_Goal on the STAR Universal Screener.</p>	<ul style="list-style-type: none"> <li>• Forest Heights Elementary School met this goal.</li> </ul> <p>During the 2024-2025 46.4 % of our students in grades 3-5 scores Met or Exceeds in SC Ready.</p>
<p><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.</p>	<p>Forest Heights Elementary School offered impactful professional development all year and continues to offer productive opportunities. We met and continue to meet the goal of 100% of our teachers receiving these types of opportunities.</p>

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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.

<b>Goals</b>	<b>Actions</b>
<u>Goal #1(Third Grade Goal:</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2026 as determine by SC Ready from 25.5 % to 20% in the spring of 2026.	<ul style="list-style-type: none"><li>• Third grade teachers will work closely with the Literacy Coach.</li><li>• PLO’s that focus on understanding our ELA data, how to scaffold our students learning, and how to plan for small groups to ensure that all of our students’ needs are met.</li><li>• Bi-weekly Guided Planning.</li><li>• Coaching rounds that incorporate looking at data, planning, modeling lessons, and many co-teaching opportunities.</li><li>• Planned parent workshops to equip our parents with strategies to support student learning.</li><li>• Goal setting for students based on STAR data, running records, and anecdotal notes</li></ul>

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	<ul style="list-style-type: none"> <li>• Administration &amp; CRT conduct weekly classroom observations with immediate feedback</li> <li>• Parent teacher conferences throughout the year to ensure that our parents are informed concerning their students’ progress.</li> </ul>
<p><u>Goal #2:</u> During the 2025-2026 school year, Forest Heights Elementary School will host two Parent Universities during which time our parents will be able to come in and learn strategies that will help them support their students. We will host one Literacy Night. Forest Height Elementary will also host bi-monthly parent workshops throughout the 2025-2026 school year.</p>	<p>Parents will be invited via Talking Points our parent/teacher communication platform.</p> <p>The Parent liaison and Literacy Coach will collaborate to engage our parents throughout the year with workshops that are both engaging and supportive.</p>
<p><u>Goal #3:</u> By the end of the 2025–2026 school year, 100% of Pre-K–5th grade teachers will participate in monthly Professional Learning Opportunities (PLOs) focused on improving writing instruction through the use of the Writing Rope framework, modes of writing (narrative, informational, opinion), and Visible Learning strategies—including clear learning intentions, success criteria, and effective feedback—resulting in at least a 10% increase in student writing</p>	<p>Action Steps Pre-K-5:</p> <ul style="list-style-type: none"> <li>· Utilize SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas.</li> <li>· Conduct a teacher survey on current writing instructional practices and knowledge of the Writing Rope and Visible Learning strategies.</li> <li>· Analyze previous year’s student writing data to establish baseline proficiency levels.</li> <li>· Schedule monthly sessions to include but not limited to: Writing Rope components (e.g., sentence structure, text structure, writing processes) Writing modes (narrative, informational, opinion) · Visible Learning strategies (learning intentions, success criteria, feedback)</li> <li>· Align PLOs with grade-level writing standards and pacing guides.</li> <li>· Provide coaching cycles, model lessons, and guided planning.</li> <li>· Provide resources, exemplars, and anchor charts teachers can use in classrooms.</li> <li>· Conduct Professional Learning Communities (PLC)</li> </ul>

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proficiency as measured by school-wide writing assessments.	meetings to review data and student work. · Administer end-of-year writing assessment and analyze growth.
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