

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

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

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 3
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 8
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- How many teachers in your school are beginning Volume 2 of LETRS this year? 3
- How many CERDEP PreK teachers in your school have completed EC LETRS? 1
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 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.

Brunson Elementary School uses a variety of instructional materials for PreK thru 5th grade to instruct oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards. World of Wonders, Learning Without Tears, and Heggerty are the curriculums used in PreK. Grades K-5 use Ready Reading in the areas of oral language, fluency, vocabulary and comprehension. Open Court Green band is used for phonics instruction in grades K-3. Fourth and fifth grades use Open Court Green Band for word analysis. Heggerty is used for phonemic awareness for grades PreK through first grade. All high-quality instructional materials are utilized to teach SCCCR ELA State Standards.

Brunson Elementary School assesses students three times a year using iReady Reading. Pre-Kindergarten uses myIGDIs to put every child on the path to kindergarten readiness with research-based indicators for early literacy. Kindergarten uses KRA to measure a child's readiness for kindergarten by evaluating their skills in language and literacy. Embedded in our curriculum materials we utilize the Ready Reading lessons and unit assessments as well as the Open Court green band weekly and unit assessments for all other grade levels.

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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.

Brunson Elementary School uses a variety of curricula materials to instruct in the word recognition pathway to support the science of reading, structured literacy, and foundational literacy skills. In grade Prek-2nd Heggerty is used to instruct students daily in Phonological Awareness. Students in grade K-1 are instructed in the areas of phonological awareness and phonics through the Open Court Green Band. Students in grades 2-3 are instructed in phonics utilizing the Open Court Green Band. In grades 4-5 students are instructed in Word Analysis through the Open Court Green Band.

Students who have been classified in Tier 2 and Tier 3 based on iReady data are given additional assessments to determine if they need additional instruction in the area of word recognition. In the word recognition pathway, the student will be assessed in the areas of phonological awareness and phonics. In the phonological awareness pathway, 2-5 grade students will be given the Kilpatrick PAST assessment. In phonics students will be given at least one phonics screener. The screeners that can be utilized are the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, or the LETRS Phonics and Word Reading survey. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting.

Students in grade K-1 are assessed in the areas of phonological awareness and phonics through the Open Court Green Band weekly and unit assessments. Students in grades 2-3 are assessed in phonics utilizing the Open Court Green Band weekly and unit assessments. In grades 4-5 students are assessed in Word Analysis through the Open Court Green Band weekly and unit assessments.

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.

Brunson Elementary School uses universal screener data and diagnostic assessment data from i-Ready three times a year. After administration of iReady students are sorted into 3 instructional tiers. In grades 1 – 5 students in Tier 2 and 3 are then put through the Hampton County ELA Decision Tree process. This begins with the administration of an Oral Reading Fluency Assessment on a grade level reading passage (Dibels). If the student scores below the 50th percentile norm the student will move through the word recognition pathway. If the student is above the 50th percentile norm they will move through the language comprehension pathway.

In the word recognition pathway, the student will be assessed in the areas of phonological awareness and phonics. In the phonological awareness pathway students will be given the Kilpatrick PAST assessment. The data from the PAST assessment is then used to inform instruction for the

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student. Based on the PAST data the student will receive targeted instruction from Heggerty, Florida Center for Reading Research, or i-Ready Tools for Next Steps. In phonics students will be given at least one screener. The screeners that can be utilized are the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, or the LETRS Phonics and Word Reading survey. After the assessments are given and data is analyzed a goal is set for the student's instructional needs. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The student will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting.

Students are progress monitored in the Word Recognition Pathway weekly utilizing a similar set of words from the initial assessment to track progress. Students are also given a monthly ORF progress monitoring assessment. If students meet their goal they are then moved to the next skill in the continuum. This process is repeated after the administration of iReady in the Fall Winter and Spring.

In the Language Comprehension Pathway an iReady domain analysis is completed in the Vocabulary, Comprehension Literature, and Comprehension Informational domains. A series of questions is also utilized to determine students' instructional needs. The questions are as follows: Does the student have adequate* vocabulary knowledge to comprehend text? (morphology, Tier 1 & Tier 2 words) Does the student have adequate* background knowledge to comprehend text? Does the student understand simple to complex sentence syntax for adequate* sentence comprehension? Does the student use strategies to self-monitor (rereading, mental imagery, asking questions) their understanding? Does the student have adequate* understanding of text genres (structures and features)? Does the student use higher level reasoning (inference, prediction, compare/contrast, summarizing, etc.) to comprehend text? Does the student demonstrate adequate* written expression? A goal is then set for students based on their instructional needs. Instructional materials from iReady Tools for Next steps, Florida Center for Reading Research, F&P Guided Reading Kits (utilizing grade level text) are used to meet student's needs. Students are given a progress monitoring check weekly until the goal has been met and a new goal is determined. This process is repeated after the administration of iReady in the Fall, Winter and Spring.

In Kindergarten after the administration of the iReady Tier 2 and tier 3 students are given the LETRS Phonics and Word Reading Survey and the Heggerty Phonemic Awareness assessment in order to determine the instructional next steps. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting. Students are monitored progress in the Word Recognition Pathway weekly utilizing a similar set of words from the initial assessment to track progress. The process is repeated after the administration of iReady in the Fall, Winter, and Spring.

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.

Brunson Elementary School has a system in place to help parents support their student(s) as a reader and writer. Our school sends home the iReady diagnostic results report to parents to inform them at the beginning of the year where their child is scoring nationally compared to other students their

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age. This report outlines the areas of strengths and opportunities for growth in each domain. We send home a letter explaining the level their child is currently being instructed on during small group instruction. This outlines the child's areas of strengths and opportunities for growth. Our school has parent nights for K-1st grade in the first nine weeks of school to inform our parents on ways to help support their student in reading and writing at home. Our school sent home a resource for letter formation to help our parents support their child with handwriting. We also have weekly grade level newsletters with strategies on how to support their student at home in the areas of reading and writing. We also have quarterly parent teacher conferences to discuss student progress with 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-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

Brunson Elementary School provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading. Our school begins by analyzing i-Ready screener assessment data to determine students in Tier 2 and Tier 3. Students are progress monitored in the Word Recognition Pathway weekly utilizing a similar set of words from the initial assessment to track progress. Students are also given a monthly ORF progress monitoring assessment. Students are progress monitored in the Language Comprehension pathway weekly based on the initial assessment given. If students meet their goal, they are then moved to the next skill in the continuum. This process is repeated after the administration of iReady in the Fall, Winter and Spring.

PreK students have a CERDEP portfolio that contains: work samples, assessment data, pertinent student information etc. All students in grades K-5 have an Individualized Reading Plan folder that contains: assessments given, student learning pathway documents, goals, progress monitoring notes, and instructional next steps for students. These folders follow the students from grade level to grade level to ensure grade level proficiency at each grade.

Tier 2 and Tier 3 students will receive additional services in their identified targeted area utilizing an intervention plan that is monitored for 6 to 8 weeks. If the target student is showing growth, then intervention is continued and monitored for progress until grade level proficiency occurs. If the target student is not showing growth, then the school level MTSS team conducts a meeting to determine the next steps for more intensive intervention. The students are given weekly probes to monitor progress towards grade level proficiency over 4 to 6 weeks. If a student still doesn't make growth, the MTSS team will meet with SPED and parents to discuss continuing intervention or starting the referral process for evaluation.

Students reading at or above grade level are progress monitored utilizing Tier 1 curriculum assessments and iReady diagnostic assessments to ensure students are always meeting grade level expectations.

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.

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Brunson Elementary School provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students. All PreK-5th grade teachers have been given the opportunity to participate in LETRS learning. The Reading Coach is providing focused support through PLCs and classroom support with Open Court Green Band and Heggerty instruction, Anita Archers Next Steps for Explicit Instruction, LETRS explicit vocabulary routine, and the HCSD ELA Decision Tree. Support is provided through PLC, modeling, and co-planning with all components, particularly administering the assessments, writing goals, and pairing instructional materials.

Our PreK teacher is currently receiving support from the state in SC Early Learning Standards and classroom observations with the Early Language & Literacy Classroom Observation (ELLCO) Tool. The Reaching Coach is supporting this teacher is working to grow her practices based on the feedback received from the state specialists.

The Reading Coach is also supporting teachers based on individual needs with cycles of coaching. All teachers have been invited to participate in a coaching cycle. Three teachers are currently working closely with the reading coach, including 3rd grade, 4th grade, and PreK. These coaching cycles include data analysis, planning, observing, coteaching, and modeling.

The district provided UFLI training for teachers in grades K-3. The district also meets with instructional leaders monthly to offer support that can be redelivered to teachers. The district also partners the with SCDE Literacy Specialist to provide ongoing support to the reading coach in the areas of Explicit Instruction, HQIM, and Coaching. This in turn is redelivered by the reading coach to further support the teachers in these areas.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● All PreK-5th grade teachers have had or currently have access to LETRS training. <ul style="list-style-type: none"> ○ 8 teachers have completed both years of LETRS training. ○ 3 teachers are currently in year 2 of LETRS. ○ Our PreK teacher has completed the EC LETRS. ○ Our PreK paraprofessional is currently taking EC LETRS. ● Teachers have access to high quality Tier 1 instructional materials. 	<ul style="list-style-type: none"> ● According to the Fall 2025 iReady Reading diagnostic, our overall percentage of students (58%) on grade level in phonics is a strength, but the primary grades (K-2) are significantly lower. <ul style="list-style-type: none"> ○ K – 11% on grade level (3/28) ○ 1st – 10% on grade level (2/20) ○ 2nd – 67% on grade level (12/18) ○ K-2 - 25.7% on grade level (17/66)

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<ul style="list-style-type: none">○ PreK World of Wonders○ PreK Learning Without Tears○ PreK-2 Heggerty○ K-5 Open Court green band○ K-5 Ready Reading (Tools for Instruction)● Teachers have access to high quality Tier 2 and Tier 3 materials.<ul style="list-style-type: none">○ K-4 UFLI○ K-5 Fountas & Pinnell Leveled Literacy Intervention○ K-5 iReady (Personalized Learning)○ K-5 iReady (Resources for Instruction)● 69% of students are on grade level in High Frequency Words based on the iReady diagnostic data.● 58% of students are on grade level in Phonics based on the iReady diagnostic data.● 56% of students tested out of Phonological Awareness on the iReady diagnostic. Of the other 44%, 18% are on grade level.● The Reading Coach supports teachers through weekly PLCS, coaching cycles, modeling, and observations.● iReady personalized leaning is used by all students. Students are expected to pass 2 lessons each week.● A daily 30-minute intervention block is built in to the master schedule for all teachers. (FLEX time) Teachers provide intervention to all Tier 2 and Tier 3 students during this time.	<ul style="list-style-type: none">● In 2024-2025 67% of our students met their typical growth goal on the iReady diagnostic.● 30% of students are on grade level in Vocabulary based on the Fall 2025 iReady diagnostic data. 38% of 3rd-6th grade students are on grade level in vocabulary.<ul style="list-style-type: none">○ 3rd – 13/23 students - 56%○ 4th – 11/22 students - 50%○ 5th – 6/21 students - 28%○ 6th – 2/17 students - 11%○ 3rd-6th Grade 32/83 students - 38%● 36% of students are on grade level in overall comprehension based on the Fall 2025 iReady diagnostic data.<ul style="list-style-type: none">○ Literature – 34%○ Informational – 43%● While we are increasing our percentage of students scoring meets and exceeds and decreasing our percentage of students scoring does not meet, we still have a group of students scoring approaches on SC Ready that we can move to meets.<ul style="list-style-type: none">○ 3rd grade (current 4th grade) 20.8% approaches○ 4th grade (current 5th grade) 12% approaches○ 5th grade (current 6th grade) 22.7% approaches● Continue to implement the Open Court green band with fidelity.
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- All Tier 3 students receive additional reading intervention with a trained interventionist.
- Early Literacy (EL Intervention) is provided to our lowest performing / at risk 1st grade students with daily targeted 30 minute one-on-one lessons. We are able to serve up to ten of our first graders each year with this intensive intervention approach.
- We utilize our activity teachers and paraprofessionals to provide intervention to Tier 2-3 students that need a little more support in reaching grade level proficiency.
- On SC Ready, we have **growth in all grade levels** with the percentage of students scoring **meets or exceeds** in the Spring of 2025 compared to Spring 2024.

- Continue to implement Ready Reading / iReady Tools for Instruction for systematic standards based instruction in K-5.
- Continue to implement the 2025 ELA standards. Continue to grow in our understanding of how to teach and assess the indicators.
- Intentionality with classroom intervention during FLEX time.

Spring 2024	Spring 2025
no scores in 2024	3 rd grade (current 4 th grade) 79% meets / exceeds
57% meets/exceeds 3 rd grade (current 5 th grade)	80% of 4 th graders (current 5 th graders) meets / exceeds
63.5% meets/exceeds 4 th grade (current 6 th grade)	68.2% of 5 th graders (current 6 th graders) meets/exceeds
66.6% meets/exceeds 5 th grade (current 7 th grade – middle school)	71.4% of 6 th graders (current 7 th graders @ NDMS) meets/exceeds

- 100% of our third grade students (current 4th grade) and 6th grade students (current 7th graders) scored approaches, meets, or

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exceeds on SC Ready in Spring 2025. We had 0% of our students in grades 3 and 6 score Does Not Meet.	
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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																				
<p><u>Previous Goal #1 (Third Grade Goal):</u></p> <p>Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023-2024 as determined by SC Ready from 14% to 10% in the spring of 2024-2025.</p>	<p>Goal Met - The percentage of third grade students that scored Does Not Meet in the spring of 2024-2025 was 0%.</p> <p>0% Does Not Meet</p> <p>20.8% Approaches</p> <p>45.6% Meets</p> <p>33.3% Exceeds</p>																				
<p><u>Previous Goal #2:</u></p> <p>By the end of the 2024-2025 school year, the percentage of K-2 students performing on grade level in the phonics domain on iReady will increase from 22% to 80%.</p>	<p>Goal Met - Based on the spring administration of the iReady diagnostic, 80% of K-2 students scored on grade level (Tier 1) in the phonics domain.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Tier 1</th> <th style="text-align: center;">Fall</th> <th style="text-align: center;">Spring</th> <th style="text-align: center;">Change</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">3/22 14%</td> <td style="text-align: center;">14/22 64%</td> <td style="text-align: center;">+50%</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">6/19 32%</td> <td style="text-align: center;">18/19 95%</td> <td style="text-align: center;">+63%</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5/23 22%</td> <td style="text-align: center;">19/23 83%</td> <td style="text-align: center;">+61%</td> </tr> <tr> <td style="text-align: center;">BES</td> <td style="text-align: center;">14/64 22%</td> <td style="text-align: center;">51/64 80%</td> <td style="text-align: center;">+58%</td> </tr> </tbody> </table>	Tier 1	Fall	Spring	Change	K	3/22 14%	14/22 64%	+50%	1	6/19 32%	18/19 95%	+63%	2	5/23 22%	19/23 83%	+61%	BES	14/64 22%	51/64 80%	+58%
Tier 1	Fall	Spring	Change																		
K	3/22 14%	14/22 64%	+50%																		
1	6/19 32%	18/19 95%	+63%																		
2	5/23 22%	19/23 83%	+61%																		
BES	14/64 22%	51/64 80%	+58%																		

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Previous Goal #3:

The percentage of K-6 students meeting or exceeding typical growth in Reading on the iReady diagnostic will increase from 67% in 2023-2024 to 75% in 2024-2025.

The percentage of K-6 students meeting or exceeding typical growth in Reading on the iReady diagnostic stayed exactly the same (67%) from 2023-2024 to 2024-2025.

We are improving the percentage of students scoring meets and exceeds on SC Ready but iReady is not reflecting that same growth. Our 3rd-6th grade students take the Spring diagnostic at the beginning of the 4th quarter in order to use the data to reteach and review for the SC Ready. This is a big consideration in our students not meeting or exceeding typical growth.

3rd grade – 61%

4th grade – 56%

5th grade – 73%

6th grade – 76% (met goal)

With that in mind, our primary students took the diagnostic in May. We need to really focus on increasing the percentage of Kindergarten students meeting or exceeding their growth goal through intentional intervention.

K – 50%

1st – 74% (met goal)

2nd – 83% (met goal)

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. *Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level.* Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.

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- The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Progress
<p><u>Current Goal #1 (Third Grade Goal):</u></p> <p>Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2024-2025 as determined by SC READY from 79.2% to 82% in the spring of 2026.</p>	<ul style="list-style-type: none"> • Implement the HCSD Intervention Decision Tree with fidelity in grades K-5. The Reading Coach will guide teachers through the various assessments and support teachers as they administer and analyze the assessments. The Reading Coach will guide teachers through the process of using the decision tree to determine the starting point for intervention by analyzing the screeners. <ul style="list-style-type: none"> ○ iReady Diagnostic ○ Dibels ORF ○ LETRS Spelling Screeners ○ LETRS Phonics & Word Reading ○ PAST ○ Heggerty Phonological Assessment (K-2) • Classroom teachers will be supported by the Reading Coach in PLC with the MTSS process as they intervene with students based on information gathered through screeners. • Implement intervention with fidelity (based on individual student data) during the designated flex time daily. • Classroom observations and walk throughs focusing on SC 4.0 rubric. • Reading Coach will provide professional development in the Open Court green band to improve Tier 1 instruction in phonic (grade K-5 teachers). • iReady Phonics initiative/boot camp will be implemented for 6 weeks following the beginning of the year diagnostic. This initiative will be for K-6 grade students that are weak (Tier 2-3) in the phonics domain.

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	<ul style="list-style-type: none"> • Implement iReady Personalized Learning with fidelity in grades K-6, focusing on students passing 2 reading and 2 math lessons each week. • Utilize Ready Reading as systematic Tier 1 standards based instruction in grades K-5 and Study Sync in Grade 6. • Utilize iReady Tools for Instruction as systematic Tier 2-3 intervention in grades K-6. • Utilize UFLI as intensive Tier 3 intervention for K-5 students weak in phonemic awareness and/or phonics.
<p><u>Current Goal #2:</u></p> <p>By the end of the 2025-2026 school year, the percentage of K-2 students performing on grade level in the phonics domain on iReady will increase from 25.7% to 85%.</p>	<ul style="list-style-type: none"> • Reading Coach will provide professional development in the Open Court green band to improve Tier 1 instruction in phonics (grade K-5 teachers). • The Reading Coach will weave the elements of explicit instruction into PLC for the primary teachers (K-2). • Classroom observations and walk throughs focusing on phonics instruction and explicit instruction in grades K-2. • The Reading Coach will continue to support K-2 teachers in their understanding of the foundational literacy standards, including how to teach and assess them. • The Reading Coach will support to K-2 teachers as they provide intervention to students not performing on grade level in the phonics domain.
<p><u>Current Goal #3:</u></p> <p>By the end of the 2025-2026 school year, the percentage of 3rd – 6th grade students performing on grade level in the vocabulary domain on iReady will increase from 38% to 80%.</p>	<ul style="list-style-type: none"> • Reading Coach will provide professional development in the LETRS Vocabulary routine (grade K-5 teachers). • The Reading Coach will weave the elements of explicit instruction into PLC for the elementary teachers (3-6). • Classroom observations and walk throughs focusing on vocabulary instruction and explicit instruction in grades 3-6.

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|--|---|
| | <ul style="list-style-type: none">• The Reading Coach will support to 3-5 teachers as they provide intervention to students not performing on grade level in the vocabulary domain. |
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