

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? 15
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 15
- How many teachers in your school are beginning Volume 1 of LETRS this year? 1
- How many teachers in your school are beginning Volume 2 of LETRS this year?
- 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? 0

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.

At St. James-Santee, we understand that strong reading comprehension is built on a solid foundation. Our PreK-5th grade students receive comprehensive reading assessment and instruction, bridging together all essential components to support a path toward meeting grade-level English and Language Arts standards.

Three times a year, our students participate in the i-Ready and Fastbridge Benchmark Assessments. In Kindergarten, Fastbridge dives deep into early reading skills, assessing Letter Names, Letter Sounds, Onset Sounds, Concepts of Print, Sight Words, and Word Segmenting. First graders continue this focus with assessments in Sight Words, Word Segmenting, Nonsense Words, and Sentence Reading. In addition, Kindergarten thru 5th grades are assessed using i-Ready benchmark assessment, evaluating Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, and both Literature and Informational Text Comprehension.

This data informs our daily instruction. Students in Kindergarten through 2nd grade benefit from daily phonemic awareness and phonics lessons with Heggerty. Our core reading curriculum for all students, aligned with the Science of Reading, is Amplify CKLA. CKLA has a strong focus on Phonics Instruction, robust Vocabulary Development, targeted Skills Practice, essential Knowledge Building, and proves Differentiated Instruction. This integrated approach ensures every student has the tools and support they need to become confident readers.

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

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.

At SJS, our PreK-5th grade students build strong reading skills through a research-based approach. We use the science of reading, with consistent and structured literacy lessons.

Our PreK - 2nd grade classes begin with Heggerty, where young learners actively manipulate sounds in spoken words. This builds auditory skills that are the foundation for reading. Heggerty works hand-in-hand with our CKLA phonics program. Here, students learn the connection between letters and sounds, and how to decode words.

To track progress, we use assessments like CBMreading, Decodable Words, and Fastbridge's Sight Word Assessment. These tools show us how well students are mastering skills and where they need extra help. We use these data and information to guide our teaching, intervention, and student support to ensure students are growing.

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.

We utilize universal screeners, Fastbridge Early Reading (K-1st), three times a year, to identify students who may be at risk. In addition, students are administered three times a year i-Ready diagnostic assessments which further gives us in-depth understanding of students' strengths and areas of concerns.

This data is crucial in determining targeted intervention pathways. Students identified as Tier 3, indicating a significant need, receive intensive small-group, pull-out services using specialized programs like Sound Sensible, Spire, or Language! Live Intervention Kits. These kits are designed to address specific word recognition or language comprehension deficits. Students identified as Tier 2 receive support through intervention groups utilizing the Magnetic Reading Program, offering a different, yet equally targeted, approach.

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

Our Multi-Tiered System of Supports (MTSS) team convenes weekly to analyze assessment data. We discuss student progress, identify ongoing needs, and determine the most effective support strategies to ensure all students, from PreK to 5th grade, develop strong reading 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.

We believe strong readers and writers are built through a partnership between school and home. We host monthly events for families, including Literacy Nights, Curriculum, and Data Nights where parents experience the reading and writing workshops through the lens of their scholar. Additionally, our quarterly parent conferences are vital. Here, we review scholar's individual assessment data from programs like iReady, discussing their specific progress and growth areas in literacy.

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 is deeply committed to ensuring every PreK-5th grade student achieves reading proficiency and demonstrates continuous growth. We are strategic in monitoring reading achievement to ensure Tier 1, Tier 2, and Tier 3 growth. Through the i-Ready reports, teachers collaborate in PLC and with the interventionist to make informed and timely decisions. Timely conferences with students and parents are held to ensure all stakeholders are in agreement with pathways to success.

At the classroom level, every teacher maintains individualized plans and goals for each student within dedicated data notebooks or Google Docs. These personalized roadmaps populated based on i-ready benchmark data reflect scholars' ongoing progress toward their goal. In addition, teachers are capable of tailoring instruction, ensuring acceleration and targeted support towards individual goals and grade-level standards.

School-wide, Professional Learning Community (PLC) time is used to discuss student progress. During these sessions, educators analyze data, share best practices, and strategize next steps for students requiring additional support or enrichment. This collaborative approach ensures that intervention decisions are data-driven, consistent, and lead to all students reaching and exceeding grade-level proficiency in reading.

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

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.

All teachers, Teacher Assistants, and Interventionists in K - 5th grades have successfully completed or are currently enrolled in LETRS. Teachers also actively participate in Professional Learning Communities where as a team, we work together to improve our content knowledge and skills through collaboration. In addition, teachers attend Literacy conferences and district professional development in literacy.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- As of Fall 2025, 50% of 3rd graders are projected to score Meets & Exceeds on SCReady according to iReady Reading Projections. - As of Fall 2025, 57.1% of 4th graders are projected to score Meets & Exceeds on SCReady according to iReady Reading Projections. - As of Fall 2025, 44.4% of 5th graders are projected to score Meets & Exceeds on SCReady according to iReady Reading Projections.	54.8% of 3rd - 5th graders are performing 1 grade level below expectations in overall comprehension domain on the Fall iReady diagnostic. 35.5% of 3rd - 5th graders are performing 2 or more grade levels below in the Informational Text domain on the Fall iReady diagnostic. 32.3% of 3rd - 5th graders are performing 2 or more grade levels below in the Literary Text domain on the Fall iReady diagnostic.

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

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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
<u>Previous Goal #1 (Third Grade Goal):</u> <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 35 % to 28 % in the spring of 2025.	As determined by SC Ready, the number of students in 3rd grade scoring Does Not Meet in Spring 2025 was 17.6%. A reduction of 17.7%. SJS exceeded the projected 3rd grade reading goal.
<u>Previous Goal #2:</u> <u>Goal #2:</u> By June 2025, increase the percentage of student scoring meets or exceeds on SC Ready ELA from 33.3% to 44.7% (3rd - 5th). and 23.7% to 33.7%(6th -8th).	The percentage of students scoring meets or exceeds on SC Ready grades 3rd - 5th increased from 33.3% to 44.2% and increased from 23.7% to 44.3% in 6th - 8th grades. SJS exceeded the projected reading goal.

<u>Previous Goal #3:</u> <u>Goal #3:</u> By June 2025, increase the percentage of exceptional education scholars scoring meets or exceeds on SC Ready ELA from 10% to 35.7% (Elementary)	The percentage of exceptional education students scoring meets or exceeds on SC Ready grades 3rd - 5th increased from 12.9% to 24%.
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- 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.
- 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.

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

<u>Current Goal #2:</u> Increase the percentage of students scoring meets or exceeds on SC Ready ELA from 45.5% to 49.5% (3rd - 5) 43.2% to 47.% (6th - 8th).	● Intervention/acceleration for students performing below 49%. ● High quality classroom instruction using CKLA curriculum. ● Push In support during reading block at the 3rd grade level. ● Biweekly review of student progress using Panarama Student Success data. ● AfterSchool support of the curriculum ● Data conferences and data nights to ensure parents understand the support at the school. ● Teachers tutoring students in the afterschool program.