Dewey L. Carter
South Carolina Department of Education
2025-2026 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?: **28**
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: **1**
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1) **2**

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.

Reading assessment and instruction at Dewey L. Carter for all PreK–5th grade students include a strong focus on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to ensure students meet grade-level English Language Arts standards. In grades K–3, Orton-Gillingham is incorporated daily as a formative assessment within ELA lessons to provide explicit phonics- and phonological-awareness–based instruction. Across grades K–5, students also engage in HMH foundational skills, vocabulary, reading, and the writing workshop model to strengthen oral language, phonics, fluency, and comprehension. To support instruction, multiple assessments are used, including STAR as the state's universal screener, LINKIT as a benchmark assessment aligned with HMH indicators and South Carolina standards, and Lexia, which provides daily differentiated instruction tailored to individual student needs. In Kindergarten, the KRA is administered to supply teachers with important data for instructional planning. Teachers are currently completing Volume Two of LETRS training for the 2025–2026 school year and have begun implementing strategies such as the sound wall, which supports students in connecting speech sounds (phonemes) with the letters (graphemes) that represent them, allowing students to read unfamiliar words independently. Through these resources, teachers are able to interpret and use assessment data to analyze individual, group, and classroom performance, which informs both whole group and small group instruction. In addition, weekly and end-of-module HMH assessments provide ongoing information about student progress. All of these data sources are incorporated into the school's Multi-Tiered System of Support (MTSS), which ensures instructional decisions are driven by multiple measures of data to support the learning goals of every student..

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.

Word recognition assessment and instruction for PreK–5th grade students at Dewey L. Carter are aligned with the science of reading, structured literacy, and foundational literacy for the 2025–2026 school year. Teachers use the South Carolina Indicator Aligned Inventory along with the STAR Test, the state's universal screener, to ensure assessments and instruction in word recognition are closely aligned. This approach supports students in understanding language and reading development across early childhood and elementary years, including the appropriate sequencing of skills children are expected to acquire as they grow as readers and writers. Both whole group and small group instruction are designed to apply the foundations of oral language, reading, and writing in an explicit, sequential, and systematic manner. Through this process, students receive targeted instruction that supports their reading and writing development while reflecting practices grounded in scientific research. Instruction is also supported by a strong child development knowledge base that emphasizes oral and written language, positive relationships with adults and peers, and opportunities to learn through play. Teachers further strengthen instruction by building and activating background knowledge prior to reading and extending it during and after reading. At Dewey L. Carter, interventionists with specialized training and resources reinforce instruction through small group support in the science of reading, structured literacy, and foundational literacy practices. In addition, teachers are trained in Orton-Gillingham and are currently engaged in LETRS Volumes One and Two, equipping them with tools to deliver effective, research-based instruction in word recognition.

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.

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.

Dewey L. Carter has established a system to help parents understand how they can support their child as a reader and writer at home. Teachers are committed to providing meaningful and consistent feedback to students, families, and other stakeholders. Through weekly communication folders and classroom newsletters, families receive regular updates on student performance and progress toward the South Carolina College- and Career-Ready (SCCCR) Standards. Teachers also collect student work samples, photographs, anecdotal records, and assessment data to document student growth over time. Using this information, classroom teachers set goals across content areas and implement literacy improvement initiatives designed to support student learning and assist parents in reinforcing skills at home. In addition to classroom communication, Dewey L. Carter provides families with additional resources and opportunities such as Title I Parenting Nights, Parent-Teacher Conferences, Multilingual Learner (MLL) support, and Family Friendly Standards guides. Teachers also engage students in literacy practices that foster awareness, understanding, respect, and appreciation of differences within our society. Overall, it is the school's goal to maintain open communication with families and provide continuous feedback on student performance and progress toward the SCCCR Standards.

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.

Dewey L. Carter Elementary School monitors reading achievement and growth at both the classroom and school levels, making intervention decisions for PreK–5th grade students based on all available data to ensure grade-level proficiency in reading. A collaborative team that includes teachers, parents, administrators, instructional coaches, interventionists, and staff members supports this process. Literacy Assessment Portfolios (LAP folders) are maintained in grades 1 and 3 to monitor progress for students performing below grade level as identified by the STAR Reading Test, the state's universal screener. Teachers track this data carefully and keep parents informed of student progress throughout the school year. The school's Multi-Tiered System of Support (MTSS) is also used to analyze multiple data sources and guide instructional decisions for whole group, small group, and individual learning goals. Teachers, coaches, interventionists, and administrators regularly review student performance to ensure ongoing support. Beginning in January, small group instruction is offered before and after school, with placement determined by SC READY results and STAR Reading data. Administrators, coaches, interventionists, teachers, and other certified staff members facilitate these groups to provide targeted, data-driven instruction. In addition, the Lexia program provides differentiated practice to address individual student needs and narrow instructional gaps. Progress monitoring through the STAR Reading test, administered three times a year, ensures that student growth is consistently and effectively tracked.

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.

Dewey L. Carter Elementary provides ongoing teacher training grounded in the science of reading, structured literacy, and foundational literacy skills to support all PreK–5th grade students. Teachers are currently engaged in Volume One of LETRS training through the South Carolina Department of Education, a comprehensive professional learning program that equips educators and administrators with deep knowledge to become literacy and language experts in the science of reading. In addition, all teachers at the school are Orton-Gillingham (OG) certified, with refresher training planned to ensure continued fidelity of practice. Orton-Gillingham is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive approach to teaching literacy. Beyond LETRS and OG, professional collaboration is embedded into weekly Professional Learning Community (PLC) meetings. Each Tuesday, administrators and instructional coaches meet with grade-level teams during planning periods to review and analyze data from HMH weekly and unit assessments, writing workshop, Lexia, Accelerated Reading, and weekly standards-based skills assessments. PLCs also focus on Multi-Tiered System of Support (MTSS) practices, small group classroom intervention, writing, and Accelerated Reading to strengthen instruction. These professional learning structures allow teachers to use data to monitor progress and adjust whole group and small group instruction. At Dewey L. Carter, PLCs are viewed as an essential component of a successful,

science-based reading program that drives student achievement and growth.

<u>Section G</u>: Analysis of Data (Use above and any current data such as 2024-2025 SC Ready Scores, current STAR reports, module assessments, etc.)

Strengths	Possibilities for Growth
• In Spring 2025, Dewey L. Carter students significantly reduced the percentage of those scoring *Does Not Meet* on SC READY, dropping from 31% in 2024 to 10.3%.. • Teachers are diligently implementing small group instruction within the classroom, guided by data from STAR, weekly HMH assessments, current Linkit benchmarks, and SC READY results. • Research-based interventions are used in small groups to address individual student skill gaps in ELA.. • LETRS training has strengthened teachers' understanding of the science of reading, which has directly enhanced reading instruction across the school.	• Our focus is to target 3rd grade students who are not on grade level in reading, as identified by STAR Reading data showing performance below a 2.8 reading level. These students will receive intensive, research-based interventions through Tier 2 support. In addition, Literacy Assessment Portfolios (LAP documents) will be maintained to monitor progress and ensure accountability, with input and collaboration from teachers, students, and parents. • We will strengthen Science of Reading and phonics-based instruction in the primary grades to reduce the number of students performing below grade level. By building a stronger foundation in early literacy, students will be better equipped to meet grade-level standards and demonstrate the skills necessary for continued academic success.

<u>Section H</u>: <u>Previous</u> 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 31 % to 26% in the spring of 2025.	Spring 2025 students reduced the DOES NOT MEET as determined by SC Ready from the 2024 percentage of 31% to 10.3%.
Goal #2: Classroom teachers will complete Volume One of LETRS training by Summer of 2025. Teachers will implement strategies during the 2024-2025 school year to help their reading. Lessons include language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards. 30/ 30 Teachers	30/30 teachers received their final certificate for LETRS Volume One in Spring 2025. Teachers implemented strategies during the 2024-25 school year to help their reading lessons include language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards
Goal #3: 80% of students at Dewey L. Carter in grades 3-5 will increase STAR Reading (Universal Screener) by at least 0.8 from FALL 2024 to SPRING 2025.	88.6% of students at Dewey L. Carter in grades 3-5 increased on STAR Reading (Universal Screener) by at least 0.8 from FALL 2024 to SPRING 2025.

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 urged to include goals from the strategic plan.

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

Goals	Progress
Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 70% to 73% in the spring of 2026.	**Action Steps:** ● Teachers will utilize school data to inform instruction and provide intervention (LinkIt!, OG, STAR, Lexia, HMH, etc.). ● In-class intervention will be provided for struggling readers. Intervention will be documented and strategies to support students at home will be communicated with parents. ● The school will focus on "early intervention" beginning as early as Kindergarten so that students can have support as soon as possible. ● Teachers will work with the literacy coach to ensure standards are being taught correctly and with rigor. This will be observed in lesson plans and classroom observations. ● Literacy Coach and Teachers will meet each week during planning to ensure that current data and plans provide productive skills and interventions needed for students
Goal #2: Classroom teachers will complete **Volume Two of LETRS** training by Summer of 2026. Teachers will implement strategies during the 2025-2026 school year to help their reading lessons include language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.	**Action Steps:** ● Teachers will attend 3 out of school state trainings during the 2025-26 school year ● Teachers will complete the online course work necessary to master Volume Two ● Implement important strategies learned within the online course and in person trainings ● PLC's will be held at Dewey L. Carter to promote the science of reading training ● manipulatives will be purchased to assist the teachers in their implementation
Goal #3: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2026 as determined by SC READY from 10 % to 8% in the spring of 2026.	Teachers will utilize school data to inform instruction and provide intervention (LinkIt!, OG, STAR, Lexia, HMH, etc.). ● In-class intervention will be provided for struggling readers. Intervention will be documented and strategies to support students at home will be communicated with parents. ● The school will focus on "early intervention" beginning as early as Kindergarten so that students can have support as soon as possible.

Goals	Progress
	• Teachers will work with the literacy coach to ensure standards are being taught correctly and with rigor. This will be observed in lesson plans and classroom observations. • Literacy Coach and Teachers will meet each week during planning to ensure that current data and plans provide productive skills and interventions needed for students