

2026-2027
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?: **1**
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: **11**
- 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.

K-5th grade students take iReady diagnostic assessment in Fall, Winter, and Spring. The instructional team uses this data to make instructional decisions. Students in grades K-5 take common summative assessments, created collaboratively. These common summative assessments test students in vocabulary, comprehension, phonics and grammar. Along with Wonders curriculum, we use Heggerty in Pre-K, a supplemental Foundational Skills curriculum for K-2 that provides explicit instruction in phonological awareness, phonics, decoding, and fluency. We also have incorporated Phonics for Reading and REWARDS for Tier 2 and 3 intervention in grades 3-5. For Tier 1 instruction, Wonders and iReady curriculum are used for students in grade K-5.

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.

On the iReady Assessment, all students are tested on word recognition and decoding until achieving the max score or testing out of the domain. 3rd-5th grade students who still struggle with word recognition receive additional support during intense interventions using iReady intervention lessons, or are screened and placed in Phonics for Reading Levels A, B, and C or REWARDS.

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.

Students who score in the bottom 20% of all students at KEES , who do not receive Special Education services, receive intense targeted interventions with highly qualified reading interventionists in grades K-2. 3rd-5th graders are screened and

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are placed in targeted Phonics for Reading Lessons as needed during our scheduled intervention block. All students engage with their personalized path in iReady and receive regular interventions identified through iReady & Assessment data by the classroom teacher in PLCs. All students receive 30 minutes of reading intervention.

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 receive their child's diagnostic results after each diagnostic test and are able to have conversations with the School principal to better understand these results. Family engagement events about literacy instruction and how parents can support developing readers at home are offered throughout the year.

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.

Students who are identified for Tier 2 and 3 instruction take Growth Monitoring Assessment by iReady monthly. We have weekly PLC's and monthly MTSS meetings to monitor progress to ensure growth toward proficiency.

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.

Teachers receive Year 1 and 2 LETRS training. Teachers are also provided with continual evidence-based professional development and coaching in instruction, interventions, and progress monitoring.

Section G: Analysis of Data

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Strengths	Possibilities for Growth
● 20 minutes or more of intervention in every grade level of additional reading intervention. ● Ample resources (trade books, big books, leveled text, Phonics curriculum Pre-k through 5th, and professional literature) ● Weekly grade level collaborations and PLC's ● Monthly MTSS meetings	● Increase the number of sound walls displayed and used in K-2 classrooms. ● Increase student vocabulary throughout the building with evidence based vocabulary instruction and cross curricular vocabulary. ● Increase writing within each genre of writing with quarterly classroom and grade level winners for best and most improved. ● Increase explicit grammar instruction and spiral reviews 3-5th

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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>Goal #1 (Third Grade Goal):</u> Reduce percentage of 3rd graders scoring Does Not Meet in the spring of 2026 as determined by SC Ready from 44% to 30% in the spring of 2027.	Met: SC Ready Does Not Meet 3rd Grade 7.7% 2026
<u>Goal #2:</u> Increase the number of 3 rd grade students scoring on grade level in iReady from 39%in Fall of 2025 to 55% by Spring 2026.	Met: iReady Spring Diagnostic Results: 68% 2026
<u>Goal #3:</u> Increase the number of students scoring on grade level based on iReady from 23% in Fall 2025 to 50% by Spring 2026.	Met: iReady Spring Diagnostic Results: 58%

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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	Action Steps
<u>Goal #1 (Third Grade Goal):</u> Increase the number of 3rd grade students scored on grade level in iReady from 36% in Fall of 2026 to 65% in Spring of 2027.	Science of Reading based supplemental materials Science of Reading Phonics support for third grade students. Use of Phonics for Reading Intervention for all students: Intentional intervention plans and scheduled intervention blocks with growth monitoring built in.
Increase the current 5th grade cohort from 50% Meets/Exceeds as 4th graders in Spring of 2026 to 55% by Spring of 2027.	Science of Reading Based instruction. Intentional writing plans; quarterly writing samples Evidence based vocabulary instruction and cross curricular vocabulary. **List of students that Met & Exceeded in 4th grade compared to this 5th grade list.
<u>Goal #3:</u> Increase the number of students MAT from 45.8% to 50% & AVT from 37.3% to 40% by Spring of 2027.	Science of Reading based instruction for K-5th students. Intentional writing plans, quarterly writing samples Special Education Teachers will participate in PLCs with General Education Teachers

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Goals	Action Steps
	Intentional intervention plans Intervention block for K-5 in master schedule Common formative assessments Growth monitoring Weekly PLCs to analyze standards, analyze and reflect on common assessment data