

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

Varnville Elementary School

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?: 5
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 12
- 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.

Varnville Elementary School utilizes a variety of evidence-based instructional materials in grades PreK–4 to provide systematic literacy instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These instructional components work together to develop students' foundational literacy skills and support their ability to comprehend increasingly complex texts while meeting grade-level English Language Arts standards.

In PreK, teachers utilize Creative Curriculum to support early language and literacy development and Heggerty to provide explicit instruction in phonological and phonemic awareness.

In Kindergarten through second grade, Open Court Red Band is utilized to support instruction in oral language, fluency, vocabulary, and reading comprehension. Heggerty provides systematic phonological and phonemic awareness instruction in grades K–2. Open Court Green Band is utilized for explicit and systematic phonics instruction. Heggerty supports phonemic awareness by providing explicit, systematic daily practice with the individual sounds in spoken words. Students learn to hear, identify, isolate, blend, segment, add, delete, and substitute phonemes. Because the activities are primarily auditory, students develop the ability to manipulate sounds before relying on printed words. Open Court Green Band supports phonics instruction by providing explicit, systematic instruction that teaches students how sounds are represented by letters and letter patterns. It helps students move from hearing sounds to reading and spelling words using those sound-symbol relationships. Open Court Green Band complements Heggerty phonemic awareness instruction by connecting the sounds students hear and manipulate orally to written letters and spelling patterns. Together, these resources support the progression from phonemic awareness → sound-symbol correspondence → blending and decoding → encoding and spelling → fluent word reading.

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In third and fourth grades, Ready Reading is utilized to support instruction in vocabulary, fluency, comprehension, and the application of reading skills to increasingly complex texts. Open Court Green Band continues to provide explicit phonics instruction in grades 3–4, supporting students as they develop increasingly advanced decoding and word-analysis skills.

Together, these instructional resources provide a PreK–4 literacy continuum designed to build foundational reading skills, strengthen language and vocabulary development, develop fluent readers, and increase students' ability to comprehend grade-level texts.

Varnville Elementary School assesses our students three times a year using iReady Reading. Pre-Kindergarten uses myIGDIs to put every child on the path to Kindergarten readiness with researched-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 Ready Reading lessons and unit assessments as well as the Open Court green band weekly and unit assessments for all other grade levels.

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.

Varnville Elementary School uses a variety of curricula and materials to instruct in the word recognition pathway to support the science of reading, structured literacy, and foundational literacy skills. In grades Prek-2nd, Heggerty is used to instruct students daily in Phonological Awareness. Students in grades 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 grade 4, 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. 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 iReady 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 grades 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, students are assessed in Word Analysis through the Open Court Green Band weekly and unit assessments. 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 PA pathway, students will be given the Heggerty Phonemic Assessment or 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.

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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.

Varnville Elementary School uses universal screener data and diagnostic assessment data from iReady three times a year. After administration of iReady, students are sorted into 3 instructional tiers. In grades 1 – 4, students in Tier 3 (below the 35%) 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 from Dibles. 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 PA pathway, students will be given the Heggerty Phonics Assessment or the Kilpatrick PAST assessment. The data from the assessment is then used to inform instruction for the student. Based on the PAST data, the student will receive targeted instruction from Heggerty, the Florida Center for Reading Research, or iReady Tools for Next Steps. 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. After the assessments are given and the 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 iReady 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 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, and F&P Guided Reading Kits (utilizing grade-level text) are used to meet students' 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 iReady Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group

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setting. Students are monitored progress in the Word Recognition Pathway is monitored 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.

Varnville Elementary School has a system in place that helps parents support their child as a reader and writer at the home. Our school sends home the iReady Diagnostic Results Report to parents at the beginning of the year informing them where their child is scoring nationally compared to their peers. The report outlines the areas of strengths and opportunities for growth in each domain. We also send a letter home informing parents of students receiving reading intervention and why. Parents can also request a phone or in person conference to discuss the intervention and next steps. Our school host events like Open House, PTO/Literacy Night, and Parent Teacher Conferences which allow parents to visit classroom to see instruction and meet with teachers to gain knowledge about how to support their child at home. Weekly newsletters are sent home from the teacher and our principal that includes strategies that assist parents in supporting their student. Our school and staff utilize ParentSquare to communicate with parents regularly. ParentSquare is a unified platform for school-to-home communication to send alerts, notifications, and messages to parents and families via app, email, or text. It facilitates two-way communication through private chats.

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.

Varnville 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 iReady screener assessment data to determine students in 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 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 the intervention strategy 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 does not make growth, the MTSS team will meet with SPED and parents to discuss continuing intervention or starting the referral process for evaluation.

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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.

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

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 Professional Development. 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
SC Ready Spring 2024 English Language Arts 80% of students are approaching, meets, or exceeds. 50% of students meets and exceeds. 46% of our students are on grade level according to iReady Spring Reading Diagnostic. All ELA teachers have completed LETRS Year 1 and 2 or are currently in the courses. Two Full-Time Literacy Interventionist providing support. Teachers are provided with high-quality instructional materials: Heggerty, Open Court, Ready Reading, and UFLI.	<ol style="list-style-type: none">1. Quality of Tier 1 Instruction – Heggerty, Open Court Green Band, Ready Reading (Learning Walks, Collaborative Discussions)2. Teachers monitor reading and writing engagement and use that data to confer with students to increase reading and writing volume. (Year 4)3. Teachers provide targeted, effective in-class intervention that will provide targeted and intensified individual and small-group instruction. We have grown in this area, but still need to continue to grow. Our goal is to change the mindset that intervention happens outside the classroom. We want this mindset; instead, the intervention starts and continues in the classroom every day. We have grown in the MTSS process as well. We will continue to grow in making sure students receive the services they need.

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Strengths	Possibilities for Growth
<p>K-4 ELA Decision Tree implemented this year: Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. (iReady, Oral Reading Fluency, PAST, LETRS Spelling Screeners, LETRS Phonics and Word-Reading Survey, Heggerty, Open Court)</p> <p>The Literacy Coach supports teachers through weekly PLCs, coaching cycles, Learning Walks, collaboration, and classroom models.</p> <p>The School MTSS Leadership Team monitors data and students' individualized pathways.</p>	<p>Using current data, phonics and phonemic awareness interventions are critical in grades Kindergarten through 4th grade. Teachers will use UFLI and Heggerty in grades K through 3rd grade. Teachers will also use Tools for Instruction in Reading in all other areas of intervention.</p>

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> Increase the percentage of third graders scoring meets and exceeds in the spring of 2026 as determined by SC READY from ___57___ % to ___60___ % in the spring of 2026.</p>	<p>In 2022, 60% of third-grade students met or exceeded expectations, followed by 52% in 2023. Performance increased significantly to 71% in 2024 before declining to 57% in 2025 and 50% in 2026.</p> <p>The data indicates a need to strengthen instructional consistency and increase the percentage of students demonstrating grade-level proficiency in reading.</p>
<p><u>Goal #2:</u> 100% of ELA teachers in grades Kindergarten through 4th grade will teach phonics and word study daily. The number of students scoring on grade level in phonemic awareness on iReady will increase from BOY 32% to 65% by the end of the year. The number of students scoring grade level in phonics on iReady will increase from BOY 36% to 70% by the end of the year.</p>	<p>Students scoring on grade level in phonemic awareness on iReady increased from 32% to 65%, We made growth and met our goal.</p> <p>Students scoring on grade level in phonics on iReady increased from 36% to 62%. While we made growth, we did not meet this goal.</p>

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Goals	Progress
<p><u>Goal #3:</u> The number of students scoring on grade level in Vocabulary on iReady will increase from 2025 EOY 51% to 61% by 2026 EOY.</p> <p>(Overarching Question to guide this goal: Do students have adequate vocabulary knowledge to comprehend?)</p>	<p>The number of students scoring on grade level in Vocabulary on iReady went from 2025 EOY 51% to 51% by 2026 EOY. We did not meet this goal.</p>

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
<p><u>Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring meets and exceeds in the spring of 2027 as determined by SC READY from 50% to 60%.</p>	<ol style="list-style-type: none"> 1. Use data (iReady, ELA Decision Tree) to determine students' area of weakness (phonics, vocabulary, comprehension literal, and comprehension informational). 2. Teachers collaborate and plan how to provide in-class interventions for these students to move them from Approaches to Meets or Exceeds. They will target students' areas of weakness as identified on iReady and the ELA Decision Tree. Teachers will use iReady Tools for Instruction, UFLI, Heggerty, and Ready Reading to provide interventions. 3. Do a progress check with mid-year data (iReady, ELA Decision Tree) and determine if the interventions are working (progress) or need to be changed. 4. Teachers will track progress through the SLO and Student Learning Pathway plan and report during the mid-year conference with the Principal and Literacy Coach. 5. Teachers will use the Anita Archer Elements of Explicit Instruction to guide teaching. 6. Teachers will teach students test-taking strategies and coping skills in the spring of 2027. 7. SC Ready Spring 2027 results will determine if the goal was met.

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Goals	Action Steps
<p><u>Goal #2:</u></p> <p>The number of students scoring on grade level in phonics on iReady will increase from BOY 31% to 70% by the end of the year.</p>	<ol style="list-style-type: none"> 1. LETRS training for new teachers. UFLI training for all teachers K-4th. 2. Target 3 students to provide in class intervention. Use Heggerty and UFLI to guide intervention. 3. Plan for phonics and word study instruction daily using Open Court Green Band. 4. Use progress monitoring tools: ORF, PAST, LETRS Screeners, UFLI, Heggerty. 5. Basic LETRS Screener 1st and 2nd Grade Mid-Year and 3rd Grade BOY. Advanced LETRS Screener 4th grade BOY and MOY(TIER 2 and 3). Advanced LETRS Screener for 3rd Grade MOY. Use results to look for gaps in phonics instruction and plan how to provide instruction to fill in these gaps in the classroom. 6. Teachers use iReady winter data to work collaboratively to collect and analyze Phonemic Awareness and Phonics data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). 7. Finally, iReady spring data will determine if we met our goal.
<p><u>Goal #3:</u></p> <p>The number of students scoring on grade level in vocabulary on iReady will increase from BOY 21% to 56% by the EOY.</p> <p>(Overarching Question to guide this goal: Do students have adequate vocabulary knowledge to comprehend?)</p>	<ol style="list-style-type: none"> 1. LETRS training for new teachers. 2. Explicit Vocabulary Instructional Routines taught in PLC by Literacy Coach and follow up with Learning Walks and Collaborative Conversations. (Anne Archer – Explicit Instruction Chapter 3 Vocabulary, LETRS Volume 2 Unit 5 Vocabulary Instruction) 3. Word of the Day (including iReady targeted words) developed by Literacy Coach and Principal and shared school wide once a month for the upcoming month. 4. Teachers teach word learning strategies (iReady Tools for Instruction Vocabulary Lessons, LETRS Explicit Vocabulary Instruction Routine, Frayer Model, LETRS and Morphology activities, Open Court Word Analysis Routines, Interactive Word Games, etc.) 5. Teachers teach vocabulary in context as much as possible (Interactive Read Alouds, Shared Reading, Academic Text, Shared Writing, Novel Studies, etc.) 6. Teachers do vocabulary checks at least twice a month (Informally in Kindergarten).

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Goals	Action Steps
	<ol style="list-style-type: none">7. Teachers use iReady winter data to work collaboratively to collect and analyze Vocabulary Domain data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data).8. Finally, iReady spring data will determine if we met our goal.