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

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? 6
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 32
- How many teachers in your school are beginning Volume 1 of LETRS this year? 8
- How many teachers in your school are beginning Volume 2 of LETRS this year? 6
- 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 Brennen Elementary, we use KRA, Orton Gillingham Plus and Morphology, i-Ready Inform, i-Ready My Path, and i-Ready Literacy Tasks to assess students. These assessments include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards. Our teachers use the Richland School District One scope and sequence to guide teachers in the shift from balanced literacy to structured literacy methods of teaching, through the alignment of South Carolina Department of Education's standards and Science of Reading. PreK adopted Kickstart Literacy for the 2026-2027 school year. Kickstart Literacy is a literacy curriculum for the year before kindergarten that engages children in exciting play- and science of reading-based lessons focusing on phonemic awareness, phonics, and vocabulary –building skills children need to build early literacy skills for reading. Skills are spiraled throughout the year in large-group activities and independent discovery.

Teachers have implemented Orton Gillingham (OG) to provide a multisensory approach to reading in an explicit and systematic sequence. In early grades, teachers focus on phonological awareness, phonics, and oral language using systematic, explicit instruction and multisensory routines. We also use Heggerty which is a systematic, oral phonemic awareness curriculum used to help children recognize and manipulate the sounds in spoken language. In upper grades, morphology-based word study and vocabulary instruction are emphasized to strengthen fluency and comprehension. Language Essentials for Teachers of Reading and Spelling (LETRS) strategies support and supplement the multisensory approach to reading in the classroom. Teachers use the district adopted McGraw Hill Wonders reading program to support tier one instruction, Wonders provides extensive high-quality support for instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension – guiding instruction in ways consistent with the results reported in randomized control and quasi-experimental studies that have met What Works Clearinghouse standards and that have been replicated multiple times as reported in high-quality meta-analyses.

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.

Teachers use Orton Gillingham pre-assessment of letter sounds and words. Based on this data, lessons and literacy groups are created that focus on phonics, phonemic awareness, oral language, and fluency. Comprehension is monitored through formative and summative district assessments. Teachers have adopted the "red word" strategy from Orton Gillingham as a meaningful way to teach high frequency words. We are moving away from the language of "sight words" and learning how parts of high frequency words can be decoded. Due to OG being taught to 80% mastery, teachers assess weekly dictation or morphology assessments to note if class is ready to move on to the next targeted lesson or need to review until mastery has taken place. These assessments spiral to continue to review previously taught standards. Teachers also use LETRS phonics and word reading surveys to assess word recognition. We also used the word recognition fluency from Literacy Tasks in i-Ready to benchmark our first grade students.

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.

Our district universal screener is i-Ready Inform. We also use the Fountas and Pinnell Benchmark Assessment Systems (BAS) to gather additional information about students' fluency and comprehension. Teachers use screening, diagnostic, and progress-monitoring assessments to determine students' reading needs and plan instruction and interventions. When students struggle with decoding or word recognition, particularly in oral reading fluency (ORF), teachers use diagnostic assessments, OG assessments, or i-Ready Literacy Tasks to identify specific skill gaps and determine next steps for instruction. Teachers use this information to address decoding skills, beginning with less complex skills and moving toward more complex skills. When students read fluently at grade level but struggle with comprehension, teachers focus on vocabulary, background knowledge, syntax, and text structures.

Teachers provide targeted in-class interventions through individual and small-group instruction for 30 minutes in addition to the 90 minutes of daily reading and writing instruction. Students also use My Lexia, i-Ready Pathway, and i-Ready Literacy Tasks to practice targeted skills and monitor progress toward reading goals. Teachers use assessment data to select resources and activities that address each student's needs.Along with targeted interventions, teachers provide 90 minutes of structured literacy instruction and use formative assessments to determine when instruction needs to be adjusted. Interventionists administer the OG Universal Screener to identify skill needs and monitor student progress. Teachers and interventionists review assessment data to determine whether students are making progress and whether changes to instruction or intervention are needed. Students who are meeting or exceeding grade-level expectations receive enrichment through i-Ready My Path.

Students who score below the established cut score on the i-Ready Inform diagnostic assessment receive an Individual Reading Plan (IRP). Teachers work with other educators who support the student to develop a plan based on the student's reading needs and assessment results. The plan identifies areas of need and guides instruction and intervention. Parents receive updates on their child's progress throughout the year and meet with the school three times annually to discuss progress toward reading goals and determine next steps.

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.

Teachers send home daily reading logs and books for parents to read with their child at home in addition to reading instruction here at school. The classroom teachers send out weekly newsletters informing parents of the standards being taught, upcoming activities and assessments, and when applicable, resources that can support classroom instruction. Interims and report cards are given to parents that clearly state their child's progress according to South Carolina state standards. Parents also have the capability to email and conference their child's teacher to ask specific questions about assessment and/or instruction. Our Multilingual Learners team and Deaf/Hard of Hearing team provide translation and interpretation services to families to ensure equitable access to communication for all families. OG has created a Spanish newsletter that is provided each week to assist in a family's understanding of the Structured Literacy skills being taught in Tier 1 classrooms. We will also provide parents tools to help children at home with books and "take aways" from OG and Morphology at Brennen's Curriculum Night.

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.

Reading achievement and growth at Brennen are monitored through a layered system of universal screeners, diagnostic assessments, and ongoing progress monitoring to ensure that every student's reading pathway is data-driven and responsive. Teachers use a variety of monitoring techniques to track the reading achievement progress of students. Tools such as CFA's (common formative assessments), conferencing, i-Ready Inform (Universal Screener three times a year), i-Ready Literacy Tasks, Mastery Connect, Orton Gillingham assessments, Pre and Post Unit Tests are tools used to monitor. Teachers also use data from these tools during PLCs to differentiate instruction, provide interventions, and plan lessons. Teachers use Running Records and anecdotal notes during reading instruction to conference with students and provide intervention and enrichment to increase reading achievement. All students, including those performing at or above grade level (Tier 1 students), are monitored through universal screeners, classroom assessments, and student work. Teachers review this data during PLCs to monitor student growth, identify students who may need additional support, and plan enrichment opportunities for students who have mastered grade-level skills. Tier 2 students are progress-monitored bi-weekly and Tier 3 students weekly using i-Ready Literacy Tasks, running records, or teacher-created probes aligned to targeted skills. Data from these assessments are analyzed during grade-level PLCs and coaching meetings to determine instructional effectiveness, guide flexible grouping, and adjust intervention plans. Brennen's MTSS team will meet every 4 weeks to review student data and discuss how students respond to instruction and interventions. Based on this information, the team will determine next steps, which may include continuing current interventions, adjust, or provide additional support or enrichment. The team will document these decisions and use student progress to guide future instructional planning.

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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.

Brennen Elementary partners with Richland School District One to ensure teachers are trained in the Science of Reading through Orton Gillingham instructional strategies (Comprehensive Plus and Morphology), and through LETRS. Brennen Elementary school provides structured PLOs. A minimum of one monthly PLO based on structured literacy, writing, the science of reading, and foundational literacy skills. Standards based guided planning takes place weekly.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Teachers use Orton-Gillingham (Comprehensive and Morphology) as an evidence-based Structured Literacy approach that uses research from the Science of Reading and incorporates recommended multi-sensory instructional techniques. • Teachers provide effective targeted intervention in the classroom for priority students (additional to the ELA instructional block) • ·Teachers collaborate on grade level and across grade levels routinely to make instructional decisions. • Teachers use South Carolina College and Career Ready Standards to plan and align instruction. • Teachers use structured literacy methods across grade levels. • Classroom libraries are well organized, and children are familiar with routines to self-select texts. • Teachers work together in teams (teacher, reading coach, and administrators) to analyze data and establish goals for students. • Teachers have implemented data binders to track student progress over time.	• Provide opportunities for parent involvement by providing workshops and literacy newsletters. • Routinely confer with students and document behaviors/opportunities for growth to inform instruction. • Teachers will use the data team protocol when analyzing student work and will reflect on classroom practices. • Teachers will ensure their small groups are flexible and their teaching points are responsive to student need based on data. • Teachers will continue to deconstruct standards with the reading coach and administration to plan with desired student behaviors in mind. • Teachers will post learning intentions and success criteria for student clarity. • Plan and develop more partnerships with community stakeholders. • Coaching cycles will have a focus on implementation of Science of Reading/Structured Literacy with fidelity.

Strengths	Possibilities for Growth
• Teachers ensure that the classroom libraries have a variety of diverse texts for student self-selection. • Classrooms are well organized, and children are immersed in rich print environments.	• Optional PLOs will be provided in structured literacy instruction monthly. • Consistent progress monitoring through i-Ready Learning Tasks. • Weekly communication with families, IMSE (OG videos) and newsletters highlighting standards being taught. • Utilize Lexia and i-Ready My Path to reinforce standards and provide enrichment opportunities.

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
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 80.2 % to 81% in the spring of 2026.	**Goal #1** of increasing the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 80.2 % to 81% in the spring of 2026 was **met**. The number of students who scored meets or exceeds increased to **90.8**% due to successfully implementing the following: • Teachers and administrators will successfully complete and implement learning from LETRS Volumes 1 & 2. • The Reading Coach provided standards-based Guided Planning Sessions to ensure instruction, activities, and assessments were aligned with SC Priority Standards. • Teachers were engaged in Professional Learning Opportunities on structured literacy, Orton Gillingham multisensory strategies, LETRS, differentiated instruction, and questioning strategies.

Goals	Progress
	Teachers participated in weekly PLC data analysis sessions with the CRT, Reading Coach, and administration to analyze student data to drive instruction and provide targeted intervention.
Goal #2: During the 2025-2026 school year, 100% of teachers who explicitly teach Science of Reading will be trained in structured literacy PD through IMSE, Orton-Gillingham Plus or Morphology based on grade level and subjects taught.	**Goal #2**- 100% of teachers who explicitly teach Science of Reading will be trained in structured literacy PD through IMSE, Orton-Gillingham Plus or Morphology based on grade level and subjects taught were **met** due to successfully implementing the following: • Our teachers were trained and completed all required coursework and received an IMSE certificate. • Teachers were observed to ensure OG is being taught with fidelity through observations and feedback. • The teachers that were trained had coaching cycles to scaffold curriculum and have support. • Optional PLOs throughout the year were offered to discuss fidelity and transfer of teaching through analyzing OG assessments and Universal Screener data.
Goal #3: By the end of the 2025–2026 school year, 100% of Pre-K–5th grade teachers will participate in monthly Professional Learning Opportunities (PLOs) focused on improving writing instruction through the use of the Writing Rope framework, modes of writing (narrative, informational, opinion), and Visible Learning strategies—including clear learning intentions, success criteria, and effective feedback—resulting in at least a 10% increase in student writing proficiency as measured by school-wide writing assessments.	**Goal # 3** of 100% of Pre-K–5th grade teachers participating in monthly Professional Learning Opportunities (PLOs) focused on improving writing instruction through the use of the Writing Rope framework, modes of writing (narrative, informational, opinion), and Visible Learning strategies—including clear learning intentions, success criteria, and effective feedback—resulting in at least a 10% increase in student writing proficiency as measured by school-wide writing assessments was **met**. For the 2025 school year, we had 53.9% of our students score in the meet or exceed range for writing performance on SC Ready. For the 2026 school year, we had 82% of our students score

Goals	Progress
	meet or exceed for writing performance on SC Ready which exceeds the 10% increase in writing proficiency. • Teacher surveys conducted on current writing instructional practices and knowledge of the Writing Rope and Visible Learning strategies. Analyze previous year's student writing data to establish baseline proficiency levels. • Scheduled monthly sessions to include but not limited to: · Writing Rope components (e.g., sentence structure, text structure, writing processes) • Writing modes (narrative, informational, opinion) • Shared Visible Learning strategies (learning intentions, success criteria, feedback) • Aligned PLOs with grade-level writing standards and pacing guides. • Provided coaching cycles, model lessons, and guided planning. • Provided resources, exemplars, and anchor charts teachers can use in classrooms. • Conducted Professional Learning Communities (PLC) meetings to review data and student work. • Administer end-of-year writing assessment and analyze growth (SC Ready Writing and MVPA).

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.

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Goals	Action Steps
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 90.8 % to 91% in the spring of 2027.	**Action Steps Pre-K-5:** • Teachers and administrators will successfully complete and **implement** learning from LETRS Volumes 1 & 2. • The Reading Coach will collaborate and with teachers to provide standards-based and structured literacy Guided Planning Sessions to ensure instruction, activities, and assessments are aligned with SC Priority Standards with explicit instruction. • Teachers will engage in Professional Learning Opportunities on structured literacy, Orton Gillingham and Morphology multisensory strategies, LETRS, differentiated instruction, questioning strategies, i-Ready "My Path" intervention or enrichment, and explicit instruction-instruction that is systematic, direct, engaging, and success oriented. • Teachers will participate in bi-weekly, teacher-led PLC data analysis sessions with the CRT, Reading Coach, and administration to analyze student data to drive instruction and provide targeted intervention. • Students will be provided Science of Reading instruction through Orton-Gillingham Comprehensive Plus and Morphology. • Priority students identified have been invited to participate in our school's CRP/Top Dog afterschool program.
Current Goal #2: During the 2026-2027 school year, 100% of teachers who explicitly teach Science of Reading will be trained in structured literacy PD through IMSE, Orton-Gillingham Plus or Morphology based on grade level and subjects taught.	**Action Steps Pre-K-5:** • Teachers will utilize vouchers to attend virtual IMSE sessions in OG Comprehensive Plus and/or Morphology courses. • Teachers will complete all required coursework and receive an IMSE certificate.

Goals	Action Steps
	• Teachers will be observed to ensure OG is being taught with fidelity through observations and feedback. • Coaching sessions will be available to all newly trained teachers for support in implementing structured literacy curriculum. • Optional PLOs throughout the year will be offered to discuss fidelity and transfer of teaching through analyzing OG assessments and Universal Screener data.
Current Goal #3: By the end of the 2026–2027 school year, 100% of Pre-K–5th grade teachers will engage in monthly Professional Learning Opportunities (PLOs) focused on implementing explicit instruction and Visible Learning practices, including clear learning intentions, success criteria, intentional modeling, guided practice, formative assessment, and effective feedback. As a result, students will demonstrate at least a 10% increase in proficiency on school-wide assessments.	**Action Steps Pre-K-5:** • Provide monthly Professional Learning Opportunities (PLOs) • Develop and share instructional resources • Implement classroom walkthroughs • Facilitate instructional coaching cycles • Establish Professional Learning Communities (PLCs) • Model effective instructional practices • Monitor student learning through formative assessment • Provide ongoing feedback • Analyze student achievement data quarterly

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Goals	Action Steps