

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?: 0
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 41

**Section A:** Describe how reading assessment and instruction for all PreK-5<sup>th</sup> 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.

This year we are implementing the *Wonders* curriculum K-5 for ELA, and our 4K classes use *Frog Street*. The *Wonders* and *Frog Street* curricula include the components of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension for teachers to use when planning for instruction. This curriculum is aligned to the 2024 South Carolina College and Career Readiness Standards for English Language Arts. Standards aligned assessments are given formatively and summatively and measure student understanding in these areas. Screeners include MAP, DRA, KRA, myIGDIs, Dial 4, and inventories. LEXIA is a program that is used by our SPED teachers to specifically meet the needs of their learners.

**Section B:** Document how Word Recognition assessment and instruction for PreK-5<sup>th</sup> grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

The word recognition inventories and instructional materials used at our school include Jan Richardson word study inventories and instructional materials; MAP testing and data; and *Wonders* word study inventories, instructional materials, and assessments. They are all aligned to the science of reading, structured literacy, and foundational literacy skills. Jan Richardson word study/sight word assessments are aligned to the science of reading in that it assesses students with specific areas of phonics in which they need more support. MAP testing assesses and gives data for: listening comprehension, picture vocabulary, phonological awareness, and oral reading/word recognition. *Wonders* word study inventories, instructional materials, and assessments all focus on specific phonics and word study skills in which the teachers can teach and assess. All of these tools are used formatively and summatively. The results are then analyzed and used to drive instruction.

**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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

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The school uses the following universal screeners to collect data: MAP, DRA, KRA, myIGDIs, Dial 4, LEXIA, and inventories. Scores, percentages, and/or levels attained from these screeners are used to determine which tier of instruction the student needs. Those students who have failed to demonstrate grade-level reading proficiency will be taught in tier 2 or tier 3 intervention. Tier 3 students will be pulled for reading intervention and the diagnostic assessment IAI (Indicator Aligned Inventory) will be given to determine the instruction in which the student will be taught in 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.

The system in place to help parents at our school better understand how they can support their child as a reader and writer at home include the following: a monthly school newsletter as well as weekly/monthly teacher newsletters that are electronically sent to all parents. These newsletters share instructional ideas to help parents support their children academically at home. The school also has a literacy night in which strategies for reading are shared. Student led conferences are used to show parents their children's progress. Through these conferences the students/teachers share with parents where their children are academically and share ways they can support them at home. Browse bags with books on each student's reading level are sent home in lower grades and can be read with parents as a way to support the child's reading. This also allows parents to see where their child is with their reading/writing in order to support them at home.

**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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.

The school monitors reading achievement and growth at the classroom level through MAP and DRA. These screeners help determine the type of intervention students may need. Classroom teachers also monitor reading achievement and growth through common formative and summative assessments. After assessments are administered, grade level teachers meet to analyze the data. Then instructional decisions are made based on the data analysis. Many of our grade level teams make the instructional decision to share and group students based on common needs during their allotted time for intervention. At the school level, the Instructional Leadership Team meets to analyze and discuss school-wide data in order to make instructional decisions and set goals for the whole school.

**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-5<sup>th</sup> grade.

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The school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students using multiple resources. This year our district adopted *Wonders* as the ELA curriculum. *Wonders* implementation training continues to be provided for teachers through the reading coaches and curriculum representatives. 4K teachers use the *Frog Street* curriculum as a resource and received virtual training when it was adopted.

LETRS training is being provided for all teachers K-3. Teachers have also received professional development through the *Shifting the Balance* books with a two day PD with the author, Jan Burkins. Teachers receive additional support through coaching cycles provided by reading coaches and district level teacher-led cohorts.

**Section G: Analysis of Data**

Strengths	Possibilities for Growth
<ul style="list-style-type: none"><li>● Observation data shows that primary grade teachers are implementing practices based on the science of reading.</li><li>● Data analysis amongst grade level teams from formative and summative assessments</li><li>● 41.6% of current fifth graders are Meets or Exceeds based on 2024 SC Ready data. Fourth grade teachers trend data indicates continued success in student growth.</li></ul>	<ul style="list-style-type: none"><li>● Focus on improving Tier 1 instruction in all classrooms by providing professional development to effectively unpack and understand state standards and plan meaningful strategies to teach these standards.</li><li>● Intentional and explicit phonics/word study integration across all grade levels</li><li>● Intervention process restructured to focus on specific student needs through the student goal setting process, guided tier 2 intervention and additional support with tier 2 resources and structures.</li><li>● Goal setting with students (clear/explicit goals)</li></ul>

**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).

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Goals	Progress
<p><u>Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring at Met or Exceeds in the spring of 2024 as determined by SC READY from 39.4 % to 42%.</p>	<p><b>We did not meet our 2023-2024 goal. Third graders scoring at Met or Exceeds decreased from 39.4% to 31%.</b></p> <p>We are continuing to:</p> <ul style="list-style-type: none"> <li>• Utilize the SC state standards and unit plans provided by the instructional team at the district level to plan and execute appropriate and rigorous grade level instruction.</li> <li>• Support individual student growth in reading and writing through the workshop model, including conferring and targeted small group instruction.</li> <li>• Monitor student progress through on-going formative assessment in order to make appropriate instructional decisions.</li> <li>• Provide ample time for students to be engaged in independent reading and writing daily.</li> <li>• Provide structured and targeted interventions in class.</li> <li>• Teach with a sense of urgency and a high level of rigor.</li> <li>• Analyze data to inform instruction and determine next steps for students.</li> </ul>
<p><u>Goal #2:</u> Increase phonics/word study implementation from 75% to 80% by May 2024 as measured by observation data and data tracking.</p>	<p><b>We met our goal of increasing phonics/word study implementation. 80% of our teachers now have dedicated time for phonics/word study.</b></p> <p>We are continuing to:</p> <ul style="list-style-type: none"> <li>• Model explicit phonics instruction</li> <li>• Data analysis of word knowledge inventories or phonemic awareness/phonics</li> <li>• Professional development around word study/phonics for all grade levels</li> </ul>
<p><u>Goal #3:</u></p>	

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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	Progress
<b><u>Goal #1 (Third Grade Goal):</u></b> Reduce the percentage of third graders scoring at the Does Not Meet level in the spring of 2024 as determined by SC Ready from 46.3 % to 44.3% in the spring of 2025.	In order to decrease the number of students who score Does Not Meet on SC Ready in the spring of 2025, the following action steps will be implemented: <ol style="list-style-type: none"> <li>1. Utilize the SC state standards and unit plans provided by the instructional team at the district level to plan and execute appropriate and rigorous grade level instruction.</li> <li>2. Support tier one instruction in reading and writing through the Gradual Release of Responsibility model, including conferring, targeted small group instruction, and providing time for independent reading and writing.</li> <li>3. Provide structured and targeted interventions.</li> <li>4. Analyze data to inform instruction and determine next steps for students.</li> <li>5. LETRS training provided for all 3rd grade teachers.</li> <li>6. LETRS and <i>Wonders</i> implementation in 3rd grade classrooms.</li> </ol>
<u>Goal #2:</u>	
<u>Goal #3:</u>	

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Goals	Progress