

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

LETRS

How many teachers have completed volume 1 only? 0

How many teachers have completed volumes 1 and 2? 0

How many teachers are beginning this year? 14

Directions: Please provide a narrative response for sections A-I.

Section A: Describe how reading assessment and instruction for all 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 our school reading assessment and instruction for all students includes the following...

Oral Language

- *Speaking and listening activities* like discussions, storytelling, and answering questions to build expressive and receptive language skills.
- *Interactive read-alouds* that model rich language use and help students hear and process new vocabulary and sentence structures.
- *Assessments* to measure language development, ensuring that students can articulate thoughts and comprehend spoken language.

Phonological Awareness

- *Games and activities* like clapping out syllables, identifying beginning and ending sounds, and blending phonemes.
- *Explicit instruction and practice* on sound manipulation (e.g., blending and segmenting sounds) to help students understand how spoken words are constructed.
- *Screening tools* to assess phonological awareness and ensure early intervention for students struggling with these foundational skills (ex: Star, Core Phonics, KRA)

Phonics

- *Systematic, explicit instruction* in letter-sound relationships, starting with simple patterns (e.g., CVC words) and progressing to more complex patterns (e.g., blends and digraphs) (Project Read, Into Reading)
- *Decoding practice* through reading controlled texts that emphasize the phonics rules being taught. (Project Read, Into Reading)
- *Assessment* to track student mastery of phonics skills and adjust instruction as needed.

Fluency

- *Repeated readings* of familiar texts to build automaticity.
- *Modeled fluency* where teachers read aloud, demonstrating phrasing, intonation, and expression.
- *Oral reading fluency assessments* to monitor progress and ensure students are developing the ability to read smoothly and accurately.

Vocabulary

- *Explicit teaching of tiered vocabulary* - Units of Study; (Tier 1: everyday words; Tier 2: high-frequency, academic words; Tier 3: content-specific words).

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- *Contextual learning through reading varied texts and discussing new words in context.*
- *Direct vocabulary assessments to evaluate students' understanding and application of new words.*

Comprehension

- *Reading strategies like predicting, questioning, summarizing, and inferring to help students think actively about what they are reading.*
- *Comprehension discussions that allow students to engage with the text and articulate their understanding.*
- *Assessments like retelling, answering comprehension questions, and analyzing texts to ensure students can understand and interpret grade-level texts.*

Section B: Document how reading instruction and assessment for all students in the school are further aligned to the science of reading, structured literacy and foundational literacy skills.

*Both **Project Read** and **Into Reading** reflect the essential elements of the Science of Reading by focusing on:*

- ***Word Recognition** (phonemic awareness, phonics, and fluency)*
- ***Language Comprehension** (vocabulary and understanding of sentence structures, as well as comprehension strategies)*

These programs provide explicit, systematic instruction. This alignment ensures that students develop the necessary skills for reading success, grounded in evidence-based practices.

Section C: Document how the school uses universal, interim, and diagnostic assessment data, in conjunction with diagnostic assessment data to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

*To assist students who have failed to demonstrate grade-level reading proficiency, our school uses a multi-tiered approach that combines **universal screening**, **interim assessments**, and **diagnostic assessments** to guide interventions.*

- *Universal screening - Star (Renaissance)*
 - **Students who score below a pre-determined benchmark are flagged for further monitoring or intervention.*
 - **Universal screening helps the school identify students who need additional support at an early stage, enabling proactive interventions.*
- *Interim Assessments - Star CBM; curriculum-based assessment from “Into Reading” (HMH)*

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**Data from interim assessments allow teachers and school teams to adjust instructional strategies or intensify interventions if students are not making adequate progress.*

**This type of data can inform flexible grouping and the pacing of instruction to better meet individual students' needs.*

- *Diagnostic Assessments - Core Phonics Survey*

**Based on the diagnostic data, schools can place students in appropriate intervention programs (Reading Partners).*

**Teachers may use this data to make informed decisions about whether a student requires Tier 2 or Tier 3 support within (MTSS).*

Section D: Describe the system in place to help all parents throughout the school understand how they can support the student as a reader at home. *Our school strategically partners with county libraries to offer families a library card. Teachers and Administrators provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. We also have a Fall Literacy Event in which all families are invited to attend.*

Section E: Document how the school provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

*In our schools, **STAR CBM** and **Core Phonics** are integral tools for monitoring reading achievement and growth across PreK-5th grade. These assessments provide data that allow teachers and school leaders to make informed decisions about student interventions, ensuring that all students are on the path to grade-level proficiency.*

These assessments are administered regularly to provide timely data for teachers to:

- *Identify students who are performing below grade level.*
- *Track growth in reading skills over time.*
- *Tailor instruction and intervention to meet specific student needs.*
- *Provide differentiated small group instruction based on assessment outcomes.*

Section F: Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

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Our teachers have been trained in Project Read (or are scheduled for training in October). All of our eligible teachers are registered for LETRS online training.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Higher percentage of “exceeds” than previous year (4th grade). ● Higher percentage of “approaches” than previous year (3rd grade). ● 50% of 5th graders were at “approaches”. ● Higher percentage of “exceeds” than previous year (7th grade) 	<ul style="list-style-type: none"> ● Push the students who are currently on grade level. ● Could be moved up ● Could be pushed up ● Push the students who are currently on grade level.

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

Please provide your previous **school’s goals** from last school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all districts serving third grade were required to use Goal #1 (below).

Goals	Progress
<p><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 21 % to 15 % in the spring of [previous school year].</p>	<p>29.7% of students scored Does Not Meet. This is an increase of 41.43%</p> <p>*Teachers will identify students below grade level using the star assessment</p> <p>*Below grade level students will receive intervention with Reading Partners</p> <p>*Tier 3 students will work in small groups with teachers 5 times a week;</p> <p>*Tier 2 students will work in small groups with teachers at least 3 times a week.</p>

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Goals	Progress
	*Teachers will progress monitor tier 2 students biweekly and tier 3 students weekly.
<u>Goal #2:</u> Work with teachers and Southern Wesleyan representative to train 100% of our reading (ELA) teacher to implement and monitor fidelity of Project Read.	*We are working on having 100% of teachers trained in Project Read. *Co-teaching and observation schedule developed with a SWU representative.
<u>Goal #3:</u> Implement an effective MTSS/RTI intervention process that provides targeted intervention, via pull-out and classroom instruction for Tier 2 and Tier 3 students.	*Identified Tier 2 and Tier 3 students to meet with Reading Partners *14 teachers registered to take LETRS training

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

All districts serving students in third grade MUST respond to the third-grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. **Districts 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. Districts are strongly encouraged to incorporate goals from the strategic plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

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Goals	Action Steps
<p><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 29.7 % to 26 % in the spring of 2025.</p>	<ul style="list-style-type: none"> *Teachers will identify students below grade level using the star assessment *Below grade level students will receive intervention with Reading Partners *Tier 3 students will work in small groups with teachers 5 times a week; *Tier 2 students will work in small groups with teachers at least 3 times a week. *Teachers will progress monitor tier 2 students biweekly and tier 3 students weekly.
<p><u>Goal #2:</u> Reduce the percentage of fifth graders scoring below the 50th percentile in the Fall of 2024 as determined by the Star Assessment from 64 % to 57% in the spring of 2025.</p>	<ul style="list-style-type: none"> *Below grade level students will take Star - 3rd Grade Reading Proficiency Assessment. *Teacher will administer appropriate portions of Core Phonics assessment. *Tier 3 students will work in small groups with teachers 5 times a week; *Tier 2 students will work in small groups with teachers at least 3 times a week. *Teachers will progress monitor tier 2 students biweekly and tier 3 students weekly.
<p><u>Goal #3:</u> Reduce the percentage of seventh graders scoring below the 50th percentile in the Fall of 2024 as determined by the Star Assessment from 71 % to 64% in the spring of 2025.</p>	<ul style="list-style-type: none"> *Below grade level students will take Star - 3rd Grade Reading Proficiency Assessment. *Teacher will administer appropriate portions of Core Phonics assessment. *Tier 3 students will work in small groups with teachers 5 times a week; *Tier 2 students will work in small groups with teachers at least 3 times a week. *Teachers will progress monitor tier 2 students biweekly and tier 3 students weekly.

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