

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?:
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?:
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?:

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.

Reading Assessments are conducted both formally and informally in all grade levels. Students are assessed on oral language through classroom discussion and dialogue about the text being read, phonological awareness through sound manipulation and segmenting, phonics through letter-sound correspondence and decoding, fluency through reading passages, vocabulary through context clues and direct instruction of new words, and comprehension through asking and answering questions about the text.

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.

Word Recognition assessment and instruction is aligned to the science of reading through: Phonemic Awareness, Phonics Instruction, and Orthographic Mapping. Students followed a structured literacy program that builds foundational literacy skills through phonics, vocabulary, fluency, and the ability to contextualize their knowledge through decodables, leveled readers, and a variety of texts.

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 complete Easy CBM and NWEA Reading to give school staff data on pathways of instruction. Students are served either in Tier I, II, or III based on their needs. Students are benchmarked several times throughout the year, and the groups are fluid based on data and student need.

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 are given multiple strategies to help support their student as a reader and writer at home. The NWEA Family reports are sent out 3 times each year, and this allows families to see exactly where their child is and what areas of focus would be beneficial for their child. We also host family engagement events multiple times a year that support literacy and resources that families can use at home. Our teachers conduct parent/teacher conferences throughout the year and give suggestions on how families can support their child 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-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

Progress monitoring is conducted throughout the year using Easy CBM, NWEA, and analysis of Tier II and Tier III intervention logs.

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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.
Teachers are completing LETRS training.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Progress Monitoring ● Teacher Training in the Science of Reading ● Communicating with Families strategies to help at home 	<ul style="list-style-type: none"> ● Intervention documentation in the classroom ● ●

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> Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from <u>40.4</u> % to <u>30</u> % in the spring of [previous school year].</p>	<p>Progress was made toward this goal, as 32% of third grade students scored does not meet on SC Ready compared to 30% last year.</p>

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Goals	Progress
<u>Goal #2:</u> By June 2024, 70% of teachers will self report that they consistently implement inquiry based instructional strategies in their literacy instruction from a baseline of 48%.	Progress was made toward this goal, as 69% of teachers self-reported that they consistently implement inquiry based instructional strategies in their literacy instruction from a baseline of 48%.
<u>Goal #3:</u> By June 2024, 55% of students will meet or exceed the projected RIT established by NWEA.	52% of students met or exceeded their goal on NWEA.

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
<p><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from <u>40.4</u> % to <u>30</u> % in the spring of 2025.</p>	<p>Continue to implement strong intervention support for students performing below grade level.</p>
<p><u>Goal #2:</u> By June 2025, 75% of teachers will self report that they consistently implement inquiry based instructional strategies in their literacy instruction from a baseline of 59%.</p>	<p>Continue to provide inquiry based professional development opportunities.</p>
<p><u>Goal #3:</u> By June 2025, 55% of students will meet or exceed the projected RIT established by NWEA.</p>	<p>Implement data analysis processes in PLC and discuss instructional strategies.</p>