

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?: 6
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?:8
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 4

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.

Oral Language

Instruction begins with oral language development, which is foundational for reading. Students engage in activities that promote listening and speaking skills, such as discussions, storytelling, and sharing responses to reading. Wonders incorporates structured speaking and listening routines where students practice using academic language, which enhances text comprehension in later stages.

Phonological Awareness & Phonics

Phonological Awareness and Phonics instruction are key components of early literacy development, especially emphasized in the primary grades. Phonological awareness focuses on the ability to recognize and manipulate sounds in spoken language. Wonders provides explicit instruction in foundational skills like rhyming, segmenting syllables, and identifying initial, medial, and final sounds, which are critical for developing strong listening and oral language abilities. Formative assessments typically include tasks where students demonstrate their understanding of these sound structures. Students are also assessed using *i-Ready* and *AIMSweb*.

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Phonics, on the other hand, builds on phonological awareness by teaching the relationships between letters and sounds, crucial for decoding and word recognition. Wonders supports this with systematic and explicit phonics instruction, beginning with letter recognition and advancing to complex patterns such as blends and digraphs. Students practice decoding in isolation and within texts. Ongoing assessments, including *i-Ready*, *AIMSweb*, and the *LETRS Phonics and Word-Reading Survey*, ensure students apply their phonics skills effectively in both reading and spelling.

Fluency

Fluency is developed through repeated readings and fluency-building exercises in Wonders. Teachers assess fluency by measuring rate, accuracy, and expression during Oral Reading Fluency in *AIMSweb*. Fluency practice ensures that students read at a pace that allows them to focus on comprehension.

Vocabulary & Comprehension

Vocabulary and comprehension are integral components of reading instruction in Wonders. Explicit vocabulary instruction is provided through direct teaching of high-frequency words, academic vocabulary, and domain-specific terms. Students learn vocabulary both in isolation and within the context of reading passages, helping them understand words in meaningful contexts. Assessment of vocabulary knowledge includes activities such as word sorts, context clue exercises, comprehension questions, and *i-Ready* assessments.

Comprehension, the ultimate goal of reading instruction, is supported through scaffolded questioning, text-dependent analysis, and interactive reading strategies like making predictions, asking questions, and summarizing. Teachers assess comprehension using both formative and summative methods, asking students to retell stories, answer higher-order thinking questions, engage in discussions, and complete projects. Together, these elements ensure that students not only build their vocabulary but also apply it to deepen their understanding of texts.

Integration to Meet Standards

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Wonders aligns with 2023 SC CCR ELA Standards by ensuring that these components are taught in a spiraling and developmentally appropriate way. The curriculum offers tiered instruction to meet diverse learners' needs, including English Language Learners and students requiring interventions. Regular assessments are embedded in the curriculum to monitor progress and adjust instruction to ensure all students can meet grade-level expectations. By systematically integrating these six essential literacy components, students build the necessary skills to comprehend increasingly complex texts and succeed in meeting grade-level standards in reading.

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 for PreK-5th grade students align with the science of reading, structured literacy, and foundational literacy skills to promote strong decoding and reading fluency.

Science of Reading & Structured Literacy

Our approach integrates word recognition and language comprehension, emphasizing phonological awareness, phonics, and fluency. Using the simple view of reading, we balance decoding with comprehension to build reading fluency. We also provide explicit, systematic, and cumulative instruction, teaching letter-sound relationships and phonics patterns. This approach supports all students, including those with learning differences.

Foundational Literacy Skills

Instruction focuses on:

- Phonological awareness: Sound manipulation through rhyming, segmentation, and blending.
- Phonics: Systematic teaching of letter-sound correspondences, assessed with the *LETRS Phonics and Word-Reading Survey*.

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- Fluency: Practice with decodable texts, and later move to leveled texts, to improve speed, accuracy, and expression, assessed with *AIMSWeb*.
- High-frequency words: Teaching irregular words to support fluency, with progress monitored by *i-Ready* and classroom inventories.

Assessments and Interventions

i-Ready and *AIMSWeb* guide targeted instruction, while the *LETRS* survey details phonics and word-reading data. Students needing extra support receive interventions like *UFLI* for explicit phonics practice. This approach ensures all students master word recognition and reading fluency based on their individual needs.

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.

The school uses *i-Ready* universal screener and *AIMSWeb* diagnostic assessments to identify targeted intervention pathways—word recognition or language comprehension—for PreK-5th grade students who are not reading at grade level.

Screening

The *i-Ready screener* identifies students performing below grade level in key literacy areas. Data from this screener helps pinpoint whether the issue lies in word recognition (phonological awareness, phonics, or fluency) or language comprehension (vocabulary and comprehension).

Diagnostic Assessment

Students identified through the screener are further evaluated with *AIMSWeb*. Those with word recognition challenges undergo the *LETRS Phonics and Word-Reading Survey* to assess specific phonics gaps, while comprehension deficits are assessed through vocabulary and comprehension diagnostics.

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Targeted Pathways

Using assessment data, students are assigned to one of two intervention tracks:

- **Word Recognition Track:** Emphasizes phonics, decoding, and fluency, utilizing programs such as UFLI to build essential foundational skills.
- **Language Comprehension Track:** Concentrates on vocabulary development, background knowledge, and comprehension strategies, supported by the *Benchmark Intervention Kit* to enhance text understanding.

Additionally, *i-Ready* Personalized Pathways target student needs in both word recognition and language comprehension.

Progress Monitoring

Ongoing assessments track student progress and guide adjustments to interventions as needed.

By aligning intervention pathways with the data from *i-Ready*, *AIMSweb*, and *LETRS Phonics and Word-Reading Survey*, the school ensures targeted, data-driven instruction for improving reading proficiency.

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.

At our school, we have a system in place to help parents support their child's development as a reader and writer at home through parent conferences and parent workshops.

- Parent-teacher conferences provide personalized feedback on each student's reading and writing progress, with teachers offering specific strategies parents can use at home to reinforce literacy skills.

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- Parent workshops offer guidance on topics like reading strategies, phonics activities, and writing practices. These workshops help parents understand their child's performance and equip them with practical tools and resources to support literacy development outside of the classroom.

This system ensures parents are actively involved and informed, empowering them to contribute to their child's reading and writing success.

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.

The school monitors reading achievement and growth at both the classroom and school levels using a data-driven approach to ensure grade-level proficiency in reading for PreK-5th grade students. Here's how the system is structured:

1. Classroom-Level Monitoring

- Formative Assessments: Teachers use daily and weekly formative assessments (e.g., running records, fluency checks, comprehension questions) to monitor student progress and adjust instruction accordingly.

- Progress Monitoring: Tools like *i-Ready* and *AIMSweb* are used for regular progress monitoring. Students' performance is tracked frequently, often bi-weekly or monthly, to assess growth in key literacy areas (phonics, fluency, vocabulary, and comprehension).

- Teacher Observations and Data Review: Teachers regularly review assessment data to identify students who may need additional support. This data informs instructional adjustments and decisions about whether a student needs more targeted interventions.

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2. School-Level Monitoring

- Universal Screening: The school uses *i-Ready* as a universal screener three times per year (fall, winter, and spring) to assess all students' reading abilities. This provides school-wide data on grade-level proficiency and highlights students at risk of falling behind.
- Diagnostic Assessments: For students who do not meet proficiency benchmarks, diagnostic assessments such as *AIMSweb* and the *LETRS Phonics and Word-Reading Survey* provide deeper insights into specific areas of need, such as word recognition or comprehension skills.
- Data Team Meetings: Teachers, administrators, and interventionists meet regularly to review reading data from both universal screeners and diagnostics. These meetings focus on identifying trends at the classroom and school level, determining which students need interventions, and ensuring that instruction aligns with the data.

3. Decision-Making for Interventions

Tiered Instruction: Based on the data, students are placed in appropriate tiers of instruction:

- Tier 1: Core classroom instruction on grade-level expectations for all students.
- Tier 2: Small-group interventions for students below grade level, focusing on targeted areas such as phonics or comprehension.
- Tier 3: Intensive, individualized interventions for students significantly below grade level, often involving more frequent progress monitoring and one-on-one support.

Ongoing Evaluation: Intervention effectiveness is regularly evaluated through progress monitoring. If students are not showing growth, the type and intensity of interventions are adjusted or may enter the SIT process.

4. School-Wide Reports and Accountability

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- Data Reports: School-wide reports track student progress across grades and classrooms, allowing administrators to identify areas of strength and areas needing improvement.

- Benchmark Goals: The school sets benchmark goals for grade-level reading proficiency and measures overall progress toward those goals based on data from the universal screener and diagnostic assessments.

Conclusion

The school ensures that reading achievement and growth are closely monitored at both the classroom and school levels. Decisions about interventions for PreK-5th grade students are based on comprehensive data from universal screeners, diagnostic tools, and progress monitoring. This ensures that each student receives the support they need to achieve grade-level reading proficiency.

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.

The school's teacher training is grounded in the science of reading, structured literacy, and foundational literacy skills to support PreK-5th grade students. These training sessions equip teachers with the necessary tools to deliver effective, research-based reading instruction:

- LETRS Training: Primary teachers are receiving or have completed LETRS (Language Essentials for Teachers of Reading and Spelling) training, which focuses on the science of reading and provides a deep understanding of how students learn to read. This training ensures teachers can effectively teach phonological awareness, phonics, and other foundational skills.

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- UFLI Training: Teachers have also received training in UFLI (University of Florida Literacy Institute), a program designed to provide explicit and systematic phonics instruction. This helps teachers address the needs of students who require targeted intervention in word recognition and decoding.

- Wonders Curriculum Training: In addition to LETRS and UFLI, teachers are trained in the Wonders curriculum, which integrates core literacy components like comprehension, vocabulary, and fluency, aligning with grade-level standards.

- Collaborative Planning: Every week, teachers meet with the reading coach to collaboratively plan lessons, analyze student data, and discuss strategies for delivering structured literacy instruction. These sessions allow teachers to align their instruction with best literacy practices and adjust their approaches based on student needs.

This continuous professional development ensures that teachers are well-equipped to support all students in building strong reading skills.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">● We were able to add trained interventionists for Tier 2 & 3 instruction.● Each grade level has acquired curriculum and materials based in the science of reading● Teachers have been given a wide variety of professional development in the science of reading and curriculums that are based in the science of reading.	<ul style="list-style-type: none">● We can continue to improve Tier 2 instruction with more targeted, effective interventions for those needing extra support● We can continue to implement effective instructional practices to teach foundational literacy skills.● We can continue to improve implementing Tier 1 curriculum with fidelity

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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 2022 as determined by SC READY from 35.2 % to 31% in the spring of 2023.</p>	<p>Progress: We did not meet our goal of lowering our number of 3rd grade “Does Not Meet” students to 31%. Instead, the actual percentage of 3rd grade “Does Not Meet” students was 47.5% in the Spring of 2024.</p>
<p><u>Goal #2:</u> By the end of the 2023-2024 school year, ELA teachers will achieve at least 95% fidelity in Tier 1 curriculum implementation, as gauged by lesson planning, quarterly checks, and walkthroughs. The goal is to boost student scores on i-Ready assessments, targeting both typical and stretch growth.</p>	<p>Progress: We did not achieve our goal of at least 95% of ELA teachers implementing Tier 1 curriculum. Instead, 40% of our ELA teachers implemented the Tier 1 curriculum.</p>
<p><u>Goal #3:</u> By the end of the academic year, ELA teachers, having undergone professional development and with the support of necessary resources, aim to ensure that 80% of students receiving Tier 2 interventions will achieve their Stretch Growth goal on i-Ready reading Spring assessment.</p>	<p>Progress: We did not achieve our goal of 80% of Tier 2 students achieving their Stretch Growth goal. Instead, 18% of our Tier 2 students achieved their Stretch Growth goal on i-Ready reading Spring assessment.</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	Action Steps
<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 34.5 % to 29% in the spring of 2025</p>	<ul style="list-style-type: none"> • Teachers will provide targeted instruction by designing focused lesson plans that address the weak areas identified in a collaborative data analysis. • Teachers will share best practices with colleagues through collaborative meetings and adjust strategies based on feedback and student performance data. • Teachers will also have an enrichment period to remediate and offer tutoring sessions for underperforming students who need extra help.
<p><u>Goal #2:</u> By the end of the 2024-2025 school year, ELA teachers will achieve at least 95% fidelity in Tier 1 curriculum implementation, as gauged by lesson planning, quarterly checks, and walkthroughs. The goal is to boost student scores on i-Ready assessments, targeting both typical and stretch growth.</p>	<ul style="list-style-type: none"> • Teachers will be provided with a standardized quarterly checklist that captures key aspects of Tier 1 curriculum implementation and establishes clear criteria for what constitutes "fidelity" to the curriculum. • Teachers will receive targeted training based on feedback from observations and fidelity checks based on the Tier 1 curriculum. • Teachers will be provided with additional resources or tools as needed. • The Reading Coach will facilitate opportunities for ELA teachers to collaborate, share experiences, and discuss challenges. • Teachers will have the opportunity to observe their peers' classes to gather new ideas and methods.
<p><u>Goal #3:</u> By the end of the 2024-2025 academic year, ELA teachers, having undergone professional development and with the support of necessary resources, aim to ensure that 80% of students receiving Tier 2 interventions will achieve their Annual Growth goal on i-Ready reading Spring assessment.</p>	<ul style="list-style-type: none"> • Schedule a professional development (PD) session focused on Tier 2 intervention strategies at the beginning of the academic year. • Teachers will progress monitor and adjust intervention strategies based on the results to ensure continued progress. • Teachers will collaborate and reflect on student progress throughout the year at Achievement Team meetings. The team will work together

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Goals	Action Steps
	<p>to identify challenges and create an action plan to help overcome the challenges.</p> <ul style="list-style-type: none">• Teachers will maintain detailed records of strategies used, the frequency of interventions, any adjustments made, and each student's progress throughout the year.