

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?: 0
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 25
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 2

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.

Incoming 4K students are administered a comprehensive screener that includes motor, concepts, and language by the SLP, school psychologist, and occupational therapist.

Incoming 5K students are administered a screener by SLP that includes articulation, oral language, comprehension and vocabulary. Students who indicate concerns are referred to the Child Find team for additional screening.

All kindergarten through fifth grade students take the Amira Benchmark three times per year. Grades K and 1 are screened for phonological awareness, phonics, fluency and comprehension. Grades 2-5 are screened for phonics, fluency, and reading comprehension.

All kindergarten through fifth grade students also take MAP Reading three times per year.

Instruction in phonological awareness and phonics in grades K-2 follows the structured literacy path from HMH Into Reading. Instruction in phonological awareness and phonics in grades 3-5 is from UFLI based on students' needs. Instruction in fluency, vocabulary, and comprehension is from HMH Into Reading in grades K-5.

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.

If students fall below the proficiency score on the Amira benchmark or MAP, students are administered the nonsense word fluency assessment. If students fall below the proficiency score on nonsense word fluency, they are administered the LETRS Phonics and Word Reading Survey to determine students' instructional needs in the foundational literacy skills.

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.

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If K students do not meet the cut score on Amira or MAP reading, students are administered First Sound Fluency and Letter Naming Fluency. If Grade 1 and 2 students do not meet the cut score on Amira or MAP, students are administered Phoneme Segmentation Fluency, Nonsense Word Fluency, Word Reading Fluency, and Oral Reading Fluency. If students fall below the cut score on Nonsense Word Fluency, Word Reading Fluency, or Oral Reading Fluency, students are administered the LETRS Phonics and Word Reading Survey to determine areas for intervention. If Grade 3-5 students do not meet the cut score on Amira or MAP Reading, students are administered Nonsense Word Fluency and Oral Reading Fluency. If students fall below the cut score on either assessment, students are administered the LETRS Phonics and Word Reading Survey to determine areas for intervention.

The Amira Benchmark provides a dyslexia screener, and letters are sent home to the parents of students who are flagged on the Amira Benchmark.

Intervention in PK and kindergarten is provided by the classroom teacher. Intervention in first grade is provided by the literacy coach. Intervention in grades 2-5 is provided by a reading interventionist.

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.

MAP Family Reports are sent home after each administration. The MAP Family Report has a section entitled “How Can I Use This Information to Help My Child?” and a link to the MAP Family Toolkit.

Amira Parent Reports are sent home after each administration. The Parent Report includes “Tips for Helping <Student> Right Now.”

Family Literacy Nights are held annually to help parents support their students as readers and writers at home. Third grade teachers offer multiple sessions for parents to explain the Read to Succeed Law and how they can support their child as a reader and writer at home.

Parent-teacher conferences are held eight times a year, after interim reports and after report cards. Parents are invited to meet with teachers to help them understand assessments and how they can support the student as a reader and writer 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.

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After each MAP Reading and Amira Benchmark administration, student growth is calculated by teacher and grade level. Teachers, administrators and staff discuss which students may need to be added to intervention as well as students who may be able to be dismissed from intervention.

Students receiving services from in-school interventionists progress monitor students to ensure the intervention is meeting the need(s) of each student.

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 provides teacher training based in the science of reading, structured literacy, and foundational literacy skills by using a variety of assessment data to discuss changes to instructional practices during grade level planning sessions and school-wide meetings. Teachers also attend district sponsored professional development based in the science of reading, structured literacy, and foundational literacy skills.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">● 59% of fourth graders and 61% of fifth graders met MAT or AVT on SCReady ELA.● Grade 4 increased from 25.9% meets/exceeds in grade 3 in 2023 to 45.1% Meets/Exceeds in 2024.● Grade 5 had 48% of students meet their growth targets on MAP Reading from Fall 2023-Spring 2024.	<ul style="list-style-type: none">● Grade 3 had 29% meets/exceeds on SCReady ELA in 2024.● Grade 5 had 28% meets/exceeds on SCReady ELA in 2024.● Grade 2 had 13% of students meet their growth targets on MAP Reading from Fall 2023-Spring 2024.

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
<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 51.9 % to 45 % in the spring of 2024.	The percentage of third graders scoring Does Not Meet in the spring of 2024 was 44.8%. Goal Met!
<u>Goal #2:</u>	
<u>Goal #3:</u>	

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	Progress
<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 44.8 % to 40% in the spring of 2025.</p>	
<p><u>Goal #2:</u> Increase the percentage of second graders scoring Meets or Exceeds on MAP Reading from 32% in the Fall of 2024 to 35% in the Spring of 2025.</p>	
<p><u>Goal #3:</u> Decrease the percentage of fourth graders scoring Not Met on MAP Reading from 47% in the Fall of 2024 to 44% in the Spring of 2025.</p>	