

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?: 2
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 13
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 3

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.

Reading assessment and instruction at Denmark-Olar Elementary School uses HMH Into Reading, UFLI, i-Ready, and DIBELS to create a comprehensive framework that addresses all six essential components of literacy development. Here's how these programs work together to support students in meeting grade-level English/Language Arts standards:

Oral Language Development

HMH Into Reading provides systematic oral language instruction through interactive read-alouds, discussion protocols, and vocabulary-rich conversations. Students engage in structured academic discussions using sentence frames and discussion stems. The program incorporates daily opportunities for speaking and listening through book talks, partner discussions, and collaborative activities that build background knowledge and academic vocabulary.

Assessment Integration: Teachers use observational tools and rubrics to monitor oral language development, while i-Ready's diagnostic assessments include listening comprehension components that inform instruction.

Phonological Awareness

HMH Structured Literacy and UFLI (University of Florida Literacy Institute) serve as the phonological awareness curricula, providing explicit, systematic instruction in sound manipulation skills. The program progresses from basic sound awareness to complex phonemic awareness tasks including segmenting, blending, and manipulating sounds at the syllable, onset-rime, and phoneme levels.

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

DIBELS assessments measure phonological awareness development through subtests like Phoneme Segmentation Fluency, providing benchmark data to identify students needing additional support and monitor progress over time.

Phonics Instruction

UFLI (grades 2-5) delivers comprehensive phonics instruction using a structured literacy approach. Students learn letter-sound correspondences, decoding strategies, and spelling patterns through multisensory activities. The program follows a logical scope and sequence from basic consonants and vowels to advanced phonics concepts.

HMH Into Reading-Structured Literacy (grades K-1) reinforces phonics learning through decodable texts and word work activities that allow students to practice newly acquired skills in context. The program provides differentiated phonics instruction based on student needs.

Assessment and Progress Monitoring: DIBELS Nonsense Word Fluency and Oral Reading Fluency assessments track phonics skill development, while i-Ready diagnostic results guide instructional grouping and intervention decisions.

Fluency Development

HMH Into Reading incorporates fluency instruction through modeled reading, repeated reading opportunities, and performance-based activities. Students practice with appropriately leveled texts and receive feedback on rate, accuracy, and expression.

Assessment: DIBELS Oral Reading Fluency provides benchmark and progress monitoring data, measuring words read correctly per minute while teachers note prosody and expression. This data informs flexible grouping and intervention placement decisions.

Vocabulary Instruction

HMH Into Reading provides robust vocabulary instruction through multiple exposures to words in various contexts. The program teaches both Tier 2 academic vocabulary and domain-specific terms through explicit instruction, word study activities, and vocabulary games.

i-Ready supplements vocabulary development through adaptive lessons that target individual student needs, providing personalized instruction in word meaning, relationships, and usage strategies.

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

Reading Comprehension

HMH Into Reading serves as the core comprehension curriculum, teaching students to apply reading strategies before, during, and after reading. Students learn to make connections, ask questions, visualize, infer, determine importance, and synthesize information across various text types and genres.

The program provides explicit instruction in comprehension strategies through think-alouds, guided practice, and independent application. Close reading activities help students analyze text structure, author's craft, and deeper meanings.

Assessment and Differentiation: i-Ready diagnostic assessments and Amira (K-2) provide detailed data on reading comprehension skills, identifying specific areas of strength and need. Teachers use this data alongside DIBELS scores and HMH Into Reading assessments to create targeted intervention groups and differentiate instruction.

Integrated Assessment System

This multi-program approach creates a comprehensive assessment and instruction cycle:

- **DIBELS** and **Amira** provide universal screening and progress monitoring data three times per year in K-2
- **i-Ready** offers diagnostic assessments that inform personalized learning paths in K-5
- **HMH Into Reading** includes ongoing formative assessments and unit assessments aligned to standards in K-5
- **Mastery Connect** tracks indicators assessed in grades 2-5
- **UFLI** incorporates daily informal assessments and periodic skill checks in K-5

Supporting Grade-Level Standards

All components work together to ensure students develop the foundational skills necessary to access grade-appropriate texts and meet English/Language Arts standards. The systematic approach builds from basic phonological awareness and phonics skills to complex comprehension strategies, while vocabulary and fluency instruction accelerate students' ability to understand increasingly sophisticated texts.

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

Teachers use data from all assessment sources to make instructional decisions, group students flexibly, and provide targeted interventions when needed. This comprehensive approach ensures that struggling readers receive intensive support in foundational skills while all students continue developing higher-order thinking and comprehension abilities necessary for academic success.

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 instruction and assessment in PreK-5th grade classrooms using HMH Into Reading Structured Literacy, UFLI, and DIBELS aligns directly with the science of reading research, emphasizing the critical role of accurate and automatic word recognition in reading comprehension. This comprehensive approach ensures students develop both decoding skills and sight word recognition through evidence-based practices.

The integration of HMH Into Reading Structured Literacy, UFLI, and DIBELS creates a comprehensive word recognition program aligned with science of reading principles. This systematic approach ensures all PreK-5th grade students develop the foundational word recognition skills necessary for reading success, while providing targeted support for students who need additional intervention. The continuous assessment-instruction cycle allows for responsive teaching that meets individual student needs while maintaining fidelity to evidence-based practices.

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's intervention pathway determination system is built on the Simple View of Reading formula: **Reading Comprehension = Word Recognition × Language Comprehension**

This framework guides the systematic use of multiple assessment tools to identify whether students need targeted intervention in word recognition, language comprehension, or both domains. The comprehensive assessment battery ensures precise diagnosis and appropriate intervention placement.

Universal Screening Schedule

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

Fall (September), Winter (January), Spring (May)

- DIBELS and Amira benchmark assessments (all students K-2)
- i-Ready diagnostic assessments (all students K-5)
- LETRS Phonics and Word Reading Survey (students scoring below benchmark)
- UFLI placement tests (students identified for intervention)

Diagnostic Assessment Triggers

Additional assessments administered when:

- Students score below benchmark on universal screeners
- Progress monitoring indicates inadequate response to intervention
- Teacher concerns arise about student performance
- Students transfer from other schools without assessment data

Grade-Level Assessment Protocols

PreK Assessment Framework utilizes DIAL 4 (Developmental Indicators for the Assessment of Learning - Fourth Edition) to focus data collection on phonological awareness development, letter knowledge acquisition, oral language skills, and print awareness. Students scoring below benchmark receive intensive phonological awareness intervention, while those at benchmark continue with core instruction and monitoring, and above-benchmark students engage in enrichment activities. This foundational assessment establishes the groundwork for future reading success by identifying students who need early intervention support.

Kindergarten Comprehensive Screening employs DIBELS subtests, Letter Naming Fluency to measure alphabetic knowledge, and Phoneme Segmentation Fluency for advanced phonemic awareness skills. The i-Ready Kindergarten Diagnostic and Amira assess phonological awareness skills, letter recognition and sounds, and high-frequency word recognition. Intervention pathways are determined through a decision matrix where students with low Phoneme Segmentation Fluency and low Letter Naming Fluency receive intensive phonological awareness plus letter knowledge intervention, those with adequate Phoneme Segmentation Fluency but low Letter Naming Fluency get focused letter-sound correspondence instruction, students with low Phoneme Segmentation Fluency but adequate Letter Naming Fluency

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

receive phoneme segmentation and blending intervention, and students with all measures adequate continue core instruction with progress monitoring.

First Grade Diagnostic Protocol expands the DIBELS battery to include Nonsense Word Fluency for phonics skill application, continued Phoneme Segmentation Fluency for phonemic awareness, and Oral Reading Fluency to measure connected text reading ability. The i-Ready 1st Grade assessment and Amira focus on phonics knowledge and application, sight word recognition, and reading comprehension through both listening and reading modalities. The LETRS Phonics and Word Reading Survey is administered to students scoring below the 16th percentile on DIBELS to identify specific phonics skill gaps and inform targeted intervention content. Intervention pathways are determined by primary deficit areas: students with low Phoneme Segmentation Fluency scores receive UFLI phonemic awareness lessons, those with low Nonsense Word Fluency and gaps on the LETRS survey get systematic phonics intervention using UFLI, and students with adequate Nonsense Word Fluency but low Oral Reading Fluency receive repeated reading and sight word practice.

Second Grade Comprehensive Analysis uses DIBELS Oral Reading Fluency as the primary screening measure and Word Reading Fluency to assess sight word automaticity. The i-Ready 2nd Grade Diagnostic and Amira evaluate word recognition skills, reading comprehension, and vocabulary knowledge, while the UFLI Placement Test determines appropriate instructional levels within intervention curriculum and identifies mastered versus deficit skills. The decision tree for 2nd grade students begins with Oral Reading Fluency below benchmark, followed by LETRS Survey administration to identify specific skill gaps, leading to either word recognition intervention pathway for phonics gaps, automaticity-building intervention for fluency issues, or language comprehension pathway for comprehension concerns.

Third through Fifth Grade Advanced Diagnostics relies primarily on the i-Ready Comprehensive Diagnostic for detailed skill analysis across multiple domains. The advanced diagnostic process includes initial screening through DIBELS ORF, DIBELS NWF, secondary analysis using LETRS survey for students with word recognition concerns, placement testing with UFLI assessment for intervention students, and comprehension analysis that separates listening versus reading comprehension abilities. This comprehensive approach ensures that older elementary students receive precise diagnostic information to guide targeted intervention decisions based on their specific areas of reading difficulty.

Intervention Pathway Decision Framework

Word Recognition Intervention Pathway

Eligibility Criteria:

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

- DIBELS word-level measures (NWF, WRF) below benchmark
- LETRS survey indicates phonics skill gaps
- i-Ready diagnostic shows decoding deficits
- Amira measure below benchmark
- UFLI placement indicates need for systematic instruction

Intervention Components:

- UFLI systematic phonics instruction
- Decodable text practice
- Spelling-reading connection activities
- Sight word development
- Fluency building exercises

Language Comprehension Intervention Pathway

Eligibility Criteria:

- Adequate word recognition (DIBELS word measures at/above benchmark)
- Low reading comprehension on i-Ready
- Discrepancy between listening and reading comprehension
- Vocabulary knowledge gaps identified

Intervention Components:

- Oral language development activities
- Vocabulary instruction and extension
- Background knowledge building
- Listening comprehension strategies
- Text structure instruction

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

Dual-Deficit Intervention Pathway

Eligibility Criteria:

- Below benchmark performance in both word recognition and comprehension
- Multiple assessment tools indicate deficits in both areas
- Significant gap between current performance and grade expectations

Intervention Components:

- Intensive word recognition instruction (primary focus)
- Concurrent language comprehension support
- Extended intervention time allocation
- Coordinated instruction across both domains

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.

Our school has developed a comprehensive communication and support system that empowers parents to actively participate in their child's literacy development at home. Through multiple touchpoints including digital platforms, progress reports, hands-on learning opportunities, and targeted resources, we ensure parents understand their child's reading and writing progress and receive specific, actionable strategies to support continued growth outside the classroom.

i-Ready Parent Reports are automatically generated through the i-Ready platform and sent home, providing parents with detailed insights into their child's reading and mathematics performance. These user-friendly reports translate complex assessment data into clear, understandable language that helps parents see exactly where their child excels and where additional support may be needed. Each report includes specific skill areas assessed, current performance levels compared to grade-level expectations, and growth trajectories over time. Parents receive personalized recommendations for at-home activities that directly align with their child's identified learning needs, whether focusing on phonics skills, reading comprehension strategies, vocabulary development, or writing mechanics.

Quarterly Interim Reports provide detailed academic progress updates that go beyond simple grades to explain reading and writing development in meaningful terms. These reports specifically address foundational literacy skills including phonological awareness, phonics

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

application, fluency development, vocabulary growth, and comprehension strategy use. Parents receive clear explanations of their child's performance in each area using both qualitative descriptions and quantitative data, helping them understand not just what their child is learning, but how well they are mastering essential skills.

Report Cards clearly communicate student progress toward specific reading and writing standards, helping parents understand exactly what their child should be able to do at each grade level.

Weekly Signed Papers allow parents to access their child's graded papers, writing samples, and reading assessments throughout the year, providing ongoing insights into academic progress and areas for growth.

Teachers provide regular communication through assignment folders that go home weekly, including not just completed work but also explanations of current learning objectives and suggestions for reinforcing skills at home. These communications help parents understand the progression of literacy skills and how assignments build upon each other throughout the year. Parents learn to celebrate progress in areas such as increased reading stamina, improved writing organization, expanded vocabulary use, and stronger comprehension skills. The graded work is accompanied by specific suggestions for home practice that directly connects to classroom learning objectives.

Grade Level Newsletters serve as comprehensive communication tools that keep parents informed about current literacy curriculum, upcoming learning objectives, and specific ways to support their child's reading and writing development at home. Each newsletter introduces new concepts being taught, and provides background information to help parents understand the learning progression.

Family Literacy Nights provide hands-on learning experiences where parents and students work together to explore reading and writing activities while learning specific strategies to support literacy development at home. These events are grade-level specific, ensuring that activities and information are appropriate for developmental levels and current curriculum focuses. Each evening includes interactive stations where families participate in guided reading activities, practice phonics games, explore writing techniques, and discover new children's literature.

Regular Check-In Systems ensure that parent support remains ongoing and responsive to changing needs throughout the school year. Teachers conduct quarterly phone conferences to discuss reading and writing progress, share celebration points, and adjust home support strategies based on current performance. Parents receive mid-semester progress updates that focus specifically on literacy development and provide refreshed recommendations for home activities.

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

This comprehensive system ensures that every family receives the information, resources, and support needed to actively participate in their child's literacy development, creating a strong home-school partnership that accelerates reading and writing growth for all students.

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

Overview

Our school is committed to ensuring that all students achieve grade-level proficiency in reading. To systematically monitor reading achievement and growth, we utilize key assessment tools: DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Amira Learning (K-2) and Mastery Connect trackers (2-5). These tools provide real-time, research-based data that inform instructional decisions, guide interventions, and ensure a targeted response to student needs.

Grade-level and intervention teams meet regularly (monthly) to review DIBELS, Amira, and Mastery Connect data.

These meetings focus on:

Identifying students in need of additional support

Grouping students for targeted small group or individual instruction

Monitoring fidelity of intervention implementation

Adjusting intervention plans as needed

Data dashboards and reports from all platforms provide visual representations of growth, highlight students not making adequate progress, and assist in planning next steps.

Instructional decisions are continuously revised based on progress monitoring results.

By implementing a robust and systematic progress monitoring system using DIBELS, Amira, and Mastery Connect, our school ensures that reading achievement is continuously tracked and that instructional decisions are responsive to each student's progress. This comprehensive approach allows us to support all learners effectively and ensure every student is on a path to grade-level reading proficiency.

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

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.

The school is committed to providing comprehensive teacher training grounded in the science of reading, structured literacy, and foundational literacy skills to enhance reading achievement for all students. The training provided is designed to equip educators with the knowledge and skills necessary to effectively teach reading and writing across grade levels.

All PK-5th grade teachers, special education teachers, ML teachers, interventionists, instructional coaches, and administration, either have completed or are currently participating in LETRS (Language Essentials for Teachers of Reading and Spelling). This program focuses on the foundational principles of literacy instruction, emphasizing phonological awareness, phonics, vocabulary, fluency, and comprehension. By completing LETRS training, teachers gain a deep understanding of how children learn to read and write, enabling them to implement evidence-based practices in their classrooms. Our PK teacher has completed Early Childhood LETRS.

The school schedules and encourages participation in Professional Learning Communities (PLCs) where teachers collaborate to share best practices, discuss challenges, and explore strategies related to literacy instruction. These PLCs foster a supportive environment for continuous professional growth and allow educators to engage in meaningful discussions about the science of reading and its application in their teaching.

In addition to LETRS and PLCs, the school provides ongoing professional development opportunities focused on structured literacy and foundational literacy skills. This includes workshops and district provided training led by experts in literacy education. Topics may cover effective instructional strategies, assessment practices, and intervention techniques that align with the science of reading.

Teachers are provided with access to various resources and instructional materials that align with structured literacy principles. This ensures that they can implement evidence-based strategies in their classrooms effectively. Support may also include coaching and mentoring from literacy specialists who can observe classroom practices and offer feedback.

The training and resources provided are designed to support reading achievement for all students, including those who may struggle with literacy. By equipping teachers with a solid understanding of the science of reading and structured literacy, the school aims to create a consistent and effective approach to literacy instruction across all grade levels.

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

Through this comprehensive training framework, the school is dedicated to enhancing teacher effectiveness in literacy instruction, ultimately supporting the reading success of every student.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• DOES increased the percentage of students meeting/exceeding standard on SCReady ELA from 15.6% in 2023 to 38.5% in 2025. • 52.2% of Grade 5 students scored meets/exceeds on SCReady ELA in the spring of 2025. • 69% of fourth graders met AVT/MAT on SCReady ELA in the spring of 2025. • 59% of fifth graders met AVT/MAT on SCReady ELA in the spring of 2025.	• 32.4% of third graders scored meets/exceeds on SCReady ELA in 2025. • 38.2% of fourth graders meets/exceeds on SCReady ELA in 2025.

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).

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

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.	Goal Met: The percentage of third graders scoring Does Not Meet in the spring of 2024 was 44.8%.
<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	Goal Met: 35% of the second graders met or exceeded the MAP Reading cut score in the spring of 2025.
<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.	Goal Not Met: 56% of fourth graders scored Not Met on MAP Reading in the Spring of 2025.

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.

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

Goals	Progress
<u>Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 32.4% to 46.9% in the spring of 2026.	
<u>Goal #2:</u> Increase the percentage of fourth graders scoring meets/exceeds on SCReady ELA from 38.2% in 2025 to 50.4% in 2026.	
<u>Goal #3:</u> Increase the percentage of fifth graders scoring meets/exceeds on SCReady from 38.2% in Grade 4 in 2025 to 52% in Grade 5 in 2026.	