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, There are no eligible teachers because our school does not serve grades Pre-K through 4th.**
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: **0, There are no eligible teachers because our school does not serve grades Pre-K through 4th.**
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: **0, There are no eligible teachers because our school does not serve grades Pre-K through 4th.**

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.
Our school serves students in 5th through 8th grades and as such, our reading assessment and instruction focus primarily on fluency, vocabulary, and comprehension, excluding phonological awareness and phonics. Our teachers employ explicit instruction, following a specific scope and sequence based on the South Carolina College and Career Ready English Language Arts Standards. This ensures that students practice fluency, vocabulary, and comprehension in diverse texts.

To support this, teachers utilize state-adopted textbooks and supplementary curricula that enhance fluency, vocabulary, and comprehension. Student progress is tracked using MAP assessments, online adaptive learning tools, and various classroom assessments. This data informs the creation of small groups, adjustment of instruction, and monitoring of student engagement. Teachers also model effective reading and writing practices, guiding students to independently apply these strategies.

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.

Teachers use predictable structures in vocabulary instruction and assessment, enabling students to effectively build knowledge and recognize words. This focus on vocabulary spans all content areas, helping students expand their vocabulary and improve word recognition across academic disciplines. Morphology is taught both explicitly and implicitly throughout the year. Word recognition is evaluated through the MAP assessment in the vocabulary subcategory, as well as through various classroom assessments.

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 MTSS committee regularly meets each month to analyze data from MAP, SC Ready, and IXL Diagnostics to identify student weaknesses. Those who are below grade level receive targeted support in phonics and phonological awareness through intervention programs. During a dedicated 30-minute session each day, teachers deliver focused, intensified instruction to both individuals and small groups. Additionally, all teachers offer 30 minutes of after-school tutoring once a week to further support student learning. Students are moved between tiers 1, 2, and 3 based on the latest data collected at these regular meetings.

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.

The school actively encourages parent involvement in literacy development through various initiatives, including workshops, conferences, and consistent weekly communication. Administration organizes events such as the Parent Toolkit and Coffee with the Principal, aimed at helping parents understand how to support their children's reading and writing skills. Teachers conduct scheduled parent conferences in September and throughout the year during their planning hours. Additionally, weekly updates from the principal are shared digitally, while important information is also sent home in students' weekly folders.

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.

Classroom teachers closely monitor reading achievement and growth using MAP testing, IXL data, and classroom assessments. This information is shared with the MTSS team during monthly meetings to determine appropriate next steps for students with identified reading and writing needs. The data is organized in intervention folders, which are maintained and reviewed at these meetings to ensure effective support for 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.

Reading teachers at our school have participated in professional development provided by the state department to implement the new English Language Arts standards effectively. One of the fifth-grade reading teachers is currently enrolled in Orton-Gillingham training courses, while the other has extensive experience in reading and writing intervention. Additionally, the school instructional coach leads professional development sessions focused on the science of reading, structured literacy, and foundational literacy skills.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Teachers use a comprehensive formative assessment system that assesses both meaning and print knowledge. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. • Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. • Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	• Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume. • Teachers provide targeted, effective in-class intervention which must provide targeted and intensified individual and small-group instruction. • Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data).

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
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from _____ % to _____ % in the spring of [previous school year].	**This school does not serve third grade students.**

Goals	Progress
Goal #2: **Our school's first goal for the 23-24 school year is to provide Tier 2 and Tier 3 interventions to students in grade 5 who fall within the bottom 25% based on MAP scores and who are not receiving special education services. By the end of this academic year, we are committed to raising the reading proficiency levels of these students through targeted and personalized support.** **Identify and select students in the bottom 25% based on the Fall MAP test. Create individualized intervention plans for each identified student, considering their specific reading needs, strengths, and weaknesses. Implement Tier 2 interventions, which may involve small-group instructions, or additional support within the classroom. For students requiring more intensive support, implement Tier 3 interventions, which may include one-on-one tutoring.** **Establish a system for regular progress monitoring to track student growth and adjust as needed. Use this data to inform the decision making. Provide professional development opportunities for teachers and those providing intervention to enhance their skills in delivering effective interventions.**	**Our school did not meet all parts of this goal. We did, however, identify the bottom 25% of students and ask teachers to focus their instruction on these students. IXL was purchased for these students for teachers to implement in their classroom intervention. Additionally, all teachers offered tutoring once a week for 30 minutes outside of the school day.**
Goal #3: **This school's second goal for the 23-24 school year is to implement small group instruction in every middle school classroom, fostering a culture of personalized learning that empowers students to excel.** **Analyze MAP scores to identify student reading bands and to formulate small groups based on student need.** **Provide ongoing professional development opportunities for teachers to enhance their skills in small group instruction, including modeling by the school's reading coach if needed.** **Ensure the curriculum aligns with the needs of the students and includes materials suitable for small group instruction.** **Use formative and summative assessments to tailor ongoing instructional needs.**	**Our school did not meet this goal. Small group instruction was used in 24% of classes. This goal will be a continued focus this year. Professional development for small group instruction implementation has already begun.**

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
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from _____ % to _____ % in the spring of [previous school year].	**This school does not serve third grade students.**
Goal #2: **By the spring of 2025, 5th graders at Tall Pines STEM Academy will increase the percentage of students scoring meets or exceeds as measured by SCReady from 69.5% to 76.5%.**	**Teacher training in the new English Language Arts standards** **Vertical planning meetings for Reading teachers** **Instructional coach will provide support for Reading teachers as needed based on student data and teacher feedback** **Training in instruction based on the 4.0 rubric** **Book study on Project Based Learning** **New materials purchased to update classroom libraries**
Goal #3: **By March 2025, 5th graders at Tall Pines STEM Academy will decrease the percentage of students scoring in the 40th percentile and below as measured by MAP scores from 24% to 20%.**	**Teacher training in small group instruction from the principal and instructional coach** **Teacher training in Orton Gillingham** **Intervention implemented with fidelity under the supervision of the MTSS team** **Tutoring provided for 30 minutes once a week outside of the regular school day** **Progress monitoring of data by classroom teachers and the MTSS team** **Teacher training in using IXL for intervention** **Regular communication with parents throughout the MTSS process**