

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

**Section A:** Describe how reading assessment and instruction for all PreK-5<sup>th</sup> 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.

At Richmond Drive Elementary, we use My IGDIs in PreK and the Kindergarten Readiness Assessment (KRA) in Kindergarten. FastBridge is also used as a universal screener for students in Kindergarten through second grade to assess foundational reading skills. Students in grades K-5 take quarterly common assessments that evaluate both foundational skills and reading comprehension, aligning with grade-level ELA standards. For both whole-group and small-group ELA instruction, we implement the HMH Into Reading program, which is based on reading research and focuses on essential areas such as oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

**Section B:** Document how Word Recognition assessment and instruction for PreK-5<sup>th</sup> grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

At Richmond Drive Elementary, foundational reading skills are a top priority. Each day, specific time is dedicated to direct instruction on grade-level foundational skills, along with small-group instruction tailored to individual student needs. In grades K-2, quarterly common assessments are administered to guide both whole-group and small-group instruction. As mentioned in Section A, Richmond Drive Elementary uses the HMH Into Reading program for whole-group ELA instruction. This research-based curriculum offers

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targeted instruction in key areas such as oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

**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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

Richmond Drive Elementary School implements the KRA for Kindergarten and utilizes FastBridge as a universal screener for students in grades K- 2 to evaluate essential reading skills. For grades K-5, we conduct quarterly common assessments that measure both foundational skills and advanced reading comprehension, ensuring alignment with grade-level ELA standards. Classroom teachers and school intervention specialists provide focused small-group instruction based on the results of these assessments. This data allows us to pinpoint students who are not achieving grade-level reading proficiency and tailor interventions to meet their needs. Our team includes three academic interventionists who offer small-group support through Rise, a research-based literacy intervention program. Furthermore, Richmond Drive Elementary allocates an intervention block within the daily schedule to provide students with targeted instruction derived from formative assessment data.

**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.

Title I events occur every quarter for all students and families at Richmond Drive Elementary. During these workshops, instructional resources, handouts and books are distributed to help families build their home libraries. Additionally, our district's Title I Parent Educator offers assistance to parents by providing strategies, resources, and workshops aimed at enhancing the connection between school academics and home learning.

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Annual parent-teacher conferences also serve as a valuable opportunity for parents to discover additional ways to support their child's reading at home. During these meetings, teachers share insights into each child's reading progress, highlighting their strengths and areas that need improvement. They also provide personalized strategies that parents can implement at home to foster reading development.

**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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.

Students in Grades K-5 participate in quarterly common assessments designed to evaluate both foundational and advanced reading comprehension skills in accordance with grade-level ELA standards. Classroom teachers, along with school interventionists, provide focused small group instruction based on these assessment results.

Additionally, formative classroom assessments have become a significant area of emphasis. The HMH Into Reading program includes Exit Tickets that teachers will use to track students' daily progress. Teachers will also utilize more informal data sources, such as anecdotal notes from small group sessions, to inform their subsequent instructional strategies.

Furthermore, NWEA MAP data serves as a formative assessment tool, measuring Necessary Achievement in line with the SC Ready linking study. This data enables us to accurately identify the number of students who are not achieving grade-level proficiency and

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require additional intervention support.

**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-5<sup>th</sup> grade.

Richmond Drive Elementary School's eligible teachers are entering their first year of LETRS training. These teachers will participate in full day virtual training with Lexia instructors four times this year for the LETRS training and weekly all year with the school based Literacy Coach for support sessions. The Literacy Coach will receive year long training and support with the HMH Into Reading resources. Two teachers from each grade level will attend quarterly ½ day plannings with the Literacy coach to collaborate with teachers across the district. Our interventionists, MTSS Coordinator and Literacy Coach have been trained in research-based materials using RISE. Additionally, interventionists and the MTSS Coordinator will be trained on UFLI and Decision Tree, which are also research based training.

**Section G:** Analysis of Data

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Strengths	Possibilities for Growth
<p>School Wide</p> <ul style="list-style-type: none"> <li>Teachers participate weekly in PLCs.</li> <li>Teachers participate in district and school Professional Development</li> <li>MTSS</li> <li>Provide opportunities for parent involvement and community involvement</li> </ul>	<p>School Wide</p> <ul style="list-style-type: none"> <li>Goal setting with students</li> <li>Increase engagement in reading and writing</li> <li>Increase awareness and implementation of support for ESE and ML students.</li> <li>Deepen teachers's knowledge and confidence in delivering the new HMH Into Reading curriculum.</li> </ul>

**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></p> <p>Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 43.7% to 38.7 % in the spring of 2024.</p>	<p>All action steps were implemented.</p> <p>Does Not Meet 46.4% - Overall goal was not met.</p>

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Goals	Progress
<u>Goal #2:</u>  Reduce the percentage of first through fifth grade students scoring at the 40th percentile or below in the fall of 2023 as determined by MAP Reading Assessment from 56% to 49% in the spring of 2024.	All action steps were implemented.  Goal was not met. 62%
<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.

Goals	Progress
<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 46.4% to 41.4 % in the spring of 2025.	Interventions are being provided for students that scored below the identified R2S score of 186 on MAP.

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Goals	Progress
<u>Goal #2:</u>  Reduce the percentage of first through fifth grade students scoring at the 40th percentile or below in the fall of 2024 as determined by MAP Reading Assessment from 62% to 57% in the spring of 2025.	 New implementation of district wide reading program (HMH).  Teachers work once to twice a week with the school reading coach during PLC.  Teachers in grade Kindergarten through third grade are going through year one LETRS training.  Students in grades 3-5 will be given an opportunity to be retaught and reassessed when grade level reading standards are not mastered.
<u>Goal #3:</u>	