

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?: 12
- 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.

MSA-Spartanburg uses a program developed by the University of Florida Literacy Institute (UFLI) and materials provided by i-Ready to assess and instruct students in reading. Teachers also pull materials and/or resources from the LETRS course. The UFLI program has been aligned to the science of reading. It involves direct instruction in phonological awareness, word recognition, sentence structure, oral reading, and phonic skill development with a focus on fluency and automaticity. Kindergarten through third grade students are given direct instruction five days a week for 30 minutes using this program. We also use UFLI for fourth and fifth grade students who are below grade level in phonics. Opportunities are given for students to develop vocabulary and comprehension during each lesson.

UFLI lessons include opportunities for students to develop phonological awareness skills by blending and segmenting, practice spelling and reading words with emphasis on specific patterns and rules, as well as reading and spelling irregular words that occur most frequently in the English language. Vocabulary is addressed using Tier 2 words that align with the pattern/rule focused on in the lesson. UFLI lessons also include decodable texts that allow students to demonstrate comprehension after reading.

Students in grades fourth and fifth are given direct instruction using materials developed by i-Ready. i-Ready materials include lessons to address grammar, phonics skills, comprehension in both informational and literary texts as well as vocabulary. Students are given direct instruction in these areas for a minimum of 30 minutes daily each week in small groups.

All lessons from the UFLI program and i-Ready are aligned to grade level ELA standards for each grade level. Students are assessed weekly in UFLI and every quarter in i-Ready to monitor progress. The data collected from each assessment is used to inform classroom instruction and tailor small group instruction to meet the needs of students.

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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.

MSA-Spartanburg uses UFLI and i-Ready materials to provide instruction and assessment for word recognition. i-Ready provides word recognition lessons tailored to the needs of each student based on assessment results. Lessons include opportunities for students to practice using words in context, decode and encode words, and understand their meaning. Words are not taught and assessed in isolation; students are required to use words in context and explain the meaning of the words. During small group reading instruction, students use journals to respond to their reading using words and/or pictures. Teachers also assess students' ability to decode words using running records every three to four weeks. Teachers use the results from the running records to tailor lessons and homework to meet the needs of students.

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.

MSA-Spartanburg uses DIBELS (8th edition) as a universal screener and diagnostic assessment. We also administer i-Ready reading that also flags students for reading difficulties. After each administration, the MTSS team analyzes the data from both assessments to determine students who have failed to demonstrate grade-level reading proficiency. The MTSS team not only considers assessment data but also observational and informal data provided by the classroom teacher. Once students have been identified, students are grouped by their level of need and assigned a reading interventionist. Based on the level of need, students are provided direct instruction a minimum of three days a week, 30 minutes per day, in a group of no more than 4 students to address their goals. Goals are created based on the areas of need identified by either the DIBELS or i-Ready assessment.

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.

MSA-Spartanburg uses a "home practice" system to support reading and writing at home. Classroom teachers assign activities for students to complete at home that align with the areas students need to develop fluency in. All home practice activities align to the science of reading research. Parents are encouraged to support students by providing space and time for students to complete their activities. Parents are also encouraged to read nightly to students. Parents meet with teachers once per quarter to review strengths and weaknesses and attend school-wide events that give them the opportunity to see literacy activities being modeled to replicate 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.

MSA-Spartanburg progress monitors reading achievement by administering the i-Ready assessment four times per year. Classroom teachers also monitor i-Ready lessons that are completed weekly by the students to determine mastery of the lesson. If students did not pass the lessons, teachers

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provide direct instruction of the lesson in a small group. Students are given fluency assessments every 3 weeks to monitor their progress. Comprehension is assessed every month in grades 3rd through 5th to monitor comprehension skills.

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.

MSA-Spartanburg provides LETRS training to all classroom teachers and reading interventionists in both Volume 1 and Volume 2 in grades K-5th. Teachers also receive professional development sessions to develop their understanding of ELA standards.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Based on i-Ready data, 55% of our students (K-5) have mastered grade level high frequency words. ● Based on DIBELS data, 57% K-2 students scored at or above grade level in foundation skills. ● DIBELS is administered 3 times a year and is used a majority of the time to drive reading instruction. ● Use of IReady reading data to create strategic plans for both whole group and small group and individualized instruction. ● Every student meets daily with their teacher for 30 minutes of small group guided reading instruction. ● Daily schedule allows for 210 minutes of daily Language Arts instruction. ● Kindergarten through 2nd grade classrooms have two teachers who participate in the co-teaching model. Third through fifth 	<ul style="list-style-type: none"> ● Based on i-Ready data, 12% of our students (K-5) are able to use and understand vocabulary to meet grade level proficiency. ● Based on i-Ready data, 12% of our students (K-5) comprehend literary and informational texts to be able to meet grade level proficiency. ● Give students more choice in their reading and writings as well as writing authentic texts. (3-5 books in their bags) ● More consistent use of standards mastery data to inform small group instruction ● Provide students more opportunities to conduct independent research, investigate and create research projects, and pursue student-centered coalescing. ● Continue professional development in guided reading, the science of reading, and phonics to support teachers and the instructional nuances. ● Provide opportunities for parent involvement in literacy development.

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Strengths	Possibilities for Growth
<p>grade classroom teachers teach small groups and whole group reading. Both classroom teachers are actively involved in all planning and instruction.</p> <ul style="list-style-type: none">● Teachers and students have access to a large number of guided reading texts.● Wit and Wisdom Language Arts curriculum allows students to read authentic literature (fiction and nonfiction), teachers to scaffold instruction and build conceptual knowledge, and students to work in groups as well as individually. ● Language Arts instruction is standards based.● Teachers routinely participate in weekly professional learning activities such as collaborative planning, peer coaching, coaching feedback conferences, and administrative 03s (post observation reflection conference with principal).●● Teachers routinely use Dibels Reading Fluency data to give students more choice in their reading and writings as well as writing authentic texts. (3-5 books in their bags)● More consistent use of standards mastery data to inform small group instruction● Provide students more opportunities to conduct independent research, investigate and create research projects, and pursue student-centered coalescing.	

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Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Continue professional development in guided reading, the science of reading (LETRS), and phonics to support teachers and the instructional nuances. ● Provide opportunities for parent involvement in literacy development. ● Teachers routinely use iReady and Dibels fluency data to plan daily guided reading lessons. ● Emphasis on phonics instruction. ● Use Dibels and iReady data to inform instruction in guided reading and writing groups as well as classroom intervention settings. ● Focus guided reading instruction on decoding and fluency in kindergarten through second. ● Focus guided reading instruction in 3rd - 5th on reading comprehension strategies (signposts). ● Coach teachers matching readers to appropriate texts. ● Coach teachers on collecting data on students during independent reading time. 	

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
<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 27% to 22 % in the spring of 2024.</p>	<p>Science of Reading training for all 3rd - 5th grade teachers started in 2023-24.</p> <p>Based on SC Ready, our percentage of third students performing below grade level in the spring of 2024 increased from 27% to 32% .</p>
<p><u>Goal #2:</u></p> <p>By spring 2024, based on completed written student projects, 100% of Pre-K through 2nd grade students will conduct independent research investigations based on a topic of their choice.</p>	<p>3rd - 5th grade students participated in written investigation projects based on independent research. Small group instructional time was altered to allow for these projects. 5K - 2nd grade students participated in research through STEM using the AMPLIFY science curriculum.</p>

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	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 32% to 22% in the spring of 2025.</p>	<ul style="list-style-type: none"> ● Teachers will receive training in administering and analyzing Dibels assessment to guide small group reading instruction. ● Students who have been flagged for reading difficulties will receive Tier 3 intervention, identified by the MTSS team. ● Teachers will receive training in administering and analyzing iReady data to guide small group reading instruction. ● Teachers will create a needs-based Individual Student Plan (ISP) for each student each quarter. ● Teachers will follow the ISP and make decisions daily as the next step according to student daily performance. ● Coaches will help monitor student growth and assist teachers in planning for skills to move students to the next level of accuracy and comprehension. ● Instructional coaches will establish intensive coaching rounds for literacy instruction, with focus on explicit phonics instruction and phonemic awareness and the science of reading to strengthen teacher understanding and execution of lessons. ● Feedback will be provided on an ongoing basis. ● Administrators will conduct classroom observations of each teacher with post observation feedback. ● Every student will have a reading buddy that they will read with for 20 minutes every other week.

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Goals	Action Steps
<p><u>Goal #2:</u></p> <p>By spring 2025, based on completed written student projects, 100% of 2nd through 5th grade students will conduct independent research investigations.</p>	<ul style="list-style-type: none"> ● Integration of inquiry based learning through the implementation of Amplify Science that will be taught for 20 minutes a day in grades 5k - 2nd grades ● Embedded PD on supporting preK students in writing their ideas based on science centers, exploration and investigations. ● Embedded PD on allowing choice in writing. ● Integrate reading and writing throughout all disciplines. ● Instructional coaches will support teachers in building a writing model for students. ● Analyze methods to create more student choice in writing within the Wit & Wisdom Language Arts Curriculum. ● Instructional coach to include observations with feedback and reflection, co-teaching, modeling lessons, planning, etc.
<p><u>Goal #3:</u></p> <p>Meeting Street Academy-Spartanburg will increase the number of K-5 students performing at or above grade level, as determined by DIBELS data from an average of 45% to 55% by spring of 2024.</p>	<ul style="list-style-type: none"> ● Teachers will receive training in administering and analyzing Dibels assessment to guide small group reading instruction. ● Students who have been flagged for reading difficulties will receive Tier 3 intervention, identified by the MTSS team. ● Teachers have been or will be trained in LETRS which is based on the Science of Reading and has a focus on fluency and comprehension.