

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?: 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)?: 22

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.

Sunset Park uses KRA in Kindergarten and Fast as a Universal Screener in grades Kindergarten-5th grade to assess foundational reading skills. Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. Rock Hill Elementary Schools are all using HMH Into Reading for Whole Group Grade Level ELA instruction. This program aligns with reading research and focused instruction on all areas recommended including: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

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.

The science of reading acknowledges the importance of phonemic awareness and phonics skill as the base for our readers in terms of decoding text. By using the Frog Street curriculum (Pre-K) and HMH Into Reading (grade Kindergarten-5th), classroom teachers are spending 30 minutes or more daily with instruction focused on phonemic awareness and phonics. By being engaged in these routines and instructional paths, our school is developing the phonemic awareness and phonics skills that the science of reading states are needed for successful readers to develop.

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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.

As stated above, Rock Hill Elementary Schools use KRA in Kindergarten and Fast as a Universal Screener in grades first and second to assess foundational reading skills. Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. Classroom teachers provided targeted small group instruction based on these measures as do school interventionists. These data sources help us to target intervention needs for students who have failed to demonstrate grade level reading proficiency. Every elementary school has a trained academic interventionist to provide small group support with a research-based intervention literacy program for these students. Also, each school has a designated intervention block built into their schedule to provide students with targeted instruction based on formative assessment measures.

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.

Each elementary school hosts parenting workshops, both in-person and virtually. Sessions cover topics such as building reading habits at home, understanding reading levels, and specific strategies for supporting early literacy (e.g., phonics, sight words, comprehension strategies). Handouts are oftentimes provided at these workshops as well as books to build home libraries. Our district also funds a Title I Parent Educator that helps parents with strategies, resources, and workshops to more effectively support the bridge between academics at school and at home.

Districtwide literacy events are hosted each year to build a culture of literacy in our community. We partner with Winthrop University and sponsor “Second Grade is a Slam Dunk” and couple a chapter book written by Shaquille O Neal with a field trip to a Winthrop Women’s

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basketball game for all 2nd grade students. The student athletes from Winthrop come to our schools in anticipation of the basketball game to read to our students. Additionally, our district celebrates Read Across America and highlights community members, book titles that celebrate diversity, and activities that honor reading both at home and at school. We also sponsor an Oratorical Contest with our 3rd grade students centered around a theme, "Changing the World" and encourage students to write a speech and they share their speeches in front of an audience.

Required parent/teacher conferences each year also allow for parents to learn more ways to support their child at home with reading. Teachers use this time to inform parents about their child's specific reading progress, strengths, and areas for improvement. They are able to offer individualized strategies that parents can use at home to support reading growth.

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.

As stated above, Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. Classroom teachers provide targeted small group instruction based on these measures as do school interventionists. In addition, we have made formative classroom assessments another key area of focus. HMH Into Reading provides Exit Tickets teachers will be using to monitor students' daily progress. Teachers will also be using more informal data sources such as anecdotal notes from small group instruction and individual conferences to plan next instructional steps. NWEA MAP data is also used as a formative assessment to measure Necessary Achievement based on the SC Ready linking study. This allows us to more effectively determine the number of students that are not meeting grade level proficiency and need further 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-5th grade.

In Rock Hill all schools (with the exception of two schools who have already completed LETRS training) are participating in Year 1 of LETRS

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training. In addition, teachers will receive year long training and support around the HMH resources. Interventionists will receive training in the use of research based materials and practices including ULFI and RISE. We look forward to PreK LETRS beginning in the near-future to support those teachers that serve our youngest students to better support their knowledge and understanding of effective instructional practices that align with the science of reading, structured literacy, and foundational literacy skills to support reading achievement.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> -Using screening tools to identify areas of weakness and using the data from screening tools to develop intervention plans. -Classroom environments that are print-rich with a variety of texts that are multicultural and of high interest to our students. -Using the space available for instructional purposes. -Providing learning opportunities for teachers and staff, -Implementing small groups daily using data to adjust groups and instructional strategies. 	<ul style="list-style-type: none"> -Increasing learning opportunities for non-certified staff members. -Continuing to foster partnerships with literacy organizations and community members to help students love reading. -Continuing to utilize strategies for phonemic awareness and phonics that our data indicates in an area of growth. We will use these strategies as part of whole-group instruction.

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 32.5 % to 27.5 % in the spring of 2024.	We did not meet this goal. We had 36.4% of third graders score Does Not Meet in the spring of 2024.
<u>Goal #2:</u> By May 2024, 80% of students in Grades 1-5 will progress at least one spelling stage as measured by the Words their Way Spelling Inventory.	Only 64%of our students in Grades 1-5 progressed at least one spelling stage as measured by Words their Way Spelling Inventory.
<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 SCREADY from 36.4 % to 31.4 % in the spring of 2025.</p>	<ul style="list-style-type: none"> ■ Teachers will teach grade level standards (whole group) using HMH resources (primary) consistently and with fidelity ■ Teachers will use formative measures to continuously gage student progress and to plan small group/individual instruction ■ Teachers will provide targeted differentiated instruction with consistency ■ Teachers will use common summative assessments to monitor student progress and plan teaching moves (whole and small group instruction)
<p><u>Goal #2:</u> Decrease the percentage of students scoring in the LOW range of the vocabulary strand from 36% to 31% as evidenced on NWEA MAP from Fall to Spring during the 24-25 school year.</p>	<ul style="list-style-type: none"> ■ Teachers will directly teach students focused vocabulary words within each module of reading instruction (HMH resources) ■ Teachers will engage in academic discourse around essential vocabulary within each reading module. ■ Teachers will monitor students' understanding of key vocabulary words within each reading lesson. ■ Teachers will use common summative assessments to monitor student's vocabulary progress and plan teaching moves (whole and small group instruction) ■ Teachers will keep student portfolios to show student artifacts of explicit vocabulary strategies as implemented as part of Personalized Learning and teachers' SLO and PG goals.

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Goals	Progress
<u>Goal #3:</u>	