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 special area teacher. 0-No classroom teachers have completed Volume 1.

● How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 0-No teachers have completed Volume 1 & 2.

● How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 12 teachers

**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 K-3 grade teachers were trained at the beginning of this school year on UFLI- Foundations. Our K-2 teachers are using UFLI lessons daily in their classrooms. UFLI Foundations is an explicit and systematic phonics program that provides explicit instruction and guided practice encoding and decoding skills. In addition to UFLI-Foundations, our K-2 teachers are using Amplify CKLA Skills and Knowledge lessons to best meet our students' grade-level English/Language Arts standards. Our 3rd grade teachers are using UFLI Foundations to best meet our 3rd grade students' needs in phonological awareness and phonics. Our 3rd grade teachers are utilizing Amplify CKLA lessons to provide instruction on vocabulary, comprehension and fluency. Our 4th and 5TH grade departmentalized teachers are utilizing Amplify CKLA lessons to provide instruction on vocabulary and comprehension.

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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.

Our Kindergarten and First grade students will be screened 3 times a year using FastBridge screeners. Our kindergartners and our first grade students are assessed using the earlyReading English screener. This school year, our second grade students are assessed using the CBMr-English and the AUTOreading screeners. The FastBridge AUTOreading screener screens multiple areas of reading; encoding, identification vocabulary to give our teachers more detailed information about the child as a reader. Our 1st and 2nd grade students are assessed using MAP three times a year. Our 3rd-5th grade students are assessed using MAP. The classroom teachers and the reading interventionist will collaborate to discuss possible additional screeners on students who score below the 25% on MAP. The reading interventionist will use other screeners such as--FastBridge Screeners, PAST(Phonological Awareness Screener Test) and LETRS Phonics and Word-Reading Survey to gather more information about the child as a reader.

**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.

Data is collected from the various screeners depending on the grade level. Kindergarten assess students using FastBridge early reading screener. First grade assess students using MAP and FastBridge earlyreading/CBMreading. Second grade assesses students using MAP and FastBridge CBMreading and AUTOreading. Our 3rd- 5th grade students are assessed using MAP. If a student scores below the 25% in reading. The interventionist and teacher discuss concerns before collecting additional data. The screeners and assessments the reading interventionist uses to gain more information about the student are; MAP, FastBridge, PAST (Phonological Awareness Screener Test) and LETRS Phonics and Word-Reading Survey. All the data is collected and compiled to discuss with the teachers during their PLC (Professional Learning Communities) conversations. Our classroom teachers and the reading interventionist work together to comb through data and determine next steps of instruction and possible intervention needed.

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**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.

Teachers are expected to send monthly/weekly newsletters to parents noting what they are working on in class. Teachers are expected to conduct parent teacher conferences. Teachers are expected to contact two families per month with positive phone calls home. Teachers provide suggested online literacy focus platforms (for example Lexia/IXL) for home use. After each formative assessment (MAP/FastBridge) teachers send home reports and ways to support students 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.

Our school monitors progress and achievement through our multiple screeners and formative assessments throughout the school year for example; MAP and FastBridge. Our K-3 teachers are using; UFLI progress monitoring, CKLA common unit assessments in the Knowledge band (K-5) and common unit assessments in the Skills band (K-2). Our Academic Intervention committee meets to track school and grade level data while recommending comprehension/foundational reading instructional practices and support to our teachers. Our MTSS team tracks individual student concerns from teacher recommendation or data recommendation (MAP/FastBridge). The team will meet to discuss if more information is needed then provide the teacher the opportunity to discuss concerns and ultimately the MTSS team provides recommendations.

**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.

Our teachers K-3, interventionist and SPED teachers are participating in the LETRS training. Our K-3 teachers were trained in the new program UFLI-Foundations at the beginning of this school year. Our K-3 teachers are participating in bi-monthly check ins to monitor student progress, problem solve UFLI implementation and provide additional resources for specific foundational reading skills. Our K-5 teachers were expected to participate in CKLA training over Summer 2024 or at the beginning of this school year.

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**Section G: Analysis of Data**

**Strengths Possibilities for Growth**

This is our second year implementing a W.I.N (What I

● Teachers will participate in data-led conversations and

Need) time across all grades utilizing our MAP or

data analysis using formative assessments (MAP,

FastBridge scores to drive instruction. Our focus this year

FastBridge) to create instructional plans that target areas

is moving the “bubble kids” to the next percentile band for

of growth in foundational literacy and comprehension

example 25-35% to 36- 45%. This W.I.N. time is at

skills.

different times of the day to allow our special education

● Teachers will utilize common progress monitoring data

teachers, occupational therapist, speech teacher, ML

from our phonics curriculum (UFLI) and our reading

teacher and interventionists an additional allotted

curriculum (CKLA) to reflect on instructional practices used

scheduled time to pull groups, if needed. This time also

in the classroom.

allows students extended time on assignments when

● Teachers will communicate to families about specific ideas

necessary.

that support phonics, phonemic awareness and literacy

● Our school implemented an explicit and systematic

instruction at home.

phonics program, UFLI-foundations, after reviewing

previous year’s data. This program offers explicit and

systematic instruction of phonics as well as an overview of the science behind the program.

**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

In the spring of 2024, 15.9% of our 3rd grade students scored

graders scoring Does Not Meet in the spring of [2023] as

DOES NOT MEET. Carolina Voyager Charter school did not meet

determined by SC READY from **\_\_17.4\_\_\_ % to \_\_\_15\_\_\_ %** in

the spring of [2024].

last year’s goal.

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**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/Action Steps**

Goal #1 (Third Grade Goal): Reduce the percentage of third

➔ We are targeting our students with explicit and systematic

graders scoring Does Not Meet in the spring of [2024] as

phonics instruction in our 3rd classrooms using the

determined by SC READY from **\_\_15.9%\_\_ % to \_10% or less\_**

program UFLI-Foundations.

in the spring of [2025].

➔ We are continuing to utilize our W.I.N. groups (tier 2) to

pull “bubble students” while our SPED teachers,

occupational teacher, ML teacher, speech teacher and

interventionist pull during this time.

➔ We are refining the PLC process to determine the

effectiveness of Tier- 1 instruction by analyzing data from

common assessments (CKLA/UFLI) and our formative

assessments (MAP, FastBridge).

Goal #2:

➔ We are refining the PLC process to determine the

Increase the total number of students scoring Meets or Exceeds

effectiveness of Tier-1 instruction by analyzing data from

on SC Ready ELA in ALL grades from **59.3% to 65%** by the end

common assessments (CKLA/UFLI) and our formative

of the 2024- 2025 school year.

assessments (MAP, FastBridge).

➔ We are unpacking the standards through curriculum

mapping to develop success criteria that will be monitored

through frequent use of common formative assessments

during PLC.

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