

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?: **5**
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: **15**

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.

After screening students with STAR Renaissance, teachers use the data to tailor instruction through curricula like SAVVAS Learning, Project Read, and UFLI. Here's how they guide instruction:

1. **SAVVAS Learning:** Teachers use STAR data to identify students' specific needs, set personalized learning goals, and adjust instruction using SAVVAS Learning's adaptive tools and resources. This helps in targeting areas where students need the most support and tracking their progress.
2. **Project Read:** Based on STAR data, teachers focus on specific reading skills such as phonics and fluency using Project Read's structured approach. They implement targeted interventions for students struggling in these areas and monitor improvement.
3. **UFLI:** Teachers apply UFLI's comprehensive literacy strategies tailored to the needs highlighted by STAR data. This includes targeted instruction in phonological awareness, phonics, and other foundational literacy skills.

Overall, STAR data helps in customizing instruction with these curricula to effectively address students' individual needs and enhance their reading skills.

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.

- **STAR Renaissance** aligns with the science of reading by providing data that drives evidence-based instruction and monitoring progress in foundational skills. It supports structured literacy through targeted interventions and adaptive learning.
- **SAVVAS Learning** incorporates evidence-based practices and structured instruction, addressing foundational literacy skills through a comprehensive and adaptive curriculum.
- **UFLI** emphasizes research-backed methods and explicit, systematic instruction in foundational literacy skills, aligning with both the science of reading and structured literacy.

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- **Project Read** focuses on systematic phonics and word recognition instruction, providing a structured approach to teaching foundational literacy skills.

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.

STAR Renaissance leverages both universal screener and diagnostic assessment data to determine targeted intervention pathways for K-3rd and 6th grade students who are not meeting grade-level reading proficiency. Students are assessed three times a year—fall, winter, and spring. These benchmark assessments provide a snapshot of students’ reading proficiency at different points in the academic year and help track overall progress. By combining fall, winter, and spring benchmark assessments with ongoing progress monitoring, teachers can effectively track and support student growth. This approach allows for targeted, data-driven instruction that meets students' needs and helps them achieve grade-level reading proficiency.

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.

1. Parent Information Sessions

- Purpose: Educate parents about effective reading and writing strategies they can use at home.
- Content: These workshops cover:
 - Age-appropriate reading strategies, such as shared reading, guided reading, and independent reading.
 - How to engage in meaningful discussions about books, including asking open-ended questions to build comprehension.
 - Ways to create a supportive writing environment, such as encouraging daily journaling or creative writing exercises.
- Format: Conducted in-person or virtually by our Literacy Coach and Lead Literacy Teachers.

2. Take-Home Literacy Resources

- Reading Materials: Teachers provide parents with reading content on the student’s independent reading level and/or reading lists tailored to their child’s reading ability, interests, and grade level. These materials ensure that children have access to books that are neither too easy nor too challenging.
- Digital Tools: Teachers recommend apps or websites that can support reading fluency and comprehension or tools for creative writing.

3. Parent Communication and Updates

- Regular Feedback: Teachers provide regular updates on the child’s reading and writing progress, highlighting areas where parents can offer additional support.
- Newsletters and/or Emails: Teachers share tips for supporting literacy at home, suggestions for family reading activities, and updates on school-wide literacy initiatives.
- Home-School Journals: These journals serve as a daily communication tool where parents and teachers can note progress, questions, and suggestions regarding reading and writing activities.

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4. Reading Challenges and School-Wide Programs

- School-Wide Literacy Events: Book Character Day, book fairs, reading weeks, and family reading nights, where parents and children can participate in reading activities together.
- Incentive Programs: Media Specialist runs incentive based reading challenge programs.

5. Bilingual Support for Families

- Translated Resources: Provide reading and writing materials in the home languages of non-English-speaking parents so they can actively participate in their child’s literacy development.

By having these structures in place, parents become more informed and confident in their ability to support their child’s literacy development. These tools also align with the school’s commitment to fostering “a culture of care.”

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.

GREEN Charter Simpsonville implements a structured approach to monitor reading achievement and growth for K-3rd and 6th grade students. Here’s a summary of how we manage this process to ensure grade-level proficiency in reading:

1. Assessment Administration:

- **STAR Renaissance Testing:** Conducts STAR Renaissance assessments three times a year (fall, winter, spring) to establish baseline data, monitor progress, and evaluate end-of-year proficiency.
- **Bi-Weekly Progress Monitoring:** Implements bi-weekly progress monitoring to track ongoing student performance and make timely adjustments to instruction.

2. Data Collection and Analysis:

- **Data Dashboard:** Utilizes the STAR Renaissance dashboard to review and analyze individual and group data, focusing on reading levels, growth percentiles, and proficiency benchmarks.
- **Data Meetings:** Holds regular meetings (monthly) with administrators, teachers and intervention specialists to review assessment data, discuss student progress, and plan interventions.

3. Intervention Strategies:

- **Tiered Intervention Model:**
 - **Tier 1:** Provides high-quality, differentiated instruction based on STAR data to address the general needs of all students in the classroom utilizing curriculums such as Project Read and UFLI.
 - **Tier 2:** Offers small-group interventions for students identified as at risk, focusing on specific reading skills and using targeted programs with a literacy teacher.

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- **Tier 3:** Implements intensive, individualized interventions for students with significant reading challenges, including one-on-one support and specialized programs such as Orton-Gillingham, Project Read, and UFLI.

4. Professional Development:

- **Training Programs:** Delivers professional development based on LETRS (Language Essentials for Teachers of Reading and Spelling) and Project Read to equip teachers with knowledge of structured literacy and foundational reading skills.
- **Ongoing Support:** Provides coaching, mentoring, and collaborative learning opportunities to help teachers apply new strategies effectively.

5. Parent and Community Engagement:

- **Parent Workshops:** Offers sessions to educate parents on supporting reading development at home and understanding assessment results through Stakeholder Open House, conferences, and PTO meetings.
- **Community Partnerships:** Partners with local organizations to enhance literacy support and resources.

By integrating these components, GREEN Charter Simpsonville ensures a comprehensive approach to monitoring reading achievement and implementing effective interventions, thereby promoting grade-level proficiency for all students.

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.

To ensure that all PreK-5th grade students are supported effectively in their reading development, GREEN Charter Simpsonville provides comprehensive teacher training grounded in the science of reading, structured literacy, and foundational literacy skills. This training is delivered through programs such as LETRS (Language Essentials for Teachers of Reading and Spelling) and Project Read. Our approach to teacher training in the science of reading, structured literacy, and foundational literacy skills through LETRS and Project Read is designed to equip educators with the knowledge and skills necessary to support all PreK-5th grade students effectively. Through a combination of initial training, ongoing professional development, collaborative learning, and data-driven support, teachers are empowered to implement evidence-based reading instruction and improve student outcomes. This comprehensive training approach ensures that educators are well-prepared to foster reading proficiency and a love for learning in their students.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● 80% of students performing on or above grade level in ELA (according to STAR Reading assessment) ● 67% of students performing on or above grade level in Math (according to STAR Reading assessment) 	<ul style="list-style-type: none"> ● 20% of students performing below grade level in ELA (according to STAR Reading assessment) ● 33% of students performing on or above grade level in Math (according to STAR Reading assessment)

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).

Not applicable due to being in school’s first year of operation.

Goals	Progress
<u>Goal #1 (Third Grade Goal):</u> N/A	N/A
<u>Goal #2:</u> N/A	N/A

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

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 projected to score Does Not Meet in the spring of 2025 determined by SC READY from 15 % to 10 % in the spring of 2025.	
<u>Goal #2:</u> Reduce the percentage of kindergarten-third grade students identified as in need of intervention services based on STAR Renaissance assessment from 8 % to <5 % in the spring of 2025.	