South Carolina Department of Education
Read to Succeed Literacy Reflection Tool

School: Philip Simmons Elementary

Principal: Michael Huff

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Section A: The Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all 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.
(*School description of instruction and assessments aligned to the Five Pillars of Reading Instruction here.)*

Three times a year, Philip Simmons Elementary gives iReady Reading as our universal screener for the Five Pillars of Reading in grades K-4. In Kindergarten all students are given the Core Phonics Survey as well to assess letter name and sound knowledge along with other phonics skills using both real words and nonsense words. In grades 1-4 students scoring below the 40th percentile or below grade level in phonics are given the Core Phonics Survey as a diagnostic. We also utilize Dibels Benchmarks for phonological awareness, phonics, fluency, and comprehension diagnostics to determine next instructional steps. All students work daily in their iReady reading pathways (goal being to pass at least 2 lessons per week) and teachers monitor and adjust pathways as needed for each student. Teachers use the iReady instructional groupings to support learning at all levels in the classroom.

All grade levels teach the 2024 South Carolina College- and Career-Ready Standards for English Language Arts and follow the BCSD Teaching and Learning Model in their classrooms to provide high quality instruction that supports the needs of all students.

For Tier 1 instruction and assessment at Philip Simmons Elementary, we use Heggerty for Phonological Awareness instruction in grades K and 1, and UFLi for phonics/fluency instruction and assessment in grades K-2. All grades use the UFLi progress monitoring to plan tier 1 whole group and tier 2 small group instruction for the following week for phonics. K-2 also uses the UFLi accuracy/fluency assessments at the end of each unit as recommended by UFLi. Our second grade team also uses Dibels oral reading fluency passages to further assess Foundations of Literacy Standards.

For Tier 1 in grades K-2, we use the HMH Into Reading Curriculum for oral language, fluency, vocabulary, and comprehension instruction and assessment. Grade levels use assessments from the curriculum along with grade-level-created common assessments to guide all tiers of instruction.

For Tier 1 in grades 3-4, we use the HMH Into Reading Program for instruction and assessment in all Five Pillars of Reading. Grade levels use assessments from the curriculum along with grade-level-created common assessments to guide instruction.

For formal intervention (tier 2 and tier 3), we utilize Heggerty Bridge the Gap curriculum in grades 2-4 for phonological awareness and UFLi in grades 3-4 for phonics. We use Fountas and Pinnell Leveled Literacy Intervention in grades 2-4 for fluency, vocabulary, and comprehension intervention only. All grade levels use Dibels Progress Monitoring measures to track progress and guide instruction in our intervention groups.

For students in PreK, we use Dial 4 Testing to assess and the Pre-Kindergarten Heggerty curriculum is used for phonological awareness instruction.

Section B: Foundational Literacy Skills

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. Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.

Teachers in Berkeley County School district are being trained in LETRS, a professional learning program that compiles research on how children learn to read and how reading should be taught in the classroom. LETRS is based on the science of reading. Teachers at Philip Simmons Elementary are currently in year two of the LETRS professional development. In addition, the structured literacy model is used in classrooms, which prepares students to decode words explicitly and systematically. Foundational literacy skills are taught and practiced during the Foundations of Literacy Standards instruction. Assessments and programs used to document learning include Heggerty and UFLi for younger grades, while HMH Into Reading Foundational Skills are used in upper grades. The Core Phonics Screener is frequently used to document student learning and other school-based common assessments.

Additionally word recognition is assessed on the iReady reading diagnostic assessment, which is our universal screener. Students in grades K-2 are assessed on phonological awareness and phonics while grades 3-4 are assessed on phonics only for the word recognition strand. Students are placed on an individualized pathway with lessons to meet their needs. Teachers monitor pathways frequently and adjust pathways as needed based on student performance. Teachers also utilize the instructional groupings and recommended lessons to meet the needs of all students.

Section C: Intervention

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.

Philip Simmons follows the Berkeley County School District's guidelines for assessing and setting reading pathways for all students. All kindergarten through fourth grade students at Philip Simmons Elementary take the iReady Diagnostic three times a year. Data from this screener is used to determine which students need additional support in literacy skills. All kindergarten students are given the Core Phonics Survey, and in grades 1-4, students scoring below the 40th percentile or below grade level in phonics are given the Core Phonics Survey as a diagnostic. If a student is below in Phonological Awareness, we give the Heggerty Assessments. We also utilize Dibels Benchmarks for additional diagnostic assessment of

phonological awareness, phonics, fluency, and comprehension to determine targeted intervention pathways for students in K-5. If students are placed in formal intervention, we determine which intervention program to use- Heggerty/Heggerty Bridge the Gap (phonological awareness),UFLi (phonics), or Fountas and Pinnell (fluency, vocabulary, comprehension only). We use Dibels progress monitoring and iReady Reading Growth monitoring to track student achievement. Data is reviewed weekly by the school's instructional coach and reviewed monthly at our ELA PLCs with all members of the grade level, instructional coach, and administration.

Section D: Supporting Literacy at Home

Describe the systems in place to help parents in your school understand how they can support the student as a reader and writer at home.

In Grades K-2, homeroom teachers send home the UFLI Parent Home Support Guide and practice take-home sheets to support parents. Students in intervention in grades 3-4 also receive the take home sheets and decodables for extra practice. Parents are updated regularly on their child's progress for all tiers of instruction.

All parents receive their child's iReady scores, along with a family letter explaining the scores. Teachers regularly hold parent conferences to communicate both academic and behavioral strengths and weaknesses.

A literacy night, planned by teachers, is held each year for families to participate in and receive activities that will help their child practice reading at home. And each quarter our literacy committee creates reading tic tac toe boards to promote family engagement as well as student choice and voice with reading and writing.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

Three times a year, Philip Simmons Elementary gives the iReady Reading Diagnostic as our universal screener for the Five Pillars of Reading in grades K-4. Data is reviewed at all ELA PLCs and at leadership team meetings to monitor progress and trends over time.

Based on the fall iReady Reading Diagnostic scores, teachers determine which students may need additional screening and intervention. Heggerty phonological awareness screeners and the Core Phonics Survey is administered to students falling below the 40th percentile (or score below grade level in phonics or phonological awareness) to determine if there are gaps in phonological awareness/phonics instruction. If students are scoring below grade level due to language comprehension deficits Dibels oral reading fluency and/or Dibels Maze assessments are used to determine an intervention pathway.

Each grade level has a designated 30-minute period of time to provide intervention within their classroom or within the grade level. These students are progress monitored weekly using Dibels progress monitoring to determine mastery or growth toward the skill taught in intervention. Teachers use multiple data points to determine if students are truly in need of intervention. Regular MTSS team meetings are held to discuss students of concern. iReady Growth monitoring is also used every 4 weeks as a progress monitoring tool. Our progress monitoring data is entered weekly/biweekly by teachers into a Google Spreadsheet, and the

instructional coach reviews the progress monitoring data weekly. Progress monitoring data is also reviewed monthly at ELA PLCs and discussed monthly at the school level MTSS/Data team meetings.

Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.
(*School description of professional learning opportunities for teachers here.*)

All Philip Simmons Elementary K-4 teachers, Special Education Teachers, Instructional Coach, and administration received training on the 2024 South Carolina College- and Career-Ready Standards for English Language Arts by the district and PLCs continue to review vertical alignment documents and unpack standards at our ELA PLCs. The instructional coach provides professional development on the standards as needed to individual teachers and teams. Best practices are shared and reinforced at PLCs and in coaching cycles.

Teachers in Berkeley County School district are being trained in LETRS, a professional learning program that compiles research on how children learn to read and how reading should be taught in the classroom. LETRS is based on the science of reading. Teachers and administration at Philip Simmons Elementary are currently in year two of the LETRS professional development. Our LETRS training dates for the year are:

August 9th District Staff Development Day: Full Day In-Person Training
October 25th Staff Development: Half Day Virtual 12:00-3:00
November 15th Staff Development: Half Day Virtual 12:00-3:00
February 14th District Staff Development Day: Full Day In-Person Training
April 21st District Staff Development Day: Full Day In-Person Training

Previously, K-2 teachers were trained in the implementation of UFLI and Heggerty. This training continues within the school as a need for phonics instruction in the upper grades has been identified.
Teachers were also trained in on our new ELA curriculum HMH Into Reading, which is based on the science of reading and follows a structured literacy approach. Lessons are aligned to the state standards and materials and assessments meet the rigor of the standards.
Additional professional development training on the science of reading, structured literacy, and foundational literacy skills is being provided at the school level. Professional development is based on teacher feedback and planned by the school's coach and literacy team members.

Section G: Analysis of Data

STRENGTHS	POSSIBILITIES FOR GROWTH
• *Our Spring 20204 SCReady ELA scores surpass the district average. 71.9% of third and fourth graders scored "Meets" or "Exceeds".*	• *We would like to use iReady stretch growth as a monitoring measure to help us move our lowest 20% from "approaches" to "meets" or "does not meet" to "approaches." Four students will move from "approaches" to "meets" and 16*

	students will move from "does not meet" to "approaches."
● *Beginning of year (standard view) iReady scores in 1st grade show a significant jump in the areas of phonemic awareness (51%) and phonics (44%) compared to previous year (PA 37% - PH 33%). This is due to the implementation of UFLI and Heggerty.*	● *We want all students receiving special education ELA services to meet stretch growth on iReady Reading Diagnostic.*
● *Using iReady Diagnostic as a formative assessment followed by additional screeners (DIBELs, Core Phonics, etc.) to determine instructional needs/supports*	● *Increase instructional rigor to align with the profile of the South Carolina Graduate.*
● *Routinely providing research-based, targeted interventions with fidelity and progress monitoring all students in intervention and using progress monitoring data to drive planning of interventions for students*	● *We want to increase the amount of teachers using iReady- Student Data Chats and Tracking of Progress. Students have the goal of passing 2 reading lessons per week.*
● *Availability of materials for teacher to use for reading and writing instruction*	● *Planning instruction and assessment using the 2024 South Carolina College- and Career-Ready Standards for English Language Arts along with the new ELA curriculum- HMH Into Reading*
● *Using UFLi progress monitoring to plan tier 1 and tier 2 instruction*	
● *Integration of subjects and use of STEAM Instructional Approaches in daily lessons*	
● *Parent communication about student progress and data points*	
● *Choice is provided to students in all subject areas, including reading and writing*	
● *Classroom library and text materials are organized, easily accessible and utilized by students daily*	

● *Collaborative team meetings focused on analyzing data and creating action plans for students*	
● *Partnerships Outside the School and in the Community to promote literacy*	

*Note: The three questions below are included this year to gauge school-level LETRS implementation.

"Eligible" teachers for state-funded LETRS training:

- **K-3 Classroom Teachers**
- **Reading Coaches**
- **Reading interventionists**
- **K-3 Special Education Teachers**
- **School Administrators**

1. **How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?**

   23

2. **How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?**

   1

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

   1

Section H: 2023-24 SMART Goals and Progress Toward those Goals

Please provide your previous school 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).*

If you do not have a copy of your goals from the 2023-24 school year, email Marie Gibbons at mgibbons@ed.sc.gov.

GOALS	PROGRESS
Goal #1: (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 14.3 % to 10 % in the spring of 2024.	We did not meet our goal as 15.7% (16/102) of third grade students scored Does Not Meet in the Spring of 2024.
Goal #2: By the end of the third diagnostic window 80% students will have met annual typical growth as measured by the iReady Reading Diagnostic Growth report.	We did not hit our goal of 80% but did see a 6.4% increase school wide compared to the year prior.
Goal #3: By the Spring of 2024 all K-3, SPED, Instructional Coach, and Admin will complete Volume 1 of LETRs training.	All PSE K-3, SPED, Instructional Coach, and Admin completed Volume 1 of LETRs training based on the completion report provided by the district office.

Section I: 2024-2025 School 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. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

If you have questions about completing this section, please contact Marie Gibbons at mgibbons@ed.sc.gov.

For all schools serving third grade students, Goal #1 MUST read:

Third Grade Goal: Reduce the percentage of third graders scoring at the "Does Not Meets" level in the spring of 2024 as determined by SCReady from __ % to __% in the spring of 2025.

GOALS	ACTION STEPS
Goal #1 (Third Grade Goal):	Provide either Tier II or Tier III targeted intervention to students who are reading below grade level.

Reduce the percentage of third graders scoring at the "Does Not Meets" level in the spring of 2024 as determined by SCReady from 15.7 % to 13.1% in the spring of 2025 by providing at least 90 minutes of tier I ELA instruction which includes differentiated small groups and implementing targeted tier II and III interventions with regular monitoring and data review at PLCs.	● Provide differentiated small group instruction to all students using research based interventions backed by the science of reading ● Provide engaging, standards-based instruction to all students utilizing district provided curriculum (UFLi, HMH Into Reading, iReady Reading lessons) ● Provide at least 90 minutes of ELA instruction daily to all students. ● Use various data points to monitor and drive instructional planning. ● The school data team will monitor progress and provide recommendations as needed to reach the goal.
Goal #2: By the end of the third diagnostic window 75% of students will have met a growth target of 80% of overall typical growth as measured by the iReady Reading Diagnostic Growth report by implementing and monitoring personalized iReady learning plans, providing targeted, differentiated support based on diagnostic and classroom performance data, and conducting regular progress reviews in PLCs meetings to ensure students are on track to meet their growth targets.	● All students will complete the assigned personalized modules in iReady during ELA for 30-45 minutes a week with a focus on lesson completion and not just meeting the minutes requirement. ● We will strengthen core instruction by providing PD on the new ELA standards utilizing district and state provided curriculum to personalize instruction. ● Progress will be monitored at the middle of the year iReady assessment and plan will be adjusted. ● Student Data Chats ● Student and Class Incentives
Goal #3: By the Spring of 2025 all K-3, SPED, Instructional Coach, and Principal will complete Volume 2 of LETRs training. Time will be provided throughout the instructional calendar year to complete modules and attend training.	● Staff will participate in all face to face and virtual sessions throughout the 24-25 school year. Make up sessions will be offered. ● Staff will discuss new learning in PLCs and create plans to implement in classrooms. Coach will utilize district supports for LETRS in PLC to guide discussions.