

Butler Academy
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?:
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?:
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?:

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.

All students take i-Ready, which assesses all of the reading components. Students take the assessment at least three times a year. In addition, our kindergarten through 2nd grade students are assessed using Fountas & Pinell, a literacy program that provides a comprehensive approach to teaching reading and writing instruction. Identified 3rd grade scholars also may be assessed using F&P. In terms of instruction, all Kindergarten through 3rd grade students have 30 minutes of Foundations daily. Based on scientific reading research, Foundations is a comprehensive word study program addressing reading, spelling, and writing skills. Students in K-2 also receive 30 minutes of Geodes and 10 minutes of Heggerty daily. All students take i-Ready, which assesses all of the reading components. Students take the assessment at least three times a year. In addition, our kindergarten through 2nd grade students are assessed using Fountas & Pinell, a literacy program that provides a comprehensive approach to teaching reading and writing instruction. Identified 3rd grade scholars also may be assessed using F&P. In terms of instruction, all Kindergarten through 3rd grade students have 30 minutes of Foundations daily. Based on scientific reading research, Foundations is a comprehensive word study program addressing reading, spelling, and writing skills. Students in K-2 also receive 30 minutes of Geodes and 10 minutes of Heggerty daily. All students take i-Ready, which assesses all of the reading components. Students take the assessment at least three times a year. In addition, our kindergarten through 2nd grade students are assessed using Fountas & Pinell, a literacy program that provides a comprehensive approach to teaching reading and writing instruction. Identified 3rd grade scholars also may be assessed using F&P. In terms of instruction, all Kindergarten through 3rd grade students have 30 minutes of Foundations daily. Based on scientific reading research, Foundations is a comprehensive word study program addressing reading, spelling, and writing skills. Students in K-2 also receive 30 minutes of Geodes and 10 minutes of Heggerty daily.

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.

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Our ELA curriculum, Wit & Wisdom, is based on the idea that that elements of language comprehension bind to the essential skills of word recognition to form strong reading skills and habits. In our earlier grades, the curriculum ensures scholars further develop phonological awareness, decoding, and sight recognition of familiar words. Students build vocabulary through direct and implicit instruction. Each lesson includes a 15-minute deep dive that provide explicit instruction in vocabulary and language structures. Our ELA curriculum, Wit & Wisdom, is based on the idea that that elements of language comprehension bind to the essential skills of word recognition to form strong reading skills and habits. In our earlier grades, the curriculum ensures scholars further develop phonological awareness, decoding, and sight recognition of familiar words. Students build vocabulary through direct and implicit instruction. Each lesson includes a 15-minute deep dive that provide explicit instruction in vocabulary and language structures.

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.

All of our students take MAP Growth reading and i-Ready reading at the beginning of each school year. We use this data to help determine where each scholar is on his/her path to reading on grade level. We look closely to determine what percent of our scholars are at, above, and below grade level. Students take these assessments within the first two and a half weeks of school, allowing us to immediately implement plans for intervention, to include Tier I and Tier II plans of support. This support is not limited to scholars who fail to demonstrate grade-level proficiency. We ensure our scholars who score above grade level are grouped with similar peers, and our MTSS team creates plans for every scholar in our school to receive intervention or enrichment in small groups. This support obviously looks different for varying groups, but those who fail to meet grade-level proficiency receive targeted support with all of the following components of literacy: phonics, phonemic awareness, word recognition (vocabulary), fluency, and comprehension. Students in these groups receive this support at least three times a week with their ELA teacher and/or a reading interventionist. All of our students take MAP Growth reading and i-Ready reading at the beginning of each school year. We use this data to help determine where each scholar is on his/her path to reading on grade level. We look closely to determine what percent of our scholars are at, above, and below grade level. Students take these assessments within the first two and a half weeks of school, allowing us to immediately implement plans for intervention, to include Tier I and Tier II plans of support. This support is not limited to scholars who fail to demonstrate grade-level proficiency. We ensure our scholars who score above grade level are grouped with similar peers, and our MTSS team creates plans for every scholar in our school to receive intervention or enrichment in small groups. This support obviously looks different for varying groups, but those who fail to meet grade-level proficiency receive targeted support with all of the following components of literacy: phonics, phonemic awareness, word recognition (vocabulary), fluency, and comprehension. Students in these groups receive this support at least three times a week with their ELA teacher and/or a reading interventionist.

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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.

We are unique in that our first family teacher conference, held 4 weeks into the first quarter, is designed to discuss i-Ready, MAP, and in some cases F&P data with families. The first thing we do is provide families with the reports prior to them coming in for the conference and encourage families to come to the meeting with questions. During these meetings, we show parents the following on each report: how well his/her scholar is performing in reading compared to his/her peers, how close or far the scholar is to reading on grade level, what strands the scholar is achieving and which strands he/she is struggling in. For instance, we might say, "Your scholar is on grade level with vocabulary; however, she is at least one grade level below in comprehending informational texts." We sometimes have to point out to a 4th grade parent that their scholar is still struggling to master concepts he/she should have mastered in 1st grade. We point out growth over time for those students who have been with us for two or more testing periods. In addition to explicitly walking through the reports, we share writing samples produced within the first few weeks of school and share other assignments, including exit tickets. After each tailored conversation, all parents are provided with the same resources: parent resources for understanding our reading curriculum, when available, access to the student workbook from the previous year, and we point out on the NWEA report the place where it lists sites for parents to explore. In addition, teachers share specific resources for the scholar's grade level, to include, word lists, fluency passages, and references to materials scholars can use at home to practice reading and writing.

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 MTSS team includes our academic deans, MTSS coordinator, reading coach, interventionists, and two reading teachers. The team meets regularly to analyze data, including BOY screening data, 6 to 9 week progress, and each benchmark period. During these quarterly meetings, the team assesses whether or not identified scholars have made significant enough growth to no longer need pull-out services, whether services should be intensified or even moved to Tier III support, or whether new students should be identified and receive a documented plan of support. The team uses multiple data points to make these determinations.

Section F: 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.

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The highest leverage action item in this area is to implement a plan for all K-3 teachers to be trained in LETRS. A robust plan for this will be implemented in 25-26. Teachers receive ongoing professional development in literacy through monthly workshops, quarterly professional learning opportunities, and weekly PLCs.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • The use of multiple data points to determine the strengths and needs of each scholar • The use of research and science-based curricula and intervention resources in all classes and at every grade level • Having a strong team who meets regularly to disaggregate data and make instructional, intervention, and enrichment decisions multiple times a year 	<ul style="list-style-type: none"> • Support non-ELA teachers to better meet our scholars' needs in other literacy rich environments • Strengthening our partnership with families and other stakeholders to support our literacy goals and initiatives

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
Reduce the percentage of third graders scoring DNM in the spring of 2023 from 42.5 to 38% in the spring of 2024	Goal met: 2023, DNM =42.5 2024, DNM Goal, =38% 2024, DNM Actual = 30%

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

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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	Action Steps
Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SC Ready from 30% to 27% in the spring of 2025	<ol style="list-style-type: none">1. Use Fall 2024 BOY data to identify scholars who are projected to be DNM, based on MAP. Provide intervention three times a week via small groups for these identified scholars.2. Provide targeted support for students who are projected to be Approaches but whose RIT score shows they may only be a few points away from DNN. Use i-Ready lessons to reinforce skills that scholars have not mastered.3. Invite scholars' parents to be a part of the conversation to discuss how the school and family can partner to ensure these scholars read at home and practice word recognition and vocabulary for 30 minutes a day at home.