

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
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 6
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?:3

**Section A:** Describe how reading assessment and instruction for all PreK-5<sup>th</sup> 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.

Bridgewater Academy utilizes the Open Court curriculum which is research-based and Pre and post assessment which ensures that our teachers can use the formative data to make decisions about instruction. Open Court covers all the components of the reading rope from phonics to comprehension. By utilizing Open Court as well as supplementing with reading a to z for guided reading we assure that we are making sure that we reach all of our grade level Ela standards. The standards are located in our planbook.com so that parents at a glance can see that we are indeed teaching the South Carolina State Standards .

**Section B:** Document how Word Recognition assessment and instruction for PreK-5<sup>th</sup> grade students are further aligned to the science of reading, structured literacy and foundational literacy skills. As stated above,

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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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

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Bridgewater follows the district program and utilizes MAP testing in the fall, winter and spring. Once the students are flagged on map for being below their target they are then given further Diagnostics by the interventionist and then if needed taken to the MTSS team to implement tier two and or tier 3 supports as needed. The team meets again every 20 to 30 days to check on the progress of the student and to make adjustments to the tiered supports as needed.

**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.

As stated above, Bridgewater follows the district program and utilizes MAP testing in the fall, winter and spring. Once the students are flagged on map for being below their target they are then given further Diagnostics by the interventionist and then if needed taken to the MTSS team to implement tier two and or tier 3 supports as needed. The team meets again every 20 to 30 days to check on the progress of the student and to make adjustments to the tiered supports as needed.

**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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.

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**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-5<sup>th</sup> grade.

Part of our cluster meetings include vertical articulation about reading standards and expectations as well as our monthly data meetings to track learning progressions in ELA.

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**Section G: Analysis of Data**

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> <li>● MTSS processes/reduction in case-loads by 40%</li> <li>● Research-based programs (OC, MAP etc)</li> <li>● Small class-sizes/guided reading/indiv. attention</li> </ul>	<ul style="list-style-type: none"> <li>● Learning progressions, more immediate tracking</li> <li>● Formative data analysis of bubble kids</li> <li>● We need more work in fluency as the bridge from phonics to comprehension</li> </ul>

**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
<p><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 44% to 38% in the spring of 2024.</p>	<p>This goal was met. Bridgewater actually outperformed the district and the state in third grade students meeting or exceeding Targets on the SC ready exam. The percentage of students scoring DNM was reduced to 15.6%.</p>

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Goals	Progress
<p><u>Goal #2:</u></p> <p>BWA will reduce the percentage of middle schoolers performing below grade level in the fall of 2023 as determined by SCREADY testing from 71%-67% in spring 2024.</p>	<p>This goal was met. Bridgewater actually outperformed the district and the state in middle school students meeting or exceeding Targets on the SC ready exam . We now are below the 50%marker of students earning DNM on SCREADY. The percentage of students scoring DNM was reduced to 15.6%.</p>
<p><u>Goal #3:</u></p>	

**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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<b>Goals</b>	<b>Action Steps</b>
<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 SC READY from 15.6 % to 12 % in the spring of 2025.</p>	<ul style="list-style-type: none"> <li>● The Bridgewater Administrative team and Literacy Coach will work with district R2S specialist and SCDE R2S specialist to ensure professional development is completed for all required staff in state required LETRS training</li> <li>● Our administrative team, including the literacy coach and student support specialist will continue to refine our MTSS procedures and processes to ensure maximum services for Tier 2 and Tier 3 students are available. Data monitoring will also be used to track student progress in the MTSS process.</li> <li>● Bridgewater reading interventionists will meet with the administrative team bimonthly to review student data and make corrections as needed for student service levels, and include parents in these meetings.</li> </ul>

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