

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?: **None of the teachers at COA have completed Volume 1 only of LETRS.**
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: **None of the teachers at COA 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)?: **There will be 32 teachers at COA that will begin Volume 1 of LETRS this year.**

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.

At Carolus Online Academy, students in kindergarten through 5th grade are assessed three times annually using the NWEA MAP Growth and MAP Reading Fluency assessments. These assessments provide valuable data on key literacy areas, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, which are essential for achieving grade-level English/Language Arts standards. The K-5 Stride/K12 online ELA curriculum integrates the principles of the Science of Reading, offering students opportunities to develop and practice phonics, fluency, vocabulary, and comprehension through a combination of asynchronous and synchronous lessons.

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.

At Carolus Online Academy, kindergarten through 5th grade students participate in a rigorous, research-based English Language Arts (ELA) curriculum powered by K12/Stride. Aligned with the Science of Reading and structured literacy principles, this curriculum emphasizes foundational literacy skills. High-quality, authentic texts in various formats are used to introduce and reinforce essential literacy skills. The ELA program is designed to provide a comprehensive core reading experience, incorporating word recognition assessments and targeted instruction. Students are evaluated through both formative and summative assessments. Formative assessments, which do not affect grades, offer teachers real-time data to guide instruction, while summative assessments are computer-graded and appear at the end of each unit, measuring students' overall mastery of the material.

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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-5th grade who have failed to demonstrate grade-level reading proficiency.

Carolus Online Academy utilizes universal screener data (MAP Reading Fluency) and diagnostic assessment data (NWEA MAP Growth, SC READY) to identify students in need of targeted interventions. Based on a review of this data, Kindergarten through 5th grade students may be recommended for the academy's Multi-Tiered System of Support (MTSS). Students identified as needing Tier II or Tier III support receive word recognition or language comprehension interventions in small group settings at least three times per week. Progress monitoring is conducted bi-weekly for Tier II students and weekly for Tier III students to track their growth and adjust interventions 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.

Carolus Online Academy provides valuable parent support through scheduled "Coffee with Coaches" meetings, where the reading coach shares updates on the MTSS process and reading progress with parents. In addition, parents receive training and overview sessions on all reading platforms available to students for at-home learning. To further promote literacy in the home, COA hosts in-person events across the state under the "Carolus Cares" initiative. These events offer parents opportunities to engage directly with the reading coach, academic administrators, and teachers to discuss student reading progress and explore strategies for supporting literacy development 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.

At Carolus Online Academy, Kindergarten through 5th grade teachers participate in bi-weekly data-focused professional learning communities (PLCs) led by the reading coach to monitor and analyze reading achievement and growth at the classroom level. In addition, these teachers meet weekly in PLCs to address both student and teacher needs related to reading progress. The COA MTSS team convenes monthly to review reading achievement data and make school-wide decisions for K-5 students. Teachers are invited to MTSS meetings as needed to discuss individual student needs and strategies for improving reading achievement.

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.

Kindergarten through 5th grade teachers at Carolus Online Academy receive comprehensive training rooted in the Science of Reading, structured literacy, and foundational literacy skills through Stride/K12. This training is assigned by the school's administrators to ensure alignment with instructional goals. Additionally, teachers participate in professional learning communities led by the reading coach, where they receive ongoing professional development based on Science of Reading principles. This school year, both general education and special education teachers in K-5 will also engage in LETRS professional learning to further enhance their instructional practices.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Begin Stride Tutoring in place to address reading deficits in grades 1-5 • Scheduled data PLCs to dive into student data • Established protocol for recommending students for MTSS 	<ul style="list-style-type: none"> • Phonics small group instruction for K-1 • Using data to drive instruction • Making data informed decisions to meet the needs of all learners

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 [two school years prior] as determined by SC READY from _____ % to _____ % in the spring of [previous school year].</p> <p>**This was left blank last year.</p>	<ul style="list-style-type: none"> • Continue to create targeted intervention groups based on BOY MAP data • Continue to progress monitor bi-weekly for Tier II and weekly for Tier III groups • Create growth target goals with students and families • Continue to monitor progress toward goal and reflect with student at MOY assessment period

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Goals	Progress
<p><u>Goal #2:</u> Increase the number of K-8 students performing at or above grade level, as determined by NWEA MAP Reading Data, from 34% (Fall 2023) to 55% (Spring 2024).</p>	<ul style="list-style-type: none"> All grade levels regressed in achievement from Fall 2023 to Spring 2024
<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.

Goals	Progress
<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 51.2 % to 38.2 % in the spring of 2026.</p>	<ul style="list-style-type: none"> Stride tutoring Encourage MindPlay Reading usage with fidelity

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Goals	Progress
<p><u>Goal #2:</u> By the end of the 2024-2025 school year, Carolus Online Academy will reduce the percentage of 1st-5th grade students scoring at or below the 20th percentile on the MAP Growth assessment from 24.6% to 15%. Progress will be monitored after each assessment window, with targeted interventions and professional development supporting this goal, to be achieved by the spring assessment.</p>	<ul style="list-style-type: none"> • Stride tutoring to address students below 20th percentile
<p><u>Goal #3:</u> By the end of the 2024-2025 school year, Carolus Online Academy will reduce the percentage of kindergarten and first grade students scoring at or below Level 1 in phonics and word recognition on the MAP Reading Fluency assessment from 25.1% to 15%. Progress will be monitored after each assessment, with targeted interventions and professional development in phonics and word recognition strategies supporting this goal, to be achieved by the spring assessment.</p>	<ul style="list-style-type: none"> • LETRS training for K-1 teachers and support staff • Stride/K12 phonics lessons with fidelity