



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool

A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions be provided to all struggling readers who are not able to comprehend grade-level texts.

Lenses of Assessment

A Comprehensive System of Assessment``

- Summative Assessment
 - SC Ready, MAP
- Formative Assessment
 - Fountas and Pinnell, DRA2
 - Running Records, STAR
 - 4K Assessments: MyIgGDIs
- Data Teams
 - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Running Records, Reading/Writing/Researching Reading Logs, Reading Response/Poetry Journals Anecdotal Notes, Sample Writings, John Collins formal writing pieces with FCAs
A2. Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



South Carolina Department of Education
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B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

Lenses of Assessment
 Assessing for Supplemental Instruction

- Reading Process
- Small Group and Individual

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	✓	Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.
B2. Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
B3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	✓	<input type="checkbox"/>	



South Carolina Department of Education
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C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment				
Assessing for Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	✓	<input type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls, Jumping into Kindergarten sessions



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	✓	Teacher Observations, Schedules, Lesson Plans
D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
D3. Teachers use shared reading experiences (literary texts and informational texts) to scaffold success and build fluency.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.			✓	



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D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	Sometimes	Routinely	Evidence
D5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input type="checkbox"/>	✓	Teacher Observations, Schedules, Lesson Plans, Reading Response Journals, TDA simulations
D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
D7. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking,	<input type="checkbox"/>	<input type="checkbox"/>	✓	



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool

which that discipline values and uses. (McConachie et.al, 2006)				
D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)				
Lenses of Assessment Assessing for Research-Based Instructional Practices: <ul style="list-style-type: none"> • Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data • Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data • Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data • Integration of Disciplinary Literacy Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K				
	Rarely	Sometimes	Routinely	
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	✓	



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.

Lenses of Assessment

Assessing for Reading Engagement:

- Student Choice
- Large blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (eBooks) in the classroom that reflect a variety of genre

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
E1. Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	✓	Schedules, Book Inventories, Photographs of Classroom Libraries, FrontRow, Khan Academy, John Collins formal pieces, running records, Anchor Charts, StoryWorks (Jr.), Reading Response/Poetry Journals
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	✓	



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool

F. This school provides teacher and administrator training in reading and writing instruction.				
Lenses of Assessment				
Assessing for Professional Development				
<ul style="list-style-type: none"> • Literacy Competencies for PreK-5th Grade Teachers • Literacy Competencies for Administrators • South Carolina College and Career Ready Standards • Standards for Professional Learning • Early Learning Standards for 4K 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
F1. Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	✓	Agendas, Sign-in Sheets, Written Reflections of Practice and New Learning, Coaches' Schedules, Lesson Plans
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input type="checkbox"/>	✓	



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool

G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

Lenses of Assessment

Assessing for Literacy Partnerships

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists 	<input type="checkbox"/>	✓	<input type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer, OCPL Summer Reading Program reading logs, PTC Volunteer Coordinator record of volunteer hours
G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	✓	<input type="checkbox"/>	



South Carolina Department of Education
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Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool

H. This school embeds practices reflective of exemplary literacy-rich environments.				
Lenses of Assessment				
Assessing for Inquiry-based Learning:				
<ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	✓	<input type="checkbox"/>	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Examples of Student Research Projects, Student artifacts from research, Research Units through Media Center
H2. Teachers integrate content-specific reading, writing, and researching into ELA in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	✓	<input type="checkbox"/>	
H3. Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	✓	



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H. This school embeds practices reflective of exemplary literacy-rich environments.				
Lenses of Assessment				
Assessing for Inquiry-based Learning:				
<ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate 				
				Possible Sources of Evidence
H4. Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	✓	Photographs of classroom libraries, photographs of student writing displayed, writing portfolios, running records, reading response/poetry journals
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
H6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	✓	



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Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Large blocks of instructional time devoted to ELA for integration of content ● Teachers consistently use data to monitor progress and inform instruction – data includes: bi-monthly running records for at-risk students in grades K-5, MAP, Fountas & Pinnell BAS, checklists, observation, anecdotal records ● Teachers have extensive knowledge about effective reading strategies through the completion of the Clemson University Early Literacy Professional Development (ELPD)/Literacy Lessons Designed for Individuals (LLDI) course: currently have 15/27 homeroom teachers in grades K-5, 3 resource teachers, 1 ESOL teacher, 1 Reading Coach, 2 Reading Recovery teachers, and 1 Instructional Assistant trained (TOTAL: 23) ● Parent conferences in grades K-2 – mandatory at the beginning of the year to discuss classroom progress ● Parent conferences in PK – mandatory during the first week of school ● Schoolwide PBIS model ensures consistent routines and procedures ● Student-led book clubs (Reading Coach facilitates) ● Professional development sessions for best practices in literacy held during the year after school ● Annual inservice trainings focus on small group instruction, data analysis, running records, writing 	<ul style="list-style-type: none"> ● Maximizing uninterrupted instructional time (90 mins + 30 mins) ● Identifying interventions ● Assisting teachers with teacher endorsements ● Partner with Oconee County Public Library (OCPL) system to encourage more summer reading opportunities for our students ● Partner with community outreach organizations such as BabyReads and United Way for reading volunteers and a PreK/K Parent Night ● Hold a Parent Workshop for literacy development (how to read to/with your child) ● Conduct a time-on-task analysis of classroom instruction in order to plan more effectively ● Conduct a scheduling review for interventions/enrichment held within the classroom or outside the classroom: what are our accountability measures? ● Continue to reflect, monitor and adjust inservice/workshops/bookclubs based on adult and student needs ● Improve systems of collaboration and communication between school and community and among school personnel



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool

Goals and Action Steps Based on Analysis of Data	
<p>Goal #1:</p> <p><i>Analysis of student time-on-task behaviors during ELA instructional block.</i></p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Teacher self-reflection tool (compile data and share) 2. Use the SEI Student Engagement tool (compile data and share) 3. Peer observations by faculty (compile data and share) 4. Based on findings, choose 2-3 areas for school focus 5. Professional visits to other classrooms in other schools 6. Repeat Peer observations in spring for look-fors
<p>Goal #2:</p> <p><i>Improve collaboration and communication between school staff and school and home.</i></p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Regularly communicate through CANVAS/Google Doc 2. Establish Faculty Meeting Literacy Spotlight (presented by faculty member) 3. PD visit then share to other classroom/school/conference 4. Parent Workshop: Literacy Night 5. Continue Newsletters 6. (Teachers) Create FrontPage on CANVAS to communicate to parents 7. Parent Conferences (data, grades, expectations, etc.) 8. Step-Up to the Next Grade Night/Curriculum Night
<p>Goal #3:</p> <p><i>Improve understanding, implementation and documentation of literacy interventions.</i></p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Conduct meeting at beginning of year to learn/review interventions, when to implement, how to document, etc. (School Psychologist) 2. Conduct Grade Level Meetings in September with SIT Leader about Student Intervention Team process and how to access referral form 3. Review SIT process in September during MAP testing to identify at-risk students 4. Begin interventions and follow SIT and R2S process 5. Review MAP testing during Winter to identify newly at-risk students, begin interventions, follow SIT and R2S process

References



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McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2),8-14.