

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?: 2
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 35
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 0

**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.

At South Carolina Virtual Charter School (SCVCS), reading assessment and instruction follow the LETRS framework using HMH Into Reading curriculum to meet the state reading plan requirements. These tools focus on the critical components of literacy-oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension- to ensure all students develop necessary skills to meet grade-level English Language Arts (ELA) indicators and standards.

**Oral Language:** Instruction in this domain emphasizes developing students' listening and speaking skills, two foundational components of reading comprehension. Teachers provide opportunities for students to engage in rich discussions during live classes and practice expressive and receptive language skills in whole and small group instruction using microphones, chat, recording themselves, and interactive slides.

**Phonological Awareness:** Instruction includes activities that help students recognize and manipulate sounds in spoken words. Assessments found within HMH Into Reading resources, as well as STAR Early Literacy and the PAST program, identify student proficiency in recognizing syllables, rhymes, and phonemes. These results of these assessment tools can be reinforced through targeted lessons using LETRS, Heggerty, UFLi, and the Florida Center for Reading Research.

**Phonics:** Phonics instruction is systematic, teaching the relationship between sounds and letters to help students decode words. Assessments found in HMH Into Reading, STAR Literacy/Reading, Words Their Way Spelling Inventories, and LETRS assessments gauge students' ability to blend sounds and read words with accuracy. Using the results, instruction is adapted to meet individual student needs. Teachers work with all students in Tier 1. Tier 2 instruction is based on standards based benchmarks and students are served 2-4 days per week for 30 minutes with a certified teacher interventionist. Tier 3 instruction is based on multiple data points and students are served four days per week for 30 minutes with a certified teacher interventionist.

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

**Fluency:** Students are assessed on reading fluency, focusing on their ability to read text accurately, with appropriate speed and expression. Instruction includes guided oral reading practices to improve fluency, which in turn, supports comprehension. Students are progress monitored and work on individual goals.

**Vocabulary:** Teachers integrate direct and indirect vocabulary instruction following HMH Into Reading, ensuring that students not only learn word meanings, but also use new vocabulary in context. Assessment of vocabulary acquisition helps tailor instruction to exchange students' language skills.

**Comprehension:** Reading comprehension is the ultimate goal, and instruction includes strategies such as questioning, summarizing, and making inferences to help students understand and interpret texts. Regular assessments are conducted using HMH Into Reading, Progress Learning, and extended responses to monitor comprehension skills and instruction based on these results to meet ELA indicators and standards.

By integrating these components into daily instruction and using ongoing assessments to guide teaching, SCVCS ensures that all students receive the support they need to develop strong reading skills aligned with grade-level expectations.

SCVCS integrates the principles of the science of reading, structured literacy, and foundational literacy skills through the use of LETRS (Language Essentials for Teachers of Reading and Spelling), HMH Into Reading curriculum, and Renaissance STAR Reading and Early Literacy assessments for K-5th grade students.

**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.

**STAR Reading and Early Literacy:** These assessments provide real-time data on students' foundational reading skills, allowing teachers to assess word recognition skills such as letter-sound correspondence, phonemic awareness, and decoding. Renaissance STAR assessments include diagnostics on phonological awareness, phonics, and vocabulary. These elements are critical components of early literacy.

**LETRS-Informed Teacher Assessments:** Teachers trained in LETRS use additional diagnostic tools and informal assessments to assess specific skills in phonological awareness, letter recognition, and decoding. These assessments can pinpoint exact areas where students are struggling, allowing for targeted intervention.

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

**Key Areas Assessed:**

Phonological Awareness is assessed through rhyme recognition, syllable segmentation, onset-rime blending, and phoneme manipulation. Phonics and Decoding is assessed through the students' ability to blend words into words. Fluency is assessed through Renaissance STAR Reading measures that assess the rate and accuracy of reading. Vocabulary is assessed through early and ongoing vocabulary assessments that help ensure that students can recognize and understand words when reading.

**Data Utilization:**

STAR Progress Monitoring: Results from Renaissance STAR assessments are analyzed on a regular basis to track growth and identify students who need additional support or enrichment. Multiple measures are utilized to understand the student's performance against the norm of his/her testing population (the STAR benchmark), performance against state standards (projections the the SCReady), relative performance (the percentile rank), and progress in performance (changes to the scale score and grade-level equivalency, as well as the student growth percentile). These measures can be aggregated to assess performance and progress of individual students, student groups, classrooms, grade band, or a school level as a whole.

**Individualized Student Reports:** Teachers review detailed reports to create individualized learning paths. For students who score below benchmarks, additional diagnostic assessment from LETRS resources are administered to further identify gaps in word recognition skills.

**HMH Into Reading Instructional Practices for Word Recognition:** HMH Into Reading and LETRS provide research-based structure for teaching reading that aligns with the science of reading. Instruction focuses on explicit, systematic teaching of word recognition, ensuring students master each stage of reading development. Teachers use HMH, Heggerty, UFLi, alongside LETRS Scope and Sequence for lesson pacing, alignment to standards, and when/what to teach next.

**HMH Reading Curriculum, UFLi, and LETRS Key Instructional Components:**

**Phonological Awareness:** Daily, systematic, explicit instruction in phonological awareness skills such as phoneme segmentation, blending, and manipulation, aligned with K-1st grade literacy benchmarks. For older students who have not mastered these skills, targeted intervention is provided.

**Phonics and Decoding:** Instruction follows a systematic and cumulative approach to teaching phonics using HMH Into Reading, UFLi, Heggerty, and LETRS. Teachers use decodable texts that align with the phonics skills students are learning. This supports the development of automatic word recognition skills.

**Fluency:** Fluency is built through repeated reading practices of letter identification, letter sound identification, high frequency words, short phrases, and reading passages. Students engage in activities to improve reading speed and accuracy, which is a natural progression from mastering phonics and decoding.

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

**Vocabulary:** Vocabulary instruction is integrated throughout all subject areas, with specific focus on academic and high frequency words to support word recognition in texts of increasing complexity. Teachers use a combination of direct teaching, guided and independent practice.

**Structured Literacy and Foundational Literacy Skills:**

**Systematic Instruction:** Word recognition instruction follows a structured literacy approach, beginning with phonemic awareness and progressing through phonics, decoding, and fluency. Instruction is explicit, with concepts introduced in a logical sequence using HMH Into Reading, UFLI, and LETRS.

**Multisensory Learning:** Manipulating sound boxes, and using virtual manipulatives to build words, and partnering with Learning Coaches to use manipulatives reinforcing letter-sound relationships through various sensory pathways.

**Differentiating Instruction:** Teachers use data from STAR, LETRS assessments, running records, primary/elementary spelling inventories, and writing samples to include dictated sentences that are used to create flexible groups based on student skills levels in phonics and writing. This enables targeted instruction, ensuring that each student's needs in word recognition are met.

**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.

**Tiered Intervention Model (MTSS):**

**Tier 1:** All students receive high-quality, researched-based word recognition instruction aligned with structured literacy principles. This tier is focused on core instruction for foundational literacy skills following HMH Into Reading, and LETRS.

**Tier 2:** Students who do not meet grade level expectations, as identified through standard based benchmarks, receive small group targeted intervention using LETRS-based strategies for phonological awareness and decoding with certified interventionists. Teachers use UFLI, Heggerty, and LETRS for instructional models.

**Tier 3:** Students who require intensive intervention receive an additional 30 minutes of small group instruction (no more than 5 students in a small group with an interventionist. The instruction specifically focuses on phonemic awareness, phonics, decoding, and fluency informed by both LETRS, spelling assessments, and SC Ready scores.

Monthly reviews of progress monitoring data and LETRS-aligned formative assessments through PLCs are conducted to track progress, identify student needs, and adjust instruction as needed. Teachers will collaborate to adjust instruction for students not showing adequate progress in word recognition.

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

By utilizing standard-based benchmarks, Renaissance assessments, progress monitoring tools, and LETRS instructional strategies, SCVCS ensures a comprehensive, science-based approach to word recognition for K-5th grade students.

**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.

Parents are informed of their child's progress through reports from Renaissance STAR assessments and receive resources to support reading development at home, including LETRS-aligned activities for phonological awareness and phonics.

Parents meet to discuss student's progress in teacher-parent conferences and MTSS meetings. Additional methods of instruction focus on what parents can do at home including multi-sensory activities targeting foundational reading skills to include, decoding, encoding, vocabulary and comprehension development.

**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.

At South Carolina Virtual Charter School (SCVCS), a comprehensive approach is used to monitor students' reading achievement and growth. Progress monitoring is essential to ensure all students attain and maintain grade-level proficiency in reading. Interventions and instructional Decisions are based on a variety of data sources to ensure a well-rounded understanding of each student's literacy development in our virtual school setting.

**Tier 1 Monitoring and Diagnostic Assessments**

For Tier 1 students, progress monitoring begins with diagnostic assessments conducted at three key points in the year:

Beginning of Year (BOY)

Middle of Year (MOY)

End of Year (EOY)

These assessments are conducted using the Renaissance STAR Reading or Early Literacy platforms. To ensure accuracy, these assessments are administered virtually with students' microphones and cameras on, allowing teachers to observe engagement and troubleshoot any potential issues in real-time.

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

### Special Provision for Kindergarten

Kindergarten students are assessed in person for BOY data while they are participating in the Kindergarten Readiness Assessment (KRA). This provides teachers and early learners with a more in-depth, face-to-face assessment experience and allows teachers to talk with Learning Coaches.

### Curriculum-Based Measurements (CBMs)

In addition to the diagnostic assessments, each student is asked to complete grade-level Curriculum-Based Measurements (CBMs) individually with their teacher. This data provides a snapshot of each student's reading skills and helps identify students who may need additional targeted support or interventions.

### Writing and Spelling Assessments

**Handwritten Writing Sample:** Each student is asked to produce a handwritten writing sample, which is used to assess student writing fluency and ability to compose coherent text.

**Spelling Assessment:** Students are assessed on spelling in small groups or one-on-one with the teacher. This assessment further evaluates phonemic awareness and spelling development.

### Running Records and Comprehension Checks

**Benchmark Passages:** Teachers conduct benchmark passage reading individually with students. During these sessions, teachers assess a student's fluency, accuracy, and comprehension. This process functions like a running record, where teachers note miscues, fluency issues, and comprehension challenges in real time.

**Comprehension Questions:** Along with fluency and accuracy checks, comprehension is assessed through targeted questions following the passage reading. This allows teachers to ensure that students not only read the text correctly, but also understand its meaning.

### Tier 2 and Tier 3 Progress Monitoring

In addition to Tier 1 monitoring:

Tier 2 students are progressed monitored with a mid-point check and end of unit check using Renaissance STAR Custom Assessments and CBMs. These more frequent assessments help track student growth and the effectiveness of interventions.

Tier 3 students receive even closer monitoring by a certified teacher interventionists, with progress checks occurring weekly. These weekly assessments ensure that students who require the most intensive support are continuously monitored, and interventions can be adjusted promptly as needed.

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

Data-Driven Intervention Decisions

All data from standard based and assessment benchmarks, CBMs, writing samples, spelling assessments, and running records are analyzed to make data-driven decisions about reading interventions. Students who demonstrate a need for additional support are placed in Tier 2 or Tier 3 interventions, which are tailored to their specific needs. This system ensures that all students, regardless of their initial proficiency, receive the necessary support to achieve proficiency in reading.

**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.

All K-5 general education teachers, special education teachers, interventionists, and elementary school principal have completed LETRS training to understand and apply the science of reading, structured literacy methods, and how to deliver effective word recognition instruction. Ongoing professional development ensures that teachers are equipped with strategies to address diverse student needs. Teachers also receive professional development directly from Renaissance and have access to virtual professional development from Learning A-Z and Heggerty. Teachers meet with the Reading Coach, elementary school principal and MTSS team during PLCs. Additionally, grade level chairs in K-5th grade meet biweekly with the elementary school principal.

The Reading Coach attends the state monthly Literacy Leaders' meeting. The Reading Coach and teachers also attend quarterly professional development meetings at the Charter Institute at Erskine.

Teachers participate in regular data team meetings to triangulate STAR assessment data with other data points such as attendance, course completion, grades, benchmark and observational data. These reviews and discussions are used to plan instruction based on specific needs of students. LETRS strategies are incorporated into instructional planning, ensuring consistency across classrooms.

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

**Section G: Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<ul style="list-style-type: none"> <li>● SCVCS elementary students in grades 3-5 produced scores on the most recent state assessment that reflect increases from the prior year’s performance (3rd grade 2024: 42.3%, 3rd grade 2025, 68.0%, 4th grade 2024: 55.6%; 4th grade 2025 60.0%; 5th grade 2024 55.8%; 5th grade 2025 58.4%). In all grades tested SCVCS elementary students outperformed every other virtual peer school statewide in the percentage of students who meet or exceed grade level standards.</li>   <li>● In aggregate across grades, students in multiple subgroups saw increases; Black/African American (2024: 39.4%, 2025 53.5%), Hispanic (2024: 59.4%, 2025: 68.3%), and pupils in poverty (2024: 44.6%, 2025: 59.5%).</li>   <li>● An analysis of rising cohorts by grade over time (analyzing within a cohort as they matriculate) indicates that ELA scores are increasing for each elementary cohort over time. For example, currently enrolled 5th graders saw gains between their 3rd grade testing year and 4th grade testing year of 17.7 % in ELA (42.6% as 3rd graders; 60.0% as 4th graders). Currently enrolled 6th graders saw gains from their 3rd grade scores of 9.3% (49.1% as 3rd graders; 55.6% as 4th graders; 58.4% as 5th graders). This indicates within group success of the elementary strategies employed in reading to date.</li> </ul>	<ul style="list-style-type: none"> <li>● Students with disabilities saw decreases in the percentage of students meeting or exceeding grade level standards from the prior year (2024 29.0%; 2025 23.9%).</li>   <li>● Although the state has not provided writing scores at the time of this Reading Plan, improving writing instruction and meeting students’ individual needs continues to be a focus of improvement for SCVCS.</li> </ul>

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

**Section H: 2024-25 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).

<b>Goals</b>	<b>Progress</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 25.2% to 20.4% in the spring of 2025.</p> <p>Note: the method looks at the average change between years, its standard deviation, and projects forward a reasonable reduction based on the mean change + ½ or whole SD (dependent on variance).</p>	<p>The percentage of third grade students producing scores categorized at the Does Not Meet level on SC Ready in 2025 was 9.5%. This reflects a reduction from the prior year (-15.7%), the specific target of 20.4% was met.</p>
<p><u>Goal #2:</u> Reduce the percentage of third through fifth grade students scoring Does Not Meet in the spring of 2024 as determined by SC Ready from 23.8% to 19.1% in the spring of 2025.</p>	<p>The percentage of students in grades 3-5 producing scores categorized at the Does Not Meet level on the SCReady in 2025 was nearly met at a difference of 0.4%.</p>
<p><u>Goal #3:</u> Decrease the number of third through fifth grade students ineligible to receive scores or scoring a 1 on the writing portion of SCReady from 72.7% to 69.2% in the spring of 2025.</p>	<p>This goal will be included in the 2025-26 reading plan as current data from SCReady 2025 Writing Scores are not yet available.</p>

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

**Section I: 2025-26 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><b>Goal #1 (Third Grade Goal):</b> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2026 as determined by SC READY from the historical average* of 20.9% to 16.6%.</p> <p>*Note:</p> <ul style="list-style-type: none"> <li>● The previous goal method was to focus on reducing the percentage of students producing scores at the Does Not Meet level on the SCReady in ELA. SCVCS utilizes a mathematical model that looks at the average change between years and adds a ¼ or ½ standard deviation to that average change. This is a nationally favored model for goal setting that applies some aggression to historical trends (combining rigor to reality). Our 2024-2025 target was to reduce this percentage from 25.2% to 20.1%.</li> <li>● This goal was met. However, the 2024-2025 3<sup>rd</sup> grade cohort was significantly higher performing than previous cohorts (reviewed against the prior 9 years of data). The aggregate performance of this group is an outlier to the overall data set. Including this cohort’s performance in the projection method skews the average rate of change significantly and yields unrealistic targets (both when considering a reduction in the DNM% and increases in the M/E%).</li> <li>● In order to modify the method, the outlier was excluded and the historical average was applied to create a placeholder for the 2025 outcomes. When this is done, the projected targets accomplish three things; <ul style="list-style-type: none"> <li>○ They are more realistic for the distribution in performance of the incoming 3<sup>rd</sup> grade cohort (which mirrors prior cohorts);</li> <li>○ They continue the longitudinal gains observed in 3<sup>rd</sup> grade performance over time at SCVCS;</li> <li>○ The Meets/Exceeds target adheres to the statewide goal of attaining 75% proficiency by the 2030 school year.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Utilize data from SCReady (where available), STAR Early Literacy or STAR Reading, teacher input and referral, and other curricular outcomes to accurately identify students for Tier 1, Tier 2, Tier 3 services within the SCVCS multi-tiered system of support.</li> <li>● Provide Tier 1, Tier 2, and Tier 3 services to identified students as outlined in this Reading plan.</li> <li>● Monitor progress of students using CBM assessments and STAR custom assessments to identify skill and strand gaps, adjust instruction, and adapt programming or student placement as needed.</li> </ul>

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

<b>Goals</b>	<b>Progress</b>
<p><u>Goal #2:</u> Increase the percentage of third through fifth grade students scoring Meets or Exceeds in the spring of 2026 as determined by SCReady from 57.3% to 64.5%.</p> <p>*see note in goal #1.</p>	<ul style="list-style-type: none"> <li>● Utilize data from SCReady (where available), STAR Early Literacy or STAR Reading, teacher input and referral, and other curricular outcomes to accurately identify students for Tier 1, Tier 2, Tier 3 services within the SCVCS multi-tiered system of support.</li> <li>● Provide Tier 1, Tier 2, and Tier 3 services to identified students as outlined in this Reading plan.</li> <li>● Monitor progress of students using CBM assessments and STAR custom assessments to identify skill and strand gaps, adjust instruction, and adapt programming or student placement as needed.</li> </ul>
<p><u>Goal #3:</u></p> <p>Current SC Ready Writing scores are not available from the state at this time. Our 2024-25 goal to decrease the number of third through fifth grade students ineligible to receive scores or scoring a 1 on the writing portion of SCReady from 72.7 % in 2024 to 69.2 % will continue to be addressed.</p>	<ul style="list-style-type: none"> <li>● The Reading Coach will work with grade levels 3-5 to facilitate leveled writing groups.</li> <li>● The Reading Coach and designated staff will attend district ELA professional development on a quarterly basis.</li> <li>● Utilize data from SCReady (where available), STAR Early Literacy or STAR Reading, LETRS assessments, running records, Words Their Way Spelling assessments, and writing to create flexible groups based on student skill levels, enabling targeted instruction in small groups.</li> <li>● Provide Tier 1, Tier 2, and Tier 3 services to identified students as outlined in this Reading plan.</li> <li>● Monitor progress of students using CBM assessments and STAR custom assessments to identify skill and strand gaps, adjust instruction, and adapt programming or student placement as needed.</li> </ul>