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

**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.

Varnville Elementary School uses a variety of instructional materials for grades PreK – 3rd to instruct oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade level English/Language Arts standards. PreK uses World of Wonders. Kindergarten through 3rd grade uses Fountas and Pinnell classroom materials (Shared Reading, Interactive Read Alouds, and Guided Reading) and Ready Reading for oral language, fluency, vocabulary, and comprehension. Open Court Green Band is used for phonics instruction for Kindergarten through 3rd grade. Kindergarten through first uses Heggerty for phonological awareness and UFLI for phonics instruction.

Varnville Elementary School assess our students three times a year using iReady Reading and Fountas and Pinnell benchmark assignments. PreK uses myIGDIs to put every child on the path to kindergarten readiness with research-based indicators for early literacy. Kindergarten uses KRA to measure a child’s readiness for kindergarten by evaluating their skills in language and literacy. Embedded in our curriculum materials we utilize Ready Reading Lesson and Unit Assessments as well as Open Court Green Band Weekly and Unit Assessments for all other grade levels.

**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.

Varnville Elementary School uses a variety of assessment materials in the word recognition pathway to support the science of reading structured literacy and foundational literacy skills. Phonological Awareness, Phonics, and Sight Word Recognition are assessed through iReady screening three times a year, Heggerty Observation Data, Open Court Green Band observational data and weekly/unit assessments. Through LETRS training, we have available the PAST Assessment, LETRS Phonics Word Reading Survey, and the LETRS Spelling Screener to utilize for additional data as needed.

Varnville Elementary School uses a variety of curriculum materials in the word recognition pathway to support the science of reading structured literacy and foundational literacy skills. Through Tier 1 Instruction, we use Heggerty and Open Court Green Band. Tier 2, we use UFLI and Open Court Intervention Guide.

**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.

Varnville Elementary School uses universal screener data and diagnostic assessment data from iReady and Fountas and Pinnell to determine targeted pathways of intervention for students in PreK – 3rd. First, we utilize iReady data to group students based on their needs. The identified groups of students are then given domain specific instruction utilizing UFLI, Open Court Intervention Guide, and iReady Tools for Instruction. Fountas and Pinnell Leveled Literacy interventions and guided reading kits are available for teachers to use 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.

Varnville Elementary School has a system in place to help parents to support their student as a reader and writer. Our school sends home the iReady Diagnostic Report to parents to inform them how their child is performing nationality where their child is scoring. This report outlines the areas of strengths and opportunities for growth. We also send a letter home explaining the level their child is currently being instructed at in the class and are invited to conference with the teacher in person or on the phone. Each grade level sends home a weekly newsletter with the focus for reading and writing instruction for the week. The Principal sends home a monthly newsletter as well with a literacy highlight. Teachers also send home Open Court Parent Resources for each unit of focus. We also have a Family Literacy Night to inform our parents on ways to support reading and writing 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.

Varnville Elementary School provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about interventions based on available data to ensure grade-level proficiency in reading. Our school begins by analyzing iReady screener assessment data to determine at-risk students. The targeted students will receive additional services in identified target area utilizing an intervention plan that is monitored for six to eight weeks. If targeted student is showing growth, then the intervention strategy is continued and monitored for progress until grade level proficiency occurs. If targeted student is not showing growth, a school level MTSS team conducts a meeting to determine next steps. The teacher will implement a more intensive intervention. Students are given weekly probes to monitor progress towards grade level proficiency over four to six weeks. If a student still does not make growth, the MTSS team will meet with the support of SPED and parent to discuss whether the student should continue with intervention or referred for further evaluation.

**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.

Varnville Elementary School provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-3rd grade. All teachers had the opportunity to participate in LETRS learning. The Literacy Coach is providing focus support through PLCs and classroom supports with Open Court Green Band and Heggerty. In PLCs, the Literacy Coach will support teachers with a book study on Anita Archer’s “Explicit Instruction.”

**Section G: Analysis of Data**

| **Strengths** | **Possibilities for Growth** |
| --- | --- |
| SC Ready Spring 2024 English Language Arts  88% of students are approaching, meets, or exceeds.  70% of our students are on grade level according to iReady Spring Reading Diagnostic.  11 out of 13 of our teachers who teach Reading completed the LETRS Year Two Training last school year. Our special education teacher has completed Year Two. We have 2 new teachers who will start LETRS Year One this year.  Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. (Interactive Read Alouds, Reading Mini Lessons, Phonics Lessons, Vocabulary Building, Word of the Day, Read Alouds, Guided Reading, Small Group Reading, etc.) Our teachers in grades K through 2nd use UFLI to supplement phonics.  Assessments include screening, diagnostic, and progress monitoring to identify students’ instructional needs. (iReady, Fountas & Pinnell Benchmarks, Open Court) | 1. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume. (Year 3) 2. Implement the Open Court Curriculum. Supplement with Ready Reading. 3. Teachers provide targeted, effective in-class intervention that will provide targeted and intensified individual and small-group instruction. We have grown in this area but still need to continue to grow. Our goal is to change the mindset that intervention happens outside the classroom. We want this mindset instead that intervention starts and continues in the classroom every day. We have grown in the MTSS process as well. We will continue to grow in making sure students receive the services they need. |

**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** |
| --- | --- |
| Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from \_\_\_20\_\_\_ % to \_\_\_\_19\_\_ % in the spring of [previous school year]. | Reduced the students scoring DNM in Spring 2021 from 22% to 12% in Spring 2024. This is the lowest our DNM has been.  Reduced the students scoring DNM in Spring 2021 from 22% to 18% in Spring 2023.  We did not meet this goal in the Spring of 2022. We increased to 22%. This spring we did meet goal by reducing it to 18%. |
| Goal #2:  100% of teachers in grades Kindergarten through 3rd grade will teach phonics and word study daily. The number of students scoring in the red zone/Tier 3 in phonics on iReady will decrease by 3%. | According to iReady Fall 2023 to Fall 2024: Reduced Phonemic Awareness to 8%. Phonics increased to 26%. Open Court is strong in Phonics so that will help us target Phonics.  According to iReady Fall 2022 to Fall 2023:  Reduced Phonemic Awareness Tier 3 students from 13% to 10%.  Reduce Phonics Tier 3 from 27% to 20%. |
| Goal #3:  75% of students in Kindergarten through 3rd grade will meet their iReady typical growth goal. 12% of students in Kindergarten through 3rd grade will meet their stretch growth. | 64% of students met their typical growth (2024)  36% of students met their stretch growth (2024)  61% of students met their typical growth (2023).  29% of students met their stretch growth (2023). |

**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** | **Action Steps** |
| --- | --- |
| Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from \_\_\_12\_\_\_ % to \_\_\_\_\_10\_ % in the spring of 2024. | 1. Use data (iReady, F & P Benchmarks) to determine students who may score DNM in the spring. Determine their area of weakness (phonics, vocabulary, comprehension literal, and comprehension informational). 2. Teachers collaborate and plan how to provide in class interventions for these students to move them from DNM to Approaches. They will target students’ areas of weaknesses as identified on iReady and F & P Benchmarks. Teachers will use iReady Tools for Instruction and Ready Reading to provide interventions. 3. Do a progress check with mid-year data (iReady, F & P) and determine if the interventions are working (progress) or need to be changed. 4. Teachers will track progress through SLO plan and report during mid-year conference with Principal and Literacy Coach. 5. Teachers will teach students test taking strategies and coping skills in the spring of 2025. 6. SC Ready Spring 2025 results will determine if the goal was met. |
| Goal #2:  100% of teachers in grades Kindergarten through 3rd grade will teach phonics and word study daily. The number of students scoring in the red zone/Tier 3 in phonics and phonemic awareness on iReady will decrease by 3%. | 1. LETRS training for new teachers. 2. Target 3 students to provide in class intervention 3. Plan for phonics and word study instruction daily using Open Court Green Band and the **UFLI curriculum** evidenced through collaboration and informal observations. 4. Use iReady progress monitoring tools: word fluency, decoding fluency, and passage reading fluency 5. Teachers use iReady winter data to work collaboratively to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data). 6. Finally, iReady spring data will determine if we had a decreased number of students scoring in the red zone/Tier 3 in phonics. |
| Goal #3:  72% of students in Kindergarten through 3rd grade will meet their iReady typical growth goal. 40% of students in Kindergarten through 3rd grade will meet their stretch growth. | 1. LETRS training for new teachers. 2. Target 3 students to provide in class intervention 3. Plan for phonics and word study, vocabulary, fluency, and comprehension instruction daily evidenced through collaboration and informal observations. Open Court Green Band implemented and Ready Ready as a supplement. 4. Use iReady progress monitoring tools: word fluency, decoding fluency, and passage reading fluency 5. Use Fountas & Pinnell Benchmark data to determine areas of weakness especially in comprehension to guide instruction. 6. Teachers use iReady and Fountas & Pinnell winter data to work collaboratively to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data). |