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?: 9
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year?: 9
- How many teachers in your school are beginning Volume 2 of LETRS this year? 3
- How many CERDEP PreK teachers in your school have completed EC LETRS? 0
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 0

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.
- We will continue implementing state adopted HQIM provided through Savvas myView (K-5) this school year 2025-2026. This will bring consistency and alignment across grade levels. Pre-K has adopted the Frog Street materials to implement.
- As the district wide goal is to create a common curriculum to bring clarity and commonality across the district, our Curriculum Development Teacher Teams are unpacking and creating common units and assessments in literacy using Savvas myView (K-5) and Frog Street (Pre-K).
- Our Pre-K class is implementing Heggerty to teach phonological awareness coupled with Frog Street.
- We will continue to administer the iReady diagnostic three times a year (K-5). This provides data insight for phonological awareness, phonics, high frequency words, vocabulary, and comprehension in both informational and literary text. Teachers further use this data to support small group and intervention. This is planned and discussed weekly during PLC to ensure accountability.
- Additionally, we will continue to administer myIGDIs™ Literacy assessment in Pre-K three times a year by the teacher. It is used to measure the growth and inform instruction in oral language, phonological awareness, alphabet knowledge, and comprehension.

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.
- As a part of Savvas myView HQIM, teachers will continue to use decodeables and the Reading Routines Companion to support the word recognition strand of reading. Teachers are using decodables in K-1 as part of Tier 1 and Tier 2 support. Additionally, the Reading Routines Companion is aligned with the Science of Reading as it explicitly teaches phonological awareness, phonics, vocabulary, and comprehension skills. This is used during Tier 1 and for additional Tier 2 support as well.

- K-3rd grade, Read 180, and special education teachers have incorporated sound walls into their classrooms. This is to be incorporated as part of their foundational lessons. 4th-5th grade students have folders with pictures of the sound wall in it that they can use during reading, writing, or small groups.
- Our 2nd grade and resource teachers are using UFLI to support phoneme/grapheme correspondence as well as learn spelling patterns for phonemes.
- Teachers are learning how to use the PAST tool accompanied with LETRS training. K-1 teachers have used this as another data point to plan for small and intervention groups.
- The iReady diagnostic is administered 3 times/year (K-5). This gives data insight into both word recognition and language comprehension. It tests phonological awareness (K-3), phonics, and high frequency words in regard to word recognition. While for language comprehension, it gathers information about the student's vocabulary and comprehension (both literary and informational text) skills. In K-1, the language comprehension piece is read to them.
- Beginning with kindergarten, iReady My Path also includes opportunities for students to practice phonological awareness, phonics, and high frequency word skills based on how they performed on their iReady diagnostic. This is tailored specifically to their literacy development and what needs they have in each area. This continues through all grades, depending on how students performed in each domain.
- The Literacy Coach and teachers are working with our SDE Literacy Specialist to enhance transfer of LETRS learning into practice through specific PLCs (Professional Learning Communities) and/or during district wide Curriculum Development Teams.
- Depending on multiple data points, some students in grades 3-5 are provided the opportunity for intensive Tier 3 intervention with Read 180. To address the Science or Reading, there are two components of Read 180 - CODE and Comprehension. Students working in CODE are further screened with a Phonics screen to target their decoding and foundational needs.

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.

- Diagnostic assessment used is iReady Diagnostic (K-5) which creates targeted instructional groups as well as individualized instruction via MyPath. The diagnostic generates several reports, one of which is instructional groupings for both reading and math. These group students according to priority and need. For example, group 1 students usually need more support in both phonological awareness and phonics. For grades 3 through 8, a skill based report (Grade-Level Planning report) can also be created. Teachers can determine a skill they are about to teach (prerequisite) or a skill they just taught and students need more instruction. With this skill, students are grouped. The first group are students who should easily acquire this skill, the next group are students who may need additional support, the last group will need more support with both phonics and the skill. While it groups students, it also has passages and thinking maps that are embedded for teachers to use while addressing this skill. The individualized instructional software component, My Path, is determined by the diagnostic. Starting with the domain in which students scored lowest, online lessons at their level are assigned to students. Students' goal is to pass at least two lessons a week.
- Our Pre-K class uses the myIGDIs assessment. The teacher is also working in district-wide teacher teams to create quick assessment checks, aligned with the SC Early Learning Standards, to support this data.

- Using iReady diagnostic data, 15 students (per grade level in grades 3-5) who are not reading on grade level are provided the opportunity for intensive Tier 3 intervention with Read 180. This is an additional 90 minutes of targeted reading intervention in addition to the 110 minutes of Tier 1 literacy instruction with Savvas myView.
- After the spring diagnostic, the Literacy Coach uses iReady diagnostic data to determine third graders (and other grades identified) to attend IGNITE Intersession. This opportunity supports learning in both strands of the reading rope - word recognition and language comprehension. UFLI is to support the Word Recognition rotation and the Comprehension Toolkit is used to support the Language Comprehension rotation.
- Similarly, after fall and winter diagnostics students are identified for literacy support during our Intersession Weeks. The structure used during Summer Reading Camp is duplicated during this opportunity.

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.
- During fall parent conferences and after the winter diagnostic, Parent Diagnostic reports are sent home to show student progress and next steps. This includes data and suggestions as to what parents can do to help their child at home in each domain. In the fall, teachers explain this report and ensure parents understand how their child is performing.
- Documentation of parent notification through parent conferences is made after quarter one. After quarter two, additional information and documentation will be made to parents for students who are not reading on grade level, especially in grade 3 to comply with state laws.
- In Savvas myView, parent letters for each unit explain what the students are learning in both reading and writing.
- Additionally, most teachers send home either a weekly or monthly newsletter in the student's parent folder about what they are learning, including sounds or words they are learning and what they are writing.
- We also incorporated a Literacy Night at our school. Families had an opportunity to engage in different literacy activities, such as creating their own graphic novel, reading with a buddy, sorting CVC words, or participating in mad libs. Parents also had the opportunity to engage in an informational session about "Raising Readers" led by the Literacy Coach and Assistant Principal. We shared how to use Lexile levels and many other tips that parents can do at home to encourage their children to become better readers. While this took place, students listened to a read aloud. We also had the ABBE library and Book Mobile come so families could sign up for a library card and check out a book.

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.
- A goal for our school is to have weekly Data Conversations in PLCs centered around planning and progress monitoring of interventions. Teachers use data and grouping reports to determine skills/areas for enrichment, remediation, or intervention. We discuss how they are teaching it, what resources they are using, how they are progress monitoring students, and what next steps will be based on the progress monitoring results.
- The plans set in place during PLC are used during our WIN (Whatever I Need) time for small group and ERI (enrichment, remediation, and intervention).

- Based on recommendations from iReady research, the district-wide My Path target is for students to complete 45 minutes of instruction a week per subject and pass at least two lessons per week per subject. This is tailored specifically to the student's needs.
- District created data dashboards, school report card data, and other measures are also incorporated into data conversations during PLC, Faculty Meetings, Leadership Meetings, or School Improvement Council to drive the vision and needs of our school. We listen to teachers to gain ideas as to what next steps we can take to improve our areas of need.
- The Read180 program monitors reading growth and achievement through a variety of components: online software component, independent reading quizzes, and workshop checkpoints during Teacher Led small groups.
- Weekly myView Savvas formative assessments are given. The progress checkups assess students in learning on high-frequency words and phonics for the week (K-2), vocabulary words (3-5), listening comprehension (K-1), the reading skills learned throughout the week (2-5), and writing. At the end of each unit, there are three summative assessments given: Project Based Learning/Research, writing, and reading. During week 6, students research a certain topic related to the unit's theme and create a presentation based on that research. Throughout the unit, students learned a certain type of writing (how-to article, informational text, personal narrative, etc.). As a culmination of the unit, students are asked to then write on a new topic of the same type of writing. Finally, a reading assessment is given that mimics the formative assessment but includes all six weeks of learning as well as grammar skills.

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.
- All teachers Pre-K through 5th grade are actively participating in LETRS training through either face-to-face or virtual sessions as well as the online platform, with the exception of those who have already successfully completed the training.
- During weekly PLCs, teachers intentionally plan intervention and small group lessons based on student data around reading skills, including word recognition and language comprehension, further enhancing their knowledge.
- Each month, Curriculum Development Teams meet to localize a common curriculum for our district using the HQIM Savvas myView. A teacher leader from each grade level participates to collaborate with other teachers, gain clarity of foundational literacy skills and new SCCCR ELA Standards, and share with colleagues at our school.
- The Literacy coach and teachers are meeting with Brittany Daniels, SDE Literacy Specialist, to learn more about the science of reading and literacy skills throughout the school year.

Section G: Analysis of Data

Strengths	Possibilities for Growth
9 out of 20 faculty have completed LETRS training. - According to iReady diagnostic data, High Frequency Words is a stronger area. - With the addition of 5 new K-5 teachers, the Literacy Coach supported them in using the Savvas myView HQIM through a one-day training in advance to school starting. Additionally, weekly learning walks are occurring to ensure teachers are using the program effectively. - Using our district wide protocol (GPS) to gather qualitative data from stakeholders, the teachers appreciate the collaboration of teacher teams and the clarity that it brings. - According to the 2024-2025 School Report Card, Douglas earned a "Good" rating in Student Progress. In all areas within Student Progress we were higher than the state and in all but one area we were higher than the district - In 2023, 51% of third grade students scored Not Met on SC Ready ELA. In 2024, we reduced that percentage to 38% (surpassing our goal by 10%). In 2025, we reduced that percentage again to 15.6% of third grade students scoring Not Met. - In 2024, only 27.1% of our students in grades 3-5 scored Meet or Exceeds on the SC Ready ELA test. In 2025, 42.1% of our	- According to iReady diagnostic data, vocabulary is an area which needs additional support. - According to iReady diagnostic data, comprehension in informational text is an area in which needs additional support. - According to iReady diagnostic data, phonics in grades K-2 is an area in which needs additional support. - In 2025, only 7.8% of our grades 3-5 students scored Exceeds expectations on SC Ready ELA test. - Typical student growth according to iReady diagnostic is 65%. 59% of our students showed typical growth. So, we would like to increase this percentage. - According to classroom observation data, the transfer of LETRS practice can be increased. For example, incorporating the sound wall in foundational lessons. - According to teacher feedback, writing is an area of possible growth as many students are struggling to write on grade level. This is mirrored in our SC Ready 2025 Writing data as 44% of our students in grade 3, 24% in grade 4, and 45% in grade 5 are low performing.

Strengths	Possibilities for Growth
students in grades 3-5 scored Meet or Exceeds on the SC Ready ELA test. ● During the 2024-2025 school year, we increased the percentage of students on grade level from 16% in the Fall 2024 to 49% in the Spring 2025 according to the iReady Reading diagnostic. ● During the 2024-2025 school year, we reduced the number of students scoring two or more grade levels below from 35% in the Fall 2024 to 15% in the Spring 2025 according to the iReady Reading diagnostic. ● By the end of the 2024-2025 school year, 86% of kindergarteners scored early on or mid/above grade level according to the iReady Reading diagnostic. ● During the 2024-2025 school year, 59% of students met their typical growth (a year's worth of growth) and 26% of students met their stretch growth (more than a year's worth of growth) according to the iReady Reading diagnostic. Fourth grade grew the most with 41% of their students meeting their stretch growth. ● All teachers K-3rd grade and Special Education have Sound Walls in their classroom.	

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 2024 as determined by SC READY from 38% to 35% in the spring of 2025.	We exceeded our goal. The percentage of third graders scoring Does Not Meet in the spring of 2024 to spring of 2025 as determined by SCREADY was reduced from 38% to 16%
Goal #2: Reduce the percentage of students in grades K-2 scoring two or more grade levels below in Phonics in the fall of 2024 as determined by iReady from 31% to 28% in the Spring of 2025.	We exceeded our goal. The percentage of K-2 students scoring two or more grade levels below in Phonics as determined by iReady Reading Diagnostic was reduced from 31% to 10%.
Goal #3: Reduce the percentage of students in grades 3-5 scoring two or more grade levels below in Vocabulary in the fall of 2024 as determined by iReady from 52% to 48% in the Spring of 2025.	We exceeded our goal. The percentage of 3-5 students scoring two or more grade levels below in Vocabulary as determined by iReady Reading Diagnostic was reduced from 52% to 26%.

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): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC Ready from 25% to 28% in the spring of 2026.	Continued observation by the administration and Literacy Coach ensuring the implementation of Savvas myView during the Reading and Writing blocks. Data is collected using our district's common observation tool within the Classroom Mosaic platform. This feedback is immediately shared with teachers. Teachers and observers meet afterwards to provide feedback and implement feedback in future lessons.
Goal #2: Reduce the percentage of students in grades K-2 scoring one or more grade levels below in Phonics in the fall of 2025 as determined by iReady from 87.5% to 75% in the spring of 2026.	Continued modeling and co-teaching support in each of the literacy strands to further support teachers in continuous growth. Training teachers on the correct pronunciation of sounds; how to have students tap out sounds; how to help students encode when writing; how to incorporate the vocabulary structure taught in LETRS within Savvas.
Goal #3: Reduce the percentage of students in grades 3-5 scoring two or more grade levels below in Informational Text in the fall of 2025 as determined by iReady from 50.7% to 40% in the Spring of 2025.	Continued planning for intervention and small groups occur to ensure accountability and the use of data driven instruction (from iReady diagnostic and My Path). The district will create a common observation tool with Classroom Mosaic so we can collect data.

Increase the use of sound walls in K-3 classrooms (and special education) and ensure consistency with K-1 uncovering the graphemes as they are taught throughout the year.

Continue to monitor and reflect on student usage of weekly My Path by teachers providing administration with weekly reflection sheets. The goal is to reach at least 45 minutes and pass at least two lessons per week in Reading. A mid-week check in is completed during the first five minutes of PLC as well. The principal gives oral feedback to teachers during PLC and written feedback on their reflection sheets. |

Goals	Action Steps
	Continue monitoring student growth after each diagnostic in each subject and domain. If it appears a student has dropped in a domain, we check to see that the My Path lessons haven't dropped and if so we readjust them to where they were at the highest point to continue to grow and challenge them.
	Continue localizing and building clarity in ELA Curriculum Development Teams. Six teachers (one per grade level K-5) attend ELA Curriculum Development Teams at the beginning of each unit to work collaboratively with other grade level teachers while building a common curriculum using the HQIM Savvas myView program as the driving force.
	Continue exposing and analyzing informational text with students as Savvas myView program alternates between the types of genre students read and analyze.
	Continue supporting LETRS training with teachers new to the school in grades K-5 or ML and resource teachers.
	Continue monitoring iReady My Path, ensuring students have experiences with phonics (K-3) and informational text (K-5). My Path alternates between domains as students progress within each domain. These domains include phonological awareness (K-2), phonics (K-3), high frequency words, vocabulary, and comprehension. Within the comprehension domain, it alternates between literary and informational text; so students receive personalized instruction in all areas of reading.
	Continue training and having data chats with students to create personalized growth goals using iReady diagnostic scores and typical/stretch growth projections. This increases intrinsic motivation.

Goals	Action Steps
	Teachers also motivate students to consistently meet their weekly My Path goal through a variety of strategies. The school's leadership team also creates incentives for the Winter and Spring diagnostics based on growth and achievement.