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

The passage of Act 114 updates The Read to Succeed Act by requiring schools and districts to prepare comprehensive reading proficiency plans that are *aligned to the science of reading, structured literacy and foundational literacy skills*. This reading plan prompts schools and districts to respond in a narrative format. For more information about reading plan requirements, along with a hard copy of the full questions and directions on how to complete both the district and school surveys, please visit the reading plan homepage at: https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed/reading-plans-state-district-and-school/.

Important notes:

- **This reading plan reflects the updated law as well as the state's implementation of Multi-Tiered System of Supports (MTSS). Please use only the updated reading plan documents when completing this year's survey.**
- **This survey also includes questions about the total number of LETRS completers in your school.**

After completing the form, you will receive a confirmation email with your responses. Please submit your survey by October 14, 2025.

Directions: Please provide a narrative response for Sections A-I.

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.

In grades 1-5, Irmo Elementary utilizes NWEA© MAP, which significantly supports instruction that helps students meet South Carolina's grade-level standards. This assessment adapts to each student's performance, allowing our teachers to obtain a personalized learning profile that identifies areas where students excel and need additional support. MAP Reading includes a focus on vocabulary development, providing teachers with information about students' strengths and weaknesses in understanding and using academic and content-area vocabulary. This data allows for differentiated vocabulary instruction, meeting individual needs and promoting deeper comprehension of texts. MAP Reading provides detailed reports on comprehension skills by assessing students' ability to understand texts at various levels of complexity. This data informs instruction, enabling teachers to focus on comprehension strategies and text types that align with South Carolina's ELA standards.

At Irmo Elementary School, we use several district-wide assessments. Teachers assess all general education students in grades K-5 with the Savvas© myView Literacy Unit Tests, designed to assess a wide range of reading and language skills that align with grade-level English/Language Arts (ELA) standards. These assessments help teachers evaluate students' performance in key literacy components—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—and provide targeted instruction to ensure all students at Irmo Elementary develop the skills they need to meet grade-level expectations.

Oral Language

- Assessment Focus: MyView Unit Tests assess oral language development by incorporating speaking and listening components that require students to engage in discussions, explain their thinking, and interpret spoken information.
- Instructional Support: Teachers use the assessment data to evaluate students' ability to articulate their ideas clearly and understand spoken text, which supports oral communication and comprehension. This focus on oral language development helps students better process and discuss the texts they read, an essential part of the ELA standards.

Phonological Awareness

- Assessment Focus: For younger students, myView Unit Tests assess phonological awareness by evaluating their ability to recognize and manipulate sounds in words, such as identifying syllables, rhymes, and phonemes.
- Instructional Support: Based on the assessment data, teachers can implement targeted activities, such as sound segmentation or blending exercises, to support students who struggle to recognize sounds. Strengthening phonological awareness is critical for early reading development and lays the foundation for phonics instruction.

Phonics

- Assessment Focus: MyView Unit Tests assess phonics skills by evaluating students' understanding of letter-sound relationships, their ability to decode unfamiliar words, and their use of spelling patterns.
- Instructional Support: Teachers use the results to differentiate phonics instruction, ensuring students master decoding and spelling words effectively. This supports the development of accurate word recognition, an essential part of becoming a fluent reader and meeting grade-level expectations.

Fluency

- Assessment Focus: Fluency is a key part of myView assessments, where we evaluate students' reading speed, accuracy, and expression. The assessment includes oral reading passages to assess the student's ability to read smoothly and with appropriate pacing.
- Instructional Support: Teachers can use fluency assessment data to identify students who need additional practice in oral reading fluency. Interventions may include repeated reading exercises, guided oral reading, or modeling fluent reading, all aligned with school goals of improving overall reading proficiency.

Vocabulary

- Assessment Focus: MyView Unit Tests include vocabulary assessments that measure students' understanding of academic vocabulary and their ability to use context clues to determine word meanings. These assessments cover a variety of vocabulary skills, including word usage,

meanings, and morphology (roots, prefixes, and suffixes). NWEA© MAP reports break down performance by instructional areas, such as vocabulary. This granularity allows teachers to pinpoint specific areas where a student excels or struggles, which can guide targeted interventions or enrichment.

- Instructional Support: Based on vocabulary assessment results, teachers can tailor vocabulary instruction to the needs of individual students or groups. This may include direct instruction of new words, explicit teaching of word-learning strategies, or vocabulary games that deepen word knowledge, supporting overall text comprehension. The NWEA© Reports provide teachers with specific areas for improvement to guide instruction.

Comprehension

- Assessment Focus: Comprehension is central to myView Unit Tests and NWEA© MAP, which assess students' ability to understand and analyze fiction and nonfiction texts. These assessments provide specific data regarding mastering comprehension skills, such as summarizing, making inferences, understanding main ideas, comparing and contrasting information, and drawing conclusions.
- Instructional Support: Teachers use the comprehension data to provide targeted instruction in specific comprehension strategies. For students who struggle with understanding texts, interventions may include teaching specific reading strategies (e.g., questioning, predicting, summarizing) or providing additional practice with complex texts. Teachers can differentiate comprehension instruction to ensure all students are developing the critical thinking and text analysis skills necessary to meet grade-level ELA standards. The NWEA© DesCarte allows teachers to group students by needs and provide instructional support and acceleration.

Alignment with Grade-Level ELA Standards

- Standards-Based Assessments: myView Unit Tests and MAP assessments are carefully aligned with state and district ELA standards, ensuring that the assessments measure the specific skills and knowledge students will master at each grade level. The tests cover key literacy components in a balanced way, ensuring that we assess students on foundational reading skills and higher-level comprehension and critical thinking skills.
- Instructional Planning: The assessment data from both tools help teachers plan lessons aligned with grade-level expectations. This supports teachers in providing differentiated instruction, interventions, and enrichment to help all students progress toward meeting or exceeding ELA standards.

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.

Science of Reading Alignment

FastBridge©

- Research-Based Assessments: FastBridge© assessments, including those used in FASTtrack© Reading, are designed to measure the core components of the science of reading. These assessments focus on phonological awareness, phonics, fluency, vocabulary, and comprehension—skills essential for students to develop proficiency in reading
    - Phonological Awareness and Phonics: FastBridge© assessments specifically address these foundational skills by diagnosing students' abilities to manipulate sounds and decode words, aligning with the science of reading's emphasis on early literacy skills.
    - Progress Monitoring: The frequent assessments help teachers monitor student growth in reading and ensure that instructional practices are evidence-based. The frequency allows teachers to adjust teaching strategies to ensure alignment with how students naturally learn to read.

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Structured Literacy Approach

FastBridge©

- Explicit and Systematic Assessments: FastBridge© reading assessments provide a clear and systematic framework for evaluating students' progress in foundational literacy skills. The data-driven approach ensures teachers can give structured interventions based on specific skill gaps, a hallmark of structured literacy.
- Instructional Alignment: Based on FastBridge© assessment results, teachers can implement structured literacy interventions targeting skills like phonemic awareness, phonics, and fluency. The assessments are designed to give precise information on where students need explicit instruction, ensuring that instruction is cumulative and based on individual needs.

Savvas© myView Literacy

- Systematic Skill Development: myView follows a structured literacy approach by systematically teaching reading skills in a logical sequence. It begins with phonemic awareness and phonics in the early grades and builds toward fluency and comprehension. The cumulative curriculum builds on previously taught concepts to ensure mastery before moving on to more complex skills.
- Explicit Instruction: Teachers use explicit, direct instruction methods to teach foundational reading skills. For example, lessons explicitly teach letter-sound relationships and word decoding and include guided practice to ensure students fully grasp each concept.
- Multisensory Learning: MyView incorporates multisensory activities, a key element of structured literacy, to engage students in learning phonological and phonics skills. This approach supports students, particularly those with dyslexia or other reading difficulties, by reinforcing learning through visual, auditory, and kinesthetic methods.

Foundational Literacy Skills

FastBridge©

- Foundational Literacy Assessments: FastBridge© suite of assessments—particularly those in FASTtrack Reading—are designed to measure foundational literacy skills from kindergarten through elementary grades. The assessments target phonological awareness, phonics, and fluency, critical for early reading success.
    - Intervention and Differentiation: FastBridge© assessment data helps teachers identify students at risk for reading difficulties and provides diagnostic information to guide interventions that target foundational skills. This ensures that instruction is focused on building a solid literacy foundation for all students.

Savvas© myView Literacy

- Emphasis on Foundational Skills: MyView Literacy’s curriculum heavily emphasizes foundational literacy skills, particularly in the primary grades. Students receive instruction in phonemic awareness, phonics, and word recognition skills, all aligned with the foundational literacy model supported by the science of reading.

- Phonics and Word Study: The program includes systematic word study activities, focusing on letter-sound relationships, blending, and decoding skills. This focus on phonics is critical for developing fluent readers and is key to meeting grade-level reading standards.
- Comprehensive Reading Instruction: Vocabulary and comprehension instruction are integrated into foundational skills lessons, helping students apply their decoding skills to understanding and interpreting text. This holistic approach ensures that as students master foundational skills, they develop the higher-order thinking necessary for grade-level reading comprehension.

FastBridge© and **Savvas© myView Literacy** are deeply aligned with the science of reading, structured literacy, and foundational literacy skills. FastBridge© data-driven assessments allow for precise, targeted instruction, while Savvas© myView's curriculum emphasizes explicit, systematic, and cumulative literacy instruction. Together, they provide comprehensive support for all school students, ensuring that reading instruction is rooted in research-based best practices and focused on building the essential skills for literacy success.

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.

All kindergarten and first-grade students are screened three times per year with Renaissance FastBridge© universal screeners. Students previously in intervention or identified via other data, such as NWEA© MAP, are also screened for additional information and to determine an instructional pathway. FASTtrack Reading simplifies and streamlines the process of reading assessments for teachers and provides easy access to the most appropriate screening tools for each grade level. All second through fifth-grade students are assessed three times per year with NWEA© MAP. Additionally, kindergarten through fifth-grade students are assessed via Savvas© myView Unit Assessments. These interim assessments provide additional diagnostic data.

Intervention Screening Assessments
Grade-Level Specificity: FASTtrack© Reading includes pre-selected assessments tailored to each grade level. FastBridge© has identified the assessments that best predict future reading performance and provide meaningful data for instructional decision-making.
Universal Screening: These assessments are designed to be used three times a year (fall, winter, and spring), making them part of a universal screening process to monitor students' progress over time. This ensures teachers can detect potential reading difficulties early and adjust instruction as needed. The screeners include phonological awareness, phonics, oral reading fluency, vocabulary, and comprehension.
Screening to Intervention Report for Reading (s2i-R): Once students have completed the assessments, the Screening to Intervention Report for Reading (s2i-R) provides an actionable summary of the results. This report includes several critical features:

- Performance Overview: Teachers can quickly view students' performance on specific and general reading assessments. The s2i-R helps identify students who are performing at or above grade level and those who may be at risk for reading difficulties.
- Instructional Recommendations: The report provides data but also recommends instructional plans. The assessment data suggests specific interventions or instructional strategies tailored to each student's needs, including small-group or targeted interventions.
- Tiered Intervention Support: The s2i-R links performance to the Multi-Tiered System of Support (MTSS) framework, showing which students require Tier 1, Tier 2, or Tier 3 interventions. Diagnostic Assessment for Intervention
- The report also provides recommendations for progress monitoring. After implementing interventions, teachers can use follow-up assessments and FastBridge© progress monitoring features to track student improvement.

In addition to FastBridge©, the district-adopted English Language Arts textbook for elementary students provides assessment and instruction as a part of the materials. The Savvas© myFocus Intervention is primarily used in Tier 1. The intervention component is designed to support students who struggle with reading by providing targeted, data-driven instruction and interventions.

Universal Screening and Diagnosis: Savvas© myFocus includes assessments that teachers can administer to screen all students, typically multiple times a year (fall, winter, spring), similar to FASTtrack Reading. These assessments help identify students who are not meeting grade-level expectations in reading with ELA standards/indicator specificity. Beyond basic screening, Savvas© myFocus offers diagnostic tools to pinpoint specific reading skill deficits. The platform assesses all five key areas. (PA, Phonics, Fluency, Vocabulary, and Comprehension).

Intervention for Struggling Readers: We have targeted intervention plans for students who fail to demonstrate grade-level proficiency. Savvas© myFocus provides intervention plans tailored to the specific skills that need improvement. The program uses diagnostic data to ensure that students receive the appropriate level of support, whether they need additional practice in phonics, fluency, or comprehension. The interventions also include scaffolded support through instruction that helps students build confidence and develop mastery of the reading skills. Teachers can gradually increase the complexity of the tasks as students improve.

Progress Monitoring: Teachers can regularly assess students' progress using built-in progress monitoring tools. Savvas© myFocus tracks student performance on specific reading skills over time, allowing teachers to evaluate the effectiveness of interventions and adjust instruction as needed. The program includes dashboards and reports that enable teachers to quickly view student progress at individual and group levels. This data helps ensure that students are making adequate progress and receiving the right level of support.

The NWEA©MAPGrowthReport is a vital tool that helps teachers monitor students' progress and plan instruction. It provides detailed, data-driven insights into each student's academic growth and performance to their peers and grade-level expectations. The reports provide the following information: Individualized Growth Data, Instructional Levels to include RIT scores linked to learning statements, student's individual Zone of Proximal Development, Growth Projects and Goals which are nationally normed and aligned to SC READY, Diagnostic Information including strengths and weaknesses, subgroup analysis such as English language learners, students with disabilities, and other demographic groups.

Based on MAP Growth data, teachers can create flexible grouping strategies for small group instruction, tailoring lessons to the needs of students at similar instructional levels. The report aligns students' performance data with state standards, including South Carolina's ELA standards. Teachers can use this alignment to ensure their instruction targets the standards and skills required for grade-level mastery.

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.

Parent Communication
ELEMENTARY

- Teachers share MAP Growth reports with parents to provide insight into their child's progress. The data allows parents to understand their child's academic strengths, areas for improvement, and growth compared to national averages. This fosters a collaborative relationship between teachers and parents in supporting student learning.
- The Savvas© myFocus Intervention platform provides easy-to-understand reports that teachers can share with parents, helping foster a partnership between school and home to support student reading progress.
- Parent Curriculum Nights are held at each elementary school to provide parents with necessary information regarding Act 114, district curriculum, and parent support for children.
- Parents receive Interim Reports and Report Cards with additional information about student progress. In grades K-2, parents receive the success criteria for each subject area and learning target. Teachers communicate through weekly newsletters, which provide parents with information about the current focus of teaching and learning.
- When indicated, teachers notify parents of student needs and ways parents can support the child.

Section E: Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

ELEMENTARY

Continuous Monitoring and Support

- The district has a system of continuous monitoring to assess the effectiveness of the training and the implementation of the SOR strategies in classrooms. Teachers will receive feedback through classroom observations, and assessment data will be used to adjust instruction and support where necessary. Additionally, the district ELA Coordinator will continue to support school administrators and coaches in using SOR strategies, the district curriculum, and intervention. The Director of Elementary Education meets with each school leadership team three times per year to discuss data and strategies for improvement.
- Teachers also have access to ongoing resources, such as professional learning communities (PLCs) and workshops, to stay updated on best practices in reading instruction and further deepen their understanding of foundational literacy skills.

Section F: Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundations literacy skills to support reading achievement for all students.

To support reading achievement for all students, the district is implementing a comprehensive teacher training program focused on the science of reading (SOR), structured literacy, and foundational literacy skills. This program will ensure that teachers, reading coaches, and administrators are well-equipped to implement evidence-based reading instruction.

Lexia LETRS© Training and Certification

- All K-3teachers, reading coaches, and administrators must either have completed or be in the process of completing Lexia LETRS© (Language Essentials for Teachers of Reading and Spelling) training and certification. This rigorous training program is grounded in the science of reading and provides participants with a deep understanding of how children learn to read, including:

The training focuses on structured literacy, teaching educators how to provide explicit, systematic, and diagnostic reading instruction that aligns with the research on how students develop literacy skills. This approach supports all students, including those with dyslexia or other reading challenges.

- Coaching Support: School-based reading coaches are actively supporting participants through regularly scheduled sessions. These sessions are collaborative opportunities for teachers and administrators to discuss and reflect on the training material, share best practices, and receive guidance on implementing SOR instructional strategies in their classrooms.

Training on Savvas© myView Literacy Curriculum

- The district has conducted multiple training sessions for K-5 teachers and administrators to introduce the new Savvas© myView Literacy curriculum. These training sessions focus on familiarizing teachers with the curriculum's structured literacy components and its alignment with the science of reading.
- Hands-On Implementation Training: Teachers are trained in using the curriculum's resources to deliver effective instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, ensuring that all foundational literacy skills are addressed in alignment with state standards. Reading coaches provide demonstrations and support teachers in this first year of implementation.
- The District ELA Coordinator has provided additional training and support for coaches and administrators and will continue to provide support as questions arise.

Ongoing Professional Development for Coaches and District Personnel

- Reading and instructional coaches will receive additional, specialized training to further support teachers in implementing the new Savvas© myView Literacy textbook and curriculum. This ensures that coaches are fully prepared to assist teachers in integrating structured literacy strategies into their daily instruction.
- Coaches will also play a key role in providing ongoing professional development and support throughout the year, helping teachers troubleshoot challenges, refine their instructional practices, and implement interventions for struggling readers based on assessment data.

Collaboration and Implementation Support through PLCs

- The district emphasizes collaborative learning among teachers. Through professional learning communities, peer discussions, and coaching, teachers will have opportunities to share insights from their LETRS© training and myView Literacy implementation, allowing them to learn from one another's experiences and refine their instructional practices.
- Structured Literacy Focus: Teachers will collaborate on applying structured literacy techniques, ensuring that reading instruction is explicit, systematic, and aligned with research-based best practices. Coaches will lead these collaborative sessions to reinforce teachers' understanding and application of these strategies.

District and School Administrator Training

- School and district administrators are also part of the LETRS© training process. This ensures they have a strong understanding of the science of reading, allowing them to effectively support teachers, monitor implementation, and make informed decisions about reading instruction and intervention at the school and district levels.
- Administrators will work closely with reading and instructional coaches to provide strategic leadership and ensure that all instructional practices are aligned with the science of reading.

By providing comprehensive training through Lexia LETRS© certification, structured coaching support, and multiple opportunities for professional development on the Savvas© myView Literacy curriculum, the district ensures that all K-3 teachers, coaches, and administrators are well-prepared to implement the science of reading strategies. This approach will foster a strong foundation in reading for all students, ensuring they meet or exceed grade-level expectations in English Language Arts.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• PLC (weekly) and vertical collaboration PD allow opportunities to address standards, student needs, and plan for instruction based upon this data and dialogue. • RTI conversations and reading coach participation in PLC's support common instructional language and strategy sharing to meet needs of readers and match instructional goals in multiple areas of instruction (classroom and intervention). • "Growth Groups" occur 30 minutes daily in addition to 90 minutes of ELA instruction on 100% of grade level schedules. • Teachers conference with readers and writers during independent practice as evidenced by anecdotal records. This continues to be a focus to gather data and offer effective feedback in a timely instructional manner.	• Teachers will continue to implement strategic small group instruction or one on one instruction with specified outcomes and anecdotal notes including small group and individual conferences. Specific instructional language from PLC's will be implemented in this small group, focused instruction. • Teachers will utilize the tools and strategies taught during the professional development of word study and phonemic awareness within their classroom (whole group and small group instruction). • Teachers will apply their learning through LETRS Volume 1 and 2.

Strengths	Possibilities for Growth
● Teachers continue to focus on mini lessons that will enhance and not interfere with authentic reading and writing practice. ● Teacher focused professional development on word study and phonemic awareness for K-5.	

LETRS Questions:

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?:22
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?:1
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year?:13
- How many eligible teachers in your school are beginning Volume 2 of LETRS this year?:22
- How many CERDEP PreK teachers in your school have completed EC LETRS?:1
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year?:0

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 **10.4%** to **9.4%** in the spring of 2025.	Progress: Goal Not Met **17.9 %** of third graders scored Does Not Meet in Spring of 2025 on SC Ready. Totaling 14/78.

Goals	Progress
Goal #2: By spring of 2025, we will provide challenging curricula focused on the academic development of college and career readiness of all students as measured by students in grades 2-5 having a median student conditional growth percentile of **55% or above** in ELA on the Spring MAP assessment.	Progress: Goal Met In spring of 2025, we had a median conditional growth percentile of **59%**. We worked with teachers to create small groups based on prioritized needs. We used the Learning Continuum RIT bands to guide instructional grouping decisions.
Goal #3: By Spring of 2025, we will provide intensive reading intervention (Tier 2) as measured by students in grades 1-5 having a median conditional growth percentile of **57% or above** in ELA on the Spring MAP assessment.	Progress: Goal Not Met In Spring of 2025, students in Tier 2 intervention in grades 1-5 had a median conditional growth percentile of **45.7%** in ELA on the Spring MAP assessment.

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. Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level. Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. All goals should align with academic growth or achievement. Schools must provide a minimum of two goals.
- The Reading Plan may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of (previous school year) as determined by SC Ready Reading from _64.1 _% to _66.1 _% in the spring of 2026.	Now that we have implemented the Savvas© , myView curriculum for one year, our teachers understand the instructional pace and progress monitoring resources and are monitoring and adjusting instruction. Reading Coaches and teacher leaders have created pacing guides to ensure the Savvas© curriculum is used with fidelity, including ensuring that teachers have access to item analysis resources for unit tests and progress monitoring. Our reading coaches support our teachers in implementing the new textbook and the 2024 South Carolina College- and Career-Ready Standards. All K-3 teachers, interventionists, SPED resource teachers, reading coaches, district and school administrators have completed or are enrolled in LETRS© Vol 2 training. Phase 5 includes middle school SPED teachers and all MLL teachers. Our coaches are supporting teachers in implementing the LETRS strategies. We are encouraged by the participants' responses and believe this will impact our SC READY data. These students and others who scored in the lowest 25th percentile on the 2025 Fall MAP are on school watchlists for core intervention and possible Tier 2 and Tier 3A interventions. The Director of Elementary Education has also met with school administrators and instructional leadership teams to discuss school data. Our Director of Elementary Education will continue to meet with school teams to monitor progress. We will continue to focus of professional development at the school and district levels. The ELA Coordinator will also utilize materials and professional development resources from the Office of Assessment and Academics. To ensure that all students accelerate, we will continue to focus on small group instruction in core instruction and provide Tier 1 support.

Goals	Action Steps
Goal #2: Students in grades 2-5 will have a Median Student Growth Percentile of 61% or above on MAP Growth Reading by Spring of 2026.	We will provide challenging curricula focused on all students' academic development and college and career readiness. We will continue implementing Professional Learning Communities (PLCs) to foster the discussion of individual student needs and how best to meet those needs within the classroom setting. As a part of PLCs, we will utilize district-created success criteria aligned with the adopted curriculum to select and administer appropriate classroom assessments. We believe the use of success criteria will support more explicit instruction of each standard indicator.
Goal #3: By the end of the Spring of 2026, 65% of students in grades 1–5 who have been served for at least 60 days will demonstrate at least 9 months of reading growth, as measured by Fountas & Pinnell (F/P) text level assessments.	• Explicit intervention plans are created for students based on their FastBridge Screener with the focus areas of Phonemic Awareness and Phonics. • Students are progress monitored bi-weekly and plans are adjusted based on data that is collected at each screening benchmark (BOY, MOY, EOY). • Reading Interventionist, Reading Coach, and Classroom teachers discuss students' progress regularly and find ways to support the transfer of application from reading intervention to the classroom.