

LETRS Questions:

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS: 1 teacher has only completed Volume 1.
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS: 17 teachers have completed Volumes 1 and 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): 15

Five Pillars of Reading Instruction:

Describe how reading assessment and instruction for all 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.

Research-based reading assessments and instruction for all preK-5th grade students is something that is non-negotiable at our school. With the numerous resources we have available, we are able to make sure that the instruction includes oral language, phonological awareness, phonics, fluency, vocabulary and comprehension of texts to make sure that grade level standards are not only being addressed, but also being mastered. Some of the instructional tools we use are: UFLI instruction, decodable texts (generated from Savvas materials), Hand2Mind kits across the grade level, iReady resources, LETRS knowledge from K-3 teachers, Savvas materials and approved assessments that coincide with these tools. Instruction must be done using research-based methods and tools to ensure that it is being delivered with appropriate rigor and at the level of the standard being addressed.

In our building, assessment is ongoing, using formal and informal measures to monitor progress across all areas of literacy. Data from phonics screeners, fluency checks, comprehension assessments, classroom observations, and iReady Diagnostic assessments guide instruction. By integrating UFLI phonics instruction, SAVVAS curriculum, and instruction in fluency, vocabulary, and comprehension, our school ensures that all students have the skills and strategies they need to become proficient readers and to meet grade-level ELA standards.

Foundational Literacy Skills Continued:

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.*

Word recognition assessment and instruction, aligned with the science of reading and structured literacy, are essential for developing foundational literacy skills in PreK-5th grade students. Using tools like UFLI assessments, PAST assessments and iReady assessments, teachers can identify students' strengths and weaknesses in recognizing words. This understanding allows teachers to provide targeted instruction that builds students' ability to decode and recognize words, which is crucial for fluent reading and comprehension. Our teachers make sure that their assessments cover these skills and further use that data to strengthen their classroom instruction. We are focused on using high quality instructional materials in our classrooms for instruction as well as assessments.

Intervention:

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.

Our school uses iReady as our universal screener and diagnostic assessment. While this assessment is still newer for our teachers, we have trained teachers on how to truly dive into this data and drive their instruction forward using the data. Teachers are also trained on using the PAST assessment from LETRS training. The PAST gives a more accurate representation of where students are specifically with phonemic awareness and phonics across the board. This assessment helps to determine targeted pathways of intervention for students who may be below grade level.

For students scoring below grade level on iReady, we have an interventionist that provides explicit instruction for students in 1st and 2nd grade, as well as another interventionist providing explicit support for students in grades 3-5. These interventionists are able to spend time in a small group setting meeting these students' needs in a targeted approach to help close gaps.

Supporting Literacy at Home:

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.

At our school, we are committed to help bridge the gap between school and home by offering a variety of resources and opportunities to foster parent support, specifically in the areas of Reading and Writing. We host parent nights at school and give a variety of printed resources to parents, as well as supplying them with home/school backpacks for the individual grade levels in the building. These backpacks have academic activities, suggestions and directions for parents to easily understand the best ways to support their child at home. We also send home/school connection newsletters with information for parents. We are also implementing grade level parent nights at our school so that we can meet specific parent needs at the exact grade levels of the students. Parents are also presented with a variety of support and strategies when they attend MTSS meetings in our building. We are committed to making sure that our parents have the tools they need to help students succeed and that they truly understand the expectations moving forward for their children.

Progress Monitoring:

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.

To ensure grade-level proficiency in reading, our school provides a variety of tools and interventions to monitor progress. Teachers use cold text assessments found in the Savvas curriculum, as well as their progress checks and quizzes to monitor student achievement in their classrooms on a consistent basis. They use the post assessments in Savvas (district-wide) to assess students and then have regular data conversations to analyze the results. As a school, we use iReady data to track student achievement and to ensure that teachers are analyzing what students have as strengths and weaknesses in academic areas. These personalized learning platform in iReady is also a great tool to have parents support students at home. The school also sets the expectation of goal setting with the teachers, which in turn allows teachers to have goal-setting conversations with their students. Having teachers truly be accountable for what is being done with their students and what needs to be done provides them with a sense of ownership and accountability, which should ultimately increase the overall achievement.

Teacher Training:

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

Teachers have been trained based on the science of reading and foundational literacy skills to support all students in preK-5th grade. 17 of our teachers in K-3 have been fully trained in the two years of the LETRS program and we have 15 starting this year. We feel that adding teachers in 4th/5th grade to this training will give us even more success as a building to help close the gaps in these upper grades. As a building, we are able to see a shift in instruction and mindset as these teachers are using their knowledge gained in this program to further their Reading instruction. We have also trained teachers on the UFLI program, as well as the use of the Hand2Mind kits; both resources lean into the science of reading practices which further support the SC Standards. We also employ two reading interventionists (1st-2nd grade and 3rd-5th grade) in our building. By having these interventionists using their tools and plans also aligned with foundational literacy skills & the science of reading, these skills are being reinforced in a small group setting and truly have an impact on instruction. These interventionists work intentionally throughout the MTSS process and drive their instruction with data and the use of data based programs that align with the Science of Reading in their intervention services. Students benefit from these intervention services greatly and our data shows that year after year.

Analysis of Data

Strengths	Possibilities for Growth
• As a school, JL Cain's procedures and policies for planning and analyzing standards is an overall strength. The teachers in the building do a great job collaborating, reflecting, and planning for instruction as a team. • Professional Development and learning opportunities provided for teachers are meaningful and beneficial for them in providing resources and support. Teachers excel in using their information gained from professional development to make informed decisions in their classroom to best fit the academic needs of their students. • Data Analysis has become a strength in our school as well. Teachers have become proficient in analyzing data and recognizing what to do with this to change their classroom instruction. • Grade levels at JL Cain collaborate and work as teams effectively and efficiently.	• As a school, we need to continue to ensure that classroom instruction is data driven and that it is flexible to change based on various data points, using iReady assessments. • We would like to improve our 4th and 5th grade scores on SC Ready, specifically in Writing. • We would like to continue to focus on planning for effective small groups, using The Science of Reading and new standards as a foundation model. This will include ensuring small group instruction is solid and that instruction is differentiated in the classroom. We are still working on this as a school to make sure the timing is correct; the rigor is there, and the types of activities make sense for the classroom and are standards based. Teachers need to recognize and show that these groups are flexible and data driven, based on student need. • As a school, we would like to encourage parents to focus on making Reading a priority at home to help increase stamina, strength in Reading skills and to just foster a love for reading.

SMART GOALS:**Previous Years SMART Goals:**

<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 36 % to 30% in the spring of 2025.	Progress: In the Spring of 2025, JL Cain had the following data for 3rd grade: Does Not Meet: 23% Approaching: 30% Meets/Exceeds: 47%
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In the Spring of 2024, JL Cain had the following data for 3rd grade: Does Not Meet: 36% Approaching: 26% Meets/Exceeds: 39% In the Spring of 2025, JL Cain had the following data for 3rd grade: Does Not Meet: 23% Approaching: 30% Meets/Exceeds: 47%	When looking at the progress towards the goal of decreasing our 3rd grade “Does Not Meet” scores from 36% to 30%, we were pleased to find that we ended up at 23% Does Not Meet in the Spring of 2025. We were very pleased with the results we got in this category. We also increased the number of students in meets/exceeds from 39% in 2024 to 47% in the Spring of 2025. When looking at the data, we feel that we will be able to take strides this year to make even more gains in this area. Our teachers have completed LETRS training in this grade level (with the exception of 1 new teacher), they are following the district curriculum guide with fidelity, and we have implemented data-driven coaching cycles with teachers in this grade level.
<u>Goal #2: Phonological Awareness Goal:</u> By May of 2025, we will decrease the total number of students in grades Kindergarten-Second Grade from 30% below grade level to 25% below grade level in the category of Phonological Awareness as measured by the MAP Reading Fluency Assessment. <u>Spring 2024 MAP Fluency:</u> Below Grade Level in Phonological Awareness: 58 out of 195 students, 30% <u>Fall 2025 Phonological Awareness (iReady):</u> Below grade level in Phonological Awareness: 1st grade: 8% 2nd grade: 49%	Action Steps: Last year, we focused on decreasing the number of students below grade level in Phonological Awareness. We used MAP Fluency as a piece of evidence in the Fall to determine the percentage of students below in Phonological Awareness. Due to Darlington County School District making a shift in their diagnostic platform, we no longer have access to MAP Fluency data to determine whether or not we met this goal from the end of the year last year. We pulled the phonological awareness data from iReady to see what the Fall scores look like in this area as we prepare to make changes to instruction to work towards this goal of decreasing the students below grade level in Phonological Awareness.

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Current Year SMART Goals:

<u>Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 47% to 52% in the spring of 2026. In the Spring of 2025, JL Cain had the following data for 3rd grade: Does Not Meet: 23% Approaching: 30% Meets/Exceeds: 47%	Action Steps: JL Cain will continue our focus on the various elements of literacy including implementing strategies taught in practices based upon the Science of Reading, mini lessons, small group reinforcement and conferencing in both Reading and Writing. Teachers will be using high quality instructional materials, such as the Savvas curriculum and UFLI to deliver instruction to students. Students will receive differentiated instruction in their classrooms with Tier 2 interventions and will be pulled out with an interventionist for Tier 3 interventions, if necessary. They are monitored closely through our MTSS process. The Leadership team and teachers review data on a regular basis to add any necessary interventions and supports. Teachers will also continue to receive professional development that is beneficial for their instruction and will participate in PLCs to analyze student data and needs. Parents will be informed of expectations and will be given data and activities that they can reinforce learning at home. Leading and driving instruction with the data will help teachers move students to where they need to be. The literacy team will continue to grant additional support to this grade level to help increase student reading levels and goals. The team is committed to working together to utilize all research based instructional materials in conjunction with the Savvas curriculum, UFLI, LETRS knowledge and high quality instructional materials to ensure that high quality instruction is occurring daily in these classrooms.
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<u>Goal #2: K-2 Goal:</u> By May of 2026, we will decrease the percentage of students scoring Tier 3 on the iReady diagnostic assessment from 48% scoring two or more grade levels below in the Fall of 2025 to 38% in the Spring of 2026 as measured by the iReady diagnostic assessment. <u>Fall of 2025</u> Below Grade Level (2 or more grade levels): 1st grade: 8% 2nd grade: 40%	Action Steps: JL Cain will focus on decreasing the number of students below grade level in Phonological Awareness, as measured by the iReady diagnostic assessment. We will take this assessment again in the Winter and a final time in the Spring. To decrease the percentage of these kindergarten- second grade students scoring two or more grade levels below, JLC will make sure these students are served in our Tier 3 intervention in a small group setting. This reading interventionist will implement a systematic and prescriptive approach to each student's instruction, utilizing Project READ and UFLI knowledge to help close these gaps with students. Teachers will implement Tier 2 interventions and support for these students, using iReady to help identify gaps and make adjustments to their instruction as necessary. Teachers will use weekly progress monitoring in the form of informal and formal assessments in the classroom to make sure to address students' specific needs. The leadership and instructional team will monitor progress through the MTSS process and will make sure to inform parents of current progress as well. It is crucial that we close these gaps by the end of second grade to be properly prepared for the SC Ready Assessment in third grade.
<u>Goal #3: 4th and 5th grade Goal:</u> Increase the percentage of fourth and fifth graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 44.9% in 4th grade and 36.8% in 5th grade to 50% in 4th grade and 47% in 5th grade in the spring of 2026.	Action Steps: JL Cain will implement strategic support to 4th and 5th grade students, specifically in the area of ELA. Students will receive differentiated instruction in their classrooms with Tier 2 interventions and will be

In the Spring of 2025, JL Cain had the following data for 4th and 5th grades: 4th Grade: Does Not Meet: 28.1% Approaching: 27% Meets/Exceeds: 44.9% 5th Grade: Does Not Meet: 42.6% Approaching: 20.6% Meets/Exceeds: 36.8%	pulled out with an interventionist for Tier 3 interventions, if necessary. The Tier 3 Reading interventionist has a vast amount of experience in upper elementary Reading Intervention. They are monitored closely through our MTSS process. The Leadership team and teachers review data on a regular basis to add any necessary interventions and supports. The literacy team will continue to grant additional support to this grade level to help increase student reading levels and goals. The team is committed to working together to utilize all research based instructional materials in conjunction with the Savvas curriculum and LETRS knowledge with the 4th and 5th grade teachers. This will be the first year that teachers in these grade levels are being exposed to the LETRS curriculum. Having this foundation and background will help our upper elementary teachers understand the foundational gaps that students may have. This will also give them more academic support to students in their classrooms.
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