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

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 3
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 6
- How many teachers in your school are beginning Volume 1 of LETRS this year? 8
- 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? 1
- 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.

Our school utilizes data from FastBridge and i-Ready assessments, as well as formative assessments, to guide literacy instruction. This data is analyzed school-wide, by grade levels, and by individual teachers and we examine all domains in the i-Ready Reading assessment. All teachers at Ashley River use a combination of CKLA which is aligned to the science of reading and SC College and Career Ready ELA Standards and teacher-created thematic units of study that embed grade-level ELA, Social Studies, Science, and Visual and Performing Arts standards. In addition to teacher-led small groups, teachers in Kindergarten through 2nd grade implement the CKLA Skills block and Heggerty's to address phonemic awareness daily. All teachers are expected to provide Tier 1 ELA instruction to all students using grade-level texts. Also, in addition to teacher-led small groups, some fourth and fifth grade teachers will facilitate tier 2, small group/one-on-one targeted intervention using resources from SPIRE, i-Ready, i-Ready Magnetic Reading, and iReady Magnetic Foundations during club time.

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.

CKLA and Heggerty align to the science of reading by providing systematic, explicit instruction and assessment that target phonemic awareness, phonics, fluency, and orthographic mapping. Heggerty's develops auditory processing skills essential for phonemic proficiency while CKLA bridges these oral skills to print through phonics and decoding instruction.

CKLA provides structured, cumulative phonics instruction through a defined scope and sequence, while Heggerty ensures daily, explicit phonemic awareness practice that prepares students for print-based decoding.

Foundational literacy instruction through CKLA and Heggerty ensures mastery of the key early reading domains: print concepts, phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, and spelling. CKLA integrates these domains across its Skills and Knowledge strands, while Heggerty strengthens the sound-level foundations that support them.

Both programs include assessment systems that reflect the science of reading and structured literacy principles, ensuring instruction is responsive and data-driven. CKLA offers benchmark, progress monitoring, and unit assessments, while Heggerty's provides informal observations and ongoing checks for phonemic awareness mastery.

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.**

The school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention for students who have failed to demonstrate grade-level reading proficiency in several ways. Screener and diagnostic data is used for placement into Tier 2 and Tier 3 literacy intervention services. Data is also used to create targeted small groups in the core curriculum. Phonics diagnostic data is utilized in 3rd grade to provide targeted intervention with domain shut-off for students in need of phonics skills.

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.**

At Ashley River, we strive to provide parents and guardians with an understanding of how to best support their student as a reader and writer at home by creating open lines of communication between teachers, parents, and service providers (such as interventionists, speech therapists, resource teachers, and others). We frequently communicate school-wide strategies with families through e-mails from administration, posts on our social media accounts, and posts on our school website. In addition, at the beginning of each school year, we invite families to an Open House where they can learn in detail the grade level expectations, schedule, and tips to support their child at home. Every fall, parents and teachers meet for family data conferences where the teacher shares the most recent reading data. During these meetings, teachers share individual student results from FastBridge assessments and family reports showing the i-Ready Reading diagnostic testing results. In addition, teachers share specific strategies for each learner with their parents. Teachers all send out weekly newsletters to parents featuring strategies and information for parents. Our school also hosts monthly PTA meetings with student performances where reading and writing strategies are often featured and shared with families. Ashley River also hosts a

Curriculum Night, STEAM Night, and the Scholastic Book Fair twice a year. Classroom teachers and support staff are wonderful at keeping lines of communication open with families to provide strategies geared toward the individual child.

All K-3 parents also receive a Read to Succeed Family Letter, translated into 10+ languages, that outlines in family-friendly language: What is the Science of Reading?, What does the South Carolina Read to Succeed Act mean for my student?, How will the school keep me informed about my student's reading development?, How can I help my student become a good reader?, in addition to a direct link to the CCSD Read to Succeed webpage which includes even more ideas for supporting readers 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.

Our instructional coach facilitates grade level classroom data dives during PLC after each i-Ready/FastBridge diagnostic assessment testing window closes. The instructional coach also shares school-wide data with the MTSS team and the entire staff at a faculty meeting. The school's literacy assistant and part-time interventionist meet monthly for wellness checks where every student receiving literacy intervention services is discussed and changes are made to services if needed. The intervention team progress monitors students weekly and that data is reviewed at least every six weeks to examine trends, growth, or to identify phase changes that may need to occur to benefit the student. At PLCs, teachers also share reading assessment data to make instructional decisions for students.

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.

At Ashley River, we provide professional development, ongoing coaching, and collaborative learning focused on evidence-based literacy practices. All PreK–5th grade teachers, certified interventionists, and the instructional coach are given the opportunity to participate in LETRS training. This multi-year professional learning equips teachers with a deep understanding of how children learn to read, the structure of language, and how to diagnose and respond to reading difficulties. Teachers apply LETRS content directly to classroom instruction through lesson planning, practice sessions, and ongoing reflection.

During weekly PLC meetings, grade-level teams engage in standards alignment by Unpacking ELA standards to ensure lessons build toward mastery of grade-level expectations while maintaining a strong foundation in decoding and language comprehension. Teachers also perform data analysis when reviewing unit assessments, Derivita ELA checkpoints, Fastbridge, and i-Ready Reading diagnostic results to identify student needs and adjust instruction. Data analysis is ongoing which allows teachers to adjust instructional strategies daily to meet the needs of our students.

Our Instructional Coach engages teachers in continuous improvement cycles that include observation, feedback, modeling, and co-teaching. Coaching focuses on areas such as small-group phonics instruction, oral language development, and intervention strategies for struggling readers.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- Instructional decisions are based on data. - School expectations for literacy instruction in all classrooms are clear and easy to understand. - Literacy intervention team, instructional coach, and grade level teachers are in communication often to meet the needs of learners and to support individual teachers as needed.	- Increase the number of teachers in LETRS training or other literacy based professional development. - Use i-Ready as a formative tool, not a standalone system. - Align classroom assessments to SC Ready structure and rigor.

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
<u>Previous 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 15.2% to 8% in the Spring of 2025.	We met this goal. The percentage of third graders scoring Does Not Meet in the Spring of 2025 was 7.4%.

Previous Goal #2: Increase the percentage of kindergarten and first grade students identified as Low Risk as measured by the FastBridge earlyReading from 75% in the Fall of 2024 to 85% in the Spring of 2025.	We did not meet this goal. The percentage of kindergarten and first grade students who identified as Low Risk was 56% in the Spring of 2025.
Previous Goal #3: Increase the percentage of students in grades first through fifth meeting their annual typical growth measure in the Spring 2024 as determined by iReady Reading from 71.5% to 85% in the Spring of 2025.	We did not meet this goal. The percentage of students in grades 1 through 5 meeting their annual typical growth was 62.6 in Spring 2025.

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.

- 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
Current 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 74.7% to 81.5% in the spring of 2026.	- Use data-driven small group instruction to focus on skill gaps. - Incorporate explicit teaching of vocabulary and grammar standards. - Integrate daily reading comprehension practice with grade-appropriate texts including literary and informational.

	- Shift toward performance tasks, writing prompts, and question styles that resemble what students will see on SC Ready. - Embed SC Ready-style questions into daily instruction. - Use formative assessments to check understanding. - Adjust instruction based on assessment data promptly.
<u>Current Goal #2:</u> Increase the percentage of kindergarten and first grade students identified as Low Risk as measured by the FastBridge earlyReading from 71% in the Fall of 2025 to 81% in the Spring of 2026.	- Include **daily phonological awareness and phonics instruction** (15–30 mins). - Emphasize **oral language, vocabulary, and print concepts.** - Use data-driven small group instruction to focus on skill gaps. - Use formative assessments to check understanding. - Adjust instruction based on assessment data promptly. - Adjust instructional strategies as needed.
<u>Current Goal #3:</u> Increase the percentage of students in kindergarten through fifth grade meeting their annual typical growth measure in the Spring 2025 as determined by iReady Reading from 62.6% to 81% in the Spring of 2026.	- Use data-driven small group instruction to focus on skill gaps. - Incorporate explicit teaching of vocabulary and grammar standards. - Integrate daily reading comprehension practice with high quality, grade-appropriate texts including literary and informational. - Require 30-45 minutes weekly of i-Ready Reading lessons with fidelity checks.