

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? 0
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 2
- How many teachers in your school are beginning Volume 1 of LETRS this year? 6
- How many teachers in your school are beginning Volume 2 of LETRS this year? 0
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 0
- How many CERDEP PreK teachers and CERDEP Teaching Assistants 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.

Reading instructions and assessments include a spiraling of the five pillars of reading. Phonemic awareness instructions do not require students to be able to read, but it's all about the sounds word parts make. Phonetic instructions teach students how to build relationships between sounds, letters, and letter combinations to build words. This helps to enable students to remember how to read words, spell, and recognize words instantly. Fluency instructions help students to read text expressively and accurately without pausing to decode words. Oral reading of passages for fluency is used repeatedly to measure accuracy, and appropriate pace words are sounded out. Fluency is critical in motivating students to develop a love for reading. Through proper guidance, modeling, and instructions, students will be able to master the art of when to pause, stop, and change intonation and tone. Regular practice and feedback will aid in the development of deeper text comprehension. Vocabulary is closely tied to reading comprehension; it can be taught through oral exposure and written text. We believe children are developing their vocabulary through everyday conversations, read alouds, and independent reading. Direct instructions of explicitly taught vocabulary and word learning strategies all play roles in developing a growing vocabulary and improvements in reading fluency and comprehension. Improvements in comprehension allows students are able to predict, infer, make connections, and analyze what they have read. Students become purposeful active readers. Oral language is strengthened through daily interactive activities used to help build expression and sentence structure. Storytelling, rhyming words, syllabic segregation and sound matching also aid in advancing the students' ability to decode words. Each stage of the five pillars of reading is used to enhance and advance our students into becoming independent readers who can use strategies for monitoring their own understanding as they read independently or are being read to.

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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.

Students are screened within the first 45 days using iReady and Easy CBM to measure phonemic awareness, letter-sound knowledge, and sight word recognition, with ongoing progress monitored through running records, benchmarks, word lists, and diagnostics. Instruction is systematic and explicit, beginning with phonemic awareness activities such as isolating, blending, and segmenting sounds, and progressing to phonics instruction that teaches students the relationship between letters and sounds to decode unfamiliar words. High-frequency and sight words are taught to promote automatic recognition, supporting smoother and more fluent reading. Structured literacy practices emphasize direct, sequential instruction in phonics rules, word patterns, and the strategic use of context, reinforced through multi-sensory activities such as letter tiles, playdough, kinetic sand, songs, and chants. Instruction builds from simple to complex, ensuring mastery of basic word recognition before advancing to more difficult patterns. Foundational literacy skills are further strengthened by teaching word meanings in context and providing repeated and guided oral reading to develop fluency, accuracy, and comprehension.

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.

Progress monitoring of reading achievement and growth begins with universal screeners, iReady and Easy CBM, administered within the first 45 days of school to establish baselines and identify students who may need additional support. Diagnostic assessments provide teachers, coaches,

interventionists, and administrators with deeper insights into students' individual strengths and weaknesses. This data helps to ensure the most beneficial interventions and strategies are used to address the areas of need. Growth is tracked through I-Ready and Easy CBM by teachers and the instructional leadership team. The assessment data is used to evaluate intervention effectiveness and guide instructional adjustments. In addition to regular classroom assessments, the school holds collaborative meetings to review all available data, analyze trends, identify red flag areas, and make tier placement decisions. This tiered system includes Tier 1 for high-quality classroom instruction with strategies for all students, Tier 2 for targeted small-group interventions, and Tier 3 for intensive one-on-one support. This helps to ensure that interventions are timely and effective.

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.
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Parents are provided with ongoing support and resources to help their children grow as readers and writers at home. Throughout the year, parents receive resource packets and online activities. During breaks and holidays, additional resources and supports are provided to help families maintain literacy progress. We ensure parents have information for I-Ready and IXL so their child can continue to progress towards their growth goals. If families do not have internet access at home, we provide hard copies of reading and fluency activities. Parent-teacher conferences include data sharing, individualized discussions to include student growth, strengths, and weaknesses. We share strategies and suggestions for home practice. Teachers communicate through ClassDojo offering families direct access to teachers for support, assignments, and questions at any time. Families are encouraged to read to or with their children nightly for at least 15-20 minutes. The school maintains an open-door policy where parents can request guidance whenever needed.

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.

Progress monitoring of reading achievement and growth begins with universal screeners, iReady and Easy CBM, administered within the first 45 days of school to establish baselines and identify students who may need additional support. Diagnostic assessments provide deeper insights into individual strengths and weaknesses. In addition to regular classroom assessments, the school holds collaborative meetings to review all available data, analyze trends, identify red flag areas, and make tier placement decisions. This tiered system includes Tier 1 for high-quality classroom instruction with strategies for all students, Tier 2 for targeted small-group interventions, and Tier 3 for intensive one-on-one support. We have hired reading interventionists who are directly working with students whose beginning-of-year assessment data indicated they may be at high risk of not meeting the reading cut score. The interventionists are working with these identified students in small groups and individually in areas indicated as need.

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.

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Professional development workshops and opportunities are provided on the cognitive processes of reading acquisition, systematic and explicit instructional practices, and the integration of phonics, vocabulary, fluency, and comprehension. Teachers receive ongoing coaching and mentoring from the school-based literacy coach, who provides in-class support, models effective strategies, and offers targeted feedback. Throughout the year, staff are trained to use universal screening and diagnostic assessment data, implement MTSS interventions, practices to support diverse learners including ELL students, and conduct progress monitoring to guide differentiation. Curriculum-specific training, including LETRS, further deepens teachers' knowledge of structured literacy practices. In addition, it is a goal this year to have regular professional learning communities to allow teachers to collaborate, share best practices, review student data, and problem-solve together, building a collective responsibility for literacy success across the school. achievement for

all students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
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• The school collects and analyzes multiple measures to track students’ performance. • Collaborative meetings are held regularly to analyze data with teachers; strategies are set on how the data will be used to best guide instructions. • Interventionists are used to reinforce skills, to maximize students’ performance and academic growth. • Our school possesses exceptional support from parents and the community. • Reading and Math interventionists are in place as classroom supporters, aiding with closing learning gaps. • Teachers are given on-going opportunities for training in data analysis and usage skills. • Formative assessment data results are used to give real-time insights of students’ learning and progress.	• K-5 classroom teachers will enroll in the two-year LETRS • Goal setting for teachers • Schoolwide data conversations • Professional Development in understanding standards-based planning and instruction • Rigorous assessment • Consistent PLCs and collaborative planning
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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> : Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from 42 % to 47 % in the spring of 2025-2026.	In Spring 2026, 28.5% of third-grade students scored Meets and Exceeds as determined by SC Ready.

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<u>Previous Goal #2</u> : Increase the percentage of 2nd grade students scoring at or above grade level on the spring 2026 iReady Reading Diagnostic from 14% in fall 2025 (mid/above + early on grade level) to 30% in spring 2026	According to the Fall 2026 I-Ready Reading Inform, 63% of second-grade students scored at least early on grade level.
<u>Previous Goal #3</u> : Increase the percentage of 1st grade students at low risk on EasyCBM reading measures from 53% (9 of 17) in fall 2025 to 70% in spring 2026.	Of the 19 current second graders tested, 6 scored in the low-risk category (appx. 31.6%)

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

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school year.

Goals	Action Steps
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from <u>28.5</u> % to <u>33.5</u> % in the spring of [current school year].	• Progress Monitoring: Conduct progress monitoring every four weeks using a phonics-based program and iReady, with quarterly data days for deeper analysis. • MTSS Implementation: Advance to Phase 2, using data to tier students and prescribe targeted interventions based on strengths and weaknesses. • Coaching Cycles: Establish effective coaching cycles for all teachers of reading to provide modeling, feedback, and support. • Collaboration: Increase communication among the 3rd grade teacher, special education personnel, interventionists, coaches, and administrators to ensure alignment of interventions with classroom instruction, lesson planning and assessment.
<u>Current Goal #2:</u> Increase the percentage of students in grades 3-5 who score Meets or Exceeds on the South Carolina (SC) READY ELA test from 25.8% in 2022 to 43.9% by Spring 2027.	• Small-Group Interventions: Provide targeted small-group instruction focused on specific skill deficits identified through diagnostic data. • Systematic Phonics Instruction: Implement explicit, systematic phonics instruction to strengthen decoding and word recognition skills. • Consistent Progress Monitoring: Monitor student progress regularly through iReady and classroom-based assessments to adjust

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	instruction and ensure growth toward grade-level proficiency.
<u>Current Goal #3:</u> Increase the percentage of 1st grade students at low risk on EasyCBM reading measures from 31.6% (6 of 19) in Fall 2026 to 58% (11 of 19) in spring 2026.	• Phonological Awareness Focus: Deliver daily small-group instruction targeting segmenting, blending, and manipulating sounds to strengthen foundational skills. • Systematic Phonics & Fluency: Provide explicit, sequential phonics

	● Systematic Phonics & Fluency: Provide explicit, sequential phonics lessons with decodable texts and timed word fluency practice to build accuracy and automaticity. ● Progress Monitoring: Track student growth every four weeks using EasyCBM and iReady data, adjusting instruction and groups based on results. ● Instructional Coaching: Implement coaching cycles to model high-impact strategies, support teachers, and ensure fidelity to structured literacy practices.
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