

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

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? 11
- How many teachers in your school are beginning Volume 1 of LETRS this year? 1
- How many teachers in your school are beginning Volume 2 of LETRS this year? 0
- 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.

Brunson Elementary School provides systematic, explicit, and research-based reading instruction in PreK through fifth grade that addresses oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to support students in comprehending increasingly complex texts and meeting grade-level South Carolina College- and Career-Ready (SCCCR) ELA Standards. Instruction is delivered through high-quality instructional materials and follows a developmental progression of literacy skills across grade levels.

In PreK, World of Wonders, Learning Without Tears, and Heggerty are utilized to develop foundational literacy skills, including oral language and phonological awareness. Heggerty provides explicit and systematic instruction in phonological awareness, including phonemic awareness skills, in PreK through first grade. Kindergarten through second grade use Open Court red band and third through fifth grade use Ready Reading to provide explicit instruction in oral language, fluency, vocabulary, and comprehension. Open Court Green Band is used systematically for explicit phonics instruction in kindergarten through third grade and for word analysis in fourth and fifth grades. These instructional materials provide opportunities for students to apply literacy skills while reading and comprehending grade-level texts and are used to support instruction aligned to the SCCCR ELA Standards.

The suggested World of Wonders, Learning Without Tears, Heggerty, Ready Reading, and Open Court scope and sequence of literacy skills are used to guide instructional planning, with foundational skills developing from oral language and phonological awareness into phonics, word analysis, fluency, vocabulary, and comprehension. Teachers provide explicit instruction, guided practice, independent application, and opportunities to apply

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

skills within increasingly complex texts. Instructional materials and assessments are used to identify student strengths and areas of need and to adjust instruction accordingly.

Brunson Elementary School uses multiple measures to assess literacy development and monitor student progress. PreK students are assessed using myIGDIs, which provides research-based indicators of early literacy and kindergarten readiness. Kindergarten students are assessed using the Kindergarten Readiness Assessment (KRA), which measures skills related to language and literacy. Students in grades K-5 are assessed using the i-Ready Reading Inform assessment three times annually to identify students' reading strengths and areas requiring additional support. Teachers also use embedded Ready Reading (3-5) and Open Court Red Band (K-2) lessons and unit assessments, as well as Open Court Green Band weekly and unit assessments, to monitor student mastery of literacy skills and inform ongoing instruction.

Assessment data from iReady Inform is used to identify at risk students. Those students are given specific ELA screeners (listed below) and specific intervention is provided to address the instructional needs.

- DIBELS Oral Reading Fluency (ORF) screener in grades 1-5
- Kilpatrick Phonological Awareness Screening Test (PAST) (2-5) or Heggerty (Grade 1) Phonological Awareness Screeners
- UFLI Foundations Intervention Placement Test (K-1) or LETRS Spelling Screener: Basic (2-3) or Advanced (4-5)

Curriculum-embedded assessments, and other classroom measures are used to identify instructional needs, monitor progress, and provide appropriate support. Together, the instructional materials and assessment system support explicit and systematic literacy instruction across all grade levels and alignment with the SCCR 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.

Brunson Elementary School provides systematic, explicit, and cumulative instruction in the word recognition pathway to support the Science of Reading, structured literacy, and foundational literacy skills. Instruction is designed to develop students' ability to recognize and read words through a progression of phonological awareness, phonics, decoding, and word analysis skills. Students receive explicit instruction, guided practice, application, and cumulative review as they develop increasingly complex word-recognition skills.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

In PreK through first grade, Heggerty is used to provide daily instruction in phonological awareness. In kindergarten and first grade, students receive instruction in phonological awareness and phonics through the Open Court Green Band. Students in grades second and third receive explicit phonics instruction through the Open Court Green Band. In grades fourth and fifth, students receive explicit instruction in word analysis through the Open Court Green Band. Instruction across grade levels follows a progression of foundational literacy skills and provides students with opportunities to apply word-recognition skills in reading connected text.

Brunson Elementary School uses multiple measures to identify students who may need additional support in the word recognition pathway. First through fifth grade students identified as below the 35th percentile based on i-Ready Reading Inform data receive additional ELA screeners to identify specific areas of need in fluency, phonological awareness, and phonics. For our Kindergarten students, if they are below the 35th percentile, we use letter and sound identification to determine what instructional needs are present. i-Ready Inform data serve as an initial indicator of need, while skill-specific assessments are used to determine the appropriate instructional response.

For at risk students in grades 2-5 the DIBELS Oral Reading Fluency (ORF) assessment is given to determine if students have a comprehension need or word recognition need. For 2-5 students, the Kilpatrick Phonological Awareness Screening Test (PAST) may be administered to identify specific phonological awareness deficits while students in grade 1 are screened with the Heggerty phonological awareness assessment. For students demonstrating a need in phonics, at least one phonics diagnostic screener is administered. Available screeners include the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, and the UFLI Foundations Intervention Placement Test. Assessment results are analyzed to identify specific skill deficits and determine targeted instructional needs.

Diagnostic assessment data are used to select appropriate, research-based instructional materials and interventions. Resources may include UFLI, the Open Court Green Band Intervention Guide, Florida Center for Reading Research resources, and i-Ready Tools for Next Steps. Students receive targeted instruction based on their identified needs in individual or small-group settings. Instruction is adjusted based on student performance and progress-monitoring data.

Students in kindergarten and first grade are assessed in phonological awareness and phonics using Open Court Green Band weekly and unit assessments. Students in grades second and third are assessed in phonics using Open Court Green Band weekly and unit assessments. Students in grades fourth and fifth are assessed in word analysis using Open Court Green Band weekly and unit assessments. These assessments are used to monitor student mastery of taught skills and inform instructional decisions.

For students receiving Tier 2 and Tier 3 intervention, ongoing progress monitoring is used to determine the effectiveness of intervention and guide instructional decisions. Progress-monitoring data are used to determine whether students require continued intervention, a change in instructional approach, increased intensity, or a transition from intervention. This assessment and instructional process ensures that students receive explicit, systematic, and targeted instruction based on their individual word-recognition needs.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

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.

Brunson Elementary School uses multiple measures of assessment data to identify students' instructional needs and determine appropriate literacy interventions. i-Ready Inform Reading is administered three times annually in the Fall, Winter, and Spring and serves as a universal screener for identifying students who may require additional diagnostic assessment and targeted instruction. Following i-Ready administration, students are identified as at-risk if they score below the 35th percentile. In grades 1-5, students identified as at risk participate in the Hampton County ELA Decision Tree process to determine their specific instructional needs and appropriate intervention pathway.

As part of the Hampton County ELA Decision Tree process, students in grades 1-5 are administered the DIBELS Oral Reading Fluency (ORF) assessment using a grade-level reading passage. Students scoring below the 50th percentile on the ORF assessment follow the Word Recognition Pathway, while students scoring at or above the 50th percentile follow the Language Comprehension Pathway, according to the Hampton County ELA Decision Tree.

Word Recognition Pathway

Students identified for the Word Recognition Pathway receive a diagnostic assessment in phonological awareness and phonics to determine specific skill deficits. Screeners for phonological awareness are the Heggerty Phonological Awareness Assessment (1st grade) and the Kilpatrick Phonological Awareness Screening Test (PAST) (grades 2-5). Phonological awareness results are analyzed to identify specific phonological awareness needs and inform targeted instruction. Instructional resources may include Heggerty, Florida Center for Reading Research resources, and i-Ready Tools for Next Steps.

Students identified as needing phonics support receive at least one phonics diagnostic screener. Available screeners include the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, and UFLI Foundations Intervention Placement Test. Assessment data are analyzed to identify the student's specific phonics skill deficit. Based on the results, teachers establish an instructional goal and provide explicit, targeted instruction using resources such as UFLI, the Open Court Green Band Intervention Guide, Florida Center for Reading Research resources, and i-Ready Tools for Next Steps. Intervention is provided individually or in small groups based on student need.

Students receiving intervention in the Word Recognition Pathway are progress monitored weekly using skill-specific measures that are similar to the initial assessment to determine growth toward the identified instructional goal. Students also receive a monthly Oral Reading Fluency progress-monitoring assessment. When students demonstrate mastery of the targeted skill and meet the established goal, they progress to the next skill in the

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

continuum. When students do not demonstrate adequate progress, instructional strategies, skill focus, or intervention intensity are reviewed and adjusted based on progress-monitoring data. This process is repeated following each administration of i-Ready in the Fall, Winter, and Spring.

Language Comprehension Pathway

Students identified for the Language Comprehension Pathway receive additional analysis to determine the specific language comprehension skills requiring instruction. An i-Ready domain analysis is completed in Vocabulary, Comprehension-Literature, and Comprehension-Informational Text. Teachers also use a series of diagnostic questions to identify specific areas of need, including vocabulary knowledge and morphology; background knowledge; sentence and syntax comprehension; self-monitoring strategies; knowledge of text genres, structures, and features; higher-level reasoning and comprehension skills such as inference, prediction, compare/contrast, and summarizing; and written expression.

Based on the diagnostic information, teachers establish an individualized instructional goal and provide explicit, targeted instruction based on the identified need. Instructional resources may include i-Ready Tools for Next Steps, Florida Center for Reading Research resources, and Fountas & Pinnell Guided Reading Kits using grade-level text. Students receive instruction individually or in small groups as appropriate.

Students receiving intervention in the Language Comprehension Pathway are progress monitored weekly to determine progress toward the identified instructional goal. Progress-monitoring data are used to determine whether the student has met the goal, requires continued instruction, or needs an adjustment to the instructional approach or skill focus. Once the student demonstrates mastery of the targeted skill, a new instructional goal is established. This process is repeated following each administration of i-Ready in the Fall, Winter, and Spring.

Kindergarten

Following each administration of i-Ready, Kindergarten students identified as at risk receive additional diagnostic assessments including letter and sound identification to identify specific foundational literacy needs. Assessment data are analyzed to determine appropriate instructional next steps. Based on identified needs, students receive targeted, explicit instruction using resources such as UFLI, the Open Court Green Band Intervention Guide, Florida Center for Reading Research resources, and i-Ready Tools for Next Steps. Instruction is provided individually or in small groups.

Kindergarten students receiving intervention in the Word Recognition Pathway are progress monitored weekly using skill-specific measures similar to the initial assessment to monitor growth toward their instructional goal. Progress-monitoring data are used to determine whether students have met the identified goal or require continued or adjusted instruction. This process is repeated following each administration of i-Ready in the Fall, Winter, and Spring.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

Through this process, Brunson Elementary School uses universal screening, diagnostic assessment, targeted intervention, individualized goal setting, and ongoing progress monitoring to ensure that students receive instruction matched to their specific literacy needs.

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.

Brunson Elementary School has a system in place to engage families as partners in supporting students' development as readers and writers. The school uses multiple methods of communication to provide families with information about student literacy performance, strengths, areas for growth, instructional needs, and progress.

Following the administration of the i-Ready Inform Reading Diagnostic, families receive their child's diagnostic results report. The report provides information about the student's performance and identifies areas of strength and opportunities for growth across reading domains. Teachers communicate this information in family-friendly language and provide information regarding the student's instructional needs. Families also receive communication regarding the instructional level and areas of focus addressed during small-group instruction so that they understand how the school is supporting their child's literacy development.

Brunson Elementary School provides opportunities for families to learn specific strategies for supporting reading and writing at home. During the first nine weeks of school, the school provides parent literacy nights for Kindergarten and first grade families. These events provide families with information and strategies they can use at home to reinforce literacy skills and support their child's reading and writing development. The school also provides families with resources to support specific literacy skills, such as letter formation and handwriting.

Ongoing communication is provided through weekly grade-level newsletters that include strategies and activities families can use to support reading and writing at home. These communications provide families with practical ways to reinforce skills being taught in the classroom and encourage continued literacy development outside of school.

Brunson Elementary School also provides quarterly parent-teacher conferences to promote ongoing communication between families and teachers. During conferences, teachers share information regarding student progress, strengths, areas of need, and instructional goals. Families have opportunities to ask questions, share information about their child's literacy development at home, and work collaboratively with teachers to determine ways to support continued growth.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

Through assessment reports, parent literacy events, instructional resources, weekly communication, and parent-teacher conferences, Brunson Elementary School provides families with information and practical strategies to support their students' reading and writing development at home. The school uses these multiple opportunities for communication and collaboration to strengthen the connection between classroom literacy instruction and literacy experiences 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.

Brunson Elementary School has a schoolwide system for monitoring reading achievement and growth at both the classroom and school levels. Multiple sources of assessment data are used to identify student needs, monitor progress toward grade-level proficiency, evaluate the effectiveness of interventions, and make decisions regarding continued or intensified instruction.

The school begins with i-Ready Reading Inform universal screener data to identify at risk students (below 35th percentile) who may require support. Students receiving intervention in the Word Recognition Pathway are progress monitored weekly using skill-specific measures similar to the initial assessment to measure progress toward their instructional goal. Students also receive a monthly Oral Reading Fluency (ORF) progress-monitoring assessment. Students receiving intervention in the Language Comprehension Pathway are progress monitored weekly using measures aligned to the student's identified instructional need and established goal. Progress-monitoring data are used to determine whether students have met their goals, require continued intervention, or need an adjustment in instructional approach or intensity. When students meet their instructional goals, they progress to the next skill in the continuum.

This process is repeated following each administration of i-Ready in the Fall, Winter, and Spring. Assessment information from universal screening, diagnostic assessments, curriculum-based assessments, and progress-monitoring measures is used by teachers and intervention teams to monitor student response to instruction and determine appropriate next steps.

PreK students maintain a CERRDEP portfolio containing work samples, assessment data, and pertinent student information to document literacy development and instructional needs. Students in grades K-5 have an Individualized Reading Plan folder containing assessments administered, student learning pathway documents, instructional goals, progress-monitoring notes, and instructional next steps. These folders follow students from grade level to grade level to provide continuity of literacy information and ensure that instructional decisions are informed by the student's documented history of reading achievement, growth, and intervention.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

Students identified for support receive targeted intervention in their identified area of need through an intervention plan. Intervention plans are monitored through regular progress-monitoring measures during the intervention cycle. Weekly probes are used to monitor student progress toward the established instructional goal and grade-level proficiency. When students demonstrate adequate growth toward their goals, intervention is continued and monitored until the student demonstrates mastery and reaches the identified level of proficiency.

When a student does not demonstrate adequate growth, the school-level MTSS team reviews the available assessment and progress-monitoring data to determine the appropriate next step. The team may adjust the instructional approach, increase intervention intensity, or provide more intensive intervention based on the student's identified needs and response to instruction. When appropriate, the MTSS team collaborates with special education personnel and the student's parents to discuss continued intervention and determine whether a referral for evaluation is warranted.

Students performing at or above grade level receive ongoing monitoring through Tier 1 curriculum-based assessments and i-Ready universal screening assessments. These measures are used to ensure that students continue to meet grade-level expectations and to identify students who may require additional support if their performance indicates a need.

Through this system, Brunson Elementary School uses multiple sources of assessment data, documented instructional goals, ongoing progress monitoring, and collaborative MTSS decision-making to monitor reading achievement and growth and ensure that students receive instruction and intervention matched to their individual needs.

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.

Brunson Elementary School provides ongoing, job-embedded professional learning and instructional support based on the Science of Reading, structured literacy, and foundational literacy skills. Professional learning is aligned to the school's literacy goals, instructional materials, assessment processes, intervention pathways, and data-based decision-making structures to support consistent, evidence-based literacy instruction for all students.

Seven out of eight PreK-5 teachers have completed the LETRS professional learning. One new teacher is currently enrolled in LETRS. In addition, the Media Specialist, Reading Interventionist, Reading Coach, and Administrator have all completed LETRS. The Reading Coach provides additional focused support through professional learning communities (PLCs), classroom support, modeling, and co-planning related to Open Court Green Band and Red Band, Ready Reading, Heggerty, Anita Archer's Next Steps for Explicit Instruction, LETRS explicit vocabulary routines, and

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

the Hampton County School District ELA Decision Tree. Support also focuses on administering assessments, analyzing assessment data, writing instructional goals, and using assessment results to select appropriate instructional materials and interventions.

Professional learning is provided through job-embedded support that includes PLC, grade band collaboration, classroom modeling, co-planning, observation, and co-teaching. These supports allow teachers to apply professional learning directly to classroom instruction and receive feedback based on their individual instructional needs.

The PreK teacher receives additional support through the South Carolina Department of Education in the areas of SC Early Learning Standards and classroom practices. The teacher participates in classroom observations using the Early Language & Literacy Classroom Observation (ELLCO) Tool and receives feedback from state specialists. The Reading Coach works with the PreK teacher to use this feedback to strengthen instructional practices and support implementation of recommended strategies.

The Reading Coach also provides individualized coaching cycles based on teacher needs. All teachers are invited to participate in a coaching cycle. Currently, three teachers, including third grade, fourth grade, and PreK teachers, are participating in ongoing coaching cycles. Coaching cycles include data analysis, goal setting, planning, classroom observation, modeling, co-teaching, reflection, and follow-up support. These cycles are designed to support teachers in applying evidence-based literacy practices and using student data to inform instruction.

The district provided UFLI training for teachers in grades K-3 to strengthen explicit and systematic foundational literacy instruction. The district also meets monthly with instructional leaders to provide professional learning and support that can be redelivered to teachers at the school level. In addition, the district partners with the SCDE Literacy Specialist to provide ongoing support to the Reading Coach in the areas of explicit instruction, high-quality instructional materials (HQIM), and instructional coaching. The Reading Coach uses this professional learning to provide continued support to teachers through PLCs, grade band collaboration, coaching, modeling, and classroom-based assistance.

The effectiveness of professional learning is monitored through coaching cycles, classroom observations, PLC discussions, instructional planning, and student assessment data. Information gathered through these processes is used to identify additional teacher support needs, determine future professional learning priorities, and adjust coaching and professional development. Student performance data, including i-Ready, curriculum-based assessments, and progress-monitoring data, are also used to determine whether instructional practices and interventions are supporting student growth.

Through ongoing district, state, and school-based professional learning, Brunson Elementary School provides teachers with continuous opportunities to develop their knowledge and skills, apply evidence-based literacy practices, receive feedback, and refine instruction based on student needs.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

Section G: Analysis of Data

Strengths	Possibilities for Growth
● All PreK-5th grade teachers have had or currently have access to LETRS training. ○ 11 teachers have completed both years of LETRS training. ○ 1 teacher is currently enrolled in Volume 1 of LETRS. ○ Our PreK teacher has completed the EC LETRS. ○ Our PreK paraprofessional has completed the EC LETRS. ● Teachers have access to high quality Tier 1 instructional materials. ○ PreK Creative Curriculum ○ PreK-1 Heggerty ○ K-5 Open Court green band ○ K-2 Open Court green band and red band ○ 3-5 Ready Reading (Tools for Instruction) ● Teachers have access to high quality Tier 2 and Tier 3 materials. ○ K-5 UFLI ○ 2-5 Heggerty: Bridge the Gap ○ K-5 iReady (Personalized Learning) ○ K-5 iReady (Resources for Instruction) ○ 3-5 Fountas & Pinnell Leveled Literacy Intervention for comprehension intervention ○ K-5 Fountas and Pinnell Guided Reading	● According to the Fall 2026 iReady Reading Inform, our overall percentage of students (54%) on grade level in phonics is a strength, but the primary grades (K-2) are significantly lower. This data indicates that foundational phonics instruction is the school's highest-priority area for improvement, particularly in grades K–2. Therefore, the school will prioritize Open Court implementation, explicit phonics instruction, coaching, classroom walkthroughs, and targeted FLEX intervention in K–2. ○ K – 0% on grade level (0/18) ○ 1st – 13% on grade level (4/30) ○ 2nd – 22% on grade level (4/18) ○ K-2 - 12% on grade level (8/66) ● In 2025-2026 60% of our students met their typical growth goal on the iReady diagnostic. The implementation of the individual student learning pathways will be monitored with intentionality during weekly collaboration, focusing on which students are meeting their goals and which are not. That will be followed with data conversations with specific students to improve students performance on their pathways. ● 32.6% of students are on grade level in Vocabulary based on the Fall 2026 iReady Inform data. 23% of students in grades K-2 and 41.6% of 3rd-5th grade students are on grade level in vocabulary. This data indicates that vocabulary instructional

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

• 72% of students are on grade level in High Frequency Words based on the iReady diagnostic data. • 54% of students are on grade level in Phonics based on the iReady diagnostic data. • 58% of students tested out of Phonological Awareness on the iReady diagnostic. Of the other 42%, 18% are on grade level. • The Reading Coach supports teachers through weekly PLCs, weekly grade band collaborations, individual teacher coaching cycles, modeling, and observations. • iReady personalized learning is used by all students. Students are expected to pass 2 lessons each week and stay within the goal range of 30-49 minutes per week. • A daily 30-minute intervention block is built in to the master schedule for K-5 teachers. (FLEX time) The reading interventionist and classroom teachers provide targeted intervention to students scoring below the 35th percentile on iReady based on needs identified through additional ELA screeners. • Early Literacy (EL Intervention) is provided to our lowest performing / at risk 1st grade students with daily targeted 30 minute one-on-one lessons. We are able to serve a minimum of ten first graders each year with this intensive intervention approach.	across all grade levels must be a top priority area for improvement. BES will prioritize Open Court implementation in grades 4-5 focusing on word analysis, explicit phonics instruction in K-3, the LETRS vocabulary routine, coaching, classroom walkthroughs, and targeted FLEX intervention related to vocabulary needs. ○ K – 6/18 students – 33% ○ 1st – 6/30 students – 20% ○ 2nd – 3/18 students – 17% ○ 3rd – 10/19 students - 53% ○ 4th – 9/29 students - 31% ○ 5th – 11/24 students - 46% • 38% of students are on grade level in overall comprehension based on the Fall 2026 iReady diagnostic data. Intentional focus on vocabulary will directly impact informational text comprehension. ○ Literature – 42% ○ Informational – 36% • While we increased our percentage of students scoring meets and exceeds and decreased our percentage of students scoring does not meet from 2023-2024 and 2024-2025, we saw a decrease this past year. With an explicit focus on phonics and vocabulary instruction, our SC Ready data is expected to increase. • Continue to implement the Open Court green band with fidelity. We have two teachers that have not previously taught this curriculum that will need ongoing support.
---	--

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

On SC Ready, we had significant growth in 4th grade with the percentage of students scoring meets or exceeds in the Spring of 2026 compared to Spring 2025.		Weekly collaboration will focus on this curriculum and coaching cycles will begin with these teachers. - Continue to implement Ready Reading / iReady Tools for Instruction for systematic standards based instruction in 3-5 and begin implementing Open Court red band in K-2. - Open Court red band will be a newly implemented piece of the curriculum in K-2 so we will need to really focus on the instructional components and implementation. K-2 collaboration will support implementation of Open Court. - Continue to implement the 2025 ELA standards. Continue to grow in our understanding of how to teach and assess the indicators. - Intentionality with classroom intervention during FLEX time. The Reading Coach and Administrator will conduct learning walks during flex to ensure flex time is being used as intended.
Spring 2025	Spring 2026	
80% meets/exceeds 3 rd grade (current 4 th grade)	91% of 4 th graders (current 5 th graders) meets / exceeds	

This analysis of the data shows where our instructional practices are strong and where we need to improve. The shift in our data over the past few years is evidence that the high quality instructional materials are being utilized. Based on the data we still have areas that are not where they need to be. The data analysis informed the goals that will guide our work throughout this school year.

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).

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

Goals	Progress																				
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2024-2025 as determined by SC READY from 79.2% to 82% in the spring of 2026.	Goal Not Met - The percentage of third grade students that scored Meets and Exceeds in the spring of 2025-2026 was 61%. 0% Does Not Meet 20.8% Approaches 45.6% Meets 33.3% Exceeds																				
<u>Current Goal #2:</u> By the end of the 2025-2026 school year, the percentage of K-2 students performing on grade level in the phonics domain on iReady will increase from 25.7% to 85%.	Goal Not Met - Based on the spring administration of the iReady diagnostic, 84.6% of K-2 students scored on grade level (Tier 1) in the phonics domain. We were .4% away from the goal and made substantial progress in phonics in K-2. It was a lofty goal and we are making huge strides in our students phonics understanding. <table><tr><th>Tier 1</th><th>Fall</th><th>Spring</th><th>Change</th></tr><tr><td>K</td><td>3/28 11%</td><td>26/27 96%</td><td>+85%</td></tr><tr><td>1</td><td>2/20 10%</td><td>14/20 70%</td><td>+60%</td></tr><tr><td>2</td><td>13/18 71%</td><td>15/18 83%</td><td>+12%</td></tr><tr><td>BES</td><td>17/66 25.7%</td><td>55/65 84.6%</td><td>+58.9%</td></tr></table>	Tier 1	Fall	Spring	Change	K	3/28 11%	26/27 96%	+85%	1	2/20 10%	14/20 70%	+60%	2	13/18 71%	15/18 83%	+12%	BES	17/66 25.7%	55/65 84.6%	+58.9%
Tier 1	Fall	Spring	Change																		
K	3/28 11%	26/27 96%	+85%																		
1	2/20 10%	14/20 70%	+60%																		
2	13/18 71%	15/18 83%	+12%																		
BES	17/66 25.7%	55/65 84.6%	+58.9%																		
<u>Current Goal #3:</u> By the end of the 2025-2026 school year, the percentage of 3rd – 6th grade students performing on grade level in the vocabulary domain on iReady will increase from 38% to 80%.	Goal Not Met - Based on the spring administration of the iReady diagnostic, 53% of 3-6 students scored on grade level (Tier 1) in the vocabulary domain. We made growth but did not come close to meeting our goal. We were only able to really focus on vocabulary instruction for a short cycle in PLC due to district decision tree assessments that consumed much of our PLC time. We will continue to focus on vocabulary instruction and grow our instructional practices.																				

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

	Tier 1	Fall	Spring	Change
	3	13/22 59%	16/23 70%	+11%
	4	11/22 50%	13/22 59%	+9%
	5	5/19 27%	9/19 47%	+20%
	6	2/17 12%	5/17 30%	+18%
	BES	31/80 38%	43/81 53%	+15%

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 Reflection Tool 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 processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Progress
--------------	-----------------

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026-2027 as determined by SC READY from 61% to 80% in the spring of 2027.	• Implement the HCSD Intervention Decision Tree with fidelity in grades K-5. The Reading Coach will guide teachers through the various assessments and support teachers as they administer and analyze the assessments. The Reading Coach will guide teachers through the process of using the decision tree to determine the starting point for intervention by analyzing the screeners. ○ iReady Inform Reading (universal screener) ○ Dibels Oral Reading Fluency (ORF) ○ LETRS Spelling Screeners ○ UFLI Foundations Intervention Placement Test ○ Kilpatrick Phonological Awareness Screening Test ○ Heggerty Phonological Assessment • Classroom teachers will be supported by the Reading Coach in PLC with the MTSS process as they intervene with students based on information gathered through screeners. • Implement intervention with fidelity (based on individual student data) during the designated flex time daily. • Classroom observations and walk throughs focusing on SC 4.0 rubric. • Reading Coach will provide professional development in the Open Court green band to improve Tier 1 instruction in phonic (grade K-5 teachers). • iReady Phonics initiative/boot camp will be implemented for 6 weeks following the beginning of the year diagnostic. This initiative will be for 1-5 grade students that are weak (Tier 3) in the phonics domain. • Implement iReady Personalized Learning with fidelity in grades K-5, focusing on students passing 2 reading and 2 math lessons each week. • Utilize Ready Reading as systematic Tier 1 standards based instruction in grades 3-5.
---	---

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

	• Utilize Open Court red band as systematic Tier 1 standards based instruction in grades K-2. • Utilize iReady Tools for Instruction as systematic Tier 2-3 intervention in grades K-5. • Utilize UFLI as intensive Tier 3 intervention for K-5 students weak in phonemic awareness and/or phonics.
<u>Current Goal #2:</u> By the end of the 2026-2027 school year, the percentage of K-2 students performing on grade level in the phonics domain on iReady will increase from 12% to 80%.	• Reading Coach will provide professional development in the Open Court green band to strengthen Tier 1 instruction in phonics (grade K-5 teachers). • The Reading Coach will weave the elements of explicit instruction into PLC for the primary teachers (K-2). • Classroom observations and walk throughs focusing on phonics instruction and explicit instruction in grades K-2. • The Reading Coach will continue to support K-2 teachers in their understanding of the foundational literacy standards, including how to teach and assess them. • The Reading Coach will engage in coaching cycles with all K-2 teachers throughout the year. • The Reading Coach will support K-2 teachers as they provide intervention to students not performing on grade level in the phonics domain.
<u>Current Goal #3:</u> By the end of the 2026-2027 school year, the percentage of K-5 grade students performing on grade level in the vocabulary domain on iReady will increase from 32.6% to 80%.	• Reading Coach will provide professional development in the LETRS Vocabulary routine (grade K-5 teachers). • The Reading Coach will weave the elements of explicit instruction into PLC for the elementary teachers (3-5). • Classroom observations and walk throughs focusing on vocabulary instruction and explicit instruction in grades K-5. • The Reading Coach will support 3-5 teachers as they provide intervention to students not performing on grade level in the vocabulary domain.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

	• The Reading Coach will provide professional development in the Open Court green band to strengthen Tier 1 instruction in phonics (grade K-3 teachers). • Reading Coach will provide professional development in the Open Court green band to strengthen Tier 1 instruction in word analysis (grade 4-5 teachers). • Analysis of Fall 2026 data indicates that foundational phonics in grades K–2 and vocabulary development across the elementary grades are priority areas for improvement. These needs, along with the decline in third-grade SC READY performance, informed the development of the school's 2026–2027 SMART goals.
--	---