Section A: 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.*

Reading assessment and instruction for PreK-5th grade students is designed to encompass several critical components—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. This comprehensive approach ensures that all students develop the skills necessary to meet grade-level English/Language Arts SC College- and Career- Ready standards and enhance their overall understanding of texts. We have made a transition in our formative assessment program. We are using i-Ready Inform as our district formative assessment and universal screener. We are still utilizing districtwide common assessments for assessing state standards and indicators in addition to schoolwide bi-weekly common assessments. We use the unit assessments as guide maps for what SC College- and Career-Ready standards and indicators are being taught through our high quality instructional materials adoption.

Our foundational skills programming addresses phonological awareness, phonics, and fluency. UFLI Foundations is our program that addresses all three of the previously mentioned areas and we follow the program's scope and sequence. Our data is showing that there are students that are exhibiting weaknesses in the area of phonological awareness. To address phonological awareness for this current school year, in Kindergarten we are continuing our implementation of Heggerty in Kindergarten and also utilizing it First Grade. Second graders are receiving phonological awareness instruction as needed based on diagnostic assessment data through Heggerty Bridge the Gap. As we learned in LETRS, automaticity in reading words is essential in building reading fluency. Instruction in fluency focuses on decodables, repeated readings, guided oral reading, and using engaging texts to build fluency. Assessments evaluate reading speed, accuracy, and expression, ensuring students can read at a level that supports comprehension.

We use our state curriculum adoption SAVVAS MyView for oral language, vocabulary, and comprehension. Oral language instruction includes activities that promote conversation, storytelling, and language-rich interactions. Assessments focus on students' speaking and listening skills, ensuring they can articulate thoughts and understand others, which supports later reading comprehension. Building strong vocabulary is essential for understanding texts. Instruction includes explicit teaching of new words, using routines such as the LETRs Vocabulary Routine, context-based learning, and discussions that enrich word knowledge. Assessments gauge students' understanding of vocabulary, encouraging them to use new words in context and enhancing their comprehension abilities. Comprehension is the ultimate goal of our reading instruction. Teachers employ strategies like predicting, questioning, summarizing, and making connections to deepen understanding. Assessments include

comprehension questions and daily checks for understanding to evaluate students' ability to comprehend texts.

Assessments inform differentiated instruction, allowing teachers to tailor support based on individual student needs, ensuring every learner can progress toward grade-level standards. For UFLI Foundations, teachers are utilizing bi-weekly common formative assessments to determine small group Tier 1 instruction. For the language comprehension strand, teachers are utilizing data from SAVVAS bi-weekly common assessments to determine small group instruction and opportunities for reteaching and spiralling. By addressing these key areas, the reading assessment and instruction framework not only prepares students for academic success but also cultivates a passion for reading and learning.

Section B: 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 is a crucial focus in helping students build a solid foundation in reading. Word recognition includes phonological awareness, decoding, and sight word recognition. Phonological awareness is the ability to recognize and manipulate sounds in spoken language. Instruction involves engaging students in activities such as blending and segmenting, rhyming, isolating, adding, deleting sounds. We began by analyzing i-Ready Inform Data to determine where students were performing in phonological awareness. From there, we are using the Heggerty assessment in grades 1 and 2 to determine what specific areas of phonological awareness to instruct students in small groups. In Kindergarten, we are excited to continue our implementation of Heggerty Phonemic Awareness to improve students' phonological awareness skills. We will be using the benchmark assessments and progress monitoring assessments from Heggerty to assess students' progress and make instructional decisions related to phonological awareness for Kindergarten and First Grade (Second Grade on as needed basis).

Phonics instruction teaches the relationship between letters and sounds, enabling students to decode and encode words. For word recognition instruction, our teachers use UFLI Foundations in Tier 1 instruction which is a program that emphasizes a systematic and explicit approach to teaching students how to read. We follow the suggested scope and sequence and are focusing on teaching this program with fidelity. In regards to phonics, after analyzing our assessment scores from i-Ready, teachers gave the Core Phonics Survey measure students' ability to apply phonics knowledge in reading, helping to identify where to begin their instruction with those who may need additional support during intervention. For sight recognition, speaking specifically of irregular words, teachers are focusing on using the Heart Word Method as used in UFLI foundations. Between the manipulation of sounds, blending words, and the Heart Word Method,

teachers are helping students build automaticity in reading words. Teachers are also utilizing the Project Read AI UFLI portal to collect data on Tier 1 instruction. The portal helps teachers to then provide small group support for students based on the progress monitoring. This progress monitoring looks at weekly assessment data and cumulative assessment data and provides suggestions for instruction and personalized practice. Utilizing this tool helps us to differentiate instruction within Tier 1 and allow for the interleaved practice to continue so that students reach mastery of specific phonics patterns.

With the use of UFLI and Hands to Mind resources our teachers are able to work on addressing phonological awareness and phonics skills to assist in developing decoding and encoding skills. These resources really help to see their newly obtained knowledge in action and we are thankful to have the tools to implement these practices.

Section C: 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 utilizes i-Ready Inform assessment, i-Ready Literacy tasks, KRA, and MyIgGDIs for universal screener data and diagnostic assessment data to create targeted intervention pathways for PreK-5th grade students who have not demonstrated grade-level reading proficiency. Universal screeners are administered to all students to identify those at risk for reading difficulties. These assessments evaluate key literacy skills, including: phonological awareness, phonics, fluency, vocabulary and comprehension. Each student who is identified as having a possible reading difficulty, as according to i-Ready's Reading Difficulty Indicator (iRDI), are receiving intervention daily in addition to Tier 1 instruction.

We are continuing an initiative that began mid-year last school year, in first grade, called Walk to Read. Students were grouped together to plan intervention and enrichment time for all. We are very excited to add second grade to Walk to Read this year, as it will help to ensure that ALL students receive either intervention or enrichment to help students improve.

We are utilizing the state's Literacy Pathways document to determine what our next steps are for our students. This document helps teachers to truly know where their students are when it comes to building their solid reading foundations. Using this pathway, teachers know what students' strengths are and know where to go next in their instructional pathway in which they communicate with parents and suggest activities for parents to implement with their child at home. Many of our students' intervention areas are focused on the Word Recognition Pathway. For Word Recognition, we follow the Literacy Pathways document which is broken down into

phonological awareness skills and phonics skills. We check off each skill that the student has displayed as according to our Heggerty assessments for phonological awareness, and our Core Phonics Surveys and Literacy tasks for phonics.

Another area that we address is the language comprehension pathway. If a student shows strengths in word recognition but struggles with understanding what they read, the interventions will focus on the areas of vocabulary development including strategies used to enhance word knowledge through context and usage. Comprehension strategies will be embedded that teach techniques such as summarization, questioning, and making connections to improve understanding. Students will engage with texts by teachers providing rich, varied texts and discussions to enhance comprehension skills.

By leveraging universal screener and diagnostic assessment data, the school will effectively identify specific areas of need and provide targeted interventions that address both word recognition and language comprehension. This systematic approach aims to help all students achieve grade-level reading proficiency.

Section D: 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.*

Our school has implemented a comprehensive system to help parents understand how they can support their children as readers and writers at home. This system includes several key components such as family nights, resources to utilize at home, and parent conferences. Regular family nights are held for parents to learn about literacy development and effective strategies to support reading and writing at home. During family nights, topics include the importance of reading aloud, strategies for building vocabulary and techniques for encouraging writing practice. This is also a time where we communicate schoolwide goals. Activities that support phonemic awareness and phonics will be provided as at-home practice that parents and children can do together, fostering a love for reading. The school will also provide a range of

resource materials, including printed materials that outline age-appropriate reading and writing activities.

Recommendations for engaging and developmentally suitable books for different grade levels will be provided with the help of our school Media Specialist. Web resources such as online platforms and tools that offer additional support for literacy development will be provided. During conferences, teachers discuss each student’s progress and provide tailored suggestions for how parents can reinforce learning at home. This personalized approach helps parents understand their child's specific strengths and areas for improvement. Regular communication through newsletters, emails, and the school website keeps parents informed about literacy initiatives, upcoming events, and helpful tips for supporting literacy at home. Teachers, the literacy team, and MTSS team are available for one-on-one consultations. Parents can reach out to ask questions or seek guidance on specific strategies tailored to their child's needs. By integrating these components, the school creates a supportive environment that empowers parents to play an active role in their child’s reading and writing development. This partnership between home and school is essential for fostering literacy skills and a lifelong love of learning.

Section E: 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. *

The school has established a robust system for monitoring reading achievement and growth at both the classroom and school levels. This system uses comprehensive data analysis to inform decisions regarding Pre K-5th grade interventions, ensuring all students achieve grade-level proficiency in reading. The process is structured to include various components. Data collection takes place using different assessments.
We begin with the universal screeners mentioned previously, administered regularly to all students to identify those at risk for reading difficulties. The school leadership team meets regularly to review the data and make necessary adjustments to instruction based on data collected. Students reading below benchmark receive 120 minutes daily of Tier 1 reading instruction and an additional Tier 2 instruction daily.

Diagnostic Assessments are used for in-depth analysis of specific reading skills, such as phonics, fluency, and comprehension. One diagnostic we are continuing to use at this time is the Core Phonics Survey, which identifies students' strengths and weaknesses in areas of phonics. Heggerty Benchmarks and progress monitoring tasks are utilized for phonemic awareness. Formative Assessments/ ongoing assessments are conducted during instruction to monitor student progress and understanding. Cold texts are used as a gauge to determine understanding and application of skills and strategies. Districtwide common assessments are used as another source of information. Progress Monitoring measures are used for students receiving interventions. They are monitored closely through frequent assessments (e.g., monthly or bi-weekly) to evaluate the effectiveness of interventions and student growth. Tier 3 students are progress monitored weekly.

An expectation is that teachers, with the instructional leadership team, participate in regular data analysis meetings to: review the collected data collaboratively, identify trends in student performance, and determine which students require additional support and the type of interventions needed. Based on the analysis of data, targeted intervention plans will be developed that include group and individual interventions that are research-based to meet the specific needs of students, focusing on either word recognition or language comprehension.

Our expectations are that interventions are monitored regularly using progress monitoring assessments from i-Ready to gauge student progress. Literacy tasks to progress monitor from i-Ready are as follows: letter sound fluency, passage reading fluency, phoneme segmentation fluency, pseudoword decoding fluency, and word recognition fluency. Depending on what the intervention is will be how a student's progress is monitored. Data collected from these assessments will inform ongoing instruction and may lead to adjustments in intervention pathways. This ensures that support is tailored to each student's evolving needs. Teachers collaborate in PLCs with one of our goals being to monitor achievement with the instructional leadership team. The instructional leadership team, along with the reading interventionists and teachers serving students, work in collaboration to design and implement effective intervention plans. Regular communication and data sharing among staff ensure a cohesive approach to supporting each student's literacy development.

Students are regrouped based on their current performance and progress, ensuring that instruction is responsive to their needs. The effectiveness of interventions is regularly evaluated through analyzing progress monitoring data to determine whether students are making gains toward grade-level proficiency and adjusting intervention strategies as needed based on student outcomes. At the school level, data on reading achievement is aggregated to both set school-wide goals for reading proficiency and monitor overall progress to adjust school initiatives to improve literacy outcomes. By using this systematic approach to monitoring reading achievement and growth, the school ensures that all PreK-5th grade students receive the support they need to reach grade-level proficiency in reading.

Section F: 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. *

Professional development for educators is an important piece of ensuring student success. The school provides ongoing professional development for teachers to enhance their skills in data interpretation, Tier 1 instruction, and intervention strategies. Our goal is to stay updated on best practices in reading instruction and assessment based on ever-evolving research and evidence. There are various ways that we are supporting teacher training in the science of reading, structured literacy, and foundational literacy skills that will support all students in PreK-5th grade.

LETRS training is reinforced and embedded into discussions during PLC. All but two teachers have completed LETRs training Volume 1 and five are completing Volume 2. One of our targets will continue to be focused on foundational skills. Additional trainings addresses foundational literacy skills, including: phonological awareness and phonics instruction, vocabulary development and comprehension strategies. As well as differentiation techniques to meet the needs of all learners. This will enable us to implement strategies and interventions aligned with the Science of Reading. Educators learn about the cognitive processes involved in reading and the importance of evidence-based practices. We are also completing a book study this year regarding small group instruction.

Using data from our universal screener, we will select students to support in the area of literacy. Centering our professional development related to screening around the literacy pathways document, we are beginning to explore literacy tasks that document students' strengths and weaknesses. Training in using and continuing progress monitoring tools is actively occurring.

Teachers participate in professional learning communities (PLCs) where they share best practices and resources related to reading instruction and analyze student data together to identify those effective strategies for diverse learners. During PLC we train teachers to use data to better inform instruction. We are keeping our data in front of us related to both foundational skills and language comprehension to make decisions for whole group and small group

instruction. We are continuing to analyze our progress monitoring from UFLI progress monitoring assessments and SAVVAS progress check-up assessments to determine effectiveness of instruction and next steps.

The school instructional team (including Literacy Coach) works closely with teachers to provide small group and individualized support in implementing effective literacy strategies centered around the science of reading in the classroom. The members of the school leadership team observe lessons and offer constructive feedback to enhance instructional practices. Coaches and team members model instruction, co-teach and assist with small group instructional strategies. During training sessions, educators have opportunities to observe model lessons that demonstrate effective literacy instruction based on the science of reading and writing. They practice teaching strategies in a supportive environment, receiving feedback from peers and coaches. Teachers also participate in coaching cycles with the Literacy Coach to implement effective practices.

Members of the leadership team and teachers have opportunities to attend professional development outside the district pertaining to topics centered around the science of reading and writing. These opportunities allow educators at Pate to hear from experts in the field of education. Teachers and leaders bring this information back to share with others in the school to implement in practice. Additionally, opportunities for professional development may include the following:
Literacy Competencies for PreK-5th Grade Teachers
Literacy Competencies for Administrators
South Carolina College and Career Ready Standards
Standards for Professional Learning
Early Learning Standards for 4K

Section G: District Analysis of Data

Strengths*

Implementation of high quality instructional materials, such as SAVVAS, Heggerty (in Kindergarten), and UFLI Foundations. Combination of Heggerty and UFLI in Kindergarten brought an overall increase in phonological awareness and phonics. Only 16 of 126 of students entered first grade in “emerging Kindergarten” level in phonological awareness for BOY i-Ready inform data. 21 of 126 students entered first grade “emerging Kindergarten” level in phonics.

Utilizing PLCs to analyze diagnostic and formative assessments and using the data to drive instruction. Data informed each move we made in instruction as a school.

Increase in stakeholders and parent participation with school wide events.

Possibilities for Growth*

Currently, we are working on continuing to strengthen our Tier 1 Core Instruction. A few areas of focus that we are currently working on include critical thinking and student discourse. While student engagement is at an all time high, students need to be problem solving and collaborating through discourse.

Another area of focus is high frequency words. 61% of our first grade students scored below according to the i-Ready Literacy task information we collected on our universal screener. We are incorporating a high frequency word reading routine schoolwide to counteract this problem with progress to be monitored monthly for all students in Kindergarten.

First and second grade students will be participating in Walk to Read this year to ensure that all students receive intervention and enrichment. First grade began this work mid-year and we saw much growth and are looking forward to beginning the second 9 weeks.

Continued focus on writing foundational skills utilizing our new program, Project Read Written Expression.

***Note: The three questions below are included this year to gauge school-level LETRS implementation.**

"Eligible" teachers for state-funded LETRS training:

- K-3 Classroom Teachers
- Reading Coaches
- Reading interventionists
- K-3 Special Education Teachers
- School Administrators

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?*

5

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?*

18

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?*

2

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?*

5

How many CERDEP PreK teachers in your school have completed EC LETRS?*

3

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 previous school 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).

If you do not have a copy of your goals from the previous school year, email Marie Gibbons at mgibbons@ed.sc.gov.

Previous Goal #1*

At Pate Elementary School, we will increase the percentage of Kindergarten students scoring Meets and Exceeds in the fall of 2025, as determined by iReady, from 16% to 50% in the spring of 2026.

Goal #1 Progress*

81% of our Kindergarten students reached on and above grade level in Spring 2026 as measured by I-Ready. We attribute this increase to carefully planned and executed PLCs that focused on data collection and instructional plans to help students move forward.

Previous Goal #2

At Pate Elementary School, we will increase the percentage of first graders scoring Meets and Exceeds in the fall of 2025, as determined by iReady, from 11% to 50% in the spring of 2026.

Goal #2 Progress

55% of our first grade students reached on and above grade level in Spring 2026. While the increase was not as significant as in Kindergarten, we are reflecting on possible reasons as to why this occurred. In the possibilities for growth section, we mentioned some areas of focus. We are currently working with all classroom teachers to develop in these areas by implementing evidenced-based practices. This is a major focus area of modeling and coaching cycles.

Previous Goal #3

At Pate Elementary School, we will increase the percentage of second graders scoring Meets and Exceeds in the fall of 2025, as determined by iReady, from 17% to 50% in the spring of 2026.

Goal #3 Progress

61% of our second graders reached on and above grade level in Spring 2026. We are looking forward to utilizing Walk to Read this school year to help reach each student where they are by providing intervention and enrichment support for all students.

Section I: Current Year 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.

If you have questions about completing this section, please contact Marie Gibbons at mgibbons@ed.sc.gov.

For all schools serving third grade students, goal #1 MUST read:

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 from __% to __% in the spring of [current school year].

Current Goal #1*

At Pate Elementary School, we will increase the percentage of Kindergarten students scoring Meets and Exceeds in the fall of 2026, as determined by iReady, from 12% to 57% in the spring of 2026.

Goal #1 Action Steps*

In order to achieve this goal, teachers at Pate Elementary School will commit to following the District Unit internalization protocol as we navigate and carefully plan lessons utilizing our high quality instructional materials. During PLCs, educators at Pate will analyze different forms of assessment, such as formative, benchmark, and common assessment data weekly to plan intentional instruction to teach, remediate, reinforce, and enrich. Teachers will continue their i-Ready training on assessment and analysis to gauge effectiveness of instruction and teachers will use student's i-Ready Personalized Instruction to help meet each child where he or she is in their learning. They will use this data to intervene with students, when necessary, to help students as they navigate their prescribed learning pathways.

Finally, there will be a focus on intervention. Teachers will match interventions to students using i-Ready Inform Data, i-Ready Literacy task data, and progress monitoring probes to ensure that students are making adequate and

accelerated progress because of our carefully selected, and intentional instruction.

Specific steps for Kindergarten in working towards this goal:

-Implementing Heggerty Phonemic Awareness: Kindergarten program to increase achievement in the Phonological Awareness domain.

-Implementing UFLI Foundations Phonics instruction and High Frequency Word (HFW) instruction using the heart word method through UFLI Foundations

-Incorporating many opportunities for exposure to multiple texts daily to reinforce the language comprehension end of Scarborough's rope.

-Implementing Project Read Written Expression to help build students' foundational skills in writing.

Current Goal #2*

At Pate Elementary School, we will increase the percentage of first graders scoring Meets and Exceeds in the fall of 2026, as determined by iReady, from 7% to 57% in the spring of 2027.

Goal #2 Action Steps*

In addition to the narrative in the first goal, we have more specific steps for first grade. Specific steps for first grade in working towards this goal:

-Implementing the Heggerty phonemic awareness program to increase achievement in the Phonological Awareness domain. Students receiving intervention who are at the 20th percentile or below receive Heggerty Phonemic Awareness instruction.

-Implementing UFLI Foundations Phonics instruction and High Frequency Word (HFW) instruction using the heart word method through UFLI Foundations.

-Incorporating many opportunities for exposure to multiple texts daily to reinforce the language comprehension end of Scarborough's rope.

-Implementing Project Read Written Expression to strengthen foundational writing skills.

Current Goal #3

At Pate Elementary School, we will increase the percentage of second graders scoring Meets and Exceeds in the fall of 2025, as determined by iReady, from 26% to 57% in the spring of 2026.

Goal #3 Action Steps

In addition to the narrative in the first goal, we have more specific steps for second grade. Specific steps for second grade in working towards this goal:

-Implementing Bridge the GAP Phonemic Awareness to increase achievement in the Phonological Awareness domain for those that are showing Kindergarten and Emerging Kindergarten level.

-Implementing UFLI Foundations Phonics instruction and High Frequency Word (HFW) instruction using the heart word method through UFLI Foundations.

-Read Like Us fluency routine to increase prosody and rate, while increasing comprehension.

-Incorporating many opportunities for exposure to multiple texts daily to reinforce the language comprehension end of Scarborough's rope.