Briggs Elementary
South Carolina Department of Education
Read to Succeed Primary and Elementary Reading Plan
2026-2027

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 21
- 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? 1
- How many CERDEP PreK teachers in your school have completed EC LETRS? 0
- 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 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.

At Briggs Elementary, reading assessment and instruction for all PreK–5th-grade students are grounded in structured literacy and intentionally integrate oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers plan explicit, systematic, and sequential lessons aligned with South Carolina English Language Arts standards and indicators. Oral language is strengthened through interactive read-alouds, classroom discussions, collaborative learning, and opportunities for students to explain their thinking. Phonological awareness and phonics are taught through evidence-based practices such as Orton-Gillingham, supported by sound walls, manipulatives, and daily formative assessments. Fluency, vocabulary, and comprehension are developed through teacher modeling, repeated and independent reading, explicit vocabulary instruction, text-based discussions, and written responses to reading.

HMH Into Reading provides standards- and indicator-aligned core instruction and assessments across the literacy domains. The workshop model allows teachers to deliver focused whole-group instruction and then provide differentiated practice through small groups, conferencing, and independent application. Lexia provides individualized instruction and practice in phonological awareness, phonics, fluency, vocabulary, and comprehension based on each student's demonstrated needs. Teachers also use Accelerated Reader to encourage independent reading, monitor comprehension, and help students establish personal reading goals.

Assessment is ongoing and includes multiple measures. In PreK and kindergarten, KRA and IGDIs provide information about students' early language and literacy development. STAR Reading, STAR Early Literacy, and STAR CBM serve as universal screening, benchmarking, and progress-monitoring tools. Daily Orton-Gillingham formative assessments help teachers identify immediate needs in phonological awareness and phonics, while HMH weekly and module assessments measure mastery of grade-level standards and indicators. Lexia performance data identifies specific skill strengths and needs and supports differentiated instruction. In grades 3–5,

LinkIt benchmarks and text-dependent writing tasks measure students' ability to apply South Carolina standards and indicators. The TDW rubric is used consistently throughout the school year to teach expectations, provide feedback, monitor growth, and strengthen students' written analysis and comprehension of texts.

In alignment with Literacy Competency Indicator 3.3, teachers regularly interpret individual, small-group, classroom, and grade-level data to monitor performance and progress. Through the MTSS process, teams analyze multiple sources of assessment data to establish learning goals and make informed decisions about whole-group instruction, targeted small-group support, and individualized intervention. This comprehensive approach ensures that every student receives instruction responsive to their needs while progressing toward mastery of grade-level English Language Arts standards and stronger comprehension of increasingly complex texts.

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.

Word recognition assessment and instruction for PreK–5th-grade students are aligned with the science of reading, structured literacy, foundational literacy skills, and Literacy Competency Indicator 1.2. Teachers apply the foundations of oral language, reading, and writing development across an explicit, sequential, and systematic continuum. Instruction progresses from phonological and phonemic awareness to sound-symbol correspondence, decoding, encoding, high-frequency word recognition, fluency, and automatic word reading.

Students' word-recognition skills are assessed through multiple measures. PreK and kindergarten teachers use early literacy assessments, including IGDIs and the Kindergarten Readiness Assessment, to evaluate language and literacy development. Students in grades K–5 complete STAR universal screening three times each year. Students in grades 1–3, along with students performing below grade level in grades 4–5, are also screened using STAR CBM Oral Reading Fluency. When data reveal fluency or foundational skill gaps, teachers administer additional diagnostic assessments, including Orton-Gillingham tools that measure letter identification, letter-sound knowledge, phonological awareness, decoding, encoding, and sentence dictation. Teachers may also use the South Carolina Department of Education's Indicator-Aligned Inventory for Word Recognition to identify specific needs connected to grade-level standards.

Tier 1 instruction is anchored by evidence-based resources and practices, including HMH Into Reading and Orton-Gillingham, with additional support from Lexia and UFLI. Instruction is delivered explicitly and systematically and includes frequent modeling, guided practice, corrective feedback, and cumulative review. In the primary grades, sound walls, magnetic letters, mirrors, decodable texts, and other manipulatives help students connect speech sounds to print. Students also receive explicit practice with irregular

high-frequency "Red Words," decoding and encoding patterns, and word analysis. Instruction in morphology—including root words, prefixes, and suffixes—helps students recognize increasingly complex words while strengthening vocabulary and comprehension.

Assessment data are used to form flexible small groups and determine the intensity of instruction each student needs. Teachers collaborate with the Literacy Coach and interventionists to review baseline, diagnostic, and progress-monitoring data from STAR, STAR CBM, Lexia, HMH, and Orton-Gillingham assessments. Students requiring Tier 2 or Tier 3 support receive additional targeted instruction from classroom teachers and trained interventionists using science-of-reading-aligned resources such as Orton-Gillingham, Lexia, and UFLI. Progress is monitored regularly so groups, strategies, pacing, and learning goals can be adjusted responsively.

Professional learning supports consistent implementation across the school. Teachers have received Orton-Gillingham training, and K–3 teachers are participating in LETRS training to deepen their understanding of oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and morphology. Ongoing coaching, collaborative data reviews, and classroom walkthroughs help ensure that structured literacy practices are implemented with fidelity. Through this coordinated system of assessment, core instruction, intervention, and professional learning, students build the accurate, fluent, and automatic word-recognition skills necessary for successful reading 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.

Universal screening and diagnostic assessment data within the MTSS process is used to determine whether students who have not demonstrated grade-level reading proficiency need intervention primarily in word recognition, language comprehension, or both areas. STAR Reading and STAR Early Literacy are administered three times per year as universal screeners, while STAR CBM provides additional information about oral reading fluency. PreK students are assessed with developmentally appropriate early literacy measures. Students performing at or below the 10th percentile are identified for further diagnostic assessment and consideration for targeted intervention.

Teachers and the MTSS team analyze multiple sources of data rather than relying on a single assessment. Diagnostic measures include STAR CBM, LETRS screeners, Lexia reports, Orton-Gillingham assessments, HMH module and classroom assessments, LinkIt benchmarks, classroom performance, and student grades. Orton-Gillingham assessments—including letter identification, sound inventories, decoding measures, and red and green word assessments—help identify needs related to phonological awareness, phonics, word recognition, decoding, and fluency. HMH, LinkIt, Lexia, classroom assessments, and student work provide additional

information about vocabulary, background knowledge, language structures, reading comprehension, and written responses to texts.

The South Carolina Department of Education's Reading Intervention Decision Tree guides the analysis of these data and helps the team select an appropriate intervention pathway. Students demonstrating weaknesses in foundational skills receive a word-recognition pathway focused on phonological and phonemic awareness, sound-symbol relationships, decoding, encoding, automatic word reading, and fluency. Students whose word-reading skills are stronger but who struggle to understand text receive a language-comprehension pathway focused on oral language, vocabulary, background knowledge, syntax, text structure, inferencing, and comprehension strategies. Students with needs in both areas receive instruction addressing both pathways.

Students identified for Tier 2 or Tier 3 support receive targeted daily small-group instruction from classroom teachers or interventionists. Evidence-based resources may include Orton-Gillingham, Lexia, HMH Structured Literacy lessons, decodable readers, early literacy manipulatives, and explicit comprehension supports such as graphic organizers and text-based questioning. Universal screening, diagnostic results, and ongoing progress-monitoring data are used to create instructional groups, establish measurable MTSS goals, monitor students' responses to intervention, and adjust the frequency, duration, or intensity of support.

Literacy Assessment Portfolio folders are maintained for qualifying first- and third-grade students to document assessment results, intervention plans, instructional progress, and movement toward grade-level proficiency. First-grade students performing at or below a STAR Grade Equivalent of 0.5, second-grade students performing at or below a STAR Grade Equivalent of 1.5, and third-grade students performing at or below a STAR Grade Equivalent of 2.5 receive this additional documentation and support. These data also help determine eligibility for Summer Reading Camp, which expanded to include first-grade students beginning with the 2025–2026 school year. Parents are included through conferences and ongoing communication about LAP data, progress-monitoring results, intervention goals, and recommended supports.

Through this systematic process, Briggs uses universal screening to identify students at risk and diagnostic assessment to pinpoint the specific causes of reading difficulty. This allows the school to provide an intentional, evidence-based pathway of intervention in word recognition, language comprehension, or both, based on each student's individual 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.

Briggs Elementary has an intentional, ongoing system to help families understand their children's literacy development and support reading and writing at home. In alignment with Literacy Competency Indicator 3.4, the school provides meaningful feedback, communicates regularly about progress toward the South Carolina College- and Career-Ready Standards, explains assessment results and proficiency expectations, and partners with families to establish literacy goals.

Families are introduced to grade-level expectations and at-home strategies during the Title I Open House, Curriculum Nights, and Title I Parent Nights. Teachers provide family-friendly explanations of reading and writing standards, instructional tip sheets, modeled strategies, and make-and-take activities connected to classroom instruction. Families are also directed to South Carolina's Family-Friendly Standards, which explain grade-level learning expectations in accessible language. Title I family surveys are used to identify parents' questions, needs, and preferred topics so future workshops and resources can be designed accordingly. Multilingual learner families receive additional language and communication support to ensure they can understand expectations, access resources, and participate fully in their children's literacy education.

The Title I Parent Resource Library provides books, pamphlets, games, and hands-on literacy activities that families may check out for use at home. Digital programs such as Lexia, Accelerated Reader, TumbleBooks, and Epic offer additional opportunities for students to practice reading skills, build fluency and vocabulary, and strengthen comprehension outside of school. Families receive guidance for using these resources effectively and supporting their children without completing the work for them.

Regular communication keeps parents informed throughout the year. Weekly classroom newsletters, electronic bulletins, Monday folders, graded assignments, progress reports, and report cards provide updates about current reading and writing skills and student performance. Teachers collect and share work samples, assessment results, anecdotal records, and other evidence to document each student's growth over time. Parent-teacher conferences allow families and teachers to review student work, identify patterns in performance, discuss progress toward grade-level standards, and establish goals across content areas and literacy initiatives.

During conferences, teachers explain STAR, Orton-Gillingham, benchmark, district, and state assessment results in family-friendly terms. Parents of students receiving Tier 2 or Tier 3 intervention also receive progress reports during each MTSS cycle, including information about intervention goals, strategies, and the student's response to instruction. The Literacy Coach and interventionists are available for individual consultations to help families interpret assessment data, understand proficiency expectations, observe modeled literacy strategies, and select targeted activities for home practice.

Through family education events, accessible resources, consistent communication, individualized feedback, and opportunities for collaboration, Briggs equips parents with the knowledge and tools needed to serve as active partners in their children's development as readers and writers.

Section E: 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.

A collaborative, schoolwide system is used to monitor reading achievement and growth and ensure that intervention decisions for PreK–5th-grade students are based on all available data. Administrators, classroom teachers, instructional coaches, interventionists, special education teachers, specialists, and families work together through grade-level PLCs, data conferences, schoolwide data reviews, and the MTSS process. This team approach allows staff to identify students who are not meeting grade-level expectations, determine their specific needs, and monitor their progress toward reading proficiency.

PreK students' early language and literacy development is monitored through IGDIs, classroom observations, developmental measures, and work samples. Kindergarten students also complete the Kindergarten Readiness Assessment. All K–5 students are screened three times each year using STAR Reading and/or STAR Early Literacy. Students performing below benchmark receive further diagnostic assessment through measures such as STAR CBM Oral Reading Fluency, Orton-Gillingham assessments, Lexia reports, HMH weekly and module assessments, LinkIt diagnostics, classroom assignments, reading conferences, teacher observations, grades, and other district or state assessments.

Data are reviewed at the individual, classroom, grade-level, and schoolwide levels. Teachers and instructional leaders use digital data walls and assessment reports to monitor performance, identify trends, compare growth, celebrate progress, and determine schoolwide or grade-level areas of need. Between universal screening windows, weekly and monthly data from STAR CBM probes, Lexia reports and real-time alerts, Accelerated Reader progress, classroom assessments, teacher-created probes, and reading conferences provide timely information about student achievement and response to instruction.

Literacy Assessment Portfolio folders are created for qualifying first- and third-grade students to document assessment results, intervention services, progress-monitoring data, work samples, and parent communication. First-grade students performing at or below a STAR Grade Equivalent of 0.5, second-grade students performing at or below a STAR Grade Equivalent of 1.5, and third-grade students performing at or below a STAR Grade Equivalent of 2.5 receive this additional documentation and support. LAP documentation helps the school track progress toward proficiency and make informed decisions regarding continued intervention and Summer Reading Camp eligibility.

When a student does not demonstrate mastery of grade-level reading expectations, the MTSS team analyzes all available data to determine whether Tier 2 or Tier 3 intervention is needed. Teachers, the Reading Coach, curriculum coordinator, interventionists, and other specialists collaborate to establish measurable goals and select interventions matched to the student's specific skill deficits. Interventions are provided through targeted small-group instruction during the school day and, when available and appropriate,

through before- or after-school support.

All classrooms include daily small-group time for targeted intervention and enrichment. Evidence-based resources such as Orton-Gillingham, HMH Into Reading, and Lexia provide explicit, systematic instruction aligned with structured literacy and the science of reading. Lexia differentiates practice according to individual student performance, while its real-time alerts help teachers respond promptly when students struggle. Students may also receive focused instruction from classroom teachers or interventionists using decodable texts, fluency practice, foundational literacy activities, vocabulary instruction, and comprehension strategies.

Students receiving intervention are progress-monitored regularly—often weekly—using tools such as STAR CBM, Lexia reports, Orton-Gillingham checks, and teacher-created probes. The MTSS team reviews these results to determine whether the student is responding adequately, needs a change in instructional strategy, requires increased intervention frequency or intensity, or is ready to reduce support. Parents are included through conferences, progress reports, LAP documentation, and regular communication about goals and growth.

Through universal screening, diagnostic assessment, frequent progress monitoring, collaborative data analysis, and responsive intervention, the school ensures that instructional decisions are based on a complete picture of each student's performance. This system supports continuous improvement at both the classroom and school levels while providing each student with the targeted instruction needed to progress toward grade-level reading proficiency.

Section F: 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.

Teacher training is intentionally designed to ensure that all students receive high-quality reading instruction grounded in the science of reading, structured literacy, and foundational literacy skills. Professional learning combines formal training, collaborative planning, data analysis, instructional coaching, modeling, and opportunities for teachers to apply evidence-based practices in their classrooms.

K–3 teachers participate in LETRS training to deepen their understanding of oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and the cognitive processes involved in learning to read. Teachers are also trained in Orton-Gillingham, which supports the delivery of explicit, systematic, sequential, and multisensory literacy instruction. New teachers receive initial Orton-Gillingham training, while returning teachers participate in refresher sessions to strengthen implementation and maintain consistency across classrooms.

Weekly Professional Learning Communities facilitated by the Literacy Coach and Curriculum Coach provide ongoing, job-embedded

professional learning. During PLCs, teachers deconstruct South Carolina College- and Career-Ready ELA standards, examine the progression of foundational literacy skills, analyze assessment data, and collaboratively plan instruction. Teachers use universal screening, diagnostic, classroom, and progress-monitoring data to identify student needs and plan appropriate Tier 1, Tier 2, and Tier 3 supports. PLCs also provide opportunities for teachers to observe modeled lessons, practice explicit structured literacy routines, examine student work, share effective strategies, and plan targeted small-group instruction.

Upper-grade teachers who are not eligible to participate in LETRS receive targeted support from the Literacy Coach. This support includes coaching, instructional resources, lesson modeling, feedback, and assistance with planning foundational literacy and small-group interventions for students in grades 4–5 who continue to demonstrate gaps in word recognition, fluency, vocabulary, or comprehension.

District professional development days include Renaissance training focused on administering universal screeners and interpreting STAR Reading, STAR Early Literacy, and STAR CBM data. Teachers learn how to identify students who require additional assessment, recognize patterns in student performance, establish measurable goals, and use progress-monitoring results to adjust instruction and intervention. Quarterly Lexia training further supports teachers in interpreting student reports, responding to real-time alerts, grouping students by skill need, and connecting online learning to teacher-led instruction.

Teachers also participate in ongoing professional learning related to HMH Into Reading, Lexia, Accelerated Reader, and other evidence-based literacy resources. Webinars provided by Lexia and the South Carolina Department of Education, along with peer observations and coaching cycles, extend professional learning throughout the year. Administrators and instructional coaches use walkthroughs, collaborative feedback, and data reviews to monitor implementation and determine future professional learning needs.

Through sustained training, coaching, collaboration, and data-informed support, teachers strengthen their knowledge and application of the science of reading and structured literacy. This coordinated approach promotes consistent, evidence-based instruction across grade levels and equips teachers to address the diverse foundational literacy needs of all students.

Section G: Analysis of Data (Use above and any current data such as 2025-2026 SC Ready Scores, current STAR reports, module assessments, etc.)

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Strengths	Possibilities for Growth
• Solid, consistent core proficiency across upper elementary. 78.2% of Grade 3, 70.9% of Grade 4, and 71.3% of Grade 5 students scored Meets or Exceeds on the 2025–26 SC READY ELA — a tight, consistent band (70–78%) rather than a steep decline across grades, suggesting the school's core ELA instruction is producing comparable outcomes as students move through the upper grades. • A strong population of advanced readers, concentrated early. 39.6% of Grade 3 students scored Exceeds on SC READY — the highest Exceeds rate of any tested grade — pointing to a solid foundation in early-grades reading instruction that the school can build on and study for replication in Grades 4–5. • Proficient readers are staying proficient. Among students who Met or Exceeded standard on SC READY in spring, 82.3% (Grade 3→4) and 76.9% (Grade 4→5) are now scoring At/Above Benchmark on the Fall STAR screener. This is strong evidence that once students reach proficiency, current instruction sustains it — core Tier 1 instruction and enrichment are working for this group. • Fall STAR universal screening shows a majority of students on track in every grade. 63.3% of all Grade 1–5 students are At/Above Benchmark on the Fall 2026–27 STAR screener, with Grade 3 (66.7%) and Grade 2 (66.2%) posting the strongest rates, indicating the primary-to-elementary transition is a relative bright spot. • Briggs outperformed both the district and the state at every tested grade on the 2026 SC READY ELA. Briggs's	• Expand Tier 2 and Tier 3 support across Grades 3–5. Approximately 28–30% of students in each tested grade scored Does Not Meet or Approaches on the 2025–26 SC READY ELA assessment. This consistency creates an opportunity to develop one coordinated intervention structure that supports a similar number of students at each grade level. • Prioritize foundational literacy in Grade 1. Fall STAR data identifies 29.9% of first-grade students as needing urgent intervention. This early data provides a valuable opportunity to strengthen phonemic awareness and phonics skills well before state testing, aligning with Read to Succeed's focus on K–3 literacy. • Strengthen informational-text comprehension in Grade 4. Reading Informational Text is the only reporting category in which Briggs's Low Performance rate (26.6%) exceeds both the district and state rates (24.9%). Because Grade 4 performs at or above comparison groups in other areas, instruction can focus strategically on this specific skill. • Build on strong Tier 1 instruction. Briggs's performance compared with the district and state reflects a strong instructional foundation. This plan will build on that success by providing targeted support to help more students move toward proficiency.

Strengths	Possibilities for Growth
Meets or Exceeds rate exceeded Florence School District One's by 5.5–9.6 percentage points and the state's by 5.4–14.0 percentage points at every grade (Grade 3: 78.2% school vs. 68.6% district vs. 64.2% state; Grade 4: 70.9% vs. 65.4% vs. 65.5%; Grade 5: 71.3% vs. 63.7% vs. 63.5%). Mean scale scores tell the same story — Briggs students outscored the state average by 16–36 points at every grade. ● Consistently fewer struggling readers than peers, with the gap widening by Grade 5. Briggs's Does Not Meet Expectations rate was lower than both the district's and the state's at every grade, and most notably in Grade 5, where only 9.2% of Briggs students scored Does Not Meet compared with 15.5% districtwide and 18.6% statewide — less than half the state rate. ● Writing is a standout strength, especially in Grade 3. 66.7% of Grade 3 students scored in the High Performance range on the Writing reporting category, compared with 51.9% districtwide and 47.9% statewide — the single largest school-vs-state advantage of any reporting category at any grade. Grade 5 also outpaces peers in Reading (Vocabulary) Across Genres (37.9% High Performance vs. 30.0% district, 28.0% state) and Research and Evaluating Ideas (55.2% vs. 46.5% district, 48.0% state).	

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).

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Goals	Progress
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 75.3% to 78.3% in the spring of 2026.	The percentage of students scoring Meets and Exceeds in the spring of 2026 was 78.2%. This was an increase from the previous 75.3% in the spring of 2025, missing the goal by 0.1%.
Goal #2: By the end of the 25-26 school year, the percentage of fourth graders scoring below the 25th percentile will decrease from 19 % on the Fall STAR Reading assessment to 13% as measured by the Spring STAR Reading assessment	Measurable progress was made toward the 13% goal. Among the 73 fourth-grade students who completed both benchmarks, the percentage scoring below the 25th percentile decreased from 21.9% in the Fall to 17.8% in the Spring. Five of the 16 students who began below the 25th percentile moved above it, demonstrating meaningful individual growth.
Goal #3: Reduce the percentage of fifth graders scoring Approaches Expectations in the spring of 2025 as determined by SC READY from 16.7% to 11.1% in the spring of 2026.	The percentage of students scoring Approaches Expectations in the spring of 2026 was 19.5%. This was an increase of 2.8% from the previous 16.7% in the spring of 2025. However, in the spring of 2025, 13.9% of students scored Does Not Meet, in contrast, in the spring of 2026, 9.2% of students scored Does Not Meet. Therefore, students scoring Does Not Meet and Approaches in 2026 decreased by 1.9%. (30.6% in 2025 and 28.7% in 2026.)

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

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Goals	Action Steps
Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 78.2% to 80% in the spring of 2027.	• Strengthen Targeted Small-Group Instruction. • Use formative and benchmark data to group students according to specific reading needs. • Provide daily, skill-based instruction targeting comprehension, vocabulary, and fluency. • Regroup students regularly based on progress-monitoring data. • Strengthen Tier 2 and Tier 3 Support • Provide systematic, evidence-based interventions for students performing below grade level. • Monitor progress every two weeks and adjust intervention intensity, grouping, or strategies as needed. • Strengthen Standards-Aligned Planning and Instruction • Use the SC Assessment Specifications Alignment Tool to ensure lessons and assessments reflect the standards, rigor, and expectations of SC READY. • Intentionally plan DOK 2 and DOK 3 questions and learning tasks that require students to apply skills, analyze texts, use evidence, and explain their reasoning. • Build Teacher Capacity Through Professional Learning and Coaching. • Provide ongoing professional learning focused on reading comprehension, standards-based questioning, DOK 2–3 tasks, and SC READY item types. • Use coaching, modeling, observation, and feedback cycles to strengthen small-group instruction and standards-aligned teaching practices.

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Goals	Action Steps
Goal #2: By May 2027, the percentage of 4th grade students meeting their MAT goal for ELA will increase from 43% to 53% as measured by the SCREADY ELA test. (42 students out of 79 students) 2025-2026 data: 4th grade: 34/79 -- 43% MAT.	• Maintain a monitored list of students nearing their MAT targets and update it after each interim assessment. • Hold biweekly grade-level data meetings to review results and adjust small-group instruction. • Provide skill-based Tier 2 intervention for at least 30 minutes, four days per week. • Progress monitor Tier 2 and Tier 3 students every two weeks and regroup as needed. • Use close reading and text-dependent questions with complex grade-level texts multiple times per week. • Provide monthly constructed-response practice requiring text evidence and score responses with a common rubric. • Provide professional learning on SC READY rigor, standards alignment, and evidence-based comprehension strategies. • Complete coaching cycles with a fourth-grade ELA teacher. • Share student progress and targeted home-practice strategies with families. • Monitor attendance and provide support when absences exceed district guidelines.
Goal #3: By the Spring 2027 STAR ELA Benchmark, the percentage of Grade 1 students at Briggs Elementary scoring At/Above Benchmark will increase from 59.7% (40 of 67) in Fall 2026 to at least 65% (44 of 67), and the percentage scoring in Urgent Intervention will decrease from 29.9% (20 of 67) to no more than 20% (13 of 67).	• Administer STAR to all first-grade students in the fall, winter, and spring. • Complete phonological awareness and phonics diagnostics for students scoring Urgent Intervention. • Provide Urgent Intervention students with 30 minutes of Tier 3 structured literacy instruction in groups of three or fewer. • Monitor Tier 3 progress and adjust groups as needed. • Provide On Watch students with 20–30 minutes of Tier 2 support three to four days per week.

Goals	Action Steps
	• Monitor Tier 2 progress and exit students who meet the winter benchmark. • Provide a daily 90-minute literacy block with explicit phonics instruction and decodable-text practice. • Use weekly PLCs to review data and plan differentiated small-group instruction. • Review winter data and adjust staffing, grouping, or intervention intensity as needed. • Aim for 62% At/Above Benchmark and no more than 25% Urgent Intervention by winter 2027. • Notify Tier 2 and Tier 3 families and provide at-home literacy activities. • Update families after each benchmark assessment. • Continue foundational-literacy coaching cycles with first-grade teachers and interventionists.