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

LETRS Questions:

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?:1
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 14
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 1

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.

Denmark-Olar K-12 School delivers reading instruction and assessment through a coordinated system of high-quality, research-based instructional materials — **HMH Into Reading**, **UFLI Foundations**, **i-Ready**, **DIBELS 8th Edition**, and **Mastery Connect** — that together provide systematic, explicit instruction and progress monitoring across all five pillars of literacy: phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction and assessment in every pillar are aligned to the **2024 South Carolina College- and Career-Ready (SC CCR) ELA Standards**, specifically the Foundations of Literacy (F) strand and the Applications of Reading (AOR) strand.

Oral Language in Pre-K: Frog Street Curriculum

At Denmark-Olar K-12 School, oral language is the foundation of our literacy instruction beginning in Pre-K. All Pre-K students receive daily, explicit oral language instruction through the Frog Street Pre-K curriculum, a research-based, high-quality instructional program that builds the listening, speaking, vocabulary, and background knowledge children need to become successful readers.

Instruction: Frog Street delivers oral language through a systematic scope and sequence organized around weekly themes and daily routines. Each day, students take part in the following:

- **Large-group circle time:** Teachers use explicit modeling, songs, rhymes, and chants to build phonological awareness and expressive language.
- **Interactive read-alouds:** Teachers pose open-ended questions, and students practice retelling and discussing stories to build comprehension and listening skills.
- **Explicit vocabulary instruction:** Teachers introduce, define, and revisit theme-based vocabulary in context, so students hear and use new words repeatedly throughout the week.

- **Small-group and center activities:** Students practice conversation, sentence building, and storytelling with teacher support and peers.

Because the scope and sequence is built into the curriculum, every Pre-K student receives the same explicit, sequential oral language instruction regardless of classroom. Teachers also scaffold language with sentence stems, visuals, and repeated practice to support students at different language levels.

Assessment: Oral language is assessed throughout the year so teachers can monitor growth and adjust instruction. Teachers collect data through observational checklists and Frog Street progress monitoring, covering listening comprehension, vocabulary, speaking and sentence use, and phonological awareness. Data is collected at fall, winter, and spring checkpoints and reviewed to identify students who need additional language support, so small-group instruction can be planned based on student need.

Standards Alignment: Frog Street's oral language instruction is aligned to the South Carolina Early Learning and Development Standards (SC ELDS), which prepare students for the SC College and Career Ready ELA Standards in kindergarten and beyond. Daily oral language work directly supports the five pillars. Rhymes, songs, and sound play develop phonological awareness, vocabulary and read-alouds build comprehension, and conversation and storytelling support the fluency and language foundations students need for later reading. Students enter kindergarten with the language skills to benefit from our structured literacy instruction in K–5.

Oral Language in Grades K-5: HMH Into Reading

At Denmark-Olar K-12 School, oral language instruction continues from Pre-K through fifth grade as an integrated part of our core reading program, HMH Into Reading. Into Reading is a high-quality, research-based program that gives all students daily opportunities to listen, speak, build vocabulary, and discuss texts as they develop as readers.

Instruction: Into Reading follows a systematic, explicit scope and sequence organized into units and modules, and oral language is built into each part of the daily lesson:

- **Whole-group instruction:** Teachers use read-alouds and shared reading to model fluent reading, think-alouds, and academic language. Students respond through partner talk, turn-and-talk routines, and whole-class discussion using sentence frames.
- **Vocabulary and background knowledge:** Each module introduces key vocabulary and builds knowledge through topic-related texts. Students hear, say, and use new words in discussion and writing.

- **Comprehension discussion:** Students answer text-dependent questions, retell, summarize, and support their thinking with evidence in collaborative conversations.
- **Speaking and listening tasks:** Students complete module tasks such as presentations, discussions, and oral responses to text.
- **Small-group instruction:** Teachers use leveled and targeted lessons to build language and comprehension with students who need additional support, and they provide language scaffolds such as visuals, sentence stems, and repeated practice for English learners and others who need them.

Oral language also supports foundational skills. In K-2, students practice phonological awareness, phonics, and decoding alongside UFLI Foundations, and then use those skills in speaking, listening, and discussion of connected text. Because every K-5 classroom uses the same scope and sequence, all students receive consistent, sequential instruction.

Assessment: Oral language is assessed through ongoing observation and program assessments so teachers can monitor growth and adjust instruction. Teachers use HMH weekly comprehension checks, unit assessments, and observation of student discussions and oral responses to evaluate listening comprehension, vocabulary, and speaking skills. Universal screening and progress monitoring data from DIBELS 8th Edition and i-Ready Diagnostic provide additional evidence of students' phonological awareness, vocabulary, and comprehension. Data are collected at fall, winter, and spring checkpoints, with progress monitoring as needed and reviewed by grade-level teams to plan small-group instruction and interventions.

Standards Alignment: Into Reading is aligned to the SC College and Career Ready ELA Standards, including the Speaking and Listening and Language strands. Instruction and assessment are aligned to these standards through standards-based planning and [Mastery Connect or other standards-based assessments]. Oral language connects directly to each of the five pillars. Sound play and spoken practice support phonemic awareness and phonics, repeated reading and modeled expression support fluency, vocabulary discussions build word knowledge, and text-based conversations strengthen comprehension. Together, these practices ensure that every student in grades K-5 has regular opportunities to develop and demonstrate oral language as part of reading instruction.

Phonological and Phonemic Awareness

Instruction: UFLI Foundations, a high-quality, research-based phonological awareness curriculum, delivers systematic and explicit instruction following a defined scope and sequence that progresses from syllable- and onset-rime-level awareness to phoneme-level manipulation (isolating, blending, segmenting, and substituting sounds), in daily, cumulative lessons.

Assessment: DIBELS 8th Edition subtests — Phoneme Segmentation Fluency (PSF) in K-1 — provide universal screening three times per year and ongoing progress monitoring for students below benchmark.

Standards Alignment: Instruction and assessment target SC CCR ELA Foundations of Literacy **Standard F.1** (demonstrate phonological and phonemic awareness in spoken words).

Phonics

Instruction: UFLI Foundations provides systematic, explicit phonics instruction through a structured literacy scope and sequence, moving from basic letter-sound correspondences through advanced syllable types, morphology, and spelling patterns, using multisensory, cumulative, and diagnostic teaching routines.

Assessment: DIBELS Nonsense Word Fluency (NWF) and Word Reading Fluency (WRF) measure decoding accuracy and automaticity three times per year, with i-Ready diagnostic data used to confirm skill gaps and guide small-group phonics intervention.

Standards Alignment: Instruction and assessment target SC CCR ELA Foundations of Literacy **Standard F.3** (know and apply grade-level phonics and word analysis skills in decoding and encoding words).

Fluency

Instruction: HMH Into Reading builds fluency through a systematic sequence of modeled reading, echo and partner reading, and repeated-reading practice with texts of increasing complexity, with explicit teacher feedback on rate, accuracy, and prosody.

Assessment: DIBELS Oral Reading Fluency (ORF) and i-Ready's Passage Reading Fluency literacy tasks provide benchmark and progress-monitoring data on words correct per minute and accuracy, supplemented by teacher observation of expression, which informs flexible grouping and intervention placement.

Standards Alignment: Instruction and assessment target SC CCR ELA Foundations of Literacy **Standard F.4** (read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension).

Vocabulary

Instruction: HMH Into Reading delivers systematic, explicit vocabulary instruction through a planned scope and sequence of Tier 2 academic vocabulary and domain-specific terms, taught through multiple exposures, morphology study, and word-relationship activities; i-Ready's adaptive lessons provide additional individualized vocabulary instruction matched to diagnostic data.

Assessment: i-Ready diagnostic assessments and HMH Into Reading unit assessments measure vocabulary knowledge and growth, with results used to target instruction for individual students and groups.

Standards Alignment: Instruction and assessment target SC CCR ELA Applications of Reading **Standard AOR.9** (build and apply a range of academic vocabulary and grade-level morphology).

Comprehension

Instruction: HMH Into Reading is the core comprehension curriculum, providing systematic, explicit instruction in comprehension strategies — making connections, questioning, inferring, determining importance, and synthesizing — through think-alouds, guided practice, and close reading of literary and informational texts across a defined unit scope and sequence.

Assessment: i-Ready diagnostic assessments and HMH Into Reading formative and unit assessments measure comprehension of literary and informational text; Mastery Connect tracks mastery of comprehension indicators in grades 3-5, and this combined data drives intervention grouping and differentiation.

Standards Alignment: Instruction and assessment target SC CCR ELA Applications of Reading strand standards **AOR.1–AOR.8 and AOR.10** (literary elements, theme, point of view, character/setting/event development, author's craft, and multimedia analysis).

Integrated System Supporting All Five Pillars

Across all five pillars, DIBELS provides universal screening and progress monitoring three times per year in K-2; i-Ready provides diagnostic assessment and personalized instruction in K-5; HMH Into Reading provides systematic, standards-aligned formative and unit assessments in K-5; UFLI provides daily informal checks and periodic skill assessments in K-5; and Mastery Connect tracks standards mastery in grades 3-5. This system ensures that instruction in every pillar is delivered through a research-based, systematic, and explicit scope and sequence, using high-quality instructional materials, with assessment data used continuously to inform grouping, intervention, and differentiation aligned to the SC CCR ELA

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 instruction and assessment for PreK-5th grade students at Denmark-Olar K-12 School is grounded in the science of reading and delivered through a structured literacy approach, using UFLI Foundations and DIBELS 8th Edition to build accurate, automatic word recognition as one half of Scarborough's Reading Rope, alongside language comprehension.

Alignment to the Science of Reading, Structured Literacy, and Foundational Literacy Skills

Word recognition instruction follows the core principles of structured literacy as defined by the International Dyslexia Association: instruction is systematic and cumulative, following a planned scope and sequence that builds from simple to complex skills; explicit, with concepts directly taught rather than left to incidental discovery; diagnostic, with teachers continuously adjusting instruction based on assessment data; and multisensory, engaging visual, auditory, and kinesthetic-tactile pathways simultaneously. In PreK, foundational literacy readiness is built through developmentally appropriate phonological awareness activities — rhyming, alliteration, and oral blending/segmenting embedded in

interactive read-alouds — and print concept instruction, preparing students for the explicit, systematic phonics instruction that begins with UFLI Foundations in Kindergarten. This approach reflects the science of reading's emphasis on the Simple View of Reading: word recognition and language comprehension are both necessary, and neither is sufficient alone, for skilled reading.

Word Recognition Skill Development: Phonemic Awareness, Phonics, and Sight Word Recognition
UFLI Foundations delivers explicit, systematic instruction in all three components of word recognition. Phonemic awareness instruction progresses from basic sound identification to advanced manipulation tasks (blending, segmenting, deleting, and substituting phonemes) entirely at the level of spoken sound. Phonics instruction follows a research-based scope and sequence of letter-sound correspondences, syllable types, and morphology, taught through decodable text practice rather than guessing strategies based on picture or context cues. Sight word recognition is developed through orthographic mapping — connecting a word's spelling to its pronunciation and meaning in memory — rather than rote visual memorization, so that irregular high-frequency words are stored for instant, automatic retrieval consistent with science-of-reading research on how skilled readers actually recognize words.

Valid and Reliable Screening and Progress-Monitoring Assessments
DIBELS 8th Edition is a nationally normed, validated assessment system with established reliability and predictive validity for identifying reading risk. It is administered as a universal screener three times per year (fall, winter, spring) using standardized administration protocols, with subtests directly measuring each word recognition component: Phoneme Segmentation Fluency (phonemic awareness), Nonsense Word Fluency and Word Reading Fluency (phonics and decoding), and composite scores used to classify students by benchmark status (at/above benchmark, some risk, high risk). Students identified as at-risk receive ongoing progress monitoring at increased frequency to track response to intervention and inform tiered instructional decisions. i-Ready diagnostic data supplements this system with additional validated measures of foundational skill development, cross-referenced with DIBELS results to confirm skill gaps and guide small-group instruction with fidelity to evidence-based practices.

Section C: Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

The school's intervention pathway determination system is built on the Simple View of Reading formula: Reading Comprehension = Word Recognition × Language Comprehension. For every PreK-5th grade student who fails to demonstrate grade-level reading proficiency, both **universal screener data** (identifying *that* a student is at risk) and **diagnostic assessment data** (identifying *why*, through a valid and reliable measure of specific skill deficits) are used together — screeners flag risk, and diagnostics pinpoint the precise word recognition or language

comprehension deficit — to determine the correct intervention pathway, develop a plan in collaboration with parents, and set an individualized progress-monitoring schedule.

Universal Screening Schedule

Fall (August), Winter (December), Spring (May)

- DIBELS 8th Edition benchmark assessments (all students K-2)
- i-Ready diagnostic assessments (all students K-5)
- i-Ready Passage Reading Fluency (students scoring below benchmark on i-Ready Inform)
- UFLI placement tests (students identified for intervention)
- LETRS Phonics and Word Reading Survey (if additional diagnostics are needed)
- PreK: DIAL-4 screening

Diagnostic Assessment Triggers

When a student scores below benchmark on a universal screener, is showing inadequate response to intervention through progress monitoring, is flagged by teacher concern, or transfers in without assessment data, the school administers a **valid and reliable diagnostic assessment** — DIBELS subtest analysis, the LETRS Phonics and Word Reading Survey, and/or UFLI Placement Testing, all nationally normed tools with established reliability — to pinpoint the specific instructional need before any intervention pathway is assigned.

Parent Collaboration and Individualized Intervention Planning

Whenever a screener or diagnostic assessment indicates a student is performing below grade level, the classroom teacher and reading interventionist schedule a parent conference to review the student's screener and diagnostic data together. In collaboration with the parent, the team develops an individualized Reading Intervention Plan that documents the identified pathway (word recognition, language comprehension, or dual-deficit), the specific intervention program and service minutes, measurable growth goals, and the progress-monitoring schedule. Parents receive a copy of the plan, are informed of their child's data at each progress-monitoring interval, and are invited to a follow-up conference if the student is not responding adequately to intervention, at which point the plan is revised collaboratively.

Progress Monitoring Frequency, Matched to Student Need

Progress monitoring frequency is tiered to the intensity of need rather than fixed school-wide:

- **Tier 2 (targeted intervention):** progress monitored every two weeks using the DIBELS or i-Ready measure aligned to the student's specific deficit.
- **Tier 3 (intensive intervention, including dual-deficit):** progress monitored weekly, with data reviewed at least every 4-6 weeks by the intervention team to determine whether the plan should continue, be intensified, or be adjusted.
- Any student showing inadequate response to intervention at a progress-monitoring checkpoint triggers a return to diagnostic assessment to re-verify the pathway and a parent conference to revise the plan.

Grade-Level Assessment Protocols

PreK Assessment Framework utilizes DIAL-4 to focus data collection on phonological awareness development, letter knowledge acquisition, oral language skills, and print awareness. Students scoring below benchmark receive intensive phonological awareness intervention with parent notification and a collaborative early-intervention plan; those at benchmark continue with core instruction and monitoring; above-benchmark students engage in enrichment.

Kindergarten Comprehensive Screening employs DIBELS Letter Naming Fluency and Phoneme Segmentation Fluency, alongside the i-Ready Kindergarten Diagnostic (phonological awareness, letter recognition/sounds, high-frequency word recognition). A decision matrix determines the pathway: low PSF + low LNF → intensive phonological awareness plus letter knowledge intervention; adequate PSF + low LNF → focused letter-sound correspondence instruction; low PSF + adequate LNF → phoneme segmentation and blending intervention; all measures adequate → core instruction with monitoring.

First Grade Diagnostic Protocol expands DIBELS to include Nonsense Word Fluency, continued PSF, and Oral Reading Fluency, alongside the i-Ready 1st Grade assessment (phonics, sight word recognition, listening/reading comprehension). Students at or below the 16th percentile on i-Ready receive the LETRS Phonics and Word Reading Survey and/or UFLI Placement Test to pinpoint phonics gaps. Pathway determination: low PSF → UFLI phonemic awareness lessons; low NWF + LETRS gaps → systematic UFLI phonics intervention; adequate NWF + low ORF → repeated reading and sight word practice.

Second Grade Comprehensive Analysis uses DIBELS ORF as the primary screener and WRF for sight word automaticity, alongside the i-Ready 2nd Grade Diagnostic (word recognition, comprehension, vocabulary) and UFLI Placement Testing for instructional level. Below-benchmark

i-Ready Inform triggers LETRS or UFLI Placement Testing, leading to a word recognition pathway (phonics gaps), automaticity-building pathway (fluency issues), or language comprehension pathway (comprehension concerns).

Third Through Fifth Grade Advanced Diagnostics relies primarily on i-Ready Inform, followed by the i-Ready Passage Reading Fluency Literacy Tasks, UFLI placement testing for intervention students, and comprehension analysis separating listening versus reading comprehension, to guide precise pathway placement for older elementary students.

Intervention Pathway Decision Framework

Word Recognition Intervention Pathway (Reading Interventionist)
Eligibility: i-Ready Inform ≤16th percentile; DIBELS word-level measures (NWF, WRF) below benchmark; LETRS survey indicates phonics gaps; UFLI placement indicates need for systematic instruction.
Components: UFLI systematic phonics instruction, decodable text practice, spelling-reading connection activities, sight word development, fluency building.

Language Comprehension Intervention Pathway (Classroom teachers)
Eligibility: adequate word recognition (DIBELS word measures at/above benchmark); low i-Ready reading comprehension; listening/reading comprehension discrepancy; identified vocabulary gaps.
Components: oral language development, vocabulary instruction and extension, background knowledge building, listening comprehension strategies, text structure instruction.

Dual-Deficit Intervention Pathway
Eligibility: below benchmark in both word recognition and comprehension across multiple assessment tools; significant gap from grade-level expectations.
Components: intensive word recognition instruction (primary focus) delivered by a reading interventionist, concurrent language comprehension support from the classroom teacher, extended intervention time, and coordinated instruction across both domains — with the parent-collaborative plan specifying how the two service providers coordinate goals and communicate progress to families.

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.

Our school has developed a comprehensive communication and support system that empowers parents to actively participate in their child's literacy development at home. Through multiple touchpoints including digital platforms, progress reports, hands-on learning opportunities, and targeted resources, we ensure parents understand their child's reading and writing progress and receive specific, actionable strategies to support continued growth outside the classroom.

i-Ready Parent Reports are automatically generated through the i-Ready platform and sent home, providing parents with detailed insights into their child's reading and mathematics performance. These user-friendly reports translate complex assessment data into clear, understandable language that helps parents see exactly where their child excels and where additional support may be needed. Each report includes specific skill areas assessed, current performance levels compared to grade-level expectations, and growth trajectories over time. Parents receive personalized recommendations for at-home activities that directly align with their child's identified learning needs, whether focusing on phonics skills, reading comprehension strategies, vocabulary development, or writing mechanics.

Quarterly Interim Reports provide detailed academic progress updates that go beyond simple grades to explain reading and writing development in meaningful terms. These reports specifically address foundational literacy skills including phonological awareness, phonics application, fluency development, vocabulary growth, and comprehension strategy use. Parents receive clear explanations of their child's performance in each area using both qualitative descriptions and quantitative data, helping them understand not just what their child is learning, but how well they are mastering essential skills.

Report Cards clearly communicate student progress toward specific reading and writing standards, helping parents understand exactly what their child should be able to do at each grade level.

Weekly Signed Papers allow parents to access their child's graded papers, writing samples, and reading assessments throughout the year, providing ongoing insights into academic progress and areas for growth.

Teachers provide regular communication through assignment folders that go home weekly, including not just completed work but also explanations of current learning objectives and suggestions for reinforcing skills at home. These communications help parents understand the progression of literacy skills and how assignments build upon each other throughout the year. Parents learn to celebrate progress in areas such as increased reading stamina, improved writing organization, expanded vocabulary use, and stronger comprehension skills. The graded work is accompanied by specific suggestions for home practice that directly connects to classroom learning objectives.

Grade Level Newsletters serve as comprehensive communication tools that keep parents informed about current literacy curriculum, upcoming learning objectives, and specific ways to support their child's reading and writing development at home. Each newsletter introduces new concepts being taught, and provides background information to help parents understand the learning progression.

Family Literacy Nights provide hands-on learning experiences where parents and students work together to explore reading and writing activities while learning specific strategies to support literacy development at home. These events are grade-level specific, ensuring that activities and information are appropriate for developmental levels and current curriculum focuses. Each evening includes interactive stations where families participate in guided reading activities, practice phonics games, explore writing techniques, and discover new children's literature.

Regular Check-In Systems ensure that parent support remains ongoing and responsive to changing needs throughout the school year. Teachers conduct quarterly phone conferences to discuss reading and writing progress, share celebration points, and adjust home support strategies based on current performance. Parents receive mid-semester progress updates that focus specifically on literacy development and provide refreshed recommendations for home activities.

This comprehensive system ensures that every family receives the information, resources, and support needed to actively participate in their child's literacy development, creating a strong home-school partnership that accelerates reading and writing growth for all students.

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.**

Denmark-Olar K-12 School ensures all students achieve grade-level reading proficiency through a systematic, school-level progress monitoring structure that combines **universal screener data** and **diagnostic assessment data** to drive every intervention decision, involves parents whenever a student is identified as below grade level, and adjusts progress-monitoring frequency to match individual student need.

Data Sources

- DIBELS 8th Edition (universal screening and progress monitoring, K-2)
- i-Ready diagnostic and progress monitoring (K-5)
- Mastery Connect standards-mastery trackers (grades 3-5)
- UFLI placement and mastery checks (intervention students)

How Screener and Diagnostic Data Are Combined to Determine Intervention

Universal screener data (DIBELS, i-Ready diagnostic) is reviewed first at each benchmark window to identify which students are below grade-level expectations. For any student flagged by a screener, the team then examines diagnostic-level data — DIBELS subtest scores, i-Ready domain scores, and UFLI placement/LETRS survey results where applicable — to determine the specific skill deficit before assigning an intervention. No intervention decision is made from screener data alone; screener and diagnostic data are always used together to confirm both *that* a student needs support and precisely *what* that support should target.

Monthly Data Team Meetings

Grade-level and intervention teams meet monthly to review DIBELS and Mastery Connect data (with i-Ready and UFLI data reviewed alongside it) to:

- Identify students in need of additional support, using combined screener and diagnostic data
- Group students for targeted small-group or individual instruction matched to identified deficits
- Monitor fidelity of intervention implementation
- Adjust intervention plans based on progress-monitoring results

Parent Collaboration

Whenever screener or diagnostic data identifies a student as below grade-level proficiency, the classroom teacher or reading coach contacts the student's parent to review the data and collaboratively develop or revise the student's intervention plan, including the intervention focus, service minutes, and growth goals. Parents receive updates at each progress-monitoring checkpoint and are invited to a follow-up conference any time the data indicates the student is not responding adequately, so the plan can be revised together.

Progress Monitoring Frequency Matched to Need

Progress monitoring frequency is individualized rather than uniform across all students:

- **Tier 1 (core, at benchmark):** monitored at each universal screening window (fall/winter/spring).
- **Tier 2 (targeted intervention):** progress monitored every two weeks on the specific skill measure tied to the student's deficit.
- **Tier 3 (intensive intervention):** progress monitored weekly, with data formally reviewed at monthly team meetings to determine whether to continue, intensify, or change the intervention.

Valid and Reliable Diagnostics

Any student identified through screening as having reading difficulty is administered a valid and reliable diagnostic assessment — DIBELS subtest analysis, the LETRS Phonics and Word Reading Survey, and/or UFLI Placement Testing — before an instructional pathway is finalized, ensuring intervention targets the student's actual area of deficit rather than a general risk flag.

Data dashboards from DIBELS, i-Ready, and Mastery Connect provide visual growth reports at the individual, classroom, and school level, flagging students not making adequate progress so that instructional decisions can be revised continuously and every student stays on a path to 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.**

Denmark-Olar K-12 School provides ongoing, job-embedded, grade-specific professional development and coaching — grounded in research-based literacy principles — so that every teacher has the skills and knowledge to translate the science of reading into effective, high-quality classroom instruction for all students.

Foundational Knowledge: LETRS

All PreK-5th grade teachers, special education teachers, ML teachers, interventionists, instructional coaches, and administrators have completed or are currently completing LETRS (Language Essentials for Teachers of Reading and Spelling), which builds deep, research-based knowledge of phonological awareness, phonics, vocabulary, fluency, and comprehension. The PreK teacher has completed Early Childhood LETRS. LETRS provides the foundational research base that all subsequent job-embedded coaching builds on and applies.

Job-Embedded, Grade-Specific Coaching on High-Quality Instructional Materials (All Three Tiers)

Instructional coaches provide ongoing, grade-specific professional development and in-classroom coaching on the high-quality instructional materials used across all three tiers of instruction: HMH Into Reading (Tier 1 core instruction), UFLI Foundations (Tier 2/3 phonics and word recognition intervention), and i-Ready personalized instruction (Tier 2 supplemental support). Coaching is embedded in teachers' regular schedules through model lessons, co-teaching, and classroom observation with feedback specific to the grade level and tier of instruction each teacher delivers.

Job-Embedded, Grade-Specific Coaching on the SC College and Career Ready ELA Standards

Instructional coaches and administrators provide ongoing, grade-specific professional development on the SC College and Career Ready ELA Standards, including the Foundations of Literacy and Applications of Reading strands, so that teachers can unpack grade-level indicators,

plan standards-aligned lessons, and calibrate assessment expectations to grade-level proficiency. This standards-focused coaching occurs within grade-level PLCs and individual coaching cycles, not as a one-time training event.

Job-Embedded Coaching to Transfer the Science of Reading into Classroom Practice

Beyond initial LETRS knowledge-building, teachers receive ongoing, grade-specific coaching cycles — including model lessons, co-planning, in-classroom observation, and reflective feedback conferences — specifically designed to help teachers transfer science-of-reading principles into their daily instructional practice. Professional Learning Communities (PLCs) provide a recurring structure where teachers examine their own instructional practice against science-of-reading principles, share what is and isn't working in their classrooms, and problem-solve implementation challenges with coaches and colleagues.

Job-Embedded Professional Development in Assessment Administration, Data Analysis, and Data-to-Instruction Alignment

Teachers receive ongoing professional development in the standardized administration of DIBELS, i-Ready, UFLI placement testing, and the LETRS Phonics and Word Reading Survey, ensuring assessment fidelity and data reliability. Monthly data team meetings, supported by instructional coaches, train teachers in the data-analysis process — interpreting screener and diagnostic results, identifying skill deficits, and grouping students for targeted instruction — and coaching cycles follow each data meeting to support teachers in translating data-based decisions directly into classroom instruction and intervention grouping.

Leadership Participation and Accountability

School leaders attend and actively participate in the same professional learning as teachers, including LETRS training, PLCs, and data team meetings, so they can connect new learning directly to classroom practice. Administrators and instructional coaches conduct regular classroom observations and walkthroughs to monitor implementation of science-of-reading and structured literacy practices, provide actionable feedback, and hold teachers accountable for implementing newly learned strategies with fidelity. District-provided workshops and literacy specialist coaching further reinforce consistent implementation and leadership oversight across all grade levels.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• DOES increased the percentage of third grade students meeting/exceeding standard on SCReady ELA from 32.4% in 2025 to 54.2% in 2026. • DOES increased the percentage of fourth grade students meeting/exceeding standard on SCReady ELA from 38.2% in 2025 to 42.4% in 2026. • The percentage of kindergarten students meeting the benchmark for Letter Naming Fluency increased from 17% in August of 2026 to 47% in Mid September of 2026. • The percentage of first grade students meeting the benchmark for Nonsense Word Fluency/Words Recoded Correctly increased from 18% in August of 2026 to 40% in Mid September of 2026.	• The percentage of fifth graders scoring meeting/exceeding standard on SCReady ELA dropped from 52.2% in 2025 to 38.2% in 2026. • 62% of third graders, 89% of fourth graders, and 79% of fifth graders scored below grade level in the vocabulary domain on the Fall 2026 administration of i-Ready Inform. • 10% of second graders met the benchmark for Nonsense Word Fluency/Words Recoded Correctly on the Fall 2026 administration of DIBELS. • 0 of 5 third grade students with IEPs were on grade level in phonics on the Fall 2026 administration of i-Ready Inform.

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

- Please provide your school's goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
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 32.4% to 46.9% in the spring of 2026.	Goal Met: The percentage of third graders scoring Meets or Exceeds in the spring of 2026 was 54.2%.

Goals	Progress
Goal #2:.Increase the percentage of fourth graders scoring meets/exceeds on SCReady ELA from 38.2% in 2025 to 50.4% in 2026.	Goal Not Met: 42.4% of fourth graders scored Meets or Exceeds on SCReady ELA in the spring of 2026.
Goal #3:Increase the percentage of fifth graders scoring meets/exceeds on SCReady from 38.2% in Grade 4 in 2025 to 52% in Grade 5 in 2026.	Goal Not Met: 38.2% of fifth graders scored Meets or Exceeds on SCReady ELA in the spring of 2026.

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. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan.

Goals	Progress
Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds as determined by SC READY from 54.2% in the spring of 2026 to 57.2% in the spring of 2027.	

Goals	Progress
Goal #2:Increase the percentage of fourth graders scoring meets/exceeds on SCReady ELA from 42.4% in 2026 to 56.6% in 2027.	
Goal #3:Increase the percentage of fifth graders scoring meets/exceeds on SCReady from 38.2% in 2026 to 51.7% in 2027.	