South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2026-2027

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

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS?: 9%
- How many in your school have completed Volumes 1 and 2 of LETRS?: 91%
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- How many teachers in your school are beginning Volume 2 of LETRS this year? 9%
- How many CERDEP PreK teachers in your school have completed EC LETRS? N/A
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? N/A

Section A: Describe how reading assessment and instruction for all PreK-5th grade students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

At Brockman, our PreK-5th grade comprehensive reading program emphasizes assessment and instruction across key literacy components: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. This holistic approach aligns with our Montessori philosophy, which integrates reading and writing throughout the curriculum. By interweaving these elements into each student's daily experiences, we provide meaningful contexts that enhance literacy skills. For instance, students might explore scientific concepts or historical events through reading, thereby reinforcing their understanding in various subjects. Each component is carefully designed to foster literacy development, ensuring that students meet grade-level English/Language Arts standards. We address the science of reading with a multi-sensorial, child-centered approach that emphasizes effective literacy instruction.

1. Oral Language: Oral language development is fundamental to reading success. Our instructional strategies include:

- **Conversations and Discussions:** Engaging students in discussions helps them articulate their thoughts, build vocabulary, and understand sentence structure.
- **Storytelling:** Students share stories, which enhances their narrative skills and comprehension. The Montessori Great Lessons provide foundational stories designed to inspire curiosity and wonder, laying the groundwork for interdisciplinary learning.
- **Listening Activities:** Focused listening exercises, integral to our Montessori lessons, enhance students' ability to process and understand spoken language, a vital precursor to reading.
- **Interactive Read-Alouds (IRA):** During IRA, teachers pause to ask open-ended questions and encourage students to predict outcomes, fostering both oral expression and comprehension. Students are also encouraged to "turn and talk" about story elements to further develop their oral language skills.

2. Phonological Awareness: Recognizing and manipulating sounds in spoken language is crucial for reading development. Our instruction include:

- **Rhyming and Alliteration:** Teachers use nursery rhymes, poems, and diverse texts to help students recognize sound patterns. Primary (3K-5K) and Lower Elementary (1st-3rd grades) lessons focus on identifying and creating rhymes, such as matching rhyming pairs.
- **Sound Manipulation, Segmenting, and Blending Activities:** Teachers engage students in activities that involve segmenting and blending sounds. Songs, chants, and nursery rhymes emphasize syllable counting and sound patterns, which are essential for decoding.
- **Phoneme Isolation Activities:** Students identify the first or last sound in a word, helping them develop awareness of individual sounds. Tactile experiences with sandpaper letters promote both auditory and kinesthetic learning.

3. Phonics: Phonics instruction focuses on the relationship between letters and sounds. Our effective practices include:

- **Explicit Phonics Instruction:** The Montessori literacy scope and sequence is designed to teach students to decode words using a hands-on, systematic, and sequential approach, including letter-sound correspondence. Hands-on lessons allow children to quickly manipulate beginning CVC words, providing the rewarding experience of reading decodable words at an early age.
- **Word Building Activities:** Students use Montessori materials (e.g., moveable alphabet) to construct words based on phonics rules. These lessons reinforce their understanding of sound-letter relationships and allow for experimentation with spelling and word formation.
- **Decodable Texts:** Teachers provide books that align with students' phonics knowledge, enabling practice in context.

4. Fluency: Fluency is the ability to read with speed, accuracy, and expression. To develop fluency, we implement:

- **Guided Oral Reading:** Teachers model fluent reading, and students practice through repeated readings, which builds confidence and proficiency.
- **Choral Reading and Readers' Theatre:** These activities engage the entire class and improve pacing and expression. Students hear fluent reading and practice their own fluency in a dynamic and enjoyable setting.
- **Repeated Reading:** Students read the same passage multiple times to build confidence. They often pair with a buddy for peer practice, and Upper Elementary students frequently reread familiar texts to Primary students.
- **Performance Opportunities:** Students can participate in readers' theater or poetry recitations. Partnerships with organizations like the Columbia Children’s Theater provide additional engaging opportunities for practicing fluency.

5. Vocabulary: A rich vocabulary enhances comprehension. Our strategies include:

- **Rich Language Environment:** Montessori classrooms are language-rich, offering a variety of books and materials for exploration.
- **Concrete to Abstract Learning:** Vocabulary is introduced through hands-on experiences and concrete materials, helping children connect words with their meanings in context.

- **Explicit Vocabulary Instruction:** We teach high-frequency and content-specific words through direct instruction, focusing on meanings and usage. Personal "Word Walls" allow teachers to add words tailored to individual needs, which are revisited regularly. Upper Elementary teachers incorporate morphology and Wordly Wise lessons for vocabulary enrichment.
- **Contextual Learning:** New vocabulary is introduced through reading, with students discussing meanings in context. They are encouraged to infer meanings, which deepens their understanding and retention. Graphic organizers aid in visualizing word relationships.
- **Interactive Lessons and Activities:** Teachers use engaging enrichment opportunities to make learning new words enjoyable and memorable.

6. Comprehension: Comprehension strategies are essential for understanding texts. Instruction encompasses:

- **Questioning Techniques:** Students learn to ask and answer questions about texts, fostering critical thinking and deeper understanding.
- **Graphic Organizers:** Tools like story maps and Venn diagrams help students visualize relationships within texts, aiding retention and comprehension.
- **Discussion and Reflection:** Group discussions about texts enhance interpretation and engagement. Teachers facilitate discussions that encourage students to share thoughts, make connections, and ask questions after reading.

7. Integrating Assessments: To ensure effective integration across these six components, ongoing assessments—both formative and summative—are crucial. Our teachers utilize:

- **Diagnostic Assessments:** To identify individual strengths and areas for growth.
- **Progress Monitoring:** Regular check-ins to track student improvement and adjust instruction as needed. This includes informal observations and i-Ready Literacy Tasks (Curriculum Based Measures).
- **Benchmark Assessments:** We evaluate overall reading skills and student progress across all components against grade-level standards at key points throughout the year, guiding intervention decisions.

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 effectively aligned with the science of reading, structured literacy, and foundational literacy skills through a systematic and evidence-based approach. Here's how these elements are integrated:

Alignment with the Science of Reading

1. **Evidence-Based Practices**:
   - Instruction is grounded in research showing that explicit teaching of phonemic awareness, phonics, and word recognition is crucial for developing skilled readers.
   - Assessments are designed to measure students' ability to recognize words in isolation and within context, providing insights into their decoding and comprehension skills.

2. **Focus on the Simple View of Reading**:
   - The Simple View of Reading emphasizes that reading comprehension is the product of both word recognition and language comprehension. Therefore, assessments evaluate both components to ensure a comprehensive understanding of a student's reading ability.

Structured Literacy Approach

1. **Explicit Instruction**:
   - Word recognition instruction follows a structured format that includes clear, direct teaching of phonics and decoding strategies.
   - Teachers model word recognition strategies, such as segmenting and blending, using systematic phonics instruction that is sequential and cumulative.
2. **Systematic Progression**:
   - Instruction begins with the most basic skills (e.g., letter recognition and sounds) and progresses to more complex tasks (e.g., multi-syllable words), ensuring that students build a strong foundation in word recognition.
   - Regular assessments monitor students' progress and inform instruction, allowing for targeted interventions when necessary.

Foundational Literacy Skills

1. **Phonemic Awareness**:
   - Assessments measure students' ability to manipulate sounds, which is crucial for developing word recognition. Instruction includes activities that reinforce sound-letter associations.
   - Phonemic awareness activities such as rhyming, segmentation, and blending are integrated into daily lessons to support word recognition.
2. **Phonics and Decoding**:
   - Word recognition instruction emphasizes the relationship between letters and sounds, using phonics-based approaches to help students decode unfamiliar words.
   - Multi-sensory techniques (e.g., using letters in sand, finger tracing) are employed to reinforce learning and retention.
3. **High-Frequency Words**:
   - Instruction includes teaching high-frequency sight words to enhance automaticity in word recognition, reducing cognitive load during reading.
   - Assessments identify which sight words students know, and which require additional practice, allowing for targeted instruction.

Integration of Assessment and Instruction

1. **Ongoing Formative Assessments**:
   - Regular informal assessments, such as reading records and phonics inventories, help identify students' word recognition skills and inform instructional adjustments.
   - Teachers use data from these assessments to tailor individual and small group instruction, focusing on specific needs related to word recognition.
2. **Summative Assessments**:

- End-of-year assessments evaluate overall mastery of word recognition skills and provide benchmarks for students against grade-level standards.
- Results inform future curriculum planning and identify students who may need additional support or advanced challenges.

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.

Using universal screener and diagnostic assessment data is essential for identifying and addressing the needs of PreK-5th grade students not demonstrating grade-level reading proficiency. Brockman effectively leverages this data to determine targeted pathways for intervention, focusing on word recognition and/or language comprehension.

1. Universal Screener Data Analysis

Purpose of Universal Screeners:

- Universal screeners assess all students in key areas of literacy, providing a quick overview of overall reading proficiency. These assessments include measures of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Data Review Process:

- Initial Screening: Administer universal screeners at the beginning of the school year and periodically throughout the year to identify students who may be at risk.
- Data Disaggregation: Analyze the screener results to categorize students based on performance levels.
- Identification of Patterns: Look for trends in specific skill deficits across grade levels. For instance, if students struggle with word recognition, this indicates a need for targeted interventions in that area.

2. Diagnostic Assessment Utilization

Purpose of Diagnostic Assessments:

- Teachers utilize diagnostic assessments that provide in-depth analysis of individual student skills, pinpointing specific areas of strength and weakness in reading. Montessori students receive individualized instruction based on these specific areas of strength and weakness.

Assessment Implementation:

- Administering Diagnostics: For students identified as at risk or significantly at risk, we conduct diagnostic assessments focusing on word recognition (e.g., phonics tests, sight word recognition) and language comprehension (e.g., listening comprehension tasks, text-based questions).
- Interpreting Results: We use diagnostic data to determine if students struggle more with decoding (indicating a need for word recognition interventions) or with understanding the meaning of texts (indicating a need for language comprehension support).

3. Targeted Pathways for Intervention

Pathway Determination:

- Based on data analysis, we categorize students into two main intervention pathways: Word Recognition and Language Comprehension.

A. Word Recognition Interventions

- Identified Indicators: Students show significant difficulty with phonemic awareness, phonics skills, or automatic recognition of high-frequency words.
- Intervention Strategies: We teach letter sound correspondences, beginning with teacher modeling, guided student practice, and spelling words independently.
- Phonics-Based Programs: We implement a structured literacy program that emphasizes systematic phonics instruction.
- Word Games and Activities: We use multi-sensory activities (e.g., sandpaper letters, sound boxes) to reinforce sound-letter associations.
- Sight Word Practice: We provide targeted practice for high-frequency words through flashcards and repetitive reading exercises.

B. Language Comprehension Interventions

- Identified Indicators: Students struggle with understanding spoken language, following multi-step directions, or answering questions about texts.
- Intervention Strategies: We use read alouds, teacher modeling, guided practice, word study, and peer reading.
- Listening Comprehension Activities: We engage students in listening to stories and discussing them to improve their ability to comprehend spoken language.
- Text Discussion: We facilitate small group discussions about texts, encouraging students to make predictions, summarize, and ask questions.
- Vocabulary Development: We integrate explicit vocabulary instruction, focusing on teaching context clues and word meanings.

4. Progress Monitoring and Adjustments

Ongoing Assessment:

- We regularly monitor student progress through formative assessments aligned with the chosen interventions. This helps to evaluate effectiveness and make necessary adjustments.

Responsive Instruction:

- We use progress data to re-evaluate students' needs, allowing for fluid movement between intervention pathways if their skills evolve. For instance, a student initially identified for word recognition support may later benefit from language comprehension interventions as their decoding skills improve.

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.

To support parents in helping their children become proficient readers and writers at home, our school has implemented a comprehensive system that includes the following components:

1. Workshops and Information Sessions

- **Parent Workshops**: Regularly scheduled workshops provide parents with strategies and techniques for supporting literacy development. Topics may include phonics, reading comprehension, and effective writing practices. The interconnectivity of literacy in all areas of the Montessori curriculum is emphasized in our parent workshops.
- **Guest Speakers:** Experts in literacy education are invited to discuss the importance of reading and writing and share practical tips for home activities.

2. Regular Communication

- **Personalized Updates**: Teachers send regular updates on individual student progress, including specific skills to work on and suggestions for activities that align with classroom instruction.

3. Access to Community Resources

- **Library Partnerships**: We collaborate with local libraries to provide information about reading programs, summer reading challenges, and resources available to families.
- **Dyslexia Resource Center**: The Dyslexia Resource Center partners with us to provide our Reading Volunteers with the tools and training to support our students with the same systematic approach to reading they experience in our classrooms.

4. Feedback Mechanisms

- **Surveys and Input**: We gather feedback from parents about their needs and interests regarding literacy support, ensuring that our programs are responsive and relevant.
- **Open House Events**: We encourage open dialogue during back-to-school nights and parent-teacher conferences, providing parents an opportunity to ask questions and seek advice on supporting literacy at home.

Section E: Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

To effectively monitor reading achievement and growth for PreK-5th grade students, our school has established a robust system that integrates various assessment tools and data analysis methods. This systematic approach ensures that interventions are data-driven and targeted, promoting grade-level proficiency in reading. Our approach includes the following:

1. Assessment Framework

a. Universal Screeners

- **Implementation**: We conduct universal screening assessments at the start, middle, and end of the school year to evaluate essential literacy skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- **Data Utilization**: The results identify students who are at risk of not meeting grade-level expectations, allowing for early intervention.

b. Diagnostic Assessments

- **In-Depth Analysis**: Diagnostic assessments are conducted to assess specific areas of need (e.g., decoding skills, comprehension strategies).
- **Personalized Profiles**: The data gathered helps create individualized profiles that inform targeted instructional strategies.

2. Progress Monitoring

a. Formative Assessments

- **Regular Checkpoints**: Teachers implement formative assessments, such as i-Ready Literacy Tasks, fluency and comprehension checks to monitor student progress throughout the year.
- **Ongoing Data Collection**: Informal weekcly observations and quick check assessments to provide real-time data on student performance.
- **Weekly and Biweekly progress monitoring** for identified students based on the grade level cut score.

b. Data Review Meetings in Professional Learning Communities (PLC)

- **Collaborative Data Analysis**: Teachers participate in regular meetings to review assessment data, discuss student progress, and identify trends that may require instructional adjustments.
- **Grade-Level Collaboration**: Teams of educators collaborate to analyze grade-level data to facilitate an understanding of student needs.

3. Intervention Decision-Making

a. Data-Driven Interventions

- **Tiered Intervention Framework**: We utilize a Multi-Tiered System of Support (MTSS) approach, where decisions regarding interventions are informed by data:
    - **Tier 1**: Universal instruction for all students.
    - **Tier 2**: Targeted small group interventions for students needing additional support.
    - **Tier 3**: Intensive, individualized interventions for those with significant needs.

b. Individualized Intervention Plans

- **Personalized Goals**: For students requiring additional support, we develop Individualized Intervention Plans (IIPs) that outline specific literacy goals and strategies.
- **Regular Monitoring**: Progress on IIPs is reviewed frequently, allowing for adjustments based on student growth and response to interventions.

4. Communication and Reporting

a. Transparent Reporting

- **Parent Updates**: Regular communication with parents includes updates on their child's reading progress, specific intervention strategies, and ways to support learning at home.
- **School-Wide Data Reports**: Aggregate data on reading achievement is shared with staff and the school community to highlight successes and areas for improvement.

b. Feedback Mechanisms

- **Input from Stakeholders**: Feedback from teachers, parents, and students is gathered to evaluate the effectiveness of interventions and instructional practices.
- **Responsive Adjustments**: This input helps inform necessary changes in instructional strategies or intervention plans.

Section F: Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

Our school is committed to providing comprehensive teacher training based on the science of reading, structured literacy, and foundational literacy skills. This training is designed to empower educators to effectively support all PreK-5th grade students in their literacy development. Our implementation includes the following:

1. Foundational Training Programs

a. Introductory Workshops through Orton-Gillingham and LETRS Training

- **Understanding the Science of Reading**: We provide workshops that cover key concepts in the science of reading, emphasizing how children learn to read and write.
- **Structured Literacy Principles**: We offer training on structured literacy approaches, which include explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

b. Foundational Literacy Skills

- **Skill-Specific Sessions**: We conduct focused sessions on foundational literacy skills, such as phonological awareness, letter-sound relationships, and decoding strategies.
- **Developmentally Appropriate Practices**: We train teachers on how to implement these skills in ways that are engaging and suitable for various age groups.

2. Ongoing Professional Development

a. Collaborative Learning Communities

- **Peer Learning**: We have established professional learning communities where teachers can collaborate, share resources, and discuss challenges related to literacy instruction. We utilize the Montessori in the Public Sector's Lesson Study Protocol (LSP) to improve the quality of lesson presentations.
- **Coaching and Mentoring**: We pair new teachers with experienced mentors who can provide guidance and support in implementing effective literacy strategies.
- **Teacher Leaders**: We use student data to identify teachers that are excelling in specific areas of literacy instruction. Teacher Leaders present using LSP to showcase specific lessons that have been key to their students' success in those particular standards.

3. Data-Driven Instruction

a. Training on Assessment Tools

- **Using Data Effectively**: We train teachers on how to use assessment tools to identify student needs and monitor progress, emphasizing the importance of data in informing instruction.
- **Intervention Strategies**: We provide professional development on how to design and implement targeted interventions based on assessment data.

b. Differentiation Techniques

- **Responsive Instruction**: We offer training on differentiation strategies that allow teachers to meet diverse student needs within the classroom.
- **Flexible Grouping**: We teach educators how to create flexible reading groups based on student data to target specific skills and abilities.

4. Evaluation and Feedback

a. Ongoing Evaluation of Training

- **Feedback Surveys**: We collect feedback from teachers on professional development sessions to assess effectiveness and identify areas for improvement.
- **Follow-Up Sessions**: We schedule follow-up training sessions that address specific needs identified through feedback and classroom observations.

b. Impact Assessment

- **Monitoring Student Outcomes**: We evaluate the impact of teacher training on student literacy outcomes through regular assessment data, adjusting training as necessary.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Brockman provides a systematic, comprehensive hands-on, research-based approach to literacy based on the Simple View of Reading. • Uninterrupted work times allow for sustained student work. • Teachers notice, teach and prompt for use of early strategic reading behaviors and comprehension strategies. They use higher-level questioning to further develop comprehension. • Instructional staff use targeted, effective in-class interventions. • Using a variety of data points across grade levels to assess student needs. • Instructional staff use classroom libraries, the school library, the leveled book room, and AAP materials to ensure students have access to a wide selection of texts consisting of many genres and levels that match the reading levels of students. • Teachers participate in on-line reading classes, webinars, book clubs, action research and peer coaching.	• Increase instructional time dedicated to the reading and writing of authentic texts for a variety of purposes. • Create opportunities for parents and extended family members to be involved in literacy development for students at home. • Partner with the district, public library, school PTO and other community organizations to promote programs that foster literacy.

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 91% to 93% in the spring of 2026.	According to our Spring SCREADY 2025 Data, 92% of our third graders scored Meets and Exceeds. Therefore, we did not meet our 2025 third grade goal.
Goal #2: By the end of the 2025-2026 school year, Brockman ES will increase the average parent education quality rating from 4.88 to 4.95 stars, as measured by post-session parent surveys, through targeted improvements based on feedback and enhanced educator training.	By the end of the 2025-2026 school year, Brockman ES increased the average parent education quality rating from 4.88 to 4.90 stars, as measured by post-session parent surveys, through targeted improvements based on feedback and enhanced educator training. Therefore, we did not meet our 2025 goal. In partnership with our District Parent Engagement Coach, Sanders Montessori, Dreher High School IB and Teacher Cadet Programs, and our faith-based partners, we hosted: ➢ One parent education event annually to present the intentional, systematic and sequential scope and sequence of the hands-on Montessori Math materials. ➢ One parent education event presented by teachers on specific areas of expertise with self-selected options for parent choice. ➢ Learning at the Hands of the Child – An annual tradition for students to showcase their use of choice, independence, and self-directed study in presenting lessons to their parents. We utilized a variety of strategies to market our events including creative promotional flyers, sign-up forms, social media posts and technology platforms to extend our reach. We conducted parent surveys to gauge topics of interest and evaluated the effectiveness of the learning engagements following each event.

Goals	Progress
Goal #3: By the end of the 2025–2026 school year, 100% of Pre-K–5th grade teachers will participate in monthly Professional Learning Opportunities (PLOs) focused on improving writing instruction through the use of the Writing Rope framework, modes of writing (narrative, informational, opinion), and Visible Learning strategies—including clear learning intentions, success criteria, and effective feedback—resulting in at least a 10% increase in student writing proficiency as measured by school-wide writing assessments.	Goal met with 100% of Prek-5th grade teachers receiving on-going PLOs focusing on the Montessori ELA curriculum, writing instruction, and the Science of Reading through ISME Orton-Gillingham training. Brockman used Lesson Study Protocol from the National Center Montessori Public Sector to guide our PLOs.

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

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. ***Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level***. Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.

- Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

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 92% to 93% in the spring of 2027.	• Implement Science of Reading Best Practices. • Explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students across all content areas. • Provide access to a variety of appropriate texts for students based on genres, levels, and students' interests. • Conduct and analyze reading records from in-class interventions to identify students that need additional intervention. • Provide on-site PLOs/PLCs/Lesson Study Protocol to deconstruct the standards for refinement of our Montessori implementation, expand our collective efficacy and grow the fidelity of our Montessori program. • Participate in collaborative planning to analyze the rigor of our Montessori lessons using DOK levels and design extension lessons when needed.
Goal #2: By the end of the 2026-2027 school year, Brockman ES will increase the average parent education quality rating from 4.90	• **Analyze Current Feedback:** Review comments and ratings from the previous surveys to identify what parents value most and any areas for improvement.

Goals	Action Steps
to 4.95 stars, as measured by post-session parent surveys, through targeted improvements based on feedback and enhanced educator training.	• **Set Session Improvement Targets**: Based on feedback, set specific improvements for each session (e.g., clearer materials, more interactive elements). • **Increase Engagement:** Introduce interactive tools (Q&A, polls) during sessions to boost participation and satisfaction. • **Pilot New Approaches:** Test new session formats or topics based on parent interests and feedback. • **Monitor and Adjust:** After each session, review survey ratings and comments, and adjust as needed. • **Communicate Improvements:** Let parents know how their feedback is being used to enhance future sessions.
Goal #3 By the end of the 2026–2027 school year, at least 90% of students will demonstrate grade-level reading achievement by scoring at Mid-Grade Level or Above on the i-Ready Reading Diagnostic Assessment (Inform).	**Action Steps Pre-K-5:** • **Analyze student reading data** from the beginning-of-year i-Ready Diagnostic to identify individual student strengths, needs, and priority reading skills. • **Provide targeted, evidence-based reading instruction** based on identified student needs, including differentiated whole-group, small-group, and/or individualized instruction. • **Provide targeted intervention** for students performing below grade level and monitor their progress toward grade-level reading expectations. • **Monitor student growth throughout the year** using i-Ready diagnostics/progress monitoring and classroom-based reading assessments. • **Adjust instruction and intervention** based on student progress data to address ongoing reading needs and accelerate growth. • **Provide additional intervention** for students below grade level and enrichment/extension for students approaching or exceeding grade-level expectations.