

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
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?
Zero teacher have completed Volume 1 ONLY of LETRS.
- How many teachers in your school have completed Volumes 1 and 2 of LETRS?
Six teachers have completed Volume 1 and 2 of LETRS.
- How many teachers in your school are beginning Volume 1 of LETRS this year?
Seven teachers are beginning Volume 1 of LETRS this year.
- How many teachers in your school are beginning Volume 2 of LETRS this year?
Zero teachers are beginning Volume 2 of LETRS this year.
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS?
Two teachers have completed EC LETRS.
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year?
Zero teachers are beginning EC LETRS this year.

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 A.J. Lewis Greenview, reading assessment and instruction for PreK-5th grade students are designed to align with research-based practices and tools that target critical components of literacy. The school employs district-provided universal screeners such as the i-Ready Reading Inform, Kindergarten Readiness Assessment (KRA), and Fountas and Pinnell's Benchmark Assessment Systems to evaluate students' current reading levels. These assessments provide comprehensive data on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, which are essential for text understanding and meeting grade-level English/Language Arts (ELA) standards.

To support students' literacy development, A.J. Lewis Greenview uses strategies from Orton-Gillingham, Language Essentials for Teachers of Reading and Spelling (LETRS) which are particularly effective in phonics and phonological awareness instruction, in addition to Wonders. This multisensory, structured literacy program is paired with morphology instruction in advancing grades to deepen students' understanding of word structure, supporting vocabulary development, and comprehension.

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Progress monitoring is facilitated through i-Ready Reading Benchmark and Literacy Tasks, ensuring that instruction is responsive to students' evolving needs. Likewise, educators use Common Formative Assessments (CFAs) created by district, school, and team leaders to constantly and consistently assess students' growth and teachers' instructional practices. Additionally, adaptive platforms such as i-Ready tools for instruction are integrated into small strategy groups and station rotations, providing personalized instruction in specific areas of literacy focus such as phonics, vocabulary, and comprehension.

These instructional strategies and assessments work in tandem to ensure that all students are equipped with the foundational skills necessary to comprehend increasingly complex texts and achieve success in meeting ELA standards.

Section B: Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Word recognition instruction at A.J. Lewis Greenview is explicitly aligned with the Science of Reading and the principles of Structured Literacy. Teachers provide explicit, systematic, and cumulative instruction in phonological awareness, phonics, and high-frequency word recognition through Orton-Gillingham (OG)-based methods, reinforced by LETRS training.

Students participate in multisensory routines that incorporate visual, auditory, kinesthetic, and tactile modalities to strengthen connections between sounds and symbols. The district's scope and sequence provide a logical progression of phoneme-grapheme correspondences, syllable types, and spelling patterns. Teachers integrate decoding and encoding with decodable texts so students can immediately apply new skills. "Red words," or phonetically irregular words, are explicitly taught and practiced building automatic word recognition.

In the upper grades, instruction expands to OG Morphology, including the study of roots, prefixes, and suffixes, to support students in decoding and understanding increasingly complex multisyllabic words. This morphological approach strengthens word recognition while also contributing to vocabulary development and reading comprehension.

i-Ready Reading Personalized Instruction provides an additional layer of individualized support aligned with the Science of Reading. Based on students identified instructional needs, personalized lessons provide targeted practice across essential reading domains, including phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. Students engage with both literary and informational texts, allowing them to apply foundational reading skills while developing vocabulary, understanding text, and strengthening comprehension across a variety of genres and content areas.

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Ongoing progress monitoring through i-Ready Benchmarks and Literacy Tasks, i-Ready data, and district Common Formative Assessments allows educators to identify individual student needs and adjust instruction accordingly. This continuous cycle of assessment, explicit instruction, personalized practice, and targeted intervention helps ensure that students receive the support needed to develop accurate, fluent, and increasingly automatic word recognition while building the broader 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 screeners, including i-Ready Reading Inform, are administered three times per year in the fall, winter, and spring to all students in grades Kindergarten –5th. In PreK, the IGDI is used, while kindergarten students are assessed using the Kindergarten Readiness Assessment (KRA) along with teacher-developed literacy inventories to establish early literacy baselines. These assessments provide information across essential components of reading aligned with the Science of Reading, including phonological awareness, phonics, fluency, vocabulary, and comprehension.

When students do not meet grade-level benchmarks, additional diagnostic assessments are administered to identify specific areas of need. These assessments may include the Phonological Awareness Screening Test (PAST), CORE Phonics Survey, and BAS running records. Data from these assessments allow teachers and interventionists to identify the underlying skills contributing to reading difficulty and determine whether a student's primary area of need is related to word recognition, including decoding, fluency, and automaticity, or language comprehension, including vocabulary, syntax, and background knowledge.

Students identified as needing additional support receive Tier 2 or Tier 3 interventions delivered by classroom teachers and our resource staff. Tier 2 students are progress monitored bi-weekly using i-Ready Literacy Tasks, while Tier 3 students are progress monitored weekly. Flexible strategy groups are adjusted based on ongoing assessment data to ensure that instruction remains targeted to each student's identified needs and rate of progress.

Teachers and the Reading Coach collaborate through Professional Learning Communities (PLCs) every week to analyze universal screening and progress-monitoring data, review student work samples, and make instructional decisions. Each priority student has an Individualized Reading Plan (IRP) that identifies targeted skills, intervention frequency and schedule, as well as measurable growth benchmarks.

Families are included as partners in the intervention process. Parents receive updates through the IRP process and i-Ready Reading Family Reports, providing transparency regarding student progress, areas of need, and instructional support in the classroom, and strategies to support students at home. This collaborative system of universal screening, diagnostic assessment, targeted intervention, progress monitoring, and family

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communication ensures that students receive timely and responsive support as they develop the foundational and comprehension skills necessary for reading success.

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.

A.J. Lewis Greenview Elementary School is committed to building strong partnerships with families to support students' literacy development both at school and at home. Families receive i-Ready Family Reports that clearly communicate student strengths, areas for continued growth, and practical strategies parents can use to reinforce reading and writing skills at home.

Teachers use Talking Points, a multilingual communication platform, to maintain consistent communication with families regarding students' literacy progress, classroom learning, and ways to extend literacy skills at home. Schoolwide weekly newsletters and individual classroom newsletters are shared weekly with families through Talking Points and sent home in students' communication folders. These newsletters help ensure that parents remain informed about the skills, standards, instructional focus, and learning taking place in their child's classroom. Communication folders also include student work samples, providing families with additional opportunities to see evidence of their child's learning and progress.

Families are encouraged to review schoolwork with their children and use PowerSchool to monitor academic progress. A.J. Lewis Greenview also provides meaningful opportunities for families to actively participate in their children's literacy development. The school hosts a Read to Succeed Parent Night specifically for third-grade families, where parents receive important information, resources, and strategies to support their children's reading development and understand Read to Succeed expectations.

In addition, the school hosts a schoolwide Literacy Night for students and families, providing engaging literacy activities, resources, and research-based strategies that families can use to strengthen reading and writing at home. Through ongoing communication, newsletters, parent workshops, literacy events, and access to student progress information, A.J. Lewis Greenview continues to strengthen the partnership between home and school while empowering families to play an active role in their children's literacy success.

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.

A.J. Lewis Greenview Elementary School uses a comprehensive system of screening, assessment, and progress monitoring to continuously evaluate student reading achievement and growth. This approach allows teachers and school leaders to make informed instructional decisions and provide timely support based on each student's individual literacy needs.

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All students participate in i-Ready Reading Inform, and the priority students' progress is monitored through the i-Ready Reading Literacy Tasks and District Common Formative Assessments throughout the school year. These assessments provide baseline information, measure student growth, and help identify students who may require additional intervention, targeted instruction, or enrichment. When additional information is needed, diagnostic assessments such as the PAST and CORE Phonics Survey are used to identify specific skill gaps and determine appropriate instructional next steps.

Students receiving additional intervention are monitored frequently to determine their response to instruction. Tier 2 students are progress monitored bi-weekly, while Tier 3 students are monitored weekly. Progress-monitoring measures may include districtwide common formative assessments (CFAs), i-Ready Reading Inform, running records, and teacher-created assessments aligned with targeted literacy skills. Teachers, the Reading Coach, and instructional leaders analyze these results during grade-level PLCs, guided planning, and coaching conversations to evaluate instructional effectiveness, create flexible student groups, identify priority skills, and adjust interventions when necessary.

At the classroom level, teachers maintain ongoing student data to document progress across screeners, Literacy Tasks, CFAs, and personalized learning programs such as Lexia Core5 and i-Ready Reading My Path. Student work and classroom-based assessments provide additional evidence of growth and help teachers make responsive instructional decisions.

At the school level, the Reading Coach and leadership team review grade-level and schoolwide data to identify patterns, celebrate areas of growth, determine areas requiring additional support, and ensure instructional resources and interventions are responsive to student needs. Data discussions are used not only to identify students who need additional support but also to monitor whether current instructional practices and interventions are producing the desired results.

Through this ongoing cycle of assessment, data analysis, instruction, intervention, and progress monitoring, A.J. Lewis Greenview works to ensure that literacy instruction remains explicit, targeted, and responsive. This systematic approach supports instruction aligned with the Science of Reading, including the development of both word recognition and language comprehension, with the goal of helping every student make meaningful progress toward grade-level reading proficiency.

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.

Professional learning is an essential component of A.J. Lewis Greenview Elementary School's literacy plan and supports the school's commitment to providing high-quality, evidence-based reading and writing instruction. Teachers, interventionists, instructional coaches, and administrators participate in ongoing professional learning grounded in the Science of Reading. This includes LETRS training to strengthen educators'

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understanding of how students learn to read and how research-based practices can be effectively implemented in the classroom. New teachers are also provided opportunities to participate in Orton-Gillingham training, supporting consistent use of structured literacy practices across grade levels.

Professional development extends beyond foundational literacy practices and includes training on assessment administration, data analysis, progress monitoring, and instructional decision-making. Teachers receive support in using assessment results to identify student strengths and areas of need, establish flexible instructional groups, and plan targeted instruction aligned with the South Carolina College- and Career-Ready ELA Standards.

A key area of professional learning focuses on explicit instruction through the Gradual Release of Responsibility model. Teachers strengthen their understanding of how to intentionally move students from teacher modeling and guided practice toward collaborative and independent application. Professional learning emphasizes clear learning intentions and success criteria, teacher modeling and think-alouds, guided practice with purposeful feedback, checks for understanding, and opportunities for students to independently demonstrate mastery.

Teachers also receive professional learning and coaching support on the creation and implementation of targeted strategy groups. Student data from i-Ready Reading Inform, Literacy Tasks, CFAs, classroom assessments, and other diagnostic measures are used to identify common skill needs and create flexible groups. Strategy groups provide explicit, targeted instruction based on specific areas of need rather than relying solely on students' overall reading levels. Groups are adjusted as students demonstrate progress, ensuring that small-group instruction remains responsive to current student needs.

A schoolwide emphasis is also placed on strengthening explicit writing instruction. Professional learning supports teachers in developing students' writing skills at the sentence level through research-based frameworks and practices, including the Simple View of Writing, the Writing Rope, and Hochman Method strategies, such as sentence expansion. These approaches support systematic instruction that strengthens students' ability to develop, organize, and communicate their ideas in writing.

Collaboration and coaching are important extensions of professional learning at A.J. Lewis Greenview. Teachers participate in PLCs, guided planning, modeling, co-teaching, classroom observations, feedback, and coaching cycles to support the transfer of professional learning into daily classroom practice. Extended guided planning sessions with literacy coaches and consultants provide additional opportunities for teachers to examine student data, strengthen instructional practices, develop targeted strategy groups, and align instruction with the district's updated scope and sequence and resource alignment guidance, including the integration of social studies content within literacy instruction.

Through continuous professional development, collaborative planning, data-driven conversations, and individualized coaching support, A.J. Lewis Greenview builds teacher capacity to provide explicit, systematic, and responsive literacy instruction. This includes effective implementation of the Gradual Release model, data-driven strategy groups, systematic word study, explicit reading and writing instruction, and evidence-based comprehension practices. This ongoing investment in professional learning helps ensure that teachers have the knowledge, resources, and instructional support necessary to meet diverse student needs and promote meaningful growth in both reading and writing.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
- Teachers use multiple sources of literacy data, including i-Ready Reading Inform, i-Ready Literacy Tasks, CFAs, KRA, and classroom assessments to identify student strengths, determine areas of need, monitor growth, and guide instructional decisions. - Teachers implement evidence-based practices supported through LETRS and Orton-Gillingham training, emphasizing explicit, systematic instruction in phonological awareness, phonics, decoding, word recognition, vocabulary, fluency, and comprehension. - Teachers strengthen explicit instruction through intentional modeling, think-alouds, guided practice, collaborative learning, frequent checks for understanding, effective feedback, and purposeful transitions toward independent student application. - Teachers use assessment results to create flexible, skill-based strategy groups that provide targeted instruction based on students' specific literacy needs. Teachers regularly adjust groups as students demonstrate growth and mastery. - Students requiring additional support receive targeted, data-driven small-group instruction with frequent progress monitoring. Teachers document student goals, instructional support, and progress through Individualized Reading Plans (IRPs), when applicable. - Teachers use the district's updated scope and sequence and resource alignment guidance to intentionally integrate social studies and literacy, building students' background knowledge, academic vocabulary, comprehension, and ability to engage with increasingly complex texts. - Lexia Core5 and i-Ready Reading Personalized Learning/My Path provide differentiated practice aligned with students' individual needs while reinforcing foundational skills, vocabulary, comprehension, and reading proficiency. - Families receive ongoing information and resources through Talking Points, i-Ready Reading Inform Family Reports, schoolwide and classroom newsletters, communication folders, Literacy Night, Read	- Systematic Word Study and Writing: Deepen integration of Orton-Gillingham routines (Comprehensive in K–2, Morphology in 3–5) and explicit sentence-level writing instruction to ensure both word recognition and language comprehension strands of the Reading Rope are addressed with fidelity. - Strategic Reading Behaviors for Comprehension: Strengthen explicit instruction of predicting, inferring, summarizing, synthesizing, and analyzing to directly connect word recognition and comprehension outcomes. - Standards-Based Guided Planning: Increase the intentional use of the district's updated scope and sequence and resource alignment guide during guided planning to create coherent learning progressions responsive to assessment data. - Student Ownership of Growth: Expand the use of student data conferences so students can set and monitor literacy goals, building accountability and motivation toward grade-level proficiency. - Maximizing Literacy Framework: Refine classroom procedures and structures to maximize time for word study, independent reading, and writing tasks to increase student engagement and productivity. - Family Literacy Partnerships: Continue to strengthen parent partnerships through more frequent literacy events and targeted take-home resources that mirror classroom routines and strategies

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to Succeed Parent Night, and family workshops. These opportunities equip families with practical strategies for supporting literacy development at home. • Pre-K–5 teachers participate in PLOs, PLCs, guided planning, coaching cycles, modeling, co-teaching, observation, and feedback focused on explicit literacy instruction, standards alignment, data analysis, strategy groups, word study, comprehension, and writing. • Continuous Monitoring and Instructional Adjustment: Teachers, the Reading Coach, and school leadership routinely analyze student achievement and growth data to evaluate the effectiveness of instruction and interventions, identify schoolwide trends, and make timely instructional adjustments that increase the percentage of students reaching grade-level proficiency. •	
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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. As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<u>Previous Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from 48.3 % to 55.0 % in the spring of 2025-2026.	The goal was partially met. During the 2025-2026 school year, the percentage of third-grade students scoring Meets and Exceeds on the SC READY ELA assessment increased from 48.3% to 46.7%, which did not meet the targeted goal of 55.0%. Although the overall proficiency target was not achieved, student growth data from i-Ready Reading and district Common Formative Assessments indicated improvement in foundational reading skills, vocabulary development, and reading comprehension throughout the year. Teachers implemented data-driven strategy groups, targeted interventions, and progress monitoring processes that contributed to increased student growth among priority learners. A review of assessment data revealed the need for continued emphasis on vocabulary acquisition, written response to text, and

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	higher-order comprehension skills to increase the percentage of students reaching proficiency.
<u>Previous Goal #2:</u> Parents and families will have increased opportunities to engage in literacy-rich experiences provided by the school to promote overall growth toward mastery.	The school successfully increased opportunities for family engagement through literacy-focused events and communication. Greenview hosted a schoolwide Literacy Night, Read to Succeed Parent Night for third-grade families, and provided ongoing literacy resources through newsletters, communication folders, and Talking Points. Families received regular updates regarding student progress and strategies to support reading at home. Attendance at family literacy events demonstrated increased participation and strengthened partnerships between home and school. Parent feedback indicated that literacy workshops and take-home resources were valuable in helping families support student reading development.
<u>Previous Goal #3:</u> During the 2025-2026 school year, 100% of pre-K-5th grade teachers will receive ongoing Professional Learning Opportunities (PLOs) monthly focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.	The goal was met. Teachers participated in monthly professional learning opportunities focused on literacy instruction, the Science of Reading, LETRS implementation, Orton-Gillingham practices, assessment analysis, and data-driven instructional planning. Professional learning was reinforced through PLCs, guided planning sessions, coaching cycles, classroom observations, modeling, and feedback. As a result, teachers strengthened their implementation of explicit literacy instruction, strategy groups, progress monitoring practices, and the Gradual Release of Responsibility framework. Walkthrough data and coaching observations indicated increased alignment to evidence-based literacy practices across grade levels.

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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's 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
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 46.7% to 49% in the spring of 2026-2027 school year.	• Analyze i-Ready Reading Inform, Literacy Tasks, and CFA data to identify specific skill gaps among third-grade students. • Use data during PLCs and guided planning to create flexible, skill-based strategy groups targeting identified reading needs. • Strengthen explicit literacy instruction using clear learning intentions and success criteria, teacher modeling, guided practice, gradual release, and effective feedback. • Provide targeted instruction in vocabulary, comprehension, informational text, literature, and foundational skills based on student needs. • Conduct bi-weekly progress monitoring of priority students and adjust small-group instruction and interventions based on student response.

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	• Provide coaching, modeling, co-teaching, observation, and feedback to strengthen third-grade teachers' implementation of evidence-based literacy practices. • Use SC READY-style questions and writing responses throughout instruction to build students' ability to analyze texts, cite evidence, and demonstrate understanding. • Engage third-grade families through Read to Succeed Parent Night, literacy resources, and at-home strategies that reinforce classroom instruction. • Review third-grade data throughout the year with teachers and leadership to monitor progress toward increasing Meets and Exceeds from 46.7% to at least 49% on the Spring 2027 SC READY ELA assessment.
<u>Current Goal #2:</u> By May 2027, A.J. Lewis Greenview Elementary School will increase meaningful family engagement in literacy by providing at least four literacy-focused events and workshops to provide parents and families with practical strategies to support reading and writing support at home. The school will aim for at least 50% of families to participate in one or more literacy-focused experiences, as measured by attendance records, participation logs, and family feedback surveys, to strengthen home-school partnerships and support students' literacy growth toward grade-level mastery.	• Host a Schoolwide Literacy Night: Provide interactive literacy stations where families participate in modeled reading and writing activities, learn word study routines, and practice strategies they can use at home. • Conduct a Third Grade Read to Succeed Parent Night: Provide third-grade families with information about Read to Succeed expectations, student literacy progress, available support, and practical strategies for strengthening reading at home. • Provide Four Family Literacy Workshops: Offer parent workshops focused on skilled reading and writing, including family-friendly explanations of the Science of Reading, the Writing Rope, foundational literacy skills, and language comprehension. • Provide Take-Home Literacy Resources: Give families books, literacy activities, strategy guides, and other materials that allow students to continue practicing targeted reading and writing skills outside of school.

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| | <ul style="list-style-type: none">• Strengthen Community Literacy Partnerships: Coordinate opportunities such as Real Men Read, guest readers, Greenview Literacy Day, and other community-based literacy experiences that expose students and families to positive reading role models.• Increase Student Access to Books: Collaborate with the Home and Family Specialist and other school partners to distribute books, develop take-home literacy bags, and maintain accessible classroom or school lending libraries.• Partner with Richland County Public Library: Connect families with library cards, digital reading resources, literacy programs, and information about community opportunities that encourage reading beyond the school day.• Maintain Consistent Family Communication: Use Talking Points, schoolwide newsletters, classroom newsletters, communication folders, and school-approved digital platforms to share literacy expectations, upcoming events, instructional focuses, literacy tips, and resources.• Share Student Progress with Families: Provide families with regular information regarding student strengths, areas for growth, assessment results, and specific strategies they can use to reinforce targeted skills at home.• Increase Family Participation and Gather Feedback: Monitor attendance and participation at literacy events and provide opportunities for families to share feedback about workshops, resources, and additional literacy support they would find beneficial.• Celebrate Family Literacy Engagement: Recognize and highlight family participation in literacy activities and events to encourage continued involvement and strengthen a schoolwide culture of reading and writing. |
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Current Goal #3:

By the end of the 2026–2027 school year, 100% of pre-K–5th grade teachers will participate in monthly Professional Learning Opportunities (PLOs) designed to strengthen the implementation of evidence-based, explicit reading and writing instruction.

Professional learning will focus on Visible Learning practices and high-impact instructional strategies, including clear learning intentions, success criteria, intentional teacher modeling, guided practice, the Gradual Release of Responsibility model, formative assessment, data-driven small strategy groups, and timely, effective feedback.

Through ongoing professional learning, teachers will strengthen their capacity to provide explicit, responsive, and student-centered literacy instruction. As a result, students will demonstrate measurable growth in reading and writing, with a goal of achieving at least a 10-percentage-point increase in the percentage of students meeting or exceeding proficiency on schoolwide literacy assessments by the end of the 2026–2027 school year.

- Provide monthly PLOs focused on explicit reading and writing instruction, Visible Learning practices, and the Gradual Release model.
- Support teachers in developing and using clear learning intentions and success criteria aligned with grade-level standards.
- Model and support implementation of explicit instruction, including teacher modeling, guided practice, independent application, and effective feedback.
- Use assessment data during PLCs and guided planning to create flexible, skill-based strategy groups.
- Provide ongoing coaching, modeling, co-teaching, observation, and feedback to support classroom implementation.
- Monitor implementation through classroom walkthroughs, teacher reflection, and student work samples.
- Review schoolwide literacy data throughout the year to measure progress toward the 10-percentage-point proficiency to increase and adjust instructional support as needed.