

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
Gadsden Elementary School 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? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 6
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 1
- How many CERDEP PreK teachers in your school have completed EC LETRS? 0
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 0

Section A: Describe how reading assessment and instruction for all 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.

Reading assessment and instruction at Gadsden Elementary are grounded in the principles of structured literacy and are designed to support students' development in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These components work together to strengthen students' ability to comprehend increasingly complex texts and meet grade-level South Carolina English Language Arts (ELA) standards. To monitor student progress and inform instruction, the school will administer the **i-Ready Inform Reading Assessment** to all students in grades K-5 three times per year during the district-designated assessment windows. Unlike the previously used STAR Reading and Early Star Literacy assessments, i-Ready Inform provides a comprehensive assessment system for primary grades (K-2).

Oral Language

At Gadsden, students participate daily in rich oral language experiences that develop listening, speaking, and communication skills. Teachers engage students in interactive read-alouds, collaborative discussions, questioning, and vocabulary lessons. Select students also serve as anchors for the Daily News Show or give announcements through the intercom system. Oral language is assessed through classroom observations and discussion protocols. Strong oral language skills support vocabulary growth and reading comprehension across all grade levels.

Phonological Awareness

In Pre-K through Grade 2, phonological awareness instruction is provided through explicit lessons in rhyming, syllable awareness, blending, segmenting, and manipulating sounds in spoken words. Some teachers use OG and others use explicit lessons outlined in the Wonders Curriculum. Screening and progress-monitoring assessments are used to identify students who need additional support. Intervention groups provide targeted practice to ensure students develop the sound awareness necessary for successful decoding and word recognition.

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Phonics

Students receive systematic and explicit phonics instruction that develops letter-sound relationships, decoding strategies, spelling patterns, syllable types, morphology, and word analysis skills. Third-, fourth-, and fifth-grade teachers use Orton-Gillingham (OG) and morphology-based instruction to strengthen students' phonics and word study skills. First- and second-grade teachers utilize the *Wonders* curriculum to provide foundational phonics instruction, including decoding, segmenting, blending, and spelling pattern development. In addition, teachers implement a brief daily review of previously taught phonics and phonological awareness skills at the beginning of word study lessons to reinforce learning and support retention. This consistent review helps students build automaticity and apply foundational reading skills more effectively during reading and writing tasks.

Fluency

Fluency instruction focuses on developing accurate, automatic, and expressive reading. Students engage in repeated readings (close reading), partner reading and teacher modeling. Fluency is assessed through oral reading measures that monitor accuracy, rate, and prosody. Increased fluency enables students to devote more thinking to understanding and analyzing text.

Vocabulary

Vocabulary instruction is integrated across all content areas and includes both general academic and domain-specific vocabulary. Teachers explicitly teach word meanings, word-learning strategies, morphology, and the use of context clues to support students' understanding of increasingly complex texts. In grades one and two, teachers utilize the vocabulary routines and lessons embedded within the *Wonders* curriculum to provide systematic and explicit vocabulary instruction. In grades three through five, teachers emphasize strategies such as using context clues, analyzing word parts, drawing conclusions, and making connections across texts to support vocabulary acquisition and word learning. Students encounter new vocabulary through interactive read-alouds, close reading, independent reading, and content-rich texts across all subject areas.

Comprehension

Comprehension instruction is embedded throughout literacy instruction and focuses on students' ability to understand, analyze, and respond to increasingly complex texts. ELA teachers plan and deliver explicit instruction centered on the South Carolina College- and Career-Ready Standards, with a particular emphasis on the Applications of Reading (AOR) standards. Through direct instruction, modeling, guided practice, and collaborative discussions, students develop comprehension skills that enable them to make meaning from text and communicate their understanding effectively. Students are taught a variety of comprehension strategies, including making predictions, asking and answering questions, identifying main ideas and supporting details, summarizing, drawing conclusions, making inferences, analyzing text structures, determining theme, and citing textual evidence. Teachers intentionally model these strategies and provide opportunities for students to apply them across a variety of literary and informational texts. A new component of the district's scope and sequence includes a dedicated close reading block during the ELA instructional time. During close reading, students engage in multiple readings of complex texts to deepen understanding, analyze author's purpose and craft, and gather evidence to support responses. Teachers frequently incorporate texts connected to science and social studies topics, allowing students to build background

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knowledge while strengthening literacy skills. This integrated approach enhances students' vocabulary, critical thinking, and comprehension, preparing them to successfully meet grade-level English Language Arts standards.

At Gadsden, instruction is closely aligned with the district's scope and sequence and the South Carolina College- and Career-Ready ELA Standards. During collaborative planning, teachers analyze standards and curriculum resources to ensure that instruction addresses grade-level expectations. This process ensures that all students receive systematic, data-driven instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, enabling them to become proficient readers and successful users of grade-level texts.

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

Word recognition instruction and assessment are key components of the school's literacy program and are aligned to the Science of Reading and Structured Literacy principles. Instruction is explicit, systematic, and diagnostic, ensuring that students develop strong foundational literacy skills necessary for proficient reading.

In Prekindergarten and Kindergarten, teachers use the Dolch Pre-Primer and Kindergarten word lists to assess and monitor students' developing sight-word vocabulary. Kindergarten students also receive instruction in Orton-Gillingham (OG) red words during word study lessons. Prekindergarten teachers introduce and reinforce high-frequency words incrementally throughout the year, helping students build automatic word recognition while developing phonological awareness and early literacy skills.

In Grades 1 and 2, teachers utilize the Wonders curriculum to provide explicit instruction in phonemic awareness, phonics, decoding, encoding, and high-frequency words. Lessons incorporate structured practice opportunities that support students in applying reading skills to connected text. Instruction follows a systematic sequence that builds upon previously taught skills and aligns with Science of Reading research.

In Grades 3 through 5, teachers follow Richland One's Scope and Sequence for word study instruction. Focus areas include morphology, vocabulary development, base words, prefixes, suffixes, and multisyllabic word analysis. Teachers continue to utilize OG resources and lesson structures to support word recognition, spelling, and decoding skills.

Word study instruction is protected within the master schedule and is provided daily. Students in Grades K-2 receive approximately 40 minutes of word study instruction, while students in Grades 3-5 receive 30 minutes daily. This dedicated instructional time ensures consistent opportunities for students to develop and strengthen foundational literacy skills through explicit and systematic instruction.

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Assessment practices are ongoing and data-driven. Students are assessed weekly or biweekly through teacher-created assessments, Wonders assessments, district common formative assessments (CFAs), and classroom observations. These assessments measure students' progress in word recognition, phonics, spelling patterns, and decoding skills, allowing teachers to identify learning needs and adjust instruction accordingly.

Teachers currently utilize multiple resources, including Dolch sight words, Wonders, Orton-Gillingham materials, and strategies learned through LETRS professional development. Interventionists regularly incorporate these evidence-based strategies during small-group instruction, targeting students with identified reading difficulties. Intervention lessons emphasize foundational skills, including phonological awareness, decoding, encoding, sight-word recognition, and fluency, while also supporting reading comprehension development.

Overall, the school's approach to word recognition assessment and instruction reflects the core principles of the Science of Reading by providing explicit and systematic instruction that supports all students in developing strong foundational literacy skills and becoming proficient readers.

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 utilizes multiple sources of assessment data to identify students who have not demonstrated grade-level reading proficiency and to determine appropriate intervention pathways. Universal screening data from i-Ready Reading Inform serves as the primary screening tool used to identify students' strengths, areas of need, and overall reading performance. Teachers and interventionists analyze i-Ready Reading results to identify deficiencies in foundational reading skills, vocabulary, comprehension, and overall literacy development.

In addition to i-Ready data, students in Grades 1-3 are administered the IMSE Benchmark Assessment to provide diagnostic information related to phonological awareness, phonics, decoding, encoding, and word recognition skills. Students in Grades 4-5 also complete a morphology assessment to evaluate their understanding of base words, prefixes, suffixes, and multisyllabic word analysis. These diagnostic assessments provide additional information that helps educators determine whether a student's reading difficulties are primarily related to word recognition or language comprehension.

Assessment data are reviewed collaboratively by classroom teachers, interventionists, and school leadership to develop targeted intervention groups. Students demonstrating weaknesses in phonological awareness, phonics, decoding, encoding, sight-word recognition, or fluency receive explicit, systematic, and sequential instruction aligned with Science of Reading and Structured Literacy practices through the use of Orton-Gillingham-based strategies, IMSE resources, and foundational literacy activities. Students whose assessment data indicate adequate decoding skills but weaknesses in vocabulary, oral language, reading comprehension, background knowledge, or written responses receive targeted instruction designed to strengthen

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vocabulary development, oral language skills, comprehension strategies, text discussion, and knowledge building through grade-level texts and scaffolded support.

Students are assigned to intervention groups led by the reading interventionist, reading instructional assistant, or classroom teacher during the school's Response to Intervention (RTI) block. Students meeting the school's priority criteria are identified for Tier II or Tier III support. Current benchmark criteria include students scoring 395 or below in Grade 1, 441 or below in Grade 2, 489 or below in Grade 3, 488 or below in Grade 4, and 517 or below in Grade 5 on the i-Ready Reading Diagnostic Assessment. These students comprise the school's priority list and receive additional targeted intervention beyond core classroom instruction.

To ensure interventions are responsive to student needs, intervention cycles occur every four to six weeks. During each cycle, students receive targeted instruction based on identified skill deficits and are progress monitored regularly to determine growth and instructional effectiveness. Progress-monitoring measures include i-Ready literacy tasks, Reading A-Z running records, and classroom assessments. Data collected throughout the intervention cycle is reviewed to determine whether students require continued intervention, adjustments in instructional focus, or increased levels of support.

Priority students in grades K-3 maintain a "Priority Portfolio" that includes progress-monitoring results, assessment data, writing samples, small-group work samples, and other instructional evidence. These portfolios provide ongoing documentation of student growth and support data-based decision-making during intervention team meetings. In addition, all students (Grades K-5) who are identified as priority have an Individualized Reading Plan which outlines the reading intervention plan in place. Students who demonstrate limited progress despite targeted intervention may be referred to the school's Multi-Tiered System of Supports (MTSS) team for additional problem-solving, intervention planning, and support.

Families are partners in the intervention process. Parents receive information regarding their child's i-Ready Reading diagnostic results and are informed of specific areas of strength and need. Teachers discuss intervention plans and provide recommendations for supporting reading development at home. Additionally, the reading interventionist and reading instructional assistant conduct parent information sessions that highlight evidence-based literacy practices, explain intervention strategies used at school, and provide families with practical activities to strengthen word recognition, fluency, vocabulary, and comprehension skills at home.

Through the systematic use of universal screening data, diagnostic assessments, progress-monitoring data, and collaborative problem-solving practices, the school ensures that students who are not yet reading proficiently receive targeted interventions aligned to their specific needs.

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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.

Gadsden Elementary recognizes that family engagement is essential to student literacy success and has established a comprehensive system to help parents support their children as readers and writers at home. The school fosters strong partnerships with families, community organizations, and local businesses to create a collaborative learning environment that promotes literacy both at school and at home.

To ensure ongoing communication, Gadsden Elementary utilizes multiple communication platforms, including TalkingPoints, the school website, and the Gadsden Elementary Facebook page. Teachers regularly use TalkingPoints to share classroom updates, literacy activities, student achievements, and strategies families can use to reinforce reading and writing skills at home. The school's Facebook page highlights literacy-related events and initiatives, including reading challenges, guest reader programs, literacy celebrations, and the annual spelling bee, helping families stay informed and engaged in their children's literacy development.

Parent-teacher conferences, progress reports, and regular communication provide families with information about their child's reading and writing progress, areas of strength, areas for growth, and any interventions being provided. Teachers discuss assessment results and offer specific recommendations and resources that parents can implement at home to support literacy development.

The school maintains a strong collaboration between the library media specialist and the reading coach to provide family literacy opportunities throughout the year. These efforts include literacy events, book promotions, reading challenges, and activities designed to encourage a love of reading and increase access to high-quality texts.

Additionally, families of students receiving reading intervention services are informed about their child's instructional goals, progress-monitoring results, and intervention supports. Interventionists and classroom teachers communicate regularly with parents and provide targeted strategies and activities that align with students' specific literacy needs, helping families reinforce learning at home.

Through consistent communication, family education opportunities, access to digital resources, literacy events, and collaborative partnerships, Gadsden Elementary empowers parents to play an active role in supporting their children's growth as proficient readers and writers. This comprehensive system strengthens the home-school connection and promotes literacy achievement for all students.

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.

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Gadsden Elementary has a comprehensive system for monitoring reading achievement and growth at both the classroom and school levels to ensure that all students make progress toward grade-level reading proficiency. The school utilizes a Multi-Tiered System of Supports (MTSS) framework that incorporates universal screening, diagnostic assessments, progress monitoring, and collaborative data analysis to make informed instructional and intervention decisions.

Monitoring of reading achievement occurs through regular review of multiple data sources during MTSS meetings, Professional Learning Community (PLC) meetings, grade-level data discussions, and Guided Planning for Instruction sessions. During these meetings, teachers, interventionists, instructional leaders, and administrators analyze a variety of data points, including i-Ready Reading Inform results, IMSE benchmark and diagnostic assessments, District Common Formative Assessments (CFAs), Mastery Connect assessments, student work samples, classroom performance data, attendance records, and teacher observations. Reviewing multiple sources of data provides a comprehensive view of each student's academic progress and helps teams determine the most appropriate instructional supports and interventions.

In accordance with Richland One School District expectations, Gadsden Elementary administers the i-Ready Reading Inform three times annually during the beginning, middle, and end of the school year. These universal screening assessments provide valuable information regarding student achievement, growth, and grade-level performance. Screening data are used to identify students who may be at risk of reading difficulties and to determine initial intervention placement. Additional diagnostic assessments, including IMSE assessments in primary grades and morphology assessments in intermediate grades, provide more detailed information regarding students' strengths and areas of need in word recognition, phonics, decoding, and language comprehension.

Beginning-of-year assessment data are used to identify students requiring Tier II and Tier III interventions based on district-established cut scores. Students identified as priority students are placed in targeted intervention groups and receive additional instructional support beyond the Tier I core literacy program. The Reading Interventionist utilizes screening and diagnostic data, including Orton-Gillingham (OG) assessments and IMSE assessment results, to design instructional plans that address individual student needs. Intervention cycles typically occur over four- to six-week periods and provide students with intensive, research-based instruction focused on identified skill deficits.

To monitor student growth and evaluate the effectiveness of instruction, teachers administer regular formative assessments on a weekly and biweekly basis. These assessments include teacher-created assessments, Wonders assessments, Mastery Connect assessments, literacy tasks within i-Ready, running records, and observations of classroom performance. Mastery Connect assessments provide standards-aligned data that allow teachers to monitor student mastery of grade-level literacy standards and identify instructional priorities.

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Student progress is continuously reviewed throughout intervention cycles. Progress-monitoring data are used to determine whether students are responding adequately to intervention, require adjustments to instructional strategies, need more intensive support, or are ready to exit intervention services. Priority students maintain ongoing documentation of their progress through instructional records, assessment results, writing samples, and intervention data, which support data-based decision-making during MTSS and intervention meetings.

Professional Learning Communities play a critical role in the school's monitoring process. During PLC meetings, teachers collaboratively analyze student data, evaluate the effectiveness of instructional practices, identify trends in student achievement, and plan targeted instructional responses. School leadership participates in these discussions to ensure consistency in instructional practices and intervention implementation across grade levels. This collaborative approach allows teachers, support staff, and leadership to respond quickly to student needs and provide timely support that promote reading growth.

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.

Gadsden Elementary is committed to building teacher capacity in the Science of Reading, Structured Literacy, and foundational literacy instruction to ensure that all students receive high-quality, evidence-based reading instruction. Professional learning opportunities are provided through district-sponsored training, school-based professional development, instructional coaching, and collaborative planning opportunities.

Teacher training in the Science of Reading and Structured Literacy has primarily been provided through Richland One School District initiatives. Professional learning opportunities have included Language Essentials for Teachers of Reading and Spelling (LETRS) and Orton-Gillingham (OG) training. Currently, 47% of Gadsden Elementary's instructional staff, including administrators and support personnel, have completed both LETRS Units I and II. An additional 21% of teachers are actively participating in LETRS training during the current school year.

In addition to LETRS training, a fourth-grade teacher and the Academic Assistance Program (AAP) teacher completed Orton-Gillingham Morphology training during the summer. This specialized training supports instruction in word analysis, morphology, vocabulary development, and multisyllabic word reading. Knowledge gained through this training is incorporated into classroom and intervention instruction to strengthen students' word recognition and language comprehension skills.

During the current school year, explicit instruction has been identified as a school-wide instructional focus. To support implementation, the reading coach and instructional support staff developed a "First Seven Days of School" instructional framework for teachers in grades K-5. The framework included model literacy lessons that utilized the gradual release model of instruction (I Do, We Do, You Do) and demonstrated effective practices for

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delivering explicit, teacher-led instruction. These lessons provided teachers with practical examples that could be replicated and adapted within English Language Arts instruction throughout the school year.

To further strengthen instructional practices, the school is planning ongoing professional development focused on explicit instruction using the research of Anita Archer and Charles Hughes, *Explicit Instruction: Effective and Efficient Teaching*. Training sessions will emphasize clear learning targets, modeling, guided practice, frequent checks for understanding, active student engagement, immediate feedback, and opportunities for independent application. These instructional practices align with Science of Reading and Structured Literacy principles and support improved student outcomes in literacy.

The reading coach provides ongoing job-embedded professional learning through classroom support, instructional modeling, collaborative planning, data analysis, and feedback cycles. Teachers receive assistance with implementing the South Carolina College- and Career-Ready ELA Standards, Richland One's literacy pacing guides, Wonders curriculum resources, i-Ready instructional supports, and Empowering Writers. The reading coach also supports teachers in interpreting assessment data and using that information to plan differentiated instruction and targeted interventions. Professional Learning Communities (PLCs) provide additional opportunities for teachers to collaborate, analyze student data, share instructional strategies, and discuss best practices related to literacy instruction. Through PLC meetings, guided planning sessions, and coaching support, teachers continuously refine their instructional practices to address the diverse literacy needs of students.

Through district and school-based professional development, instructional coaching, LETRS and Orton-Gillingham training, and collaborative professional learning opportunities, Gadsden Elementary is committed to providing educators with the knowledge and skills necessary to deliver high-quality literacy instruction grounded in the Science of Reading, Structured Literacy, and foundational literacy skills. These continuous learning opportunities help ensure that all students receive effective instruction that promotes reading achievement and long-term literacy success.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
• Reading coach, reading interventionist, SPED teacher, and administrators have received LETRS training. A remaining 21% of instructional support and teachers are participating in LETRS training. Two of the four teachers will complete LETRS by Spring, 2027. • Teachers, Reading Interventionist, and Reading Instructional Assistant provide targeted, effective interventions during RTI (30 minutes beyond the regularly scheduled ELA block) • Explicit instruction is a school focus for ELA. PLO is scheduled for principles/components of explicit instruction. • Teachers, instructional support, and administrators regularly participate in professional learning opportunities.	• Teachers will model through interactive writing experiences to build accuracy in writing and grow in their skills of using the writing process within the three modes. • Teach word study skills explicitly and provide formative assessments to determine student mastery (to include teacher-made and/or IMSE assessments) • Maximize the content and assessments in the Wonders Curriculum to address the ELA SCCR standards.

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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 (s). 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 the spring of 2025 as determined by SC READY from <u>40 %</u> to <u>47 %</u> in the spring of 2026.	SC Ready Reading Data results from the Spring 2026 administration: <table> <tr> <td>Does Not Meet</td><td>5.3%</td></tr> <tr> <td>Approaching</td><td>26.3%</td></tr> <tr> <td>Meets</td><td>57.9 %</td></tr> <tr> <td>Exceeds</td><td>10.5%</td></tr> <tr> <td>Meets/Exceeds</td><td>68.4%</td></tr> </table> Based on SC Ready 2026 results, the goal was met.	Does Not Meet	5.3%	Approaching	26.3%	Meets	57.9 %	Exceeds	10.5%	Meets/Exceeds	68.4%
Does Not Meet	5.3%										
Approaching	26.3%										
Meets	57.9 %										
Exceeds	10.5%										
Meets/Exceeds	68.4%										
<u>Previous Goal #2:</u> By Spring of 2026, 60% of Gadsden Elementary students in grades K-5 will meet grade level expectations as reflected by the Universal Screener	The data listed is student performance as of the fall administration (2026) of i-Ready Inform Reading. Based on the i-Ready Fall Results: <u>Grade 1 (13 students)</u> 8% -- Mid or Above Grade Level (1 student) 85% -- One Grade Level Below (11 students) 8% -- Two Grade Levels Below (1 student) <u>Grade 2 (17 students)</u> 6% -- Mid or Above Grade Level (1 student) 12% -- Early On Grade Level (2 students) 29% -- One Grade Level Below (5 students)										

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	53% -- Two Grade Levels Below (9 students) <u>Grade 3 (12 students)</u> 8% -- Mid or Above Grade Level (1 student) 25% -- Early On Grade Level (3 students) 50% -- One Grade Level Below (6 students) 17% -- Two Grade Levels Below (2 students) <u>Grade 4 (18 students)</u> 11% -- Early On Grade Level (2 students) 56% -- One Grade Level Below (10 students) 17% -- Two Grade Levels Below (3 students) 17% -- Three or More Grade Levels Below (3 students) <u>Grade 5 (12 students)</u> 33% -- Early On Grade Level (4 students) 17% -- One Grade Level Below (2 students) 25% -- Two Grade Levels Below (3 students) 25% -- Three or More Grade Levels Below (3 students)
<u>Previous Goal #3:</u> 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.	<u>Action Steps Pre K-5</u> • Utilize SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas. · • Writing modes (narrative, informational, opinion) · • Visible Learning strategies (learning intentions, success criteria, feedback) · • Align PLOs with grade-level writing standards and pacing guides.

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	• Provide coaching cycles, model lessons, and guided planning. · Provide resources, exemplars, and anchor charts teachers can use in classrooms. · • Conduct Professional Learning Communities (PLC) meetings to review data and student work. ·

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
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2027 as determined by SC READY from <u>68 %</u> to <u>69%</u> .	• Tiers 2 and 3 students will receive intervention from the Reading Interventionist and Reading Instructional Assistant. • RTI will occur at least three days per week with the classroom teacher. • Guided planning will occur at least once per week with the Support team; and coaching cycles determined.

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	PLC meetings will focus on student data around core instruction of SC standards.
<u>Current Goal #2:</u> By the Spring of 2027, 55% of Gadsden Elementary Students in grades K-5 will reach their stretch goal as measured by i-Ready Reading Inform.	- LETRS training will continue for the teachers who have not completed the training. - Coaching cycles and guided planning will occur throughout the year to support teachers in implementation of the ELA standards. - Progress monitoring will occur every 6-8 weeks for priority students. - Classroom observations will be conducted by administrators to ensure the implementation of the SC ELA standards. - Support in planning and instruction provided by district consultants.
<u>Current Goal #3:</u> By the end of the 2026–2027 school year, 100% of Pre-K–5th grade teachers will engage in monthly Professional Learning Opportunities (PLOs) focused on implementing explicit instruction and Visible Learning practices, including clear learning intentions, success criteria, intentional modeling, guided practice, formative assessment, and effective feedback. As a result, students will	Action Steps Pre-K-5: - Provide monthly Professional Learning Opportunities (PLOs) - Develop and share instructional resources - Implement classroom walkthroughs - Facilitate instructional coaching cycles - Establish Professional Learning Communities (PLCs) - Model effective instructional practices

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demonstrate at least a 10% increase in proficiency on school-wide assessments.	• Monitor student learning through formative assessment • Provide ongoing feedback • Analyze student achievement data quarterly
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