

Section A: Five Pillars of Reading Instruction

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

Our school's literacy instruction and assessment framework are built upon a research-based foundation informed by the Science of Reading. Teachers, equipped with the deep pedagogical knowledge gained through LETRS training, systematically and explicitly address The Five Pillars of Reading Instruction to ensure every student comprehends grade-level texts and meets SC College and Career Ready ELA Standards.

Oral Language

Instruction: Teachers collaboratively plan for instruction of oral language using grade level indicators in the SC Foundations of Literacy Standards. Kindergarten through fifth grade teachers use HMH's and sixth grade teachers use Study Sync's rich literary and informational texts as a springboard for daily, scaffolded discussions. Teachers also refer to resources from LETRS training to go beyond simple question-and-answer sessions by modeling and encouraging students to use increasingly complex sentence structures and academic vocabulary. Activities include collaborative conversations such as group and partner turn-and-talk discussions that require students to articulate their thoughts clearly and respond to peers respectfully, directly building their syntactic and semantic knowledge.

Assessment: Formative assessment is ongoing through teacher observation and feedback during discussions. Teachers use grade level indicators in the Foundations of Literacy Standards to check for mastery and HMH and Study Sync embedded checks for understanding and discussion prompts to gauge students' ability to comprehend spoken language and express their ideas. Summative assessment may include oral presentations or formal tasks that measure a student's ability to summarize a text verbally, using targeted vocabulary and complete sentences.

Phonological Awareness

Instruction: Phonological awareness is taught systematically and explicitly, following a clear scope and sequence. Teachers collaboratively plan for instruction using grade level indicators in the Foundations of Literacy Standards, referring to indicator insights for guidance. Instructional routines include using Heggerty during morning meetings as well as HMH structured literacy lessons for kindergarten through second grades to provide a structured pathway for students to develop phonological awareness from larger sound units to individual phonemes. The knowledge gained from LETRS training allows teachers to deliver these lessons with precision, ensuring students master foundational skills like rhyming, syllable segmentation, and phoneme manipulation.

Phonological awareness is reviewed in grades third through fifth using HMH Foundational Literacy Lessons. In addition, teachers plan for small group instruction for students who may

be struggling and need additional support by referring to Foundations of Literacy Standards for grades kindergarten through second grade and using Heggerty Bridge The Gap and Equipped for Reading Success.

Assessment: Teachers use quick, one-on-one formative checks to assess mastery of specific skills, such as a student's ability to blend sounds to form a word. For students who show signs of difficulty, teachers use the Phonological Awareness Screening Test (PAST) to identify specific needs, informing targeted intervention strategies. Progress monitoring for these students occurs weekly using Equipped for Reading Success activities and monitoring checks.

Phonics

Instruction: Phonics instruction is both systematic and explicit, following a research-based scope and sequence for the introduction of grapheme-phoneme correspondences. Teachers collaboratively plan for instruction using grade level indicators in the Foundations of Literacy Standards, referring to indicator insights for guidance. Teachers use HMH curriculum, which provides a clear progression of skills, to explicitly teach letter-sound relationships and spelling patterns. Instruction is supported by HMH's decodables and Start-Right Readers, small group instruction support, and word lists which provide ample opportunities for students to practice decoding skills with newly taught phonetic patterns.

Assessment: Teachers use a combination of common formative and summative assessments to determine progress toward mastery. Formative assessments include monitoring progress during small group instruction using checklists, anecdotal record keeping, and HMH progress monitoring assessments. The LERTS Phonics and Word Reading Diagnostic tool is used to pinpoint specific areas where a student may be struggling. This data allows for the formation of targeted small groups for intensive, differentiated instruction and progress monitoring.

Fluency

Instruction: Fluency is developed through purposeful and repeated practice. Teachers collaboratively plan for instruction using grade level indicators in the Applications of Reading Standards. The HMH curriculum provides a wealth of texts at various complexity levels, including decodable texts for early readers and complex passages for older students. LETRS training emphasizes the three components of fluency—accuracy, rate, and prosody. Teachers use strategies like choral reading, paired reading, and reader's theater to model fluent reading. Students receive explicit feedback on their performance, with a focus on improving intonation and phrasing to convey meaning.

Assessment: Fluency is assessed regularly using timed passages from HMH fluency passages and EASY CBM Passage Reading Fluency. Teachers monitor progress for Words Correct Per Minute (WCPM) data to measure rate and accuracy. Teachers assess prosody by observing whether a student's reading sounds natural and expressive and keeping anecdotal records during conferring and small group instruction. Students also give feedback to one another during partner reading, encouraging fluency and expression. This data is used to set individualized fluency goals and to determine which students require additional support through repeated reading interventions.

Vocabulary

Instruction: Vocabulary instruction is woven throughout the literacy block, addressing both direct and indirect methods. Teachers collaboratively plan for instruction using grade level indicators in the Applications of Reading Standards. The mentor text in HMH curriculum are rich with academic vocabulary, and teachers leverage the knowledge from LETRS to teach vocabulary with depth. Teachers use direct instruction to introduce new words and explain their meaning. Teachers demonstrate, using resources such as the Frayer model to provide examples and non-examples, synonyms and antonyms, or graphics to show concrete examples and teach the underlying morphology of newly introduced vocabulary words and phrases. Indirect instruction is fostered through promoting wide independent reading through a variety of resources and encouraging students to independently take on strategies from daily instruction in order to understand the meaning of new words.

Assessment: Teachers assess vocabulary using a variety of methods such as weekly HMH passage assessments that include questions about target vocabulary words. Teachers also use written tasks that require students to use new words in their own sentences or explain their meanings in a specific context. Teachers keep anecdotal records during small group instruction to determine understanding and mastery of vocabulary introduced through daily lessons. Teachers use summative assessments in HMH, such as the research and inquiry projects and presentations to determine mastery and develop rubrics to measure progress. Students also self-assess and set goals for growth using the rubrics.

Comprehension

Instruction: Comprehension is explicitly taught as a set of actionable strategies. Teachers collaboratively plan for instruction using grade level indicators in the Applications of Reading Standards. HMH curriculum provides a diverse range of literary and informational texts that serve as a vehicle for teaching strategies such as making inferences, summarizing, determining importance, and monitoring comprehension. The deep understanding of reading development gained from LETRS training allows teachers to effectively model these strategies and provide explicit scaffolding. This ensures that students are not just answering questions, but are actively constructing meaning from the text itself.

Assessment: Comprehension is assessed continuously during whole group and small group instruction, as well as conferring. Formative assessments include weekly passage assessments, entrance and exit tickets, interactive module assessments from HMH materials and observing students' application of strategies during small group instruction. Summative assessments include HMH's unit tests, which are aligned with state standards, as well as formal diagnostic assessments that provide a comprehensive picture of a student's reading ability. The data from these assessments is used to identify trends and to inform future instructional decisions, ensuring all students are on track to meet grade-level ELA standards.

Section B: Foundational Literacy Skills, Continued

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.*

The instructional and assessment practices for PreK-5th grade are deeply rooted in the Science of Reading and Structured Literacy, leveraging the HMH curriculum and the pedagogical expertise gained through LETRS training to build this essential skill. This cohesive approach ensures that every student develops the foundational literacy skills necessary for deep text comprehension and success in meeting South Carolina's ELA standards. Instruction is tailored to the developmental needs of each grade level, ensuring a seamless progression of skills.

The focus in PreK through second grade is building Phonological Awareness and Phonics. Teachers collaboratively plan for instruction to develop word recognition skills using grade level indicators in the Foundations of Literacy Standards and referring to indicator insights. Teachers use HMH Structured Literacy Lessons to provide direct and explicit whole and small group instruction using multi-sensory activities for teaching word recognition as students begin to build awareness and recognize sight words.

Teachers implement the Gradual Release Model as students learn to become more independent. Teachers implement techniques from LETRS training such as phoneme-grapheme mapping to solidify the connection between sounds and letters. Phonics instruction is systematic and explicit, following a clear scope and sequence. Decodable texts are used to provide controlled practice and allows students to apply newly learned skills with immediate, specific feedback to ensure success.

As students' decoding skills mature in upper elementary grades, instruction shifts to building automaticity and tackling more complex word structures. Teachers plan collaboratively using grade level indicators in the Applications of Reading Standards to instruct advanced phonics and syllabication. These skills are addressed in the HMH curriculum through Foundational Skills lessons which provide direct, explicit instruction in advanced phonetic patterns, multi-syllable words, and morphology. Teachers rely on LETRS training and resources to model how to break down complex words into their component parts (e.g., prefix + root + suffix) to make decoding more manageable in complex text.

Teachers continue to address fluency through purposeful practice using HMH's fluency passages and leveled texts- when students are fully in control of decoding. Strategies such as repeated reading and choral reading are used to build reading rate, accuracy, and prosody. Teachers strive to build automatic word recognition, which frees up cognitive resources for comprehension. Practice with flashcards, word games, and repeated exposure to high-frequency words within the HMH texts helps students achieve this.

Section C: Intervention

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.*

Teachers use universal screener data and diagnostic assessment data to determine targeted pathways of intervention for students who are not meeting grade-level reading proficiency in grades PreK through Fifth.

Universal Screening: Three times per year screeners are administered to all students to identify those at risk. Student data is monitored following each universal screener: Measures of Academic Progress (MAP) Reading, and MAP Reading Fluency. Cut scores per each grade level help teachers and interventionists determine students who need additional screening. RIT scores are used as the initial screening measure. Each grade level has a cut score to determine if a student is at, above, or below grade-level expectations. Once students are initially identified by their RIT score, teachers administer a variety of short, targeted, diagnostic assessments to develop the most effective learning pathway for each individual student below the grade level cut score.

Diagnostic Assessment: For students flagged by the screener, diagnostic assessments are administered to pinpoint areas of need. Teachers monitor every student by administering EASY CBM Word Reading Fluency in grades K-1 and the Passage Reading Fluency (ORF) for grades 2-5 in the fall, winter, and spring following the universal screener to measure reading rate, accuracy, and prosody. If students are below the 50% based on the ORF passage teachers analyze the student reading record to identify the types of errors the student is making. This information gives insight into whether the student's difficulties are related to decoding, vocabulary, or comprehension. Based on these findings the teacher will know the next steps to take, such as administering the PAST and LETRS assessments to determine if the student is struggling with word recognition, or administering assessments to address skills within the language comprehension pathway of instruction and intervention.

Teachers analyze data to create reading plans based on the screening and diagnostic assessment data. Using the K-5 Literacy Intervention Student Learning Pathway, teachers collaborate with their MTSS team to create an individualized reading plan focused on immediate needs. Reading plans include student screening and diagnostic data, the area of focus- word recognition or language comprehension, and SMART goals for the student. Students receive instruction for these goals in addition to their regularly scheduled literacy instruction, and are monitored weekly, or bi-weekly for progress. Should a student meet their goal, another goal may be identified and instruction is modified for the new learning pathway.

By using this cyclical process of universal screening, diagnostic assessment, targeted intervention, and continuous progress monitoring, schools can ensure that all students receive the specific and timely support they need to become proficient readers.

Section D: Supporting Literacy at Home

Describe the system in place to help parents in your school understand how they can support the student as a reader and writer at home.*

Our school believes that strong home-school partnerships are essential for accelerating student reading achievement and sustaining long-term growth. We maintain a comprehensive system designed to engage, inform, and empower all parents and caregivers as active partners in their child's literacy development, grounded in the principles of the Science of Reading.

1. School-Wide Communication of Literacy Goals & Expectations

At the start of each school year, overall school reading goals, grade-level ELA expectations, and state literacy standards are transparently communicated to all families and community stakeholders. This is accomplished through annual open house meetings, newsletters, and accessible school webpage updates. Every family receives clear guidance outlining foundational literacy benchmarks for their child's grade level.

2. Systemic Family Literacy Events & Ongoing Updates

To build capacity across all homes, our school hosts multiple sessions throughout the year where parents can learn practical, research-backed strategies that can easily be replicated at home. Topics include phonemic awareness games, multisyllabic word decoding strategies, interactive read-aloud techniques, and methods to support rich vocabulary and reading comprehension. All parents receive regular progress updates—through report cards, interim reports, and digital communication platforms—keeping them continually informed of their child's trajectory toward meeting or exceeding grade-level benchmarks.

3. Targeted Support & Structured Intervention Partnerships

When a student is identified as needing targeted (Tier 2 or Tier 3) reading support based on universal screener and diagnostic data, our school immediately establishes a direct collaborative partnership with the family:

- **Parent-Teacher Intervention Conferences:** Parents or guardians are contacted immediately to schedule a formal conference. During this meeting, teachers:
 - **Share Assessment Results:** Provide a transparent, easy-to-understand review of recent assessment data (e.g., MAP, EasyCBM, PAST).
 - **Discuss Specific Needs:** Clearly explain the child's identified areas of growth, specifically distinguishing whether the focus is in word recognition (phonological awareness, phonics, decoding fluency) or language comprehension (vocabulary, background knowledge, syntax).
 - **Review Individualized Reading Plans (IRP):** Present the targeted intervention plan, outlining specific SMART goals, evidence-based instructional methods, and in-school support routines.
- **Continuous Communication & Progress Updates:** Teachers and parents establish a structured communication plan (e.g., weekly progress monitoring logs, regular phone/email check-ins, or shared progress graphs) to ensure ongoing transparency regarding the student's response to intervention.

- Practical At-Home Tools & Aligned Resources: Parents receive skill-specific resources aligned directly with their child's in-school intervention plan as well as books and digital resources matched precisely to the student's current decoding ability or instructional reading level to ensure positive, high-success reading experiences at home.

By combining broad, school-wide communication for all families with structured, individualized support for students receiving intervention, our school ensures that literacy learning is seamlessly supported across both the classroom and the home.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading. *

Our school maintains a robust, continuous progress monitoring system to track reading achievement, accelerate growth for all students, and inform instructional decisions across Tier 1 core instruction, Tier 2 targeted intervention, Tier 3 intensive intervention, and advanced/above grade-level learning pathways.

1. Universal Screening & School-Wide Progress Monitoring Schedule

All PreK–5th grade students participate in universal reading screeners three times per year (Fall, Winter, and Spring) using Measures of Academic Progress (MAP) Reading and MAP Reading Fluency. These benchmark assessments establish baseline performance, identify students requiring targeted intervention or extension, and allow school teams to monitor overall growth trajectory throughout the academic year.

To ensure responsiveness to student needs, progress monitoring occurs on a structured, frequency-based schedule across all instructional tiers:

- Tier 1 Core Instruction & Above Grade-Level Readers: All students receiving Tier 1 core instruction are progress-monitored through ongoing classroom-based CBMs, module assessments, and mid-year benchmark screeners.
- Above Grade-Level Readers: Students reading above grade-level benchmarks are monitored through ongoing, advanced curriculum-based measures, project extensions, advanced vocabulary assessments, and high-level text comprehension tasks. Teachers systematically monitor to ensure these students maintain high growth trajectories and receive appropriate instructional extensions during core and small group instruction.
- Tier 2 Targeted Intervention: Students receiving targeted, small-group intervention are progress-monitored bi-weekly (every two weeks) using valid and reliable curriculum-based measures aligned directly to their Individualized Reading Plan (IRP) goals.
- Tier 3 Intensive Intervention: Students receiving high-intensity, individualized Tier 3 support are progress-monitored weekly using targeted CBMs to evaluate immediate responsiveness to intensive instruction.

2. Alignment to Science of Reading & Targeted Pathways

Progress monitoring measures are explicitly selected based on whether a student's identified need falls under the Word Recognition or Language Comprehension instructional pathway:

- Word Recognition Progress Monitoring: Includes EasyCBM Word Reading Fluency (Grades K–1), EasyCBM Passage Reading Fluency/Oral Reading Fluency (Grades 2–5), letter ID and sound automaticity, high-frequency word recognition, *Equipped for Reading Success* 1-minute phonological awareness activities, UFLI Foundations monitoring checks, HMH Structured Literacy checks, and LETRS Phonics and Word Reading Survey CBMs.
- Language Comprehension Progress Monitoring: Includes HMH weekly passage assessments, targeted vocabulary checks, oral/written summary checks, and standards-based comprehension checks.

3. Fluid Response to Intervention & MTSS Data Analysis Process

The Multi-Tiered System of Supports (MTSS) team and classroom teachers meet regularly to review and analyze graphed progress monitoring trend lines against established growth targets:

- Visual Data Analysis: Weekly and bi-weekly CBM scores are plotted to evaluate whether the rate of growth is sufficient to close the achievement gap. Key evaluation questions include:
 1. *Is the student on track to achieve their IRP goal within the designated time frame?*
 2. *Is the current rate of growth sufficient to reach grade-level proficiency?*
- Dynamic Plan Adjustments: If a student demonstrates insufficient progress after 4–6 data points, the MTSS team immediately adjusts the intervention. Adjustments may include increasing instructional intensity (e.g., transitioning from Tier 2 to Tier 3), increasing session duration, reducing group size, changing the instructional program/methodology, or administering additional diagnostic assessments (e.g., PAST or LETRS diagnostics).
- Transition & Exit Criteria: When a student consistently meets their IRP goals and demonstrates sustained performance at or above benchmark on universal screeners, the MTSS team seamlessly transitions the student back to Tier 1 core instruction with continued monitoring to ensure long-term success.

This dynamic, multi-tiered cycle of screening, targeted monitoring, and data-driven instruction ensures that every child—whether struggling, proficient, or advanced—receives the exact level of support and challenge needed to reach maximum reading achievement.

Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students. *

The school provides comprehensive professional learning focused on the science of reading and structured literacy through job-embedded coaching and collaborative team structures to ensure effective foundational literacy instruction for all students. Sustained change requires daily application and feedback. This is achieved through structured, weekly collaboration. Teachers meet weekly for collaborative grade level planning with the literacy coach. During this time, teachers and the literacy coach co-plan lessons, model instructional strategies aligned with structured literacy principles, and review core curriculum materials to ensure they are being delivered with fidelity and explicitly addressing foundational literacy skills. The coach provides immediate, non-evaluative feedback and support.

In addition to collaborative planning, teachers engage with the literacy coach during coaching cycles. Coaching cycles are student-centered and use the observation-feedback model aligned with instructional best practices and student data. Teachers and coaches work together to implement knowledge based on the science of reading, structured literacy, and foundational literacy skills practically during whole, small group, or individual instruction. The coach may model, co-teach, co-plan, and/or observe teachers, guiding them through reflective conversations. This non-evaluative, observation-feedback model based on student data allows a teacher to make instructional changes based on immediate feedback and grounded in their student needs.

In addition to coaching cycles, teachers engage in ongoing improvement driven by data analysis and peer-to-peer learning across different settings. Teachers meet frequently during MTSS (Multi-Tiered System of Supports) meetings to analyze progress monitoring data. These meetings serve as a practical PLC where the team reflects and analyze student difficulties in reading and collaboratively adjusts intervention plans based on the science of reading principles. This ensures the professional learning directly informs instructional decisions for struggling readers. Regular afterschool PLCs focus on deeper dives into specific instructional practices. These sessions are used to practice new techniques learned in LETRS, conduct text studies on key research articles related to the science of reading, or engage in shared lesson study and analysis of student work.

Teachers engage in district-wide PLCs through the Instructional Technology Team focused on student-centered learning practices. These PLCs bring teachers and leaders from multiple schools together, promoting consistency and vertical alignment. They focus on curriculum implementation fidelity, sharing successful practices, and addressing district-wide trends in reading achievement data.

Teachers and relevant specialists are enrolled in LETRS training. This rigorous, evidence-based professional learning provides in-depth knowledge of the research behind the science of reading, focusing on the essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension.

Section G: District Analysis of Data

Strengths*

- Embedded, collaborative, and data-driven approach to literacy instruction.
- Data collection and analysis to drive decisions.
- Systemic shift to high-quality instruction based on the Science of Reading, with a focus on structured literacy and explicit teaching of foundational literacy skills, all tightly aligned to the SC State Standards.
- Consistent teacher collaboration—supported by administrators and literacy coaches and formalized through the PLT process is successfully building collective teacher efficacy and fidelity across all tiers of support.
- Strengthened MTSS Process moving from data review to collaborative data collection and analysis that increases the speed and precision of instructional adjustments.

Possibilities for Growth*

- Strengthening the Home-School Partnership in Reading by transforming parents and guardians into informed, effective partners in supporting reading growth based on the science of reading principles and creating clear communication loops where teachers regularly share specific progress monitoring graphs and suggested at-home activities.
- Extending science of reading to content areas to enhance reading comprehension across all subjects. Provide targeted professional development on applying explicit vocabulary instruction and complex text strategies in subjects like science and social studies, recognizing that reading proficiency is a school-wide responsibility beyond the literacy block.

***Note: The three questions below are included this year to gauge school-level LETRS implementation.**

"Eligible" teachers for state-funded LETRS training:

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS? * **10**

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS? * **12**

How many eligible teachers in your school are beginning Volume 1 of LETRS this year? * **none**

How many eligible teachers in your school are beginning Volume 2 of LETRS this year? * **10**

How many CERDEP PreK teachers in your school have completed EC LETRS? * **1**

How many CERDEP PreK teachers in your school are beginning EC LETRS this year? * **1**

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

Please provide your previous school 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).

If you do not have a copy of your goals from the previous school year, email Marie Gibbons at mjibbons@ed.sc.gov.

Previous Goal #1*

Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SC READY from 39.6% to 29.6% in the spring of 2025.

Goal #1 Progress*

Provide personalized, student-centered learning opportunities during Reading, Writing, and Phonics Workshops. Strengthen MTSS processes and flexible learning opportunities. Collect and analyze data such as running records, conferring and small group data, NWEA MAP Reading, and DRA assessments to determine progress.

Section I: Current Year 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.
- The Reading Plan may be helpful in determining action steps to reach an academic goal. 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.

If you have questions about completing this section, please contact Marie Gibbons at mjibbons@ed.sc.gov.

For all schools serving third grade students, goal #1 MUST read:

Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from 54.7% to 62.% in the spring of [current school year].

Current 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 54.7% to 62.% in the spring of 2026.

Goal #1 Action Steps*

- Refine the MTSS process by moving from data review to collaborative data collection and analysis to decrease the amount of third grade students scoring does not meet on SC READY.
- Strengthening the home-school partnership in reading by creating clear communication loops where teachers regularly share specific progress monitoring and suggested at-home activities.
- Extending science of reading to content areas to enhance reading comprehension across all subjects.

26-27 Third Grade Goal:

Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 64.2% to 74.2% in the spring of 2026.

Action Steps for Goal #1 (3rd Grade SC READY Proficiency)

Extend Science of Reading Strategies into Content Area Instruction

- Integrate explicit morphology (prefixes, roots, suffixes) and academic vocabulary routines into Science and Social Studies units to enhance domain-specific background knowledge and complex text comprehension.
- Train content-area teachers to model close reading, text-annotating, and strategy-based comprehension using complex informational texts during non-literacy instructional blocks.

Establish a K–2 Early Intervention & Gap-Closing Pipeline

- Strengthen early identification protocols in K–2 using PAST and UFLI/HMH diagnostic checks to eliminate foundational decoding gaps before students enter third grade.
- Ensure delivery of early phonemic awareness and decodable text practice in primary grades to ensure seamless transition into advanced 3rd-grade multisyllabic decoding and fluency.

Deepen Job-Embedded Coaching & Cross-Grade Literacy Alignment

- Focus coaching cycles on high-leverage Tier 1 routines, including real-time modeling of explicit vocabulary instruction, prosody modeling, and comprehension conferring.
- Facilitate vertical alignment PLCs between 2nd and 3rd-grade teachers to standardize expectations around decodable mastery, oral reading fluency thresholds, and independent stamina.

Transform Home Partnerships through Data Transparency & Interactive Support

- Host interactive family literacy workshops that train parents on specific at-home decoding models, decodable text routines, and high-utility vocabulary games.