

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.

Reading assessment and instruction for all students attending Woodland Elementary is based on the 2025 SCCR ELA standards. It is aligned to the SC College and Career Ready ELA Standards. Whole group instruction, small groups, strategy groups, and one-on-one conferencing takes place in a Tier 1 instructional setting. Curriculum maps are used to address both sides of Scarborough's Reading Rope (word recognition and language comprehension) through strategies backed by the Science of Reading. Students are engaged in various components of language and word study which address the five pillars of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Depending on the grade level, materials provided through HMH, Reading Horizons, and Heggerty are utilized in classrooms. These materials directly correlate to grade-level standards. Each program is systematic and explicit in nature, and follows a scope and sequence that is backed by research.

During instruction, teachers engage students through the use of focus lessons, shared reading, read-alouds, close reading, and shared/independent reading and writing on a daily basis. Small group instruction is delivered daily for remediation and enrichment purposes. Several high quality instructional materials are utilized at Woodland. HMH Structured Literacy is the curriculum used in second grade. This program supports the five pillars of reading as it covers each component in the weekly structure of its materials. It is both explicit and systematic while providing a scope and sequence that is entirely based on research. The focus of HMH Structured Literacy is phonological awareness, phonics, vocabulary, and comprehension.

Reading Horizons is another program that has been implemented in both kindergarten and first grade at Woodland. It provides students explicit, systematic, and sequential instruction in phonics as well. The five pillars of reading are addressed daily through this program with work samples and skills checks providing the needed data to monitor student growth. Both programs support teachers in teaching students the foundational skills needed to become successful readers and writers.

In the 4K program at Woodland, Heggerty Phonemic Awareness is used daily to provide systematic and explicit instruction in both phonological and phonemic awareness. These lessons provide students with engaging activities in listening, rhyming, segmenting, and blending.

Oral language is developed through the use of several practices at Woodland. Structured discussions and collaborative projects are implemented in all subject areas. Read-alouds provide students with the opportunity to hear language patterns along with rich vocabulary and sentence structures.

Several tools are used for assessing students in literacy at Woodland. The 4K

program uses myIGDIs as an early literacy screener three times a year (fall, mid-year, and spring). First grade uses MAP testing in order to gauge students' progress with grade level standards. Mastery Connect benchmarks are given 3 times a year across grade levels 2-5 to monitor growth with ELA standards. Common formative assessments developed by individual grade levels, as well as those unit assessments developed by GCS, help to contribute to the overall picture of a student's reading abilities.

Beginning with the start of the 2024-2025 school year, Amira was implemented across all grade levels at Woodland as a universal screener. The data gathered from this assessment presents a very detailed account of a student's reading abilities and overall exposure to the foundational skills of reading. The ARM score shows a student's ability in relation to what is expected on a particular grade level. The reading subscores are directly aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. An Oral Reading Fluency Score shows a student's accuracy with a given text. This screener directly correlates to certain components of Scarborough's Reading Rope including decoding, phonological awareness, high frequency words, vocabulary, and background knowledge.

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.

Woodland Elementary collects data from the initial Amira benchmark administered to all students at the beginning of the year. This assessment evaluates students' abilities to decode and recognize words. It gives detailed information concerning a student's level of proficiency in the following areas related to the Science of Reading: phonological awareness, letter-sound correspondence, high frequency words, vocabulary, background knowledge, accuracy and fluency. The data gathered from Amira is used to inform instruction that is explicit, systematic, and sequential in progression. Instruction begins with individual phonemes and progresses towards more advanced word structures.

The HMH Structured Literacy curriculum supports teachers in delivering lessons that directly align with the Science of Reading. For our kindergarten and first grade students, Reading Horizons has been implemented in all classrooms. This program uses a multi-sensory approach to teach the foundational skills needed to recognize words as outlined in Scarborough's Reading Rope. Students attending the 4K program are instructed through Heggerty Phonemic Awareness which is a systematic and explicit program based on phonological and phonemic awareness.

Ongoing Amira data received through progress monitoring and weekly tutoring

sessions allows teachers and interventionists to closely monitor how students are progressing in word recognition.

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.

Decisions made at Woodland concerning various interventions are based on the GCS MTSS Framework. Students are placed with the amount of support needed based on their individual needs. Amira is the universal screener given at the beginning of the school year. It is directly aligned to Scarborough's Reading Rope, and provides a series of reports such as class progress, individual progress reports, skills status, reading rope insights, standards mastery reports, and individual summary reports. This screener is used in combination with both formative and summative assessments to inform interventions within the classroom as well as outside of the classroom. It provides teachers and interventionists with weekly updates concerning class progress, the status of students working on various skills, as well as diagnostics reports and recommendations for instruction. When an assessment indicates that a student is working below grade level, parents are notified and plans are made to remediate and monitor the various needs of that particular student.

Students performing at or below 15% for Amira are pulled into small groups by an interventionist for work using Reading Horizons. This is an evidence-based intervention. The detailed data provided by Amira allows teachers and interventionists a picture of the various areas needing remediation in word recognition and language comprehension. Students scoring below the 25% but higher than 15% are pulled to work with an interventionist in a small group based on various skills needed. Interventionists meet every 2 weeks to review the progress monitoring data in order to ensure that students are placed in the appropriate groupings. These groups are flexible in nature. While some students progress enough to be released from a group, others are added based on specific deficits appearing in the data. Those students scoring higher than 25% are pulled by the classroom teacher several times a week to work on skills not yet mastered, individual Amira strands, and comprehension. All students receiving intervention with a teacher, as well as all third grade students, receive 30 minutes of tutoring a week on Amira which is done independently. Along with Reading Horizons and Amira Interventions, Leveled Literacy Intervention is used in conjunction to target those remediation needs dealing with the language comprehension side of the Reading Rope. In addition to the previous supports mentioned, all Multilingual Learners receive intervention via Lexia English

when not working with an ML teacher directly.

In the 4K program, all instructional decisions are based on both formative and summative assessments that have been added into the GCS 4K curriculum maps and resources. Along with these assessments, teachers use the data from myIGDIs to inform their whole group, small group, and individual instruction. During the fall, teachers administer DIAL-4 in order to identify those students whose academic, social emotional, or developmental needs call for closer examination. One other assessment utilized by 4K teachers is provided through the Heggerty Phonemic Awareness online platform. The results gathered from this assessment can be used to monitor student progress with phonological and phonemic awareness skills as well as to further inform instruction.

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.

Within a week's time of an Amira benchmark assessment, Amira Parent Reports are sent home with students. These reports identify skills students need more support with at home from their parents/guardians in order to become competent readers in kindergarten through fifth grade.

Parents are issued a weekly newsletter from their child's teacher concerning the standards being covered each week. This aids parents in providing the necessary support at home in order for their child to be successful.

Student led conferences are conducted twice a year at Woodland. This opportunity allows parents to sit down with their child and their child's teacher to discuss areas where progress has been made along with any deficits needing further attention. Amira reports update weekly with the most current information being recorded and calculated into one's ARM score. This provides parents and teachers a clear picture of where the child is performing in relation to his/her grade level.

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.

In order to ensure grade level proficiency in reading for students at Woodland

Elementary, progress is currently being monitored using the Estimated Mastery score obtained from Amira. This score is determined by the many points of data collected through daily use of the Amira tutoring program. A teacher is able to see this Estimated Arm Score which is constantly being updated due to a student's engagement with the program. The expected ARM growth of a student is $>.1$ per month, or reaching the 25% or higher on the ARM percentile. Student progress is monitored closely following the guidelines outlined by MTSS and Amira Data Protocol and the 2025-2026 GCS Intervention Progress Monitoring Data Sheet. All interventions taking place are recorded and documented in the Intervention Connection System, or ICS.

Students identified as needing Tier 2 targeted interventions are monitored monthly for progress, while those requiring Tier 3 intensive interventions are monitored for progress every two weeks. Those students who are reading above grade level are progress-monitored to ensure that growth is continuing or exceeding what is considered to be proficient for that grade level. A process exists at Woodland where intervention is fluid, and allows those students performing below grade level to receive assistance in regards to their instructional needs. Any student working below the benchmark level for a particular grade receives intervention daily in addition to the Tier 1 core instruction already taking place. All MTSS members meet regularly to analyze current data gathered from progress monitoring and modify instruction as needed.

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.

All teachers in grades K-3 are currently receiving instruction in the LETRS program. The 4K teacher at Woodland has completed LETRS for Early Childhood. Several 4-5 grade teachers have started LETRS Volume 1 this year in hopes of gaining more knowledge in the Science of Reading. LETRS is a research based program designed to provide teachers with the knowledge needed to teach all strands of Scarborough's Reading Rope which follows the science behind Structured Literacy. This training will equip teachers with the skills needed to provide those foundational literacy skills needed for all students to become successful readers. Volumes 1-4 were completed during the 2024-2025 school year by all K-3 teachers, while Volumes 5-6 are slated for completion during the 2025-2026 school year.

In addition to LETRS training, several job-embedded and professional development sessions will be offered during grade level PLCs. These sessions will include diving into SCCCR ELA standards, using high quality instructional materials across all three tiers, analyzing data, and applying knowledge of the Science of Reading into classroom practices. Support will be offered to teachers through coaching cycles and data dives

to ensure that they are comfortable with assessing and implementing strategies within their classrooms in alignment with Structured Literacy. Instructional leaders will continue to participate in professional learning in order to aid teachers in implementing new practices into their literacy instruction.

Section G: Analysis of Data

Strengths:

- Teachers integrate content-specific instruction in reading, writing, and researching in order to provide authentic experiences necessary to become proficient readers, writers, and researchers.
- Teachers immerse students in print-rich environments using anchor charts, content vocabulary, and sound walls.
- Teachers prominently display artifacts reflective of student learning.
- Teachers embed learning from LETRS Volume 1 training into daily instruction.

Possibilities for Growth:

- Family Support of Literacy Development
 - Teachers will provide a “Reading Connection” on the Parent Newsletter with tips for parents to support reading at home.
 - ELA progress will be discussed in more depth during student-led conferences.

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	59
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	2
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	0
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	59

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

Goal #1: (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC Ready from <u>14</u> % to <u>11</u> % in the spring of 2025.	Progress: -The percentage of third graders scoring Does Not Meet was 7%. This surpassed the goal set for the 2024-2025 school year. -Teachers utilized strategies developed through LETRS Volume 1 training in their daily ELA instruction. -Data from Amira, MVPA benchmarks, and Mastery Connect was used to drive instruction, reteach strategies, and monitor student progress. -Support was provided for students working below the benchmark level for their specific grade.
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Section I: **Current** School Year SMART Goals and Action Steps Based on Analysis of Data

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 <u>80</u> % to <u>82</u> % in the spring of 2026.
Action Steps:	• Plan and execute effective lessons/activities based on the third grade SC ELA standards. • Implement HMH curriculum aligning content with designated third grade Power Standards. • Use data from Amira benchmarks and MVPA testing to inform instruction for all third grade students, especially those requiring

	intervention. • Provide support for students working below the benchmark level and needing remediation. • Implement skills and knowledge learned through LETRS (Volumes 1 and 2) training into all areas of ELA instruction. • Require at least 30 minutes of Amira tutoring for all third grade students per week.
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Goal #2	During the 2025-2026 school year, the percentage of students (grades 3-5) Meeting/Exceeding expectations on ELA SC Ready will increase from 80% in spring 2025 to 82% in spring 2026.
Action Steps:	• Use formative and summative assessments to form strategy groups in order to reteach strategies and improve student achievement. • Utilize Amira and Lexia English with fidelity. • Students, classes, grade levels and the school will set WIGs (Wildly Important Goals) for ELA skills mastered on IXL.