

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? 3
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 19
- How many teachers in your school are beginning Volume 1 of LETRS this year? 4
- How many teachers in your school are beginning Volume 2 of LETRS this year? 3
- 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.

At Riverview, reading instruction for students in K–5 is designed to develop the foundational literacy skills and comprehension strategies necessary for students to meet grade-level South Carolina College- and Career-Ready English Language Arts (SCCCR ELA) standards. Instruction integrates oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension through developmentally appropriate, engaging, and evidence-based practices.

Oral language development is supported through classroom discussions, speaking and listening activities, vocabulary exploration, and opportunities for students to communicate ideas and make connections to their experiences. Phonological awareness is developed through poems, word play, and activities that help students identify, manipulate, decompose, and recompose sounds and word parts. Explicit phonics instruction supports students in developing decoding and word recognition skills, with teachers in grades K–3 using UFLI as a research- and evidence-based resource for foundational skills instruction. Fluency and comprehension are developed through targeted whole-group and small-group reading instruction that provides opportunities for students to practice reading, build accuracy and expression, and demonstrate understanding of increasingly complex texts. Vocabulary instruction encourages students to investigate word meanings, use roots and affixes, and apply context clues to understand words in context. Comprehension instruction supports students in making connections, identifying key ideas, analyzing and synthesizing information, and evaluating texts at increasingly deeper levels.

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Riverview teachers use ongoing assessment to identify students' strengths and instructional needs and to adjust instruction accordingly. Performance-based tasks and weekly and unit assessments provide opportunities for students to demonstrate their understanding of literacy skills and grade-level content. The i-Ready Inform assessment is administered three times annually to monitor student progress toward grade-level expectations and inform instructional planning. Teachers use assessment results, classroom observations, and student work to guide targeted instruction and respond to individual learning needs.

To ensure alignment with grade-level expectations, teachers collaboratively develop a scope and sequence of integrated units before the start of each academic year and meet weekly to review SCCCR ELA standards, analyze student learning, and plan engaging instructional experiences. Through the intentional integration of high-quality instructional materials, including UFLI, collaborative planning, and ongoing assessment, Riverview strives to provide literacy instruction that supports the development of foundational reading skills, comprehension, and students' ability to engage meaningfully with a variety of texts.

Additional assessments including Fountas and Pinnell (K-middle/end of year, 1st-3rd grades at the beginning, middle (as needed), end of year; 4th & 5th Grade- beginning and end of year (any student under grade level)), UFLI Aligned Phonics Assessment (K-2; 3-5 as needed or under grade level); UFLI Intervention Placement Test (grades 3-5 as needed, for Intervention in 1st & 2nd grades) are utilized to further identify gaps in learning and inform instruction.

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.

At Riverview, Word Recognition instruction for students in K–5 is designed to develop foundational literacy skills aligned with the science of reading and the principles of structured literacy. Instruction follows a developmental progression, beginning with phonological awareness and the relationships between phonemes (sounds) and graphemes (letters and letter combinations) and progressing to decoding, word recognition, spelling, and increasingly automatic reading. Teachers provide explicit, systematic instruction and opportunities for students to apply foundational skills in reading and writing. Vocabulary and word study also support students' understanding of word meanings, relationships, and nuances, including general academic and domain-specific vocabulary.

Riverview uses multiple sources of assessment data to monitor students' development of foundational literacy skills and determine appropriate instructional support. Teachers utilize the i-Ready Inform diagnostic assessment and Personalized Instruction monitoring, along with classroom

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assessments, student work, and teacher observations, to evaluate student progress toward grade-level SCCCR ELA standards. i-Ready and SC READY results are used to help identify students who may require additional assessment and targeted support.

Students identified as needing Tier 2 or Tier 3 intervention receive additional diagnostic assessments to determine specific areas of need in phonological awareness, phonics, decoding, word recognition, spelling, oral reading fluency, and comprehension. These assessments may include the PAST (Phonological Awareness Screening Test) and at least one phonics or word-reading screener. Depending on students' needs, teachers may use the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, or LETRS Phonics and Word Reading Survey. Fountas & Pinnell assessments may also be used as an additional source of information. In grades K–3, Heart Word and Fry Word lists are used to monitor students' recognition and mastery of selected high-frequency words.

Heart Word/Fry Word Expectations by Grade Level		
Grade Level	Heart/Fry Word Expectations	Spring Oral Reading Fluency
Kindergarten	36 heart words from UFLI Lessons 1-49	-
1st Grade	Fry Word List 1-100 (List 1)	About 60 WCPM by the end of the year
2nd Grade	Fry Words 1-200 (Lists 1 & 2)	About 90-100 WCPM by the end of the year
3rd Grade	Fry Word List 1-300 (Lists 1-3)	About 110-123 WCPM by the end of the year

Expectations are cumulative. Students should retain words learned in previous grade levels.

WCPM = words read correctly per minute when reading a passage aloud. These are approximate spring benchmarks.

Assessment results inform instructional planning, intervention, and progress monitoring. By identifying students' specific skill gaps, teachers can provide targeted instruction and additional practice to strengthen phonological awareness, letter-sound correspondence, decoding, and automatic word recognition. Through the use of explicit foundational skills instruction, multiple assessment measures, and data-informed instructional decisions, Riverview works to ensure that students in PreK–5 develop the word recognition skills necessary for accurate, increasingly fluent reading and successful comprehension of grade-level texts. Assessments are typically given weekly for tier 3 and bi-monthly for tier 2. Examples of assessments include:

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- *Tier 3- Dibels: 1st-3rd grades: Nonsense words, work fluency, oral fluency, maze (as needed); 4th-5th: oral reading fluency and maze (as needed) and UFLI Intervention Placement Assessment K-5.*
- *Tier 2- UFLI Intervention Placement Assessment K-5; Dibels as needed.*

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.

At Riverview, we believe all students can learn to read and write when provided with appropriate, targeted instruction. Riverview uses universal screening, diagnostic assessments, and ongoing progress monitoring to identify students in PreK-5 who have not yet demonstrated grade-level reading proficiency and to determine the most appropriate pathway of intervention: Word Recognition or Language Comprehension.

Riverview administers the state-approved i-Ready Inform diagnostic assessment three times per year, in the fall, winter, and spring, to identify students' reading strengths, areas of need, and progress toward grade-level expectations. Teachers use these results, along with classroom assessments and other screening data, to identify students who may require additional diagnostic assessment and intervention.

The Response to Intervention (RtI) team, which includes reading interventionists, classroom teachers, and the Special Services/RtI Coordinator, meets every 6-9 weeks to review student performance and progress-monitoring data and determine appropriate intervention placement. Data sources may include DIBELS, LETRS assessments, i-Ready, and Fountas & Pinnell assessments. Students who are not meeting grade-level reading expectations receive additional assessment to identify the specific skills contributing to their reading difficulties.

To determine the appropriate intervention pathway, students are assessed using grade-level DIBELS oral reading fluency (ORF) passages or word-reading measures, as appropriate. Students scoring below the 50th percentile norm on the designated screening measure are directed to the Word Recognition pathway for further assessment and targeted instruction in foundational reading skills. Students scoring above the 50th percentile norm are directed to the Language Comprehension pathway to address needs related to understanding language and text. These screening results are considered alongside other assessment data to inform instructional decisions and identify students' specific learning needs.

Students in the Word Recognition pathway receive targeted instruction in the foundational skills identified through assessment, including phonological awareness, phonics, decoding, and word recognition. Students in the Language Comprehension pathway receive targeted instruction based on identified needs in language and reading comprehension. Intervention is delivered individually or in small groups using appropriate instructional resources and materials. Progress in the Word Recognition pathway is monitored weekly using measures comparable to the initial assessment, and oral reading fluency is assessed monthly. Teachers use these results to determine whether students are making adequate progress

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and whether they are ready to advance to the next skill in the instructional continuum. The RtI team reviews progress-monitoring data every 6–9 weeks to evaluate student response to intervention and adjust instructional supports as needed.

In kindergarten, following the administration of i-Ready, students identified as needing Tier 2 or Tier 3 support receive additional diagnostic assessments to identify specific foundational literacy needs. These may include the LETRS Phonics assessments, UFLI assessments, Fry Word and Heart Word assessments, and phonological awareness assessments. Some additional examples of comprehension assessments include retelling and summarizing assessments, QAR (question, answer, relationships), right there questions, think and search questions, author and you questions, graphic organizers, quick checks, exit slips, and teacher assigned i-Ready. Teachers use the results to select targeted instructional materials and activities, including resources from UFLI, Fountas & Pinnell, and i-Ready Tools for Next Steps, based on each student's identified needs. Kindergarten students receiving intervention through the Word Recognition pathway are progress-monitored every two weeks using measures comparable to the initial assessment. Teachers use this information to adjust instruction and monitor progress toward established goals.

This process is repeated following each fall, winter, and spring i-Ready administration. By combining universal screening, diagnostic assessment, individualized intervention, and ongoing progress monitoring, Riverview uses student data to determine appropriate intervention pathways and adjust instruction to support students in developing the reading skills necessary to achieve grade-level proficiency.

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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.

Riverview has established multiple systems to engage families as partners in developing students' reading and writing skills. Through regular communication, assessment reports, family conferences, and school events, teachers provide families with information about their child's literacy development and practical strategies to support learning at home.

Teachers communicate weekly with families through classroom newsletters that highlight current reading and writing skills, classroom learning experiences, and strategies families can use to reinforce instruction at home. Teachers and reading interventionists also provide students with appropriate reading materials and guidance for home practice. For example, families may receive a leveled reading passage with instructions for

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repeated reading to help build accuracy, fluency, and confidence. These resources help families reinforce the skills students are developing during classroom instruction and intervention.

Riverview uses assessment data to help families understand their child's literacy strengths and areas for growth. At the beginning of the school year, families receive the i-Ready Inform Results Report, which provides information about student performance relative to national norms and identifies strengths and opportunities for growth across assessed domains. Classroom teachers and reading interventionists share updated assessment and progress-monitoring data with families throughout the year, as appropriate, and explain how this information informs instructional goals and next steps for supporting reading and writing development.

Fall and spring parent-teacher conferences provide designated opportunities for teachers and reading interventionists to discuss student progress, review literacy goals, and recommend strategies families can use at home. Fall and spring Portfolio Nights further engage families by allowing students to take the lead in sharing their learning, reflecting on their growth, and celebrating their accomplishments as readers and writers. Additional opportunities, including our Meet the Teacher events prior to the first day of school, allow families to connect with teachers, learn about classroom expectations, and ask questions about supporting their child's learning.

Riverview also communicates its literacy goals and student achievement information to families, community members, and other stakeholders through the school website and annual report presented to the Beaufort County School Board. At the end of each trimester, further information on student progress towards learning goals is communicated to parents via our standards-based report card in grades K-3 and traditional numeric report card in grades 4-5. Through these ongoing communication and engagement practices, Riverview works to ensure that families understand their role in supporting literacy development and have access to meaningful information, resources, and strategies to help their children grow as readers and writers at home.

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

Riverview monitors reading achievement and growth for students in K–5 through a combination of schoolwide universal screening, classroom-based formative assessment, diagnostic assessments, and ongoing progress monitoring. At the school level, the i-Ready Inform diagnostic assessment is administered in the fall, winter, and spring to measure student achievement, monitor growth, identify students who may be at risk of not meeting grade-level reading expectations, and inform instructional and intervention decisions. Results are analyzed alongside other available data to identify students who need additional support and to guide differentiated small-group instruction within the classroom.

At the classroom level, teachers use frequent checks for understanding, formative reading and writing assessments, student work, observations, and standards-based assessments to monitor progress toward grade-level SCCCR ELA standards. These data inform daily instructional decisions,

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including reteaching, flexible grouping, and targeted support within Tier 1 instruction. Student self-assessments and reflections also help students understand their progress, establish learning goals, and take an active role in their literacy development. Teachers use rubrics with clearly defined performance criteria to evaluate student work, communicate expectations, and identify specific areas for improvement.

When assessment data indicate that a student is not making adequate progress toward grade-level reading proficiency, teachers collaborate with families and the Response to Intervention (RtI) team to determine appropriate next steps. This process considers all available information, including universal screening results, diagnostic assessments, classroom performance, progress-monitoring data, attendance, social-emotional needs, and other factors that may affect learning. Students who require support beyond Tier 1 instruction receive targeted supplementary instruction through Riverview's three-tiered RtI system. Intervention decisions are based on students' identified instructional needs and their response to the support provided in a team-based approach.

Reading interventionists and classroom teachers collaborate to monitor student progress, review assessment results, and determine whether instructional adjustments are needed. Progress-monitoring data are used to evaluate students' response to intervention, refine instructional goals, adjust the intensity or focus of support, and inform decisions about continuing, intensifying, or reducing intervention. The RtI team reviews student data every 6–9 weeks to determine appropriate intervention placement and next steps. Meetings are conducted every 6 weeks where the team discusses each student on tier 2 and 3 and any additional students who are struggling. The following data is collected and analyzed by the team to determine next steps: student writing samples, classroom performance, formative and summative assessments, grades and iReady daily work or after an i-Ready diagnostic. Students are moved tiers according to findings. This ongoing communication between classroom teachers, interventionists, and families helps ensure that students' needs are addressed through coordinated instructional support.

Through this continuous process of assessment, data analysis, differentiated instruction, and intervention, Riverview monitors reading achievement and growth at both the classroom and school levels. The goal is to use multiple sources of data to make timely, informed decisions that address individual learning needs and support every K–5 student in progressing 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.

Riverview provides ongoing professional development to strengthen teachers' knowledge and implementation of evidence-based reading instruction aligned with the science of reading, structured literacy, and foundational literacy skills. Professional development is designed to address the instructional needs of teachers and students across K–5 and is informed by student assessment data, classroom observations, collaborative planning, and teacher-identified areas for growth.

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Teachers, administrators, and some special services staff in grades K–3 have received LETRS training through the state, which supports their understanding of the research underlying literacy development and effective foundational reading instruction. Teachers also have access to research-based instructional resources, including UFLI, to support explicit, systematic instruction in phonological awareness, phonics, decoding, and word recognition. Across grades K–5, professional development also addresses small-group instruction, vocabulary development, word study, and other instructional practices that strengthen students’ reading development and comprehension.

Professional learning is ongoing throughout the academic year and is responsive to student performance and instructional needs. Teachers and administrators review formative and summative assessment data, including i-Ready diagnostic results from the fall, winter, and spring, to identify trends in student achievement and determine areas where additional instructional support or professional learning may be needed. Administrators meet regularly with teacher teams to analyze data, collaboratively plan instruction, and identify strategies to address students’ literacy needs. These collaborative processes help teachers apply professional learning to classroom instruction and provide targeted support for students who are not yet meeting grade-level expectations.

Riverview teachers and administrators also participate in professional development opportunities offered by the South Carolina Department of Education, as well as relevant conferences and training sessions aligned with the South Carolina College- and Career-Ready ELA standards and identified school needs. Administrators support the implementation of effective literacy practices through ongoing classroom observations, instructional feedback, and conversations with teacher teams about student progress and instructional effectiveness.

Through state-supported training, access to evidence-based instructional resources, collaborative data analysis, and ongoing professional learning, Riverview works to strengthen teachers’ capacity to deliver effective literacy instruction across K–5. These efforts are intended to ensure that all students receive developmentally appropriate, systematic instruction in foundational literacy skills and the reading instruction necessary to progress toward grade-level proficiency.

Section G: Analysis of Data

Strengths	Possibilities for Growth
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Based upon analysis of formative and summative data, the following areas of strength are evident:

- **Strengths based on SC READY data analysis:**
 - Percent of students scoring **Meets or Exceeds** on prior year (2026) SC Ready ELA:
 - 84.4% of 3rd grade students Meets or Exceeds
 - 81% of 4th grade students Meets or Exceeds
 - 75% of 5th grade students Meets or Exceeds
- **Strengths based on Fall i-Ready analysis:**
 - **Percent of students *on or above* grade level:**
 - 49% of Kinder students *on/above* grade level
 - 59% of 3rd grade students *on/above* grade level
 - 56% of 5th grade students *on/above* grade level
 - **High Frequency Words domain:**
 - 99% of students in grades 3-5 *on/above* grade level
- **Strengths based on current RtI assignment:**
 - % of students whose learning needs are met in Tier 1 instruction
 - 86.25% of Kinder students
 - 85% of 1st grade students
 - 88.75% of 2nd grade students
 - 92.5% of 3rd grade students

Based upon analysis of formative and summative data, the potential for growth in the following areas is indicated:

- **Areas of growth based on SC READY data analysis:**
 - Disparity between Reading and Writing performance
 - 4th grade: 73.65% reading, 87.5% writing
 - 5th grade: 66.25% writing, 75% reading
- **Areas of growth based on Fall i-Ready analysis:**
 - **Percent of students *below* grade level:**
 - 86% of 1st grade students *below* grade level
 - 66% of 2nd grade students *below* grade level
 - 57% of 4th grade students *below* grade level
 - **Vocabulary domain:**
 - 54% of Kinder students *below* grade level
 - 76% of 1st grade students *below* grade level
 - 70% of 2nd grade students *below* grade level
 - 45% of 3rd grade students *below* grade level
 - 51% of 4th grade students *below* grade level
 - 51% of 5th grade students *below* grade level
- **Areas of growth based on current RtI assignment:**
 - % of students in Tier III instruction
 - 7.5% of Kinder students
 - 5% of 1st grade students
 - 5% of 2nd grade students
- **Areas of growth based on classroom observations:**
 - Use of additional formative assessment tools (ex: F&P, Dibels, LETRS Screener, UFLI Screener for letters, sounds, words) to identify student learning gaps and inform small group instruction in upper elementary grades
 - Consistency of Tier 1 instruction to include small group daily based on student needs, data-driven

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▪ 92.5% of 4th grade students ▪ 92.5% of 5th grade students ● Strengths based on classroom observations: ○ Use of HQIM materials for rigorous instruction (UFLI, LETRS) ○ Visual resources for learning displayed ○ Teacher collaboration	instruction, common & coordinated sequencing and assessment
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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 2025-2026 as determined by SC READY from 73.8 % to 75 % in the spring of 2025-2026.	<i>Exceeded goal:</i> As assessed by the 2026 SC READY state assessment, <i>84.4% of third grade students</i> scored Meets or Exceeds in ELA.

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<u>Previous Goal #2</u> Increase percentage of students in grades 1-5 scoring on or above grade level in Reading from 38% as measured by the i-Ready Fall diagnostic to 75% as measured by the Spring i-Ready diagnostic.	<i>Approached goal: As assessed by the Spring 2026 i-Ready diagnostic, 69.2% of students in grades 1-5 scored on or above grade level in ELA.</i>
<u>Previous Goal #3:</u> Increase percentage of students in grades K-5 on or above grade level in Comprehension of Informational Texts from 38.5% to 68% as measured by the Spring i-Ready diagnostic. Increase percentage of students in grades K-5 on or above grade level in Vocabulary from 45% to 60% as measured by the Spring i-Ready diagnostic.	<i>Approached goal: As assessed by the Spring 2026 i-Ready diagnostic, 56.6% of students in grades K-5 scored on or above grade level in Comprehension of Informational Text.</i> <i>Approached goal: As assessed by the Spring 2026 i-Ready diagnostic, 66.2% of students in grades K-5 scored on or above grade level in Vocabulary.</i>

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.

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Goals	Action Steps
<u>Current Goal #1 (Third Grade Goal):</u> <i>Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 83.3 % to 85 % in the spring of 2027.</i>	- The Reading Coach will model lessons, support in collaborative lesson planning, conduct classroom observations to discover trends and provide feedback as needed. - Teachers will monitor student progress on i-Ready MyPath to ensure that students are completing lessons according to recommended parameters (30-49 mins per week to 70% mastery). - Teachers will intervene, as needed, to support students struggling/failing i-Ready lessons and ensure that all students have access to i-Ready daily. - Teachers will utilize assessments such as F&P, Dibels, LETRS Screener, UFLI Screener for letters, sounds, words) to identify student learning gaps and inform small group instruction. - Students will have independent reading time every day. - Teachers will implement UFLI. - Teachers and grade level teams will meet regularly with the Director of Academics and the Reading Coach to review data and identify needs for instructional support
<u>Current Goal #2:</u> Create and establish uniform practices for Tier 1 instruction in all elementary ELA classrooms to include: ● Use of assessments such as F&P, Dibels, LETRS Screener, UFLI Screener (for letter, sounds, words) to identify student learning gaps and inform small group instruction ● Use of common grade level assessments to analyze student needs and ensure consistency in content	- Establish the Riverview Literacy Team, comprised of teachers representing multiple grade levels - Establish consistency in content sequencing using selected HQIM - Ensure the use of universal Tier 1 instructional practices in all elementary classrooms: small group instruction, ongoing collaborative data analysis, common grade level assessments - School leadership and the Reading Coach will provide PD on the use of additional formative assessment tools (ex: F&P, Dibels,

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● Use of coordinated sequence of instruction in Cycle 1 (K-2) in use of UFLI and LETRS to ensure ● Use of screeners (ex: Heart Word/Fry Word) and strategies in parent communication to inform parents of ways to support literacy instruction at home and over the summer ● Establishment of building Literacy Team to ensure ongoing progress towards schoolwide goal of 85% Meets and Exceeds in Elementary ELA by 2030 SC READY administration & identify strategies to close learning gaps in primary grades	LETRS Screener, UFLI Screener for letters, sounds, words) to identify student learning gaps and inform small group instruction in upper elementary grades - Teachers will utilize assessments such as F&P, Dibels, LETRS Screener, UFLI Screener for letters, sounds, words) to identify student learning gaps and inform small group instruction - The Reading Coach will model lessons, support in collaborative lesson planning, conduct classroom observations to discover trends and provide feedback as needed. - Teachers will have data conferences with students and parents to monitor, document, and communicate growth, progress, and areas of concern. - Teachers and grade level teams will meet regularly with the Director of Academics and the Reading Coach to review data and identify needs for instructional support - Teacher and grade level teams will ensure that classroom schedules utilize instructional time as needed to meet student needs (ex: WIN time) - K teachers will establish a system of feedback communication to parents at Kinder greetings and end of K year on student's progress on Heart Words/Fry Words
<u>Current Goal #3:</u> Increase percentage of students in grades 1-5 on or above grade level in Reading as follows (as measured by the Spring i-Ready diagnostic): K: from 49% to 75% 1: from 14% to 70% 2: from 34% to 70% 3: from 59% to 75%	- Teachers will utilize assessments such as F&P, Dibels, LETRS Screener, UFLI Screener for letters, sounds, words) to identify student learning gaps and inform small group instruction - The Reading Coach will model lessons, support in collaborative lesson planning, conduct classroom observations to discover trends and provide feedback as needed. - Teachers will utilize i-Ready Inform data to assist in creating small instructional groups and develop appropriate instruction. - Teachers will monitor student progress on i-Ready MyPath to ensure that students are completing lessons according to

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4: from 43% to 70% 5: from 56% to 75%	recommended parameters (30-49 mins per week to 70% mastery). - Teachers will intervene, as needed, to support students struggling/failing i-Ready lessons and ensure that all students have access to i-Ready daily. - Teachers will have data conferences with students and parents to monitor, document, and communicate growth, progress, and areas of concern. - Teachers and grade level teams will meet regularly with the Director of Academics and the Reading coach to review data and identify needs for instructional support - Teacher and grade level teams will ensure that classroom schedules utilize instructional time as needed to meet student needs (ex: WIN time)
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