

**Directions: Please provide a narrative response for Sections A-I.**

**LETRS Questions:**

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?: 3
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 0
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 18 general teachers, 3 SPED teachers, 2 administrators, 2 coaches

Section A: Describe how reading assessment and instruction for all PreK-5<sup>th</sup> 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.

To effectively support PreK-5th grade students in meeting grade-level English/Language Arts standards, GREEN's comprehensive reading assessment and instruction approaches integrate several key components: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Oral Language:

GREEN integrates Project Read: Written Expressions to assist in building sentence structure and verbal expression. Additionally, teachers model through Read Alouds, Choral reading passages, and small groups. Focus on expanding vocabulary, improving sentence structure, and enhancing the ability to articulate thoughts. Activities include storytelling, discussions, and interactive dialogues to foster expressive and receptive language skills. The teacher will evaluate students' ability to understand and use spoken language through informal conversations, storytelling, and structured oral tasks. The teacher observes and evaluates for proficiency in vocabulary usage, sentence structure, and verbal expression.

Phonological Awareness

GREEN teachers implement activities that help students recognize and manipulate sounds in words, such as playing rhyming games, segmenting words into individual sounds, and blending phonemes. Teachers in Grades K-2 integrate curriculums like Heggerty, UFLI, and Project Read to meet the phonological awareness needs of their students. The teachers use tools like rhyming, phoneme segmentation, and blending tasks to gauge students' awareness of sounds in spoken language.

Phonics

Through the use of resources Savvas-MyView, Project Read, Heggerty, and UFLI, Teachers model systematic phonics skills, including letter-sound correspondence, word families, and syllable patterns. In small groups, teachers use explicit instruction and practice with decodable texts to reinforce these skills. Teachers assess students' understanding of letter-sound relationships and their ability to decode words. In small groups, activities, and phonic assessments, teachers are able to assess students' understanding of letter-sound relationships.

Fluency:

In grades K-5, The teacher will model fluency through interactive read alouds. The teacher will provide opportunities for repeated reading, model fluent reading, and use strategies such as echo reading and choral reading. Encourage practice with texts at an appropriate level of difficulty. The teacher will also utilize small group instruction and one-on-one instruction, to measure reading fluency, accuracy, and expression through the use of reading materials (decodable & leveled text passages, novel studies) accuracy, and expression.

### Vocabulary

In all subject areas, teachers provide explicit vocabulary instruction by the use of direct instruction, context clues, and word-learning strategies. Integration of vocabulary in not only ELA but all subject areas is key. Teachers assess vocabulary knowledge through tasks that evaluate students' understanding of word meanings and their ability to use words in context. These include activities, projects, and quizzes.

### Comprehension

Beginning in Kindergarten, but expanding in depth each year, teachers discuss read alouds and text passages by teaching comprehension strategies such as predicting, questioning, clarifying, and summarizing. This is modeled through discussions about the texts, graphic organizers, and various types of written responses. Teachers use a range of methods to assess comprehension, including questioning, retelling, summarizing, and analyzing texts on tests, activities, and projects.

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

Teachers incorporate: explicit instruction, practice/application, progress monitor, and differentiate based on the needs of their students. Using the standards as a guide per grade level, teachers tailor their instruction to meet the needs of the students. With the use of sound walls, word walls, word study, decodable texts, and the integration of technology, teachers are able to address Word Recognition.

**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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

GREEN uses STAR Reading, Early Literacy and STAR CBM as a universal screener. The data gathered from these assessments are used not only for benchmarking; but, for progress monitoring. The teacher and Literacy Coach will identify students who need assistance. Star provides guidance on areas for remediation and enrichment

**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.

STAR is given as the first benchmark to assess a student's reading ability. The information is sent home along with a letter detailing more information about how the benchmark information is used. Parents are encouraged to communicate with the teacher of Literacy Coach if they have direct concerns. In addition, third grade parents are informed throughout the school year about the SC Ready. Third grade students who are projected to be in the Approaches or Does Not Met category for SC Ready will have a conference with teacher and literacy coach to address any concerns and how to best assist the student.

**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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.

GREEN provides STAR Reading and Early Literacy for monitoring reading achievement and growth at both the classroom and school level. Based on STAR, the Literacy Coach compiles a list of students per grade/classroom who are projected to be on watch or needing intervention. The teacher will monitor students to determine if academic achievement and growth occurs.

**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-5<sup>th</sup> grade.

The school has begun LETRS training this year for K-3 grade teachers, coaches, administration, and SPED. In addition, the school has provided PD on the new state approved ELA curriculum: My View. Along with those PD, the school provides PLCs geared towards the needs of ELA and Math up to twice a month. Additionally, the Literacy Coach monitors and provides one-on-one assistance to teachers.

**Section G: Analysis of Data**

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> <li>● Third-grade ELA teachers, literacy coach, and administration have parent conferences to discuss Star scores and SC Ready for those students who are projected to be in Does Not Met or Approaches category for SC Ready.</li> <li>● Print-rich classrooms and school environments (anchor charts, picture schedules, visual aides) along with sound walls.</li> <li>● K-2 grade utilizes a systematic and explicit phonics program that supports a strong literacy foundation.</li> <li>● Provides educators school funded Read to Succeed courses and other courses through Virtual SC</li> </ul>	<ul style="list-style-type: none"> <li>● The Literacy coach meets with teachers to review data to support tier 2 interventions during PLCs and individually as needed.</li> <li>● Teachers follow through with tier 2 small group instruction that is data driven and differentiated based on the needs of the students.</li> <li>● Ensure class spends maximum time reading and writing in authentic texts--targeted pacing on instruction</li> <li>● Vertical grade-level collaboration in reading and writing</li> </ul>

**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
<p><b>Goal 1:</b>  <b>Third Grade Goal: Increase percentage of third graders scoring Meets/Exceeds in the spring of 2023 as determined by SC READY from 76% to 78% in the spring of 2024.</b></p>	<p>Third grade did not meet this goal. It was 75% Meets/Exceeds in spring 2024. For approaches, meets and exceeds we received 86.5%.</p>
<p><b>Goal 2:</b>  <b>School-Wide Goal:</b>  <b>100% implementation of SC Project Read in the ELA classrooms by Spring 2024. Currently, there are 23 out of 26 (88%) ELA teachers using the program.</b></p>	<p>All ELA teachers integrated Project Read into their classroom during the 2023-2024 school year.</p>
<p><b>Goal 3:</b>  <b>School-Wide Goal:</b>  <b>2024 SC ELA Ready: For 3rd-5th grade, we will increase the percent of students passing (meets/exceeds) from 78.8% to 80%.</b></p>	<p>The 2024 results for 3-5th grade resulted in 76.8% in the meets/exceeds for Reading.</p>

**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. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan.

Goals	Progress
<p><u>Goal #1 (Third Grade Goal):</u>            GREEN Charter Elementary School will reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 13.5% to 12 % in the spring of 2025</p>	

Goal #2:

GREEN Charter Elementary will increase the percentage of students in grades 3–5 scoring meets or exceeds on SCReady, from 76.8% in spring 2024 to 78% in spring 2025.

Goal #3:

GREEN Charter Elementary will increase the number of K–5 students performing at or above grade level, as determined by STAR Reading, from 68% (fall 2024) to 75% (spring 2025) for Grades 2-5 and Star Early Literacy from 61% (fall 2024) to 70% (spring 2025) for Grades K-1.