

A. Five Pillars of Reading Instruction

The reading instruction in our school is centered around Core Knowledge Language Arts (CKLA). This curriculum has a balance of skills that integrate phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. CKLA is designed with two strands: the Skills strand and the Listening and Learning strand. The Skills strand focuses on phonological awareness, phonics, decoding, encoding, grammar, handwriting, and the writing process. Students are taught how to hear sounds in words and ultimately blend, segment, and manipulate them to enhance their word recognition. The Listening and Learning strand focuses mainly on background knowledge and vocabulary through fiction and nonfiction units of study. K-2 introduces the most frequent spelling patterns, and by the end of second grade, all students should be familiar with them. This allows students to exhibit fluency in their reading. Teachers also model fluency through proper intonation and expression when reading aloud. In K-3 the goal is to build students' language skills, background knowledge and vocabulary. In grades 4-5, the units center around reading, writing, background knowledge and vocabulary. CKLA puts an emphasis on background knowledge and vocabulary and believes those two things are essential for comprehension. When students are exposed to more topics, and are able to hear and understand a wide range of vocabulary, they are better equipped to read on grade level.

Students are assessed in a variety of ways, such as informally with anecdotal notes, observation, and class discussion and formally with skills checks, quizzes, and tests. Teachers assess growth and mastery through the CKLA unit assessments as well as grade-level cold reads to monitor how well students can apply skills they have been taught. Students are also given assessments such as the Kindergarten Readiness Assessment, MAP Fluency, Cognitive Abilities Test, and MAP Growth. Students who show deficits in their learning are further screened to identify the areas of weakness. Students are then pulled for small group instruction/intervention to fill the missing gaps and help build a solid foundation for further learning.

B. Foundational Literacy Skills Continued

CKLA views phonological awareness as a foundational skill essential for reading, teaching it systematically and explicitly through daily lessons that progress from syllables and rhyming to phonemic awareness. This school uses a sound-first phonics approach to teach students to decode words by blending sounds, which is a critical step for learning the alphabetic principle and becoming a proficient reader. Morphology and oral language development is taught to help students automatically decode words. CKLA aligns with the Science of Reading by focusing on explicitly teaching the connection between sounds and letters and providing ample opportunities for students to practice using these skills in connected text.

This school also uses Research-based and evidence-based instructional practices along with South Carolina College and Career Ready Standards. We assess word recognition in a variety of assessments that provide helpful data that guides our instruction both in the classroom and during small group instruction. These assessments are KRA, MAP Fluency, CoGat, MAP Growth, CORE Phonics Survey, and CORE Reading Maze Comprehension Assessment.

C. Intervention

Students are assessed in K-5 using the Kindergarten Readiness Assessment. This assessment measures a child's development across four main domains: Social Foundations, Language and Literacy, Mathematics, and Physical Well-Being and Motor Development. It provides teachers with a snapshot of a child's strengths and areas needing support, including social-emotional skills, pre-academic abilities, fine motor skills, and general knowledge, to help tailor instruction and support for their entry into kindergarten. Students in K-5 and 1st grade also take the MAP Fluency Test three times yearly which assesses a student's early reading skills, including foundational reading skills, oral reading fluency, and comprehension. This test is also administered to 2nd grade students who are receiving intervention services. All students take the MAP Growth Test three times yearly to measure academic achievement. It provides educators with data to personalize instruction, identify strengths and weaknesses, and track student progress over time. Students are given a score using a system that links MAP to SC Ready. If a student is projected to be Approaches or Does Not Meet on the SC Ready test at the end of the year, those students may need to receive intervention services. They will be further screened using assessments such as the CORE Phonics Survey, CORE Reading Maze Comprehension Assessment, and EasyCBM Fluency and Comprehension Assessments. This data is combined with classroom observations and classroom assessments to help determine if intervention is needed and to what level.

D. Supporting Literacy at Home

CKLA provides parent letters for each unit of study that focuses on spelling, letter recognition, and word recognition. Students and parents are encouraged by teachers to spend time at home reading each evening. The importance of reading is discussed during parent conferences. We also keep the parents informed of their child's progress in reading by sending home family-friendly reports after students complete a reading diagnostic. During reading instruction, lessons are tied to real-life situations to encourage taking the skill of reading outside the classroom. We also have a Book Fair each semester. Parents and family members are invited to attend the bookfair to foster a love of reading within the home.

E. Progress Monitoring

Teachers use comprehensive formative assessments that include screening, diagnostic and progress monitoring to identify students' instructional needs. Teachers also work in teams to collect and analyze data for more purposeful teaching. MAP is given 3 times a year for continuous monitoring. Grades are analyzed at the end of each nine weeks for significant changes. Meetings are held between teachers, interventionists, parents and SPED when concerns arise in the classroom from in-class assessments or school-wide assessments. Students who receive intervention services are progress monitored through a variety of assessment tools such as EasyCBM, CORE Phonics Survey, UFLI, CORE Reading Maze Comprehension, and CKLA Remediation Materials. Progress Monitoring helps guide future instruction.

F. Teacher Training

K-3 teachers have either finished or are working through LETRS training. Through the LETRS initiative, teachers are learning to bridge all aspects of literacy into a cohesive whole. CKLA training was provided at the beginning of the year for grades K-2 and 3-5. Teachers are able to contact CKLA trainers to ask for assistance if needed. This school provides teacher and administrator training in evidence-based reading and writing strategies through CKLA trainers as well as the LETRS program. Our instructional coach, reading coach, interventionists, and teachers are given opportunity to attend a day-long writing and reading training/professional development once a quarter provided through the Charter Institute at Erskine.

G. District Analysis of Data

- Utilizing the SC College and Career Readiness Standards with the CKLA Curriculum
- Foundational skills being taught to ensure all students entering grade 3 are strong decoders and working toward becoming fluent and skillful readers
- Consistency of programs used with CKLA with each grade following the one before
- Intervention and SPED programs

Possibilities for Growth

- Planning with other grade levels to ensure the same language is being used
- Finding gaps between grade levels and searching out ways to ensure a smooth transition in learning and content being covered
- Including more collaboration between intervention/SPED and general education teachers
- Raising the level of Meets and Exceeds in each grade level schoolwide.

Description Area

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

7

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

1

How many eligible teachers in your building are beginning Volume 1 of LETRS this year?

6

H. Previous School Year SMART Goals and Progress Toward Those Goals

Goal #1:

Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from 6.7% to 5%.

Progress:

This goal was surpassed. Data shows 1.5% of third grade students scoring Does Not Meet in the spring of 2025.

Goal #2:

By spring of 2025, students in third grade will reduce the percentage of DNM in Inquiry standards from 22% to 18%.

By spring of 2025, students in fourth grade will reduce the percentage of DNM in RLT-Language, Craft, and Structure from 32% to 28%.

By spring of 2025, students in fifth grade will reduce the percentage of DNM in Literary Text from 24% to 20%.

Progress:

Not applicable due to the implementation of the new ELA standards.

Goal #3:

Students in third and fourth grade will focus on the necessary steps to write a Narrative or Experience piece.

Students in fifth grade will focus on the necessary steps to write a Persuasive piece.

Progress:

Teachers taught the skills necessary to ensure the skillful completion of the writing process in accordance with the corresponding SC Ready writing rubrics.

I. 2025-2026 School SMART Goals and Action Steps on Analysis of Data**Goal 1:**

Reduce the percentage of third graders scoring Does Not Meet in the spring of 2026 as determined by SC Ready from 1.5% to 1%.

Goal #1 Action Steps:

Great gains have been made in third grade. Efforts will continue as teachers focus on teaching the CKLA curriculum with fidelity, teachers and interventionists will work in small groups to assure all learning needs are met, Progress Learning will be used to meet students on their level to fill in foundational gaps, and teachers will take advantage of professional development opportunities.

Goal #2:

Reduce the percentage of fifth graders scoring Does Not Meet in the spring of 2026 as determined by SC Ready from 8.9% to 8%.

Goal #2 Action Steps:

Efforts will continue as teachers focus on teaching the CKLA curriculum with fidelity, teachers and interventionists will work in small groups to assure all learning needs are

met, Progress Learning will be used to meet students on their level to fill in foundational gaps, and teachers will take advantage of professional development opportunities.