

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? 15
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 24
- How many teachers in your school are beginning Volume 1 of LETRS this year? 7
- How many teachers in your school are beginning Volume 2 of LETRS this year? 15
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 1
- How many CERDEP PreK teachers and CERDEP Teaching Assistants 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.

Nexton Elementary follows the BCSD Teaching and Learning Model, literacy expectations, and 2024 SC CCR ELA Standards to provide research-based literacy instruction for all PreK–5 students. Instruction intentionally develops oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension through explicit instruction, guided practice, application, and ongoing assessment.

Nexton utilizes PreK On My Way, Heggerty, UFLI Foundations, 95 Percent Group Core, HMH Into Reading, and i-Ready personalized pathways to provide systematic foundational skills instruction and opportunities for students to apply reading skills to grade-level literary and informational texts.

Multiple assessment measures are used to monitor achievement and identify instructional needs, including myIGDIs, KRA, i-Ready Inform Reading, LETRS phonics and spelling screeners, Oral Reading Fluency measures, common assessments, District Formative Assessments, and SC READY. Teachers use assessment data to adjust instruction, form flexible groups, and provide targeted support.

Oral language and phonological awareness are developed through read-alouds, academic conversations, partner discussions, text-based discourse, and explicit instruction through Heggerty and UFLI. Phonics is taught explicitly and systematically, with students applying skills through decodable and grade-level texts. Fluency is developed through teacher modeling, repeated reading, guided and partner reading, and opportunities to apply skills to increasingly complex texts.

Vocabulary is explicitly taught through grade-level texts, academic discussion, morphology, context, visuals, and opportunities to use new words in speaking and writing. Comprehension is the overarching goal of literacy instruction and is developed through teacher modeling, explicit strategy instruction, collaborative discussion, written responses, and independent application of literary and informational texts.

Teachers use individual and grade-level data systems to monitor student progress and adjust Tier 1 instruction. Flexible groups are regularly reassessed and adjusted based on current performance, while students requiring additional support receive intervention and progress monitoring through the MTSS process.

Through this continuous cycle of assessment, explicit instruction, application, progress monitoring, and adjustment, Nexton ensures that all PreK–5 students receive literacy instruction that addresses the essential components of reading and supports progress toward grade-level ELA standards.

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.

Nexton Elementary aligns PreK–5 word recognition instruction and assessment with the science of reading, structured literacy, and BCSD expectations. Instruction is explicit, systematic, sequential, and supported by research-based instructional materials and multiple measures of student performance.

In K–5, 95 Percent Group Core Phonics provides explicit, systematic instruction in phonics and word recognition, including skill-specific assessments and connected texts. Nexton also utilizes PreK On My Way, Heggerty, UFLI Foundations, and HMH Into Reading to develop foundational literacy skills. Heggerty supports phonological and phonemic awareness, while UFLI provides structured foundational skills instruction. In PreK–2, SNAP Words and Zoo Phonics provide additional scaffolds for students needing support with high-frequency words, letter recognition, and sound-symbol relationships.

Assessment practices include the Core Phonics Screener, Oral Reading Fluency measures, curriculum-based assessments, i-Ready data, teacher observations, and student work. Teachers use these data to monitor mastery, form flexible groups, and provide targeted instruction and intervention. In grades 3–5, foundational skills continue to be addressed as needed while instruction increasingly emphasizes fluency, vocabulary, and comprehension.

All Nexton teachers are enrolled in or have completed LETRS, strengthening their understanding and implementation of science of reading and structured literacy practices.

Nexton also provides differentiated literacy support for gifted students and Multilingual Learners (MLs). Gifted students receive enrichment aligned with BCSD expectations and continue to participate in Tier 1 literacy assessments. ML students receive language and literacy support through HMH ML resources, National Geographic resources for newcomers, and Ellevation Strategies, with instruction focused on vocabulary, oral language, grammar, and access to grade-level texts.

Through explicit instruction, systematic assessment, and data-informed differentiation, Nexton ensures that all PreK–5 students receive appropriate foundational literacy instruction, intervention, and enrichment aligned to their individual needs.

Section C: Document how Nexton Elementary uses universal and interim assessment data, in conjunction with diagnostic assessment data, to assist in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

Nexton Elementary uses universal, interim, diagnostic, and progress-monitoring data to identify student strengths and needs and determine appropriate instructional and intervention pathways. This process aligns with the BCSD K–5 ELA Decision Tree and MTSS process.

In PreK, teachers use myIGDIs to identify areas of need and provide targeted instruction through centers and small groups. In grades K–5, i-Ready Inform Reading is administered three times annually and provides data on overall achievement and specific reading domains. Teachers use these results with additional assessment data to determine whether students are performing above, at, or below grade-level expectations.

Additional diagnostic and school-based assessments are used to identify specific skill needs. In K–2, teachers use Heggerty, the LETRS Basic Spelling Screener, and/or LETRS Phonics Screener, with the Core Phonics Screener available through grade 3 when needed. In grades 3–5, teachers use i-Ready Literacy Tasks for Oral Reading Fluency, the LETRS Advanced Spelling Screener, and phonics screening when appropriate. HMH Into Reading and other common assessments provide additional information about grade-level standards and reading skill application.

When data indicate a need for intervention, students are placed on an appropriate Word Recognition or Language Comprehension pathway. Word Recognition support addresses areas such as phonics and phonemic awareness, while Language Comprehension support may target vocabulary, background knowledge, and comprehension. Teachers use current data to form flexible groups and provide targeted instruction during protected W.I.N. (What I Need) Time. Progress is monitored on the identified skill and used to adjust instruction and intervention.

Students identified as at risk through SC READY data receive additional support through Individualized Reading Plans when applicable. At-risk first- and third-grade students receive plans developed by the Literacy Coach that follow them into second and fourth grade, with teachers implementing recommendations and monitoring progress.

When students require more intensive support, Nexton follows the BCSD K–5 ELA Decision Tree and MTSS process. Multiple data points are considered before intervention decisions are made to ensure that support is matched to the student’s specific area of need.

Through this continuous cycle of assessment, diagnostic analysis, flexible grouping, W.I.N. instruction, progress monitoring, and MTSS review, Nexton provides timely, targeted support to move students toward grade-level reading proficiency.

Section D: Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

Nexton Elementary partners with families to support student literacy through consistent communication, resources, and opportunities for family engagement. Families receive i-Ready data three times a year with information about student performance and suggested next steps for support at home. Wednesday folders provide graded work and feedback, while weekly newsletters keep families informed about instruction, school activities, and opportunities to support learning.

Homework is a school-wide expectation and helps families understand current grade-level content and instructional practices. Students in grades K–3 receive nightly reading practice in their W.I.N. folders/bags using skill-based texts appropriate to their reading needs. Grade-level passages are also sent home weekly to help families monitor reading performance and understand grade-level expectations.

Nexton provides additional opportunities for families to support literacy through family reading nights, holiday and summer reading challenges, and Beanstack. Reading nights provide families with practical strategies and activities they can use at home. Beanstack, facilitated by the Media Specialist, encourages reading at home and school; students in grades 3–5 independently log books and earn incentives, while K–2 students participate through class book logging.

Nexton also follows state and district Read to Succeed requirements and provides informational opportunities for families of students in grades K–3. Family-friendly information is shared throughout the year, with question-and-answer opportunities and support from Multilingual Learner and Special Education staff. District Read to Succeed documents are provided to families multiple times throughout the year.

Through ongoing communication, home reading resources, family literacy events, and district literacy initiatives, Nexton provides families with the information and tools needed to support their child’s reading development 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.

Nexton Elementary monitors reading achievement and growth through multiple data sources, including i-Ready Inform Reading, school-based screeners, curriculum-based assessments, progress-monitoring data, classroom performance, and teacher observations. Data are reviewed at the classroom and school levels to identify instructional needs, monitor growth, and determine appropriate intervention or enrichment.

In PreK, teachers use myIGDIs to monitor student growth and adjust center activities, small-group instruction, and targeted learning experiences. In grades K–5, i-Ready Inform Reading is administered three times annually, with domain-specific data used to identify areas of need. Teachers also

review i-Ready data weekly during the first ten minutes of PLCs and use current assessment data to adjust instruction, student pathways, targeted lessons, and flexible groups.

Nexton provides protected W.I.N. (What I Need) Time for all students. W.I.N. groups are based on multiple data points and are continually adjusted as students demonstrate growth. Students requiring remediation receive targeted, skill-based instruction, while students performing at or above grade level are monitored and provided enrichment opportunities to extend their learning, including increased text complexity, vocabulary development, and continued skill growth.

For students requiring additional support, Nexton follows the BCSD K–5 ELA Decision Tree and MTSS process. Intervention decisions are based on the student’s specific area of need and current available data. The MTSS team reviews student data during four designated data cycles throughout the year and uses progress-monitoring results to determine whether interventions should continue, be adjusted, intensified, or changed.

Through PLC data reviews, flexible grouping, W.I.N. instruction, progress monitoring, and MTSS data cycles, Nexton maintains a continuous cycle of assessment and response. This process ensures that all students—including those performing below, at, or above grade level—receive instruction, intervention, or enrichment based on their current needs and progress toward grade-level 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.

Nexton Elementary is committed to equipping teachers with the knowledge and skills necessary to support reading achievement for all students. Professional learning is aligned with the science of reading, structured literacy, foundational literacy skills, BCSD expectations, the 2024 SC CCR ELA Standards, and the instructional materials used at Nexton.

All Nexton teachers are enrolled in or have completed LETRS Volume 1 and/or Volume 2. LETRS learning is reinforced through PLCs, professional development, classroom observations, coaching, and modeling. The Literacy Coach has completed the BCSD Reading Coach LETRS training and all required Read to Succeed courses.

Nexton provides training and ongoing support in PreK On My Way, Heggerty, UFLI Foundations, HMH Into Reading, and 95 Percent Group Core Phonics and Comprehension. PreK teachers have completed or are completing the SCDE Early Childhood Course, and all new K–2 teachers received UFLI training through BCSD. During the 2026–2027 school year, all teachers also participated in HMH reading and writing internalization training. Professional learning supports explicit, systematic instruction and implementation of curriculum with fidelity while using student data to determine instructional needs.

Professional learning occurs through weekly PLCs, scheduled professional development, after-school sessions, and job-embedded coaching. The Literacy Coach supports teachers with standards unpacking, lesson and unit planning, data analysis, analysis of student work, classroom observations, modeling, co-teaching, feedback, and individualized coaching cycles.

Nexton also supports teachers in meeting the needs of multilingual learners through Ellevation Strategies, which provides resources and professional learning focused on academic language, vocabulary, oral language, and background knowledge. Teachers working with ML students are in the process of completing Ellevation modules and pathways, and these strategies are incorporated into core literacy instruction.

Through ongoing professional learning, curriculum training, PLC collaboration, and coaching, Nexton builds teacher capacity to provide explicit, systematic, structured, and data-informed literacy instruction for all students in PreK–5th grade.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<i>Nexton effectively uses a variety of data, screeners and monitoring tools to determine the educational pathway of all students.</i> <i>Educators make instructional decisions based on data.</i> <i>Primary grades implement explicit instruction in the areas of phonics and phonemic awareness to strengthen foundational literacy skills.</i>	<i>Students in Grades K-2 are not growing and/or maintaining growth in the area of Phonemic Awareness and Phonics as measured by iReady. In Phonemic Awareness we decreased from 35% to 33% of students scoring mid or above grade level, while in phonics we decreased from 65.6% to 64.6% mid or above grade level from Spring of 2024 to Spring of 2025. This decrease is directly related to the amount of time spent on Phonemic Awareness through iReady and through Heggerty Curriculum. In Phonics we attribute the decrease to lack of fidelity in our 95% instruction in Kindergarten.</i> <i>Nexton will continue to improve overall students with disabilities performance as measured by SC Ready. The students in 3rd grade who scored meets or exceeds increased from 14.6% in 2024 to 33.3% in 2025. However, students in 4th grade decreased from 40.6% to 23.8%. 5th Grade increased from 28% to 50%.</i> <i>SC Ready showed the number of Fourth graders scoring Meets or Exceeds decreasing from 71.4% in the Spring of 2024 to 66.3% in the Spring of 2025.</i>

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 the spring of 2025 as determined by SC READY from <u>67.4 %</u> to <u>70%</u> in the spring of 2026.	The percentage of third graders scoring Meets or Exceeds in the spring of 2026 as determined by SC READY went from <u>67.4%</u> to <u>75.5 %</u> -We -
<u>Previous Goal #2:</u> Increase the percentage of Fourth graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from <u>66.3%</u> to <u>70%</u> in the spring of 2026.	The percentage of fourth graders scoring Meets or Exceeds in the spring of 2026 on the SC Ready went from 66.3% to <u>74.7%</u> . We -
<u>Previous Goal #3:</u> Increase the percentage of Fifth graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from <u>76%</u> to <u>77%</u> in the spring of 2026	The percentage of fifth graders scoring Meets or Exceeds in the spring of 2026 on the SC Ready went from 76% to <u>67.6%</u> . We -
<u>Previous Goal #4:</u> Increase the percentage of 1st students scoring mid or above grade level in Phonics and Phonological Awareness as determined by i READY in Spring of 2025 from <u>69%</u> to <u>62%</u> in Phonemic Awareness and from <u>67%</u> to <u>64%</u> in phonics and by Spring of 2026.	The percentage of first graders scoring mid or above grade level in Phonics and Phonological Awareness as determined by i READY in Spring of 2026 from 69% to 62% in Phonemic Awareness and from 67% to 64% We did not meet our goal but in setting this goal we did not take into account that we are assessing different students who came in at a lower starting point.
<u>Previous Goal #5:</u> Increase the percentage of Students with Disabilities in Grades 3-5 Meets and Exceeds in the spring of 2025 as determined by SC READY from <u>35.7 %</u> to <u>40%</u> in the spring of 2026.	We are unable to track this goal.

<u>Previous Goal #6:</u> Increase the percentage of English Language Learners scoring mid or above grade level in Vocabulary as determined by i READY in Spring of 2025 from <u>39 %</u> to <u>45%</u> in Spring of 2026	We are unable to track this goal.
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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.

Goals	Action Steps
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of Third graders scoring Meets and Exceeds in the spring of 2026 from <u>75.5 %</u> to <u>77.5%</u> in the spring of 2027as determined by SC READY.	-Teachers will utilize 2024 SC CCR ELA through a core instructional model with a common curriculum to fidelity with all students . -Teachers provide consistent targeted skill based intervention based on current and ongoing data using research based curriculum. -Teachers will make data based instructional decisions for all students through collaborative work during PLC's. -Teachers will utilize and adhere to district pacing guides and administer required assessments per BSCD and Nexton schoolwide calendar
<u>Current Goal #2:</u> Increase the percentage of Fourth graders scoring Meets and Exceeds in the spring of 2026 from <u>74.7 %</u> to <u>76.5%</u> in the spring of 2027as determined by SC READY.	-Teachers will utilize 2024 SC CCR ELA through a core instructional model with a common curriculum to fidelity with all students . -Teachers provide consistent targeted skill based intervention based on current and ongoing data using research based curriculum. -Teachers will make data based instructional decisions for all students through collaborative work during PLC's. -Teachers will utilize and adhere to district pacing guides and administer required assessments per BSCD and Nexton schoolwide calendar

<u>Current Goal #3:</u> Increase the percentage of Fifth graders scoring Meets and Exceeds in the spring of 2026 from <u>67.6 %</u> to <u>72.5%</u> in the spring of 2027 as determined by SC READY.	-Teachers will utilize 2024 SC CCR ELA through a core instructional model with a common curriculum to fidelity with all students . -Teachers provide consistent targeted skill based intervention based on current and ongoing data using research based curriculum. -Teachers will make data based instructional decisions for all students through collaborative work during PLC's. -Teachers will utilize and adhere to district pacing guides and administer required assessments per BSCD and Nexton schoolwide calendar.
<u>Current Goal #4:</u> Increase the percentage of 1st students scoring mid or above grade level in Phonics in Spring of 2026 from <u>64%</u> to <u>70%</u> by Spring of 2027as determined by i READY.	-Teachers will utilize 2024 SC CCR ELA through a core instructional model with a common curriculum (95% Core and Heggerty) to fidelity with all students . -Teachers provide consistent targeted skill based intervention based on current and ongoing data using research based curriculum. -Teachers will make data based instructional decisions for all students through collaborative work during PLC's. (W.I.N. Placement) -Teachers will utilize and adhere to district pacing guides and administer required assessments per BSCD and Nexton schoolwide calendar. -Teachers will monitor and track progress in phonics through weekly assessments and benchmarks recorded on grade level data sheets
<u>Current Goal #5:</u> Increase the percentage of 2nd students scoring mid or above grade level in Phonics in Spring of 2026 from <u>62%</u> to <u>70%</u> by Spring of 2027as determined by i READY.	-Teachers will utilize 2024 SC CCR ELA through a core instructional model with a common curriculum (95% Core and Heggerty) to fidelity with all students . -Teachers provide consistent targeted skill based intervention based on current and ongoing data using research based curriculum. -Teachers will make data based instructional decisions for all students through collaborative work during PLC's. (W.I.N. Placement) -Teachers will utilize and adhere to district pacing guides and administer required assessments per BSCD and Nexton schoolwide calendar. -Teachers will monitor and track progress in phonics through weekly assessments and benchmarks recorded on grade level data sheets