School Renewal Plan
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School Renewal Plan Cover Page
(Mandated Component)

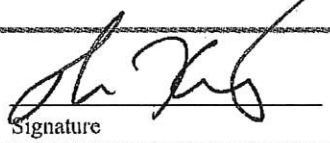
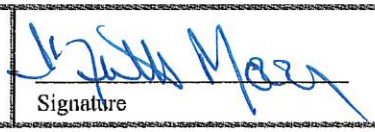
Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27
Upcoming School Year: 2026/27

School Name:	Waccamaw Intermediate
SIDN:	2201029
Plan Submission:	School utilizes Cognia
Grade Range From:	4 To 6
District:	Georgetown
Address 1:	320 Wildcat Way
Address 2:	
City:	Pawleys Island, SC
Zip Code:	29585
School Renewal Plan Contact Person:	Travis Klatka
Contact Phone:	8434588334
E-mail Address:	tklatka@gcsd.k12.sc.us

Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. ï¿½ï¿½59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Required Printed Names and Signatures

Superintendent		
Dr. Bethany Giles Printed Name	Bethany A. Giles Signature	3/17/26 Date
Principal		
Travis Klatka Printed Name	 Signature	3-2-26 Date
Chairperson, District Board of Trustees		
Keith Moore Printed Name	 Signature	3/17/26 Date
Chairperson, School Improvement Council		
Marley Baroody Printed Name	Marley A Baroody Signature	03-02-2026 Date

School Read To Succeed Literacy Leadership Team Lead		
Ashton Goretzke Printed Name	Ashton Goretzke Signature	3/2/26 Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	**Principal**	Travis Klatka
2.	**Teacher**	Jamie Curry
3.	**Parent/Guardian**	Sydney Tillman
4.	**Community Member**	Kim Nesmith
5.	**Paraprofessional**	Chaise Holley
6.	**School Improvement Council Member**	Marley Baroody
7.	**Read to Succeed Reading Coach**	Ashton Goretzke
8.	**School Read To Succeed Literacy Leadership Team Lead**	Ashton Goretzke
9.	**School Read To Succeed Literacy Leadership Team Member**	Carol Burton
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

> *Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to the Office of Federal and State Accountability. Use the following link to submit a waiver:
https://scde.formstack.com/forms/ofsa_waiver_form

NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card:

Directions: Provide additional school needs assessment data including both formative and summative assessments used to gauge student learning, **especially if any performance goals are using data not found on the State Report Card**. (Charts, graphs, or other formats of data may be used.)

Determined Needs:

Annual School Report Card:

https://screportcards.com/overview/?q=eT0yMDI1JnQ9RSZzaWQ9MjIwMTAyOQ

SC Ready Data

- In 2025, SC Ready Math scores increased from 70.1% to 72.9% in regards to the number of students who scored meets or exceeds expectations on average in grades 4-6.
- In 2025, SC Ready ELA scores increased from 75.9% to 80.9% on the number of students who scored meets or exceeds expectations on average in grades 4-6.

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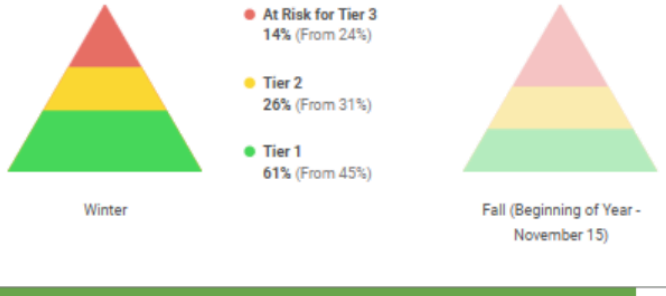
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Schoolwide Reading Scores

Criterion Referenced

Students Assessed/Total: **431/438**

Overall Placement

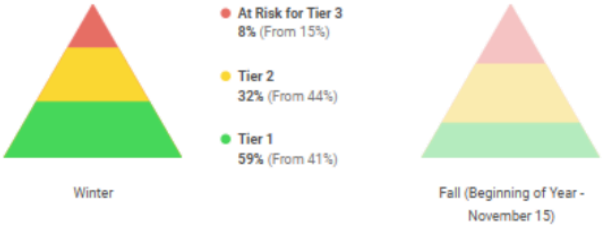




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Overall Placement



2025 Winter



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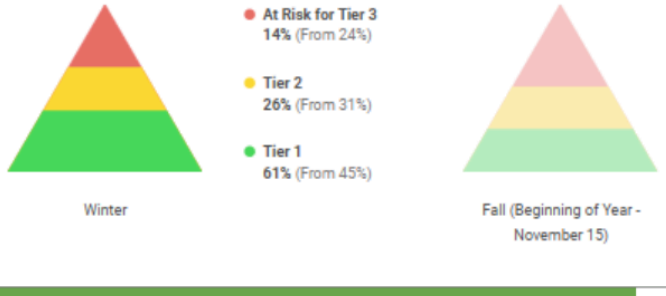
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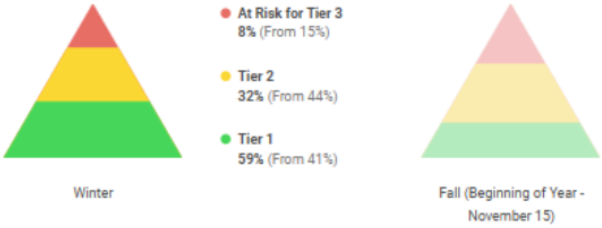




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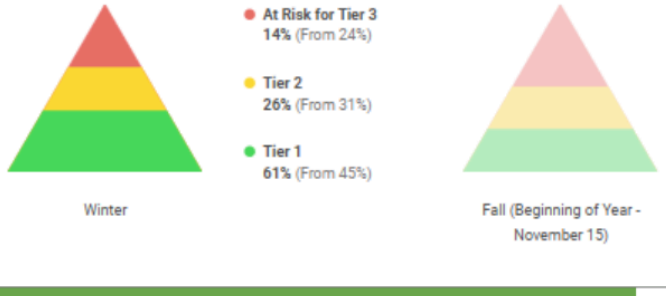
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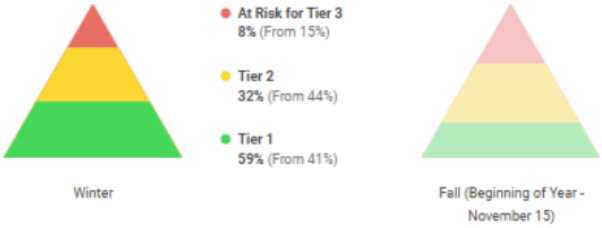




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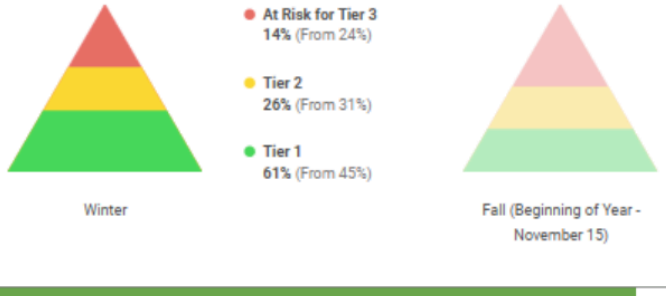
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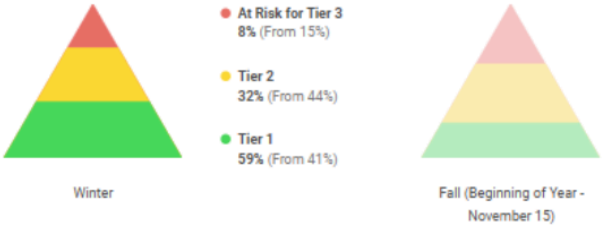




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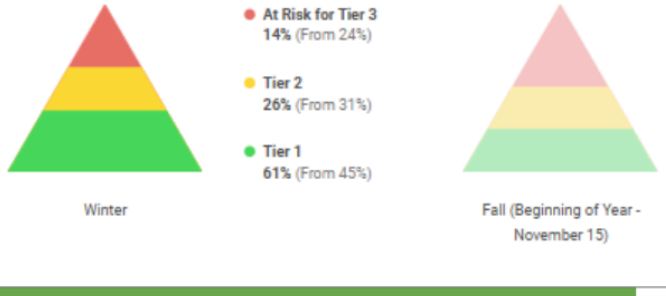
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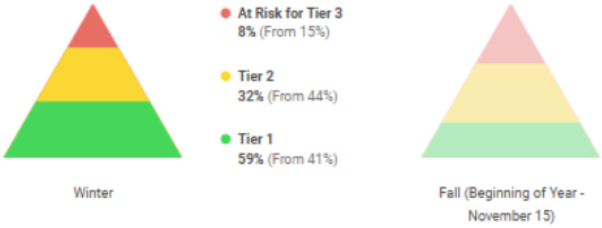




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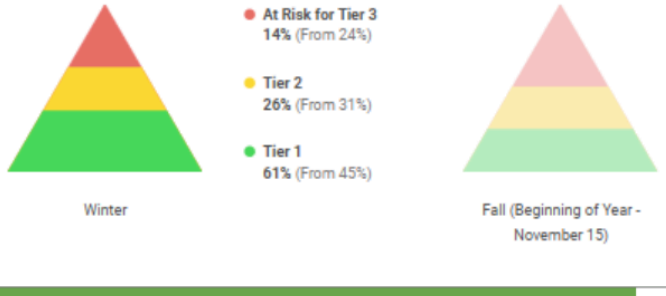
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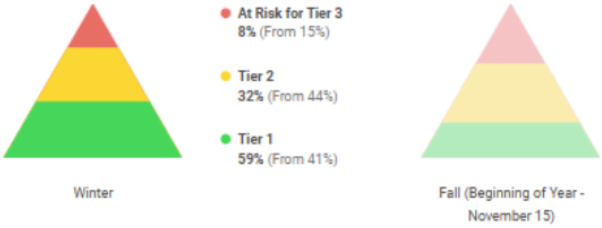




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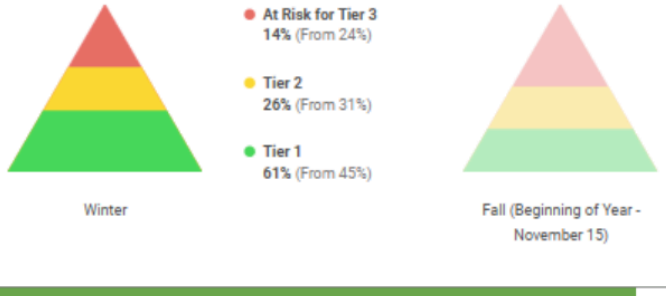
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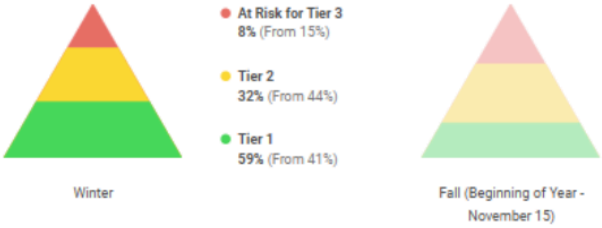




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Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: http://ed.sc.gov/data/report-cards/state-report-cards/

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement	
Elementary/Middle School (3 - 8)	
1.	Student Achievement: When analyzing WIS' reading, writing data approximately 81.2% of our students typically meet or exceed expectations on the state assessment and 72.9% of students meet or exceed expectations in math. Through strategic interventions, literacy routines, and math routines, we intend to continue to increase student achievement levels in math from 72% mark to 75% meeting or exceeding expectations, and in reading maintain our goal of at least 80% meeting or exceeding expectations.
Teacher/Administrator Quality	
2.	Teacher/Administrator Quality One Hundred percent of teachers at WIS are satisfied with the work environment and culture. In order to maintain this level of satisfaction, WIS intends to ensure growth among teachers through continued Professional Development.
School Climate	
3.	School Climate Currently, 96.6% of parents claim that they are satisfied with home school relations at WIS. In order to increase this number, WIS plans to continue to communicate with parents on a regular basis and invite them in our building to see the wonder opportunities students have on a daily basis at WIS. We believe that consistent communication between school and home will not only increase parent satisfaction but also student achievement levels. In addition 97.3% of students and 100% teachers are satisfied with the school climate at WIS.
Other (such as district and/or school priorities)	
4.	School Description: Waccamaw Intermediate School is located in Pawleys Island, SC. The socio-economic status of the area ranges from poverty level to high income. Waccamaw Intermediate School is zoned to serve students in grades 4-6 who live in the Waccamaw Neck area of Georgetown County. Waccamaw Intermediate attendance area ranges from north of the Waccamaw River Bridge to the Horry County Line. Our enrollment for the 2025-2026 school year is made up of 435 students in grades four through six with a racial make-up of 76.8% White, 14.8% African American, and 6.2% Hispanic/other. Special needs classes (approximately 10.6% of our population) serve students who are hearing impaired, visually impaired, learning disabled, educable mentally disabled, emotionally disabled, or those with speech disabilities. Currently, 4 students are served in the ESOL program. 22.7% percent of the students are eligible for free/reduced meals. Approximately 26.2% of the students qualify for the Gifted and Talented program.

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, the percentage of students identified with disabilities whose score meets or exceeds expectations on the SCReady ELA state assessment will be 45% for 4th grade, 5th grade, and 6th as measured by the SCReady ELA state assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC READY	6%	**Projected Data:** *New Goal	10%	12%	40%	45%
		Actual Data: 8%	5.3%	37.1%	43.5%	

Action Plan

Strategy #1: Implement an explicit and systematic direct instruction literacy routine in Special Education Setting.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. SIPPS Extension phonics curriculum	August 2022-2027	Special Education Teachers	0	District Office	-Lesson Plans -Observations -Progress Monitoring results.
2. Phonics for Reading Curriculum	August 2022-June 2027	Special Education Teacher Interventionist	0	District Office	-Lesson Plans -Progress Monitoring Scores -Placement assessment -Observations
3. IXL Program	August 2022-June 2027	Special Education Teacher	0	District Office	-Observation -IXL Score Reports -Lesson Plans
4. Encore Reading Program for fluency and comprehension	August 2022-June 2027	Special Education Teacher	0	District Office	-Lesson Plans -Observations -Student work samples -Progress monitoring reports

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Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, the percentage of students identified with a disability whose score meets or exceeds expectations on the SCReady Math state assessment will be 30% for 4th grade, 5th grade, and 6th as measured by the SCReady Math state assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC READY	8%	**Projected Data:** *New Goal	12%	13%	25%	30%
		Actual Data: 10%	2.6%	22.8%	39.1%	

Action Plan

Strategy #1: Implement an explicit and systematic math comprehension routine in the special education setting.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Number Worlds Curriculum	February 2024-June 2027	Special Education Teachers	0	District Office	-Lesson Plans -Observations -Student Performance Report -Student Work Samples
2. IXL Program	August 2022-June 2027	Special Education Teacher	0	District Office	-Lesson Plans -Progress monitoring reports -Observations -Student performance report.
3. Ready Curriculum	August 2022-June 2027	Special Education Teacher	0	District Office	-Lesson Plans -Observations -Student Work Samples

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Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	The percentage of parents satisfied with home-school relations will increase from 72.6% in 2021 to 95% by May 2027 as measured by the annual state department climate survey. *Met Previous Goal percentage of 90%

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Parent Surveys	72.6%	**Projected Data:** 75%	85%	87%	93%	95%
		Actual Data: 80.9%	86.7%	91.5%	96.6%	

Action Plan

Strategy #1: Implement a consistent plan to update parents on school events.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Send out weekly Communigator e-newsletter	Aug. 2022-May 2027	Lead Teacher/Administration	NA	NA	copies of e-newletters
2. Facilitate regular School Improvement Council Meetings.	August 2022-May 2027	Administration/SIC Chair	NA	NA	Agenda and Meeting minutes.
3. Facilitate regular PTO Meetings.	Aug. 2022-May 2027	PTO President/Administration	NA	NA	Agenda and Meeting Minutes
4. Hold Award Ceremonies each semester.	Aug. 2022-May 2027	Administration/Instructional Coach/Teachers	$500	Local	Programs
5. Weekly updates from Teachers via Remind.	Aug. 2022-May 2023	Teachers/Administration	NA	NA	Teacher Remind threads.
6. Send out Welcome Packets to new families in the community.	Aug. 2022-May 2023	Administration	NA	NA	Copies of Welcome packets
7. Implement Student-Led Conferences twice a year.	August 2022-May 2027	Administration Teachers Students	O	NA	Flyers Student Portfolios Communigator

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Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By June 2027, students' perception of safety will increase from 8.47 to 10 as measured on the School Climate section of the Annual State report card.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC School Report Card Survey Results	8.47	**Projected Data:** NA- New Goal	NA- New Goal	8.47	9.5	10
		Actual Data: NA-New Goal	NA-New Goal	8.47	8.77	

Action Plan

Strategy #1: Provide students with opportunities to discuss and learn about school safety.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Beginning of Year Safety Meeting with Individual Classes	Aug. 2024 Aug. 2025 Aug. 2026 Aug. 2027	Principal Assistant Principal Guidance Counselor	NA	NA	Presentation and Teacher scheduling
2. Plan in place for SRO to be visible throughout the day (particularly during arrival, lunches, recess, dismissal, during class changes).	Aug. 2025-June 2027	School Resource Officer Principal Assistant Principal	NA	District funded	Weekly safety meetings with admin Bell schedule Observations
3. Lessons on School Safety through Guidance Class	August 2025-June 2027	Guidance Counselor Principal Assistant Principal	NA	NA	Guidance class lesson plans. Observations
4. Clear and Quick communication to all stakeholders in the event of an incident	August 2025-June 2027	Principal Assistant Principal	NA	NA	Parent Email portal Safety letters sent home to parents.
5. Administer OLWEUS Bullying Survey Once a year to students.	August 2025-June 2027	Principal Classroom Teachers	NA	District Funded	Survey Results Emails about implementing survey

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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, the percentage of students who score meets or exceeding on the SCReady ELA state assessment will be 80% for 4th grade, 85% for 5th grade, and 77% for 6th as measured by the SCReady ELA state assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
5th Grade SC Ready Language Arts Assessment	49.3%	**Projected Data:** 51.3%	73%	76%	83%	85%
		Actual Data: 68%	66%	79.4%	81.9%	
6th Grade SC Ready Language Arts Assessment	59%	**Projected Data:** 61%	63%	70%	75%	77%
		Actual Data: 61.5%	71%	72.4%	81.9%	
4th Grade SC Ready Language Arts Assessment	57.5%	**Projected Data:** 59.5%	70%	76%	78%	80%
		Actual Data: 65%	75.6%	75.4%	80%	

Action Plan

Strategy #1: Implement a systematic comprehensive literacy routine schoolwide					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Explicit Tier 1 vocabulary instruction	Aug. 2022 - Jun. 2023	Classroom Teachers	No Cost	N/A	Classroom Observations Student Notebook Samples
2. GCSD Literacy Framework Implementation	Aug. 2022 - Jun. 2027	Classroom Teacher Administration Instructional Coach	No Cost	N/A	Observations Lesson Plans
3. i-Ready Program	Aug. 2022 - Jun. 2023	Classroom Teachers Administration Instructional Coach	N/A	District Funding	Analysis of Data
4. Running Record Assessments	Aug. 2022 - Jun. 2023	Classroom Teachers Instructional Coach	N/A	District Funding	Observations Lesson Plans Data from records
5. Provide teachers PLC time and ELA consultants to unpack standards, plan for instruction, model literacy expectations, and analyze student growth.	Aug. 2022-May 2027	Instructional Coach Administrators Consultants	NA	NA	PLC agendas and meeting minutes

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Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, the percentage of students who score meets or exceeding on the SCReady Math state assessment will be 72% for 4th grade, 76% for 5th grade and 6th as measured by the SCReady math state assessment.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
5th Grade SCReady Math	47.9%	**Projected Data:** 50%	63%	66%	75%	76%
		Actual Data: 60.2%	63.8%	74%	76.8%	
6th Grade SCReady Math	57.9%	**Projected Data:** 60%	70%	73%	75%	76%
		Actual Data: 66%	64.1%	59.2%	68.8%	
4th Grade SCReady Math	54%	**Projected Data:** 56%	66%	68%	71%	72%
		Actual Data: 63.2%	62.6%	68.8%	73.3%	

Action Plan

Strategy #1: Implement a systematic comprehensive math routine schoolwide.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Implement Everyday Math Curriculum for 4th & 5th grade.	Aug. 2022 - Jun. 2027	4th & 5th Grade Classroom Teachers Administration Instructional Coach	No Cost	State Department	Observations Lesson Plans
2. Implement HMH Curriculum for 6th grade math.	Aug. 2022 - June 2027	6th Grade Math Teachers Administration Instructional Coach	No Cost	State Funding	Observations Lesson Plans
3. i-Ready Program	Aug. 2022 - Jun. 2023	Classroom Teachers Administration Instructional Coach	N/A	District Funding	Analysis of data
4. Use of common assessments/benchmarks.	Aug. 2022 - Jun. 2023	Classroom Teachers Administration Instructional Coach	N/A	N/A	Analysis of assessment data Lesson Plans Observations
5. Provide teachers PLC time and math consultants to unpack standards, plan for instruction, model best practices in math instruction, and analyze student growth.	Aug. 2022-May 2027	Instructional Coach Administrators Math Consultants	NA	NA	PLC agendas and meeting minutes.

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Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	The percentage of teachers who receive professional development to support exemplary teaching practices will be maintained at 100% over the next 5 years as determined by the annual professional development survey.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
Professional Development Plan	75%	**Projected Data:** 100%	100%	100%	100%	100%
		Actual Data: 100%	100%	100%	100%	

Action Plan

Strategy #1: Provide professional development experiences to ensure that a rigorous curriculum with differentiated instruction is provided to all students					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Collaborate and share best practices on actively engaging students in a variety of instructional strategies and project-based learning	Aug 2022-May 2023	Administrators/Instructional Coach/Teachers	NA	NA	PLC agendas, meeting minutes
2. Content teachers will "unpack" state standards and design instruction and assessments aligned to standards	Aug. 2022-May 2023	Administrators/Instructional Coach/Teachers	NA	NA	PLC agendas and meeting minutes
3. Teachers develop and collaborate on a variety of assessments, especially rubrics and authentic assessments.	Aug. 2022-May 2023	Administration/Instructional Coaches/Teachers/Department Chairs	NA	NA	PLC Agendas/Meeting minutes
4. Provide Professional Development on Conceptually teaching math up to 7 days a year through Beyond the Classroom	August 2022-May2027	Beyond the Classroom Consultant Instructional Coach Administrators	NA	District provided	PLC agendas and meeting minutes
5. Provide Professional Development on implementing interventions at various student achievement levels through the MTSS system and iLeadr consultants	Aug. 2022-May 2027	iLeadr Consultants Instructional Coach Administrators	NA	District provided	PLC agendas and meeting minutes
6. Provide teaching with pacing/planning/ and literacy instruction support through PLCs and modeling lessons from consultant Linda Mook.	Aug. 2025-May 2027	Linda Mook Instructional Coach Administrators	NA	District provided.	PLC agendas, meeting minutes, presentation materials.
7. Provide professional development from universal screening platform, i-Ready, on analyzing student data and utilizing small group instructional materials to differentiate instruction.	Aug. 2023-May 2027	i-Ready Consultant Instructional Coach Administrators	NA	District Provided	Agendas, meeting minutes.

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South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

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

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.

Waccamaw Intermediate School (WIS) ensures that reading assessment and instruction for all students in grades 4-6 are integrated and balanced across all essential literacy components, adhering to the South Carolina College and Career Ready ELA Standards. WIS structures its ELA delivery around a comprehensive 120-minute core Literacy Block for all students, supplemented by a dedicated 53-minute intervention block within the Multi-Tiered System of Support (MTSS) framework.

Foundational Skills: Phonics and Fluency (Targeted Intervention)

For students at the intermediate level, instruction is strategically tiered based on data. Early reading components, specifically phonics and phonological awareness, are addressed primarily through our intervention model within the 53-minute MTSS block. Universal screening using the i-Ready Diagnostic identified that approximately 9% of our students are currently performing below grade level in foundational phonics skills. To address this targeted need, these students receive systematic and explicit instruction utilizing Phonics for Reading. This focused approach ensures that foundational gaps are quickly closed, enabling students to access grade-level text complexity. Fluency is supported through repeated readings of complex text and explicit modeling during small group instruction, using the HMH curriculum resources.

Language Comprehension: Vocabulary and Comprehension (Core Instruction)

The core instructional block is heavily centered on vocabulary and comprehension, delivered using the Gradual Release of Responsibility model within the 120-minute literacy block. High-quality, grade-level instructional materials from the HMH curriculum guide our instruction. To promote robust vocabulary acquisition, teachers employ explicit strategies across all content areas. These include using Semantic Mapping to categorize and connect new words to prior knowledge, as well as the Frayer Model for analyzing definitions, characteristics, examples, and non-examples of key terms. Furthermore, we emphasize academic

discourse during all content lessons, requiring students to use newly acquired vocabulary in complex, thoughtful conversations. For deep comprehension, instruction is focused on metacognitive strategies and text interaction. Teachers model "thinking aloud" (Think Alouds) to demonstrate active reading and problem-solving strategies. Students are routinely taught to Annotate Text to track thinking, identify key evidence, and question the material, and they utilize Comprehension Graphic Organizers to structure and synthesize information from complex literary and informational texts.

Assessment for Learning
A layered assessment system drives instruction and placement. We use the i-Ready Diagnostic (Formal) school-wide three times annually to measure student growth and identify specific deficits across all literacy components. For students flagged by i-Ready, the CORE Phonics Survey (Formal) is administered to precisely diagnose specific phonics skill deficits and guide intervention selection. Students who identify with phonics gaps are also given weekly fluency progress monitoring, and comprehension progress monitoring through Acadience Benchmarks. Finally, Grade-Level Common Formative Assessments (Informal), developed collaboratively by grade teams, measure comprehension of standards-based skills following instruction, allowing for immediate instructional adjustments.

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.

Waccamaw Intermediate School's approach to Word Recognition for our 4th through 6th-grade students is deeply aligned with the principles of the Science of Reading and Structured Literacy, emphasizing systematic, explicit instruction for students demonstrating specific foundational deficits. Initial universal screener data from the i-Ready Diagnostic indicates that the vast majority of our students, approximately , have mastered foundational skills, leaving a small cohort of approximately 9% requiring targeted support in word recognition. These identified students receive intensive intervention during the 53-minute MTSS block, ensuring fidelity to research-based practices through the utilization of Phonics for Reading. This explicit and systematic instruction focuses on code-based skills critical for intermediate reading, including the teaching of syllable division patterns to improve automaticity in decoding multisyllabic words. Furthermore, instruction utilizes the Word Heroes curriculum to deliver a layered and systematic study of morphology (prefixes, suffixes, and root words), enabling the understanding of complex vocabulary. For high-frequency words and those with irregular spelling patterns ("tricky words"), instruction explicitly addresses the regular and irregular components to anchor these words in students' orthographic memory.

To ensure these foundational skills transfer effectively and directly to reading comprehension, students are consistently provided with ample opportunities for repeated reading of connected text, which is essential for building reading fluency and automatically applying word recognition strategies. Fry's Fast Phrases are specifically utilized during intervention for systematic fluency practice and progress monitoring, building automaticity at the phrase level. When deficits also extend into comprehension, students receive targeted instruction using resources from the i-Ready toolbox. Our layered assessment system drives continuous monitoring and instructional grouping. Diagnostic placement is confirmed through the formal CORE Phonics Survey, which provides a precise map of skill deficits, while progress monitoring and benchmarking of reading rate and accuracy are regularly conducted using the Acadience CBM benchmarks/progress

monitoring. Beyond the initial i-Ready screener data, continuous progress is also informally tracked through both Vocabulary Assessments and analysis of Grade Level Common Formative Assessments to ensure that improved word recognition successfully translates to enhanced reading comprehension across grade-level texts.

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.

Waccamaw Intermediate School utilizes a rigorous, data-driven system to identify and support 4th through 6th-grade students who have not yet demonstrated grade-level reading proficiency, ensuring they are placed in the correct targeted intervention pathways. The school uses the i-Ready Diagnostic as the universal screener to efficiently flag students for further support. Once students are identified, the instructional team immediately analyzes the data to pinpoint the specific area of deficit, following the logic of the Simple View of Reading to determine if the challenge lies primarily in Word Recognition (decoding and fluency) or Language Comprehension. To gather more nuanced information, teachers administer a battery of diagnostic assessments, which include i-Ready Literacy Tasks to assess oral reading behaviors, phonics placement assessments (such as the CORE Phonics Survey) for specific decoding skill gaps, and Acadience MAZE comprehension screeners for efficiency in measuring meaning-making difficulties. This triangulation of data is essential for determining the appropriate placement. Based on this precise diagnostic information, students are placed into either Tier 2 or Tier 3 targeted intervention groups: those struggling with foundational phonological and decoding skills are placed in Word Recognition interventions, while students exhibiting difficulties with background knowledge, vocabulary, or text structure receive Language-Based Comprehension interventions. This data-driven approach ensures that intervention resources are maximized and that each student receives instruction precisely tailored to their unique learning needs within the 53-minute MTSS block.

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.

Waccamaw Intermediate School is committed to building a continuous partnership with families to ensure that literacy support extends beyond the school day. We maintain a clear and proactive system to help parents understand how they can effectively support their 4th through 6th-grade students as readers and writers at home. A key component of this system is the implementation of Student-Led Conferences, which are held twice annually. These conferences empower students to take ownership of their learning by having them explain their current academic goals, detail their reading progress, and present their literacy portfolios to their parents. This process helps parents gain a deeper, more personal understanding of their child's specific strengths and needs. In addition, teachers consistently send home targeted Progress Reports that are more than just grades; they include actionable suggestions for at-home practice, directly tailored to address the individual literacy deficits identified in each child's data profile (such as specific word recognition or comprehension strategies). Furthermore, to provide ongoing tips and maintain school-to-home communication, the school distributes a dedicated parent newsletter, The Communigator, which offers continuous encouragement and

practical ideas for fostering strong reading and writing habits within the home environment, thus cementing a continuous partnership in student literacy development.

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.

Waccamaw Intermediate School maintains a comprehensive, cyclical system to monitor reading achievement and growth at both the classroom and school levels, ensuring that intervention decisions are made based on the most current data. This process is structured around three key benchmarking periods during the academic year, utilizing both the i-Ready Diagnostic and Acadience Benchmarks to capture a complete picture of student proficiency and growth. The data generated from these universal screeners and benchmarks are collected and analyzed at regular, strategic intervals to track student trajectories and proactively identify students at risk of not meeting grade-level standards. Based on these data points, a tiered support system is activated to provide highly individualized interventions. For those students who are not meeting established benchmarks, Tier 2 and Tier 3 interventions are immediately implemented, providing dedicated small-group or individual instruction during the 53-minute MTSS block with an intensive focus on targeted literacy skills identified through diagnostic assessments. The frequency of progress monitoring is differentiated to match the intensity of the intervention: students in Tier 2 interventions are closely monitored every two weeks, while those in Tier 3 interventions receive weekly progress monitoring. The tools used for this ongoing data collection include i-Ready Growth Monitoring and targeted Acadience Benchmark tools. Crucially, all progress monitoring data is reviewed collaboratively every few weeks during Professional Learning Communities (PLCs). These meetings include classroom teachers, interventionists, school psychologists, and the leadership team, ensuring a holistic perspective on student needs. This continuous review cycle allows the team to assess the effectiveness of current interventions, make necessary adjustments to instructional strategies or resources, and guarantee that all supports are precisely aligned with the goal of achieving grade-level reading proficiency for every student.

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.

Waccamaw Intermediate School maintains a comprehensive system for training staff to ensure that all 4th through 6th-grade students receive high-quality, evidence-based literacy instruction rooted in the Science of Reading and Structured Literacy principles. The foundation of this system is a series of professional development sessions delivered to all instructional staff, including general education teachers, the instructional coach, special education teachers, interventionists, and administrators. This training, aligned with guidance from the Office of Standards and Learning and the 2024 SC State Standards team, has equipped all

personnel with the requisite knowledge and skills to implement research-based practices in the classroom. Beyond this foundational training, Waccamaw Intermediate invests in targeted curriculum development strategies through external partners such as iLeadr. Teachers also receive ongoing training and implementation support for the core literacy resources, including i-Ready, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), HMH curriculum, Word Heroes (for morphology and vocabulary), and the iLeadr initiative. To ensure consistent application and continuous improvement, teachers participate in weekly Professional Learning Communities (PLCs). These PLCs serve as a critical venue for collaborative work focused specifically on implementing new standards, analyzing student data, evaluating assessment results, and refining the delivery of targeted interventions, thereby embedding professional learning directly into the instructional cycle.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Content-integrated literacy through professional development and teacher planning. ● Intentional PLC cycles: standard implementation, assessment, student data, and intervention ● Designated 53 minute Tier 2 & Tier 3 Intervention Blocks ○ One reading interventionist who focuses on Tier 3 skill gaps. ● Using formative assessments to drive instruction	● Increasing the amount of instructional time that students receiving purposeful instruction in writing. ● Increase teacher knowledge in identifying specific skill deficits to deliver Tier 2 reading intervention with aligned progress monitoring. ● Increasing rigor for students on or above grade-level.

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
Previous Goal #1 By 2025, the percentage of students who score meets or exceeding on the SCReady ELA state assessment will be 76% for 4th grade, 77% for 5th grade, and 78% for 6th as measured by the SCReady ELA state assessment.	• Professional development was provided throughout the year on implementing 2024 ELA standards. • Targeted interventions were implemented through MTSS groupings to close instructional gaps. • WIS provided collaborative and vertical planning across grade levels and with special populations teachers (Gifted, SPED, ML). • 4th Grade had 80% of students meeting or exceeding expectations on SC Ready • 5th Grade had 82% of students meeting or exceeding expectations on SC Ready • 6th Grade had 81% of students meeting or exceeding expectations on SC Ready.

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.

- The Reflection Tool may be helpful in determining action steps to reach an academic goal. 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 processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

Goals	Progress
Current Goal #1: By the end of the 2025–2026 school year, Waccamaw Intermediate will increase overall student growth from 53.3% in 2024–2025 to at least 60% as measured by the SC School Report Card. This will be achieved by providing teachers with targeted professional development focused on rigor and differentiation, as well as implementing structured supports including collaborative planning in PLCs, peer observations, and teacher self-reflection through recorded lessons.	● Facilitate weekly PLCs with a focus on lesson design that embeds rigor, higher-order questioning, and differentiation. ● Implement peer observation cycles: each teacher completes two peer observations per semester with structured reflection. ● Require teachers to record and self-reflect on at least two lessons per semester using a guided reflection protocol. ● Provide quarterly professional development sessions on rigor and differentiation, followed by coaching support to ensure transfer into classroom practice.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

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- How many teachers in your school have completed Volume 1 ONLY of LETRS?
- How many teachers in your school have completed Volumes 1 and 2 of LETRS?
- How many teachers in your school are beginning Volume 1 of LETRS this year?
- How many teachers in your school are beginning Volume 2 of LETRS this year?
- How many CERDEP PreK teachers in your school have completed EC LETRS?
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year?

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.

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Foundational Skills: Phonics and Fluency (Targeted Intervention)

For students at the intermediate level, instruction is strategically tiered based on data. Early reading components, specifically phonics and phonological awareness, are addressed primarily through our intervention model within the 53-minute MTSS block. Universal screening using the i-Ready Diagnostic identified that approximately 9% of our students are currently performing below grade level in foundational phonics skills. To address this targeted need, these students receive systematic and explicit instruction utilizing Phonics for Reading. This focused approach ensures that foundational gaps are quickly closed, enabling students to access grade-level text complexity. Fluency is supported through repeated readings of complex text and explicit modeling during small group instruction, using the HMH curriculum resources.

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discourse during all content lessons, requiring students to use newly acquired vocabulary in complex, thoughtful conversations. For deep comprehension, instruction is focused on metacognitive strategies and text interaction. Teachers model "thinking aloud" (Think Alouds) to demonstrate active reading and problem-solving strategies. Students are routinely taught to Annotate Text to track thinking, identify key evidence, and question the material, and they utilize Comprehension Graphic Organizers to structure and synthesize information from complex literary and informational texts.

Assessment for Learning
A layered assessment system drives instruction and placement. We use the i-Ready Diagnostic (Formal) school-wide three times annually to measure student growth and identify specific deficits across all literacy components. For students flagged by i-Ready, the CORE Phonics Survey (Formal) is administered to precisely diagnose specific phonics skill deficits and guide intervention selection. Students who identify with phonics gaps are also given weekly fluency progress monitoring, and comprehension progress monitoring through Acadience Benchmarks. Finally, Grade-Level Common Formative Assessments (Informal), developed collaboratively by grade teams, measure comprehension of standards-based skills following instruction, allowing for immediate instructional adjustments.

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.

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To ensure these foundational skills transfer effectively and directly to reading comprehension, students are consistently provided with ample opportunities for repeated reading of connected text, which is essential for building reading fluency and automatically applying word recognition strategies. Fry's Fast Phrases are specifically utilized during intervention for systematic fluency practice and progress monitoring, building automaticity at the phrase level. When deficits also extend into comprehension, students receive targeted instruction using resources from the i-Ready toolbox. Our layered assessment system drives continuous monitoring and instructional grouping. Diagnostic placement is confirmed through the formal CORE Phonics Survey, which provides a precise map of skill deficits, while progress monitoring and benchmarking of reading rate and accuracy are regularly conducted using the Acadience CBM benchmarks/progress

monitoring. Beyond the initial i-Ready screener data, continuous progress is also informally tracked through both Vocabulary Assessments and analysis of Grade Level Common Formative Assessments to ensure that improved word recognition successfully translates to enhanced reading comprehension across grade-level texts.

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.

Waccamaw Intermediate School utilizes a rigorous, data-driven system to identify and support 4th through 6th-grade students who have not yet demonstrated grade-level reading proficiency, ensuring they are placed in the correct targeted intervention pathways. The school uses the i-Ready Diagnostic as the universal screener to efficiently flag students for further support. Once students are identified, the instructional team immediately analyzes the data to pinpoint the specific area of deficit, following the logic of the Simple View of Reading to determine if the challenge lies primarily in Word Recognition (decoding and fluency) or Language Comprehension. To gather more nuanced information, teachers administer a battery of diagnostic assessments, which include i-Ready Literacy Tasks to assess oral reading behaviors, phonics placement assessments (such as the CORE Phonics Survey) for specific decoding skill gaps, and Acadience MAZE comprehension screeners for efficiency in measuring meaning-making difficulties. This triangulation of data is essential for determining the appropriate placement. Based on this precise diagnostic information, students are placed into either Tier 2 or Tier 3 targeted intervention groups: those struggling with foundational phonological and decoding skills are placed in Word Recognition interventions, while students exhibiting difficulties with background knowledge, vocabulary, or text structure receive Language-Based Comprehension interventions. This data-driven approach ensures that intervention resources are maximized and that each student receives instruction precisely tailored to their unique learning needs within the 53-minute MTSS block.

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.

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practical ideas for fostering strong reading and writing habits within the home environment, thus cementing a continuous partnership in student literacy development.

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.

Waccamaw Intermediate School maintains a comprehensive, cyclical system to monitor reading achievement and growth at both the classroom and school levels, ensuring that intervention decisions are made based on the most current data. This process is structured around three key benchmarking periods during the academic year, utilizing both the i-Ready Diagnostic and Acadience Benchmarks to capture a complete picture of student proficiency and growth. The data generated from these universal screeners and benchmarks are collected and analyzed at regular, strategic intervals to track student trajectories and proactively identify students at risk of not meeting grade-level standards. Based on these data points, a tiered support system is activated to provide highly individualized interventions. For those students who are not meeting established benchmarks, Tier 2 and Tier 3 interventions are immediately implemented, providing dedicated small-group or individual instruction during the 53-minute MTSS block with an intensive focus on targeted literacy skills identified through diagnostic assessments. The frequency of progress monitoring is differentiated to match the intensity of the intervention: students in Tier 2 interventions are closely monitored every two weeks, while those in Tier 3 interventions receive weekly progress monitoring. The tools used for this ongoing data collection include i-Ready Growth Monitoring and targeted Acadience Benchmark tools. Crucially, all progress monitoring data is reviewed collaboratively every few weeks during Professional Learning Communities (PLCs). These meetings include classroom teachers, interventionists, school psychologists, and the leadership team, ensuring a holistic perspective on student needs. This continuous review cycle allows the team to assess the effectiveness of current interventions, make necessary adjustments to instructional strategies or resources, and guarantee that all supports are precisely aligned with the goal of achieving grade-level reading proficiency for every student.

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.

Waccamaw Intermediate School maintains a comprehensive system for training staff to ensure that all 4th through 6th-grade students receive high-quality, evidence-based literacy instruction rooted in the Science of Reading and Structured Literacy principles. The foundation of this system is a series of professional development sessions delivered to all instructional staff, including general education teachers, the instructional coach, special education teachers, interventionists, and administrators. This training, aligned with guidance from the Office of Standards and Learning and the 2024 SC State Standards team, has equipped all

personnel with the requisite knowledge and skills to implement research-based practices in the classroom. Beyond this foundational training, Waccamaw Intermediate invests in targeted curriculum development strategies through external partners such as iLeadr. Teachers also receive ongoing training and implementation support for the core literacy resources, including i-Ready, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), HMH curriculum, Word Heroes (for morphology and vocabulary), and the iLeadr initiative. To ensure consistent application and continuous improvement, teachers participate in weekly Professional Learning Communities (PLCs). These PLCs serve as a critical venue for collaborative work focused specifically on implementing new standards, analyzing student data, evaluating assessment results, and refining the delivery of targeted interventions, thereby embedding professional learning directly into the instructional cycle.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Content-integrated literacy through professional development and teacher planning. ● Intentional PLC cycles: standard implementation, assessment, student data, and intervention ● Designated 53 minute Tier 2 & Tier 3 Intervention Blocks ○ One reading interventionist who focuses on Tier 3 skill gaps. ● Using formative assessments to drive instruction	● Increasing the amount of instructional time that students receiving purposeful instruction in writing. ● Increase teacher knowledge in identifying specific skill deficits to deliver Tier 2 reading intervention with aligned progress monitoring. ● Increasing rigor for students on or above grade-level.

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
Previous Goal #1 By 2025, the percentage of students who score meets or exceeding on the SCReady ELA state assessment will be 76% for 4th grade, 77% for 5th grade, and 78% for 6th as measured by the SCReady ELA state assessment.	• Professional development was provided throughout the year on implementing 2024 ELA standards. • Targeted interventions were implemented through MTSS groupings to close instructional gaps. • WIS provided collaborative and vertical planning across grade levels and with special populations teachers (Gifted, SPED, ML). • 4th Grade had 80% of students meeting or exceeding expectations on SC Ready • 5th Grade had 82% of students meeting or exceeding expectations on SC Ready • 6th Grade had 81% of students meeting or exceeding expectations on SC Ready.

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.

- The Reflection Tool may be helpful in determining action steps to reach an academic goal. 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 processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

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Goals	Progress
Current Goal #1: By the end of the 2025–2026 school year, Waccamaw Intermediate will increase overall student growth from 53.3% in 2024–2025 to at least 60% as measured by the SC School Report Card. This will be achieved by providing teachers with targeted professional development focused on rigor and differentiation, as well as implementing structured supports including collaborative planning in PLCs, peer observations, and teacher self-reflection through recorded lessons.	● Facilitate weekly PLCs with a focus on lesson design that embeds rigor, higher-order questioning, and differentiation. ● Implement peer observation cycles: each teacher completes two peer observations per semester with structured reflection. ● Require teachers to record and self-reflect on at least two lessons per semester using a guided reflection protocol. ● Provide quarterly professional development sessions on rigor and differentiation, followed by coaching support to ensure transfer into classroom practice.

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Read to Succeed Elementary Exemplary Literacy Reflection Tool
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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?
- How many teachers in your school have completed Volumes 1 and 2 of LETRS?
- How many teachers in your school are beginning Volume 1 of LETRS this year?
- How many teachers in your school are beginning Volume 2 of LETRS this year?
- How many CERDEP PreK teachers in your school have completed EC LETRS?
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year?

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.

Waccamaw Intermediate School (WIS) ensures that reading assessment and instruction for all students in grades 4-6 are integrated and balanced across all essential literacy components, adhering to the South Carolina College and Career Ready ELA Standards. WIS structures its ELA delivery around a comprehensive 120-minute core Literacy Block for all students, supplemented by a dedicated 53-minute intervention block within the Multi-Tiered System of Support (MTSS) framework.

Foundational Skills: Phonics and Fluency (Targeted Intervention)

For students at the intermediate level, instruction is strategically tiered based on data. Early reading components, specifically phonics and phonological awareness, are addressed primarily through our intervention model within the 53-minute MTSS block. Universal screening using the i-Ready Diagnostic identified that approximately 9% of our students are currently performing below grade level in foundational phonics skills. To address this targeted need, these students receive systematic and explicit instruction utilizing Phonics for Reading. This focused approach ensures that foundational gaps are quickly closed, enabling students to access grade-level text complexity. Fluency is supported through repeated readings of complex text and explicit modeling during small group instruction, using the HMH curriculum resources.

Language Comprehension: Vocabulary and Comprehension (Core Instruction)

The core instructional block is heavily centered on vocabulary and comprehension, delivered using the Gradual Release of Responsibility model within the 120-minute literacy block. High-quality, grade-level instructional materials from the HMH curriculum guide our instruction. To promote robust vocabulary acquisition, teachers employ explicit strategies across all content areas. These include using Semantic Mapping to categorize and connect new words to prior knowledge, as well as the Frayer Model for analyzing definitions, characteristics, examples, and non-examples of key terms. Furthermore, we emphasize academic

discourse during all content lessons, requiring students to use newly acquired vocabulary in complex, thoughtful conversations. For deep comprehension, instruction is focused on metacognitive strategies and text interaction. Teachers model "thinking aloud" (Think Alouds) to demonstrate active reading and problem-solving strategies. Students are routinely taught to Annotate Text to track thinking, identify key evidence, and question the material, and they utilize Comprehension Graphic Organizers to structure and synthesize information from complex literary and informational texts.

Assessment for Learning
A layered assessment system drives instruction and placement. We use the i-Ready Diagnostic (Formal) school-wide three times annually to measure student growth and identify specific deficits across all literacy components. For students flagged by i-Ready, the CORE Phonics Survey (Formal) is administered to precisely diagnose specific phonics skill deficits and guide intervention selection. Students who identify with phonics gaps are also given weekly fluency progress monitoring, and comprehension progress monitoring through Acadience Benchmarks. Finally, Grade-Level Common Formative Assessments (Informal), developed collaboratively by grade teams, measure comprehension of standards-based skills following instruction, allowing for immediate instructional adjustments.

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.

Waccamaw Intermediate School's approach to Word Recognition for our 4th through 6th-grade students is deeply aligned with the principles of the Science of Reading and Structured Literacy, emphasizing systematic, explicit instruction for students demonstrating specific foundational deficits. Initial universal screener data from the i-Ready Diagnostic indicates that the vast majority of our students, approximately , have mastered foundational skills, leaving a small cohort of approximately 9% requiring targeted support in word recognition. These identified students receive intensive intervention during the 53-minute MTSS block, ensuring fidelity to research-based practices through the utilization of Phonics for Reading. This explicit and systematic instruction focuses on code-based skills critical for intermediate reading, including the teaching of syllable division patterns to improve automaticity in decoding multisyllabic words. Furthermore, instruction utilizes the Word Heroes curriculum to deliver a layered and systematic study of morphology (prefixes, suffixes, and root words), enabling the understanding of complex vocabulary. For high-frequency words and those with irregular spelling patterns ("tricky words"), instruction explicitly addresses the regular and irregular components to anchor these words in students' orthographic memory.

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monitoring. Beyond the initial i-Ready screener data, continuous progress is also informally tracked through both Vocabulary Assessments and analysis of Grade Level Common Formative Assessments to ensure that improved word recognition successfully translates to enhanced reading comprehension across grade-level texts.

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.

Waccamaw Intermediate School utilizes a rigorous, data-driven system to identify and support 4th through 6th-grade students who have not yet demonstrated grade-level reading proficiency, ensuring they are placed in the correct targeted intervention pathways. The school uses the i-Ready Diagnostic as the universal screener to efficiently flag students for further support. Once students are identified, the instructional team immediately analyzes the data to pinpoint the specific area of deficit, following the logic of the Simple View of Reading to determine if the challenge lies primarily in Word Recognition (decoding and fluency) or Language Comprehension. To gather more nuanced information, teachers administer a battery of diagnostic assessments, which include i-Ready Literacy Tasks to assess oral reading behaviors, phonics placement assessments (such as the CORE Phonics Survey) for specific decoding skill gaps, and Acadience MAZE comprehension screeners for efficiency in measuring meaning-making difficulties. This triangulation of data is essential for determining the appropriate placement. Based on this precise diagnostic information, students are placed into either Tier 2 or Tier 3 targeted intervention groups: those struggling with foundational phonological and decoding skills are placed in Word Recognition interventions, while students exhibiting difficulties with background knowledge, vocabulary, or text structure receive Language-Based Comprehension interventions. This data-driven approach ensures that intervention resources are maximized and that each student receives instruction precisely tailored to their unique learning needs within the 53-minute MTSS block.

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.

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practical ideas for fostering strong reading and writing habits within the home environment, thus cementing a continuous partnership in student literacy development.

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Waccamaw Intermediate School maintains a comprehensive, cyclical system to monitor reading achievement and growth at both the classroom and school levels, ensuring that intervention decisions are made based on the most current data. This process is structured around three key benchmarking periods during the academic year, utilizing both the i-Ready Diagnostic and Acadience Benchmarks to capture a complete picture of student proficiency and growth. The data generated from these universal screeners and benchmarks are collected and analyzed at regular, strategic intervals to track student trajectories and proactively identify students at risk of not meeting grade-level standards. Based on these data points, a tiered support system is activated to provide highly individualized interventions. For those students who are not meeting established benchmarks, Tier 2 and Tier 3 interventions are immediately implemented, providing dedicated small-group or individual instruction during the 53-minute MTSS block with an intensive focus on targeted literacy skills identified through diagnostic assessments. The frequency of progress monitoring is differentiated to match the intensity of the intervention: students in Tier 2 interventions are closely monitored every two weeks, while those in Tier 3 interventions receive weekly progress monitoring. The tools used for this ongoing data collection include i-Ready Growth Monitoring and targeted Acadience Benchmark tools. Crucially, all progress monitoring data is reviewed collaboratively every few weeks during Professional Learning Communities (PLCs). These meetings include classroom teachers, interventionists, school psychologists, and the leadership team, ensuring a holistic perspective on student needs. This continuous review cycle allows the team to assess the effectiveness of current interventions, make necessary adjustments to instructional strategies or resources, and guarantee that all supports are precisely aligned with the goal of achieving grade-level reading proficiency for every student.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
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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).

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Section I: Current SMART Goals and Action Steps Based on Analysis of Data

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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.

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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.

Waccamaw Intermediate School maintains a comprehensive, cyclical system to monitor reading achievement and growth at both the classroom and school levels, ensuring that intervention decisions are made based on the most current data. This process is structured around three key benchmarking periods during the academic year, utilizing both the i-Ready Diagnostic and Acadience Benchmarks to capture a complete picture of student proficiency and growth. The data generated from these universal screeners and benchmarks are collected and analyzed at regular, strategic intervals to track student trajectories and proactively identify students at risk of not meeting grade-level standards. Based on these data points, a tiered support system is activated to provide highly individualized interventions. For those students who are not meeting established benchmarks, Tier 2 and Tier 3 interventions are immediately implemented, providing dedicated small-group or individual instruction during the 53-minute MTSS block with an intensive focus on targeted literacy skills identified through diagnostic assessments. The frequency of progress monitoring is differentiated to match the intensity of the intervention: students in Tier 2 interventions are closely monitored every two weeks, while those in Tier 3 interventions receive weekly progress monitoring. The tools used for this ongoing data collection include i-Ready Growth Monitoring and targeted Acadience Benchmark tools. Crucially, all progress monitoring data is reviewed collaboratively every few weeks during Professional Learning Communities (PLCs). These meetings include classroom teachers, interventionists, school psychologists, and the leadership team, ensuring a holistic perspective on student needs. This continuous review cycle allows the team to assess the effectiveness of current interventions, make necessary adjustments to instructional strategies or resources, and guarantee that all supports are precisely aligned with the goal of achieving grade-level reading proficiency for every student.

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.

Waccamaw Intermediate School maintains a comprehensive system for training staff to ensure that all 4th through 6th-grade students receive high-quality, evidence-based literacy instruction rooted in the Science of Reading and Structured Literacy principles. The foundation of this system is a series of professional development sessions delivered to all instructional staff, including general education teachers, the instructional coach, special education teachers, interventionists, and administrators. This training, aligned with guidance from the Office of Standards and Learning and the 2024 SC State Standards team, has equipped all

personnel with the requisite knowledge and skills to implement research-based practices in the classroom. Beyond this foundational training, Waccamaw Intermediate invests in targeted curriculum development strategies through external partners such as iLeadr. Teachers also receive ongoing training and implementation support for the core literacy resources, including i-Ready, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), HMH curriculum, Word Heroes (for morphology and vocabulary), and the iLeadr initiative. To ensure consistent application and continuous improvement, teachers participate in weekly Professional Learning Communities (PLCs). These PLCs serve as a critical venue for collaborative work focused specifically on implementing new standards, analyzing student data, evaluating assessment results, and refining the delivery of targeted interventions, thereby embedding professional learning directly into the instructional cycle.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Content-integrated literacy through professional development and teacher planning. ● Intentional PLC cycles: standard implementation, assessment, student data, and intervention ● Designated 53 minute Tier 2 & Tier 3 Intervention Blocks ○ One reading interventionist who focuses on Tier 3 skill gaps. ● Using formative assessments to drive instruction	● Increasing the amount of instructional time that students receiving purposeful instruction in writing. ● Increase teacher knowledge in identifying specific skill deficits to deliver Tier 2 reading intervention with aligned progress monitoring. ● Increasing rigor for students on or above grade-level.

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
Previous Goal #1 By 2025, the percentage of students who score meets or exceeding on the SCReady ELA state assessment will be 76% for 4th grade, 77% for 5th grade, and 78% for 6th as measured by the SCReady ELA state assessment.	• Professional development was provided throughout the year on implementing 2024 ELA standards. • Targeted interventions were implemented through MTSS groupings to close instructional gaps. • WIS provided collaborative and vertical planning across grade levels and with special populations teachers (Gifted, SPED, ML). • 4th Grade had 80% of students meeting or exceeding expectations on SC Ready • 5th Grade had 82% of students meeting or exceeding expectations on SC Ready • 6th Grade had 81% of students meeting or exceeding expectations on SC Ready.

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.

- The Reflection Tool may be helpful in determining action steps to reach an academic goal. 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 processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

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Goals	Progress
Current Goal #1: By the end of the 2025–2026 school year, Waccamaw Intermediate will increase overall student growth from 53.3% in 2024–2025 to at least 60% as measured by the SC School Report Card. This will be achieved by providing teachers with targeted professional development focused on rigor and differentiation, as well as implementing structured supports including collaborative planning in PLCs, peer observations, and teacher self-reflection through recorded lessons.	● Facilitate weekly PLCs with a focus on lesson design that embeds rigor, higher-order questioning, and differentiation. ● Implement peer observation cycles: each teacher completes two peer observations per semester with structured reflection. ● Require teachers to record and self-reflect on at least two lessons per semester using a guided reflection protocol. ● Provide quarterly professional development sessions on rigor and differentiation, followed by coaching support to ensure transfer into classroom practice.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

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

Waccamaw Intermediate School (WIS) ensures that reading assessment and instruction for all students in grades 4-6 are integrated and balanced across all essential literacy components, adhering to the South Carolina College and Career Ready ELA Standards. WIS structures its ELA delivery around a comprehensive 120-minute core Literacy Block for all students, supplemented by a dedicated 53-minute intervention block within the Multi-Tiered System of Support (MTSS) framework.

Foundational Skills: Phonics and Fluency (Targeted Intervention)

For students at the intermediate level, instruction is strategically tiered based on data. Early reading components, specifically phonics and phonological awareness, are addressed primarily through our intervention model within the 53-minute MTSS block. Universal screening using the i-Ready Diagnostic identified that approximately 9% of our students are currently performing below grade level in foundational phonics skills. To address this targeted need, these students receive systematic and explicit instruction utilizing Phonics for Reading. This focused approach ensures that foundational gaps are quickly closed, enabling students to access grade-level text complexity. Fluency is supported through repeated readings of complex text and explicit modeling during small group instruction, using the HMH curriculum resources.

Language Comprehension: Vocabulary and Comprehension (Core Instruction)

The core instructional block is heavily centered on vocabulary and comprehension, delivered using the Gradual Release of Responsibility model within the 120-minute literacy block. High-quality, grade-level instructional materials from the HMH curriculum guide our instruction. To promote robust vocabulary acquisition, teachers employ explicit strategies across all content areas. These include using Semantic Mapping to categorize and connect new words to prior knowledge, as well as the Frayer Model for analyzing definitions, characteristics, examples, and non-examples of key terms. Furthermore, we emphasize academic

discourse during all content lessons, requiring students to use newly acquired vocabulary in complex, thoughtful conversations. For deep comprehension, instruction is focused on metacognitive strategies and text interaction. Teachers model "thinking aloud" (Think Alouds) to demonstrate active reading and problem-solving strategies. Students are routinely taught to Annotate Text to track thinking, identify key evidence, and question the material, and they utilize Comprehension Graphic Organizers to structure and synthesize information from complex literary and informational texts.

Assessment for Learning
A layered assessment system drives instruction and placement. We use the i-Ready Diagnostic (Formal) school-wide three times annually to measure student growth and identify specific deficits across all literacy components. For students flagged by i-Ready, the CORE Phonics Survey (Formal) is administered to precisely diagnose specific phonics skill deficits and guide intervention selection. Students who identify with phonics gaps are also given weekly fluency progress monitoring, and comprehension progress monitoring through Acadience Benchmarks. Finally, Grade-Level Common Formative Assessments (Informal), developed collaboratively by grade teams, measure comprehension of standards-based skills following instruction, allowing for immediate instructional adjustments.

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.

Waccamaw Intermediate School's approach to Word Recognition for our 4th through 6th-grade students is deeply aligned with the principles of the Science of Reading and Structured Literacy, emphasizing systematic, explicit instruction for students demonstrating specific foundational deficits. Initial universal screener data from the i-Ready Diagnostic indicates that the vast majority of our students, approximately , have mastered foundational skills, leaving a small cohort of approximately 9% requiring targeted support in word recognition. These identified students receive intensive intervention during the 53-minute MTSS block, ensuring fidelity to research-based practices through the utilization of Phonics for Reading. This explicit and systematic instruction focuses on code-based skills critical for intermediate reading, including the teaching of syllable division patterns to improve automaticity in decoding multisyllabic words. Furthermore, instruction utilizes the Word Heroes curriculum to deliver a layered and systematic study of morphology (prefixes, suffixes, and root words), enabling the understanding of complex vocabulary. For high-frequency words and those with irregular spelling patterns ("tricky words"), instruction explicitly addresses the regular and irregular components to anchor these words in students' orthographic memory.

To ensure these foundational skills transfer effectively and directly to reading comprehension, students are consistently provided with ample opportunities for repeated reading of connected text, which is essential for building reading fluency and automatically applying word recognition strategies. Fry's Fast Phrases are specifically utilized during intervention for systematic fluency practice and progress monitoring, building automaticity at the phrase level. When deficits also extend into comprehension, students receive targeted instruction using resources from the i-Ready toolbox. Our layered assessment system drives continuous monitoring and instructional grouping. Diagnostic placement is confirmed through the formal CORE Phonics Survey, which provides a precise map of skill deficits, while progress monitoring and benchmarking of reading rate and accuracy are regularly conducted using the Acadience CBM benchmarks/progress

monitoring. Beyond the initial i-Ready screener data, continuous progress is also informally tracked through both Vocabulary Assessments and analysis of Grade Level Common Formative Assessments to ensure that improved word recognition successfully translates to enhanced reading comprehension across grade-level texts.

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.

Waccamaw Intermediate School utilizes a rigorous, data-driven system to identify and support 4th through 6th-grade students who have not yet demonstrated grade-level reading proficiency, ensuring they are placed in the correct targeted intervention pathways. The school uses the i-Ready Diagnostic as the universal screener to efficiently flag students for further support. Once students are identified, the instructional team immediately analyzes the data to pinpoint the specific area of deficit, following the logic of the Simple View of Reading to determine if the challenge lies primarily in Word Recognition (decoding and fluency) or Language Comprehension. To gather more nuanced information, teachers administer a battery of diagnostic assessments, which include i-Ready Literacy Tasks to assess oral reading behaviors, phonics placement assessments (such as the CORE Phonics Survey) for specific decoding skill gaps, and Acadience MAZE comprehension screeners for efficiency in measuring meaning-making difficulties. This triangulation of data is essential for determining the appropriate placement. Based on this precise diagnostic information, students are placed into either Tier 2 or Tier 3 targeted intervention groups: those struggling with foundational phonological and decoding skills are placed in Word Recognition interventions, while students exhibiting difficulties with background knowledge, vocabulary, or text structure receive Language-Based Comprehension interventions. This data-driven approach ensures that intervention resources are maximized and that each student receives instruction precisely tailored to their unique learning needs within the 53-minute MTSS block.

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.

Waccamaw Intermediate School is committed to building a continuous partnership with families to ensure that literacy support extends beyond the school day. We maintain a clear and proactive system to help parents understand how they can effectively support their 4th through 6th-grade students as readers and writers at home. A key component of this system is the implementation of Student-Led Conferences, which are held twice annually. These conferences empower students to take ownership of their learning by having them explain their current academic goals, detail their reading progress, and present their literacy portfolios to their parents. This process helps parents gain a deeper, more personal understanding of their child's specific strengths and needs. In addition, teachers consistently send home targeted Progress Reports that are more than just grades; they include actionable suggestions for at-home practice, directly tailored to address the individual literacy deficits identified in each child's data profile (such as specific word recognition or comprehension strategies). Furthermore, to provide ongoing tips and maintain school-to-home communication, the school distributes a dedicated parent newsletter, The Communigator, which offers continuous encouragement and

practical ideas for fostering strong reading and writing habits within the home environment, thus cementing a continuous partnership in student literacy development.

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.

Waccamaw Intermediate School maintains a comprehensive, cyclical system to monitor reading achievement and growth at both the classroom and school levels, ensuring that intervention decisions are made based on the most current data. This process is structured around three key benchmarking periods during the academic year, utilizing both the i-Ready Diagnostic and Acadience Benchmarks to capture a complete picture of student proficiency and growth. The data generated from these universal screeners and benchmarks are collected and analyzed at regular, strategic intervals to track student trajectories and proactively identify students at risk of not meeting grade-level standards. Based on these data points, a tiered support system is activated to provide highly individualized interventions. For those students who are not meeting established benchmarks, Tier 2 and Tier 3 interventions are immediately implemented, providing dedicated small-group or individual instruction during the 53-minute MTSS block with an intensive focus on targeted literacy skills identified through diagnostic assessments. The frequency of progress monitoring is differentiated to match the intensity of the intervention: students in Tier 2 interventions are closely monitored every two weeks, while those in Tier 3 interventions receive weekly progress monitoring. The tools used for this ongoing data collection include i-Ready Growth Monitoring and targeted Acadience Benchmark tools. Crucially, all progress monitoring data is reviewed collaboratively every few weeks during Professional Learning Communities (PLCs). These meetings include classroom teachers, interventionists, school psychologists, and the leadership team, ensuring a holistic perspective on student needs. This continuous review cycle allows the team to assess the effectiveness of current interventions, make necessary adjustments to instructional strategies or resources, and guarantee that all supports are precisely aligned with the goal of achieving grade-level reading proficiency for every student.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
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- 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).

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Section I: Current SMART Goals and Action Steps Based on Analysis of Data

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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.

Waccamaw Intermediate School maintains a comprehensive system for training staff to ensure that all 4th through 6th-grade students receive high-quality, evidence-based literacy instruction rooted in the Science of Reading and Structured Literacy principles. The foundation of this system is a series of professional development sessions delivered to all instructional staff, including general education teachers, the instructional coach, special education teachers, interventionists, and administrators. This training, aligned with guidance from the Office of Standards and Learning and the 2024 SC State Standards team, has equipped all

personnel with the requisite knowledge and skills to implement research-based practices in the classroom. Beyond this foundational training, Waccamaw Intermediate invests in targeted curriculum development strategies through external partners such as iLeadr. Teachers also receive ongoing training and implementation support for the core literacy resources, including i-Ready, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), HMH curriculum, Word Heroes (for morphology and vocabulary), and the iLeadr initiative. To ensure consistent application and continuous improvement, teachers participate in weekly Professional Learning Communities (PLCs). These PLCs serve as a critical venue for collaborative work focused specifically on implementing new standards, analyzing student data, evaluating assessment results, and refining the delivery of targeted interventions, thereby embedding professional learning directly into the instructional cycle.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Content-integrated literacy through professional development and teacher planning. ● Intentional PLC cycles: standard implementation, assessment, student data, and intervention ● Designated 53 minute Tier 2 & Tier 3 Intervention Blocks ○ One reading interventionist who focuses on Tier 3 skill gaps. ● Using formative assessments to drive instruction	● Increasing the amount of instructional time that students receiving purposeful instruction in writing. ● Increase teacher knowledge in identifying specific skill deficits to deliver Tier 2 reading intervention with aligned progress monitoring. ● Increasing rigor for students on or above grade-level.

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
Previous Goal #1 By 2025, the percentage of students who score meets or exceeding on the SCReady ELA state assessment will be 76% for 4th grade, 77% for 5th grade, and 78% for 6th as measured by the SCReady ELA state assessment.	• Professional development was provided throughout the year on implementing 2024 ELA standards. • Targeted interventions were implemented through MTSS groupings to close instructional gaps. • WIS provided collaborative and vertical planning across grade levels and with special populations teachers (Gifted, SPED, ML). • 4th Grade had 80% of students meeting or exceeding expectations on SC Ready • 5th Grade had 82% of students meeting or exceeding expectations on SC Ready • 6th Grade had 81% of students meeting or exceeding expectations on SC Ready.

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.

- The Reflection Tool may be helpful in determining action steps to reach an academic goal. 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 processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

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Goals	Progress
Current Goal #1: By the end of the 2025–2026 school year, Waccamaw Intermediate will increase overall student growth from 53.3% in 2024–2025 to at least 60% as measured by the SC School Report Card. This will be achieved by providing teachers with targeted professional development focused on rigor and differentiation, as well as implementing structured supports including collaborative planning in PLCs, peer observations, and teacher self-reflection through recorded lessons.	● Facilitate weekly PLCs with a focus on lesson design that embeds rigor, higher-order questioning, and differentiation. ● Implement peer observation cycles: each teacher completes two peer observations per semester with structured reflection. ● Require teachers to record and self-reflect on at least two lessons per semester using a guided reflection protocol. ● Provide quarterly professional development sessions on rigor and differentiation, followed by coaching support to ensure transfer into classroom practice.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

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?
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- How many teachers in your school are beginning Volume 1 of LETRS this year?
- How many teachers in your school are beginning Volume 2 of LETRS this year?
- How many CERDEP PreK teachers in your school have completed EC LETRS?
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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.

Waccamaw Intermediate School (WIS) ensures that reading assessment and instruction for all students in grades 4-6 are integrated and balanced across all essential literacy components, adhering to the South Carolina College and Career Ready ELA Standards. WIS structures its ELA delivery around a comprehensive 120-minute core Literacy Block for all students, supplemented by a dedicated 53-minute intervention block within the Multi-Tiered System of Support (MTSS) framework.

Foundational Skills: Phonics and Fluency (Targeted Intervention)

For students at the intermediate level, instruction is strategically tiered based on data. Early reading components, specifically phonics and phonological awareness, are addressed primarily through our intervention model within the 53-minute MTSS block. Universal screening using the i-Ready Diagnostic identified that approximately 9% of our students are currently performing below grade level in foundational phonics skills. To address this targeted need, these students receive systematic and explicit instruction utilizing Phonics for Reading. This focused approach ensures that foundational gaps are quickly closed, enabling students to access grade-level text complexity. Fluency is supported through repeated readings of complex text and explicit modeling during small group instruction, using the HMH curriculum resources.

Language Comprehension: Vocabulary and Comprehension (Core Instruction)

The core instructional block is heavily centered on vocabulary and comprehension, delivered using the Gradual Release of Responsibility model within the 120-minute literacy block. High-quality, grade-level instructional materials from the HMH curriculum guide our instruction. To promote robust vocabulary acquisition, teachers employ explicit strategies across all content areas. These include using Semantic Mapping to categorize and connect new words to prior knowledge, as well as the Frayer Model for analyzing definitions, characteristics, examples, and non-examples of key terms. Furthermore, we emphasize academic

discourse during all content lessons, requiring students to use newly acquired vocabulary in complex, thoughtful conversations. For deep comprehension, instruction is focused on metacognitive strategies and text interaction. Teachers model "thinking aloud" (Think Alouds) to demonstrate active reading and problem-solving strategies. Students are routinely taught to Annotate Text to track thinking, identify key evidence, and question the material, and they utilize Comprehension Graphic Organizers to structure and synthesize information from complex literary and informational texts.

Assessment for Learning
A layered assessment system drives instruction and placement. We use the i-Ready Diagnostic (Formal) school-wide three times annually to measure student growth and identify specific deficits across all literacy components. For students flagged by i-Ready, the CORE Phonics Survey (Formal) is administered to precisely diagnose specific phonics skill deficits and guide intervention selection. Students who identify with phonics gaps are also given weekly fluency progress monitoring, and comprehension progress monitoring through Acadience Benchmarks. Finally, Grade-Level Common Formative Assessments (Informal), developed collaboratively by grade teams, measure comprehension of standards-based skills following instruction, allowing for immediate instructional adjustments.

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.

Waccamaw Intermediate School's approach to Word Recognition for our 4th through 6th-grade students is deeply aligned with the principles of the Science of Reading and Structured Literacy, emphasizing systematic, explicit instruction for students demonstrating specific foundational deficits. Initial universal screener data from the i-Ready Diagnostic indicates that the vast majority of our students, approximately , have mastered foundational skills, leaving a small cohort of approximately 9% requiring targeted support in word recognition. These identified students receive intensive intervention during the 53-minute MTSS block, ensuring fidelity to research-based practices through the utilization of Phonics for Reading. This explicit and systematic instruction focuses on code-based skills critical for intermediate reading, including the teaching of syllable division patterns to improve automaticity in decoding multisyllabic words. Furthermore, instruction utilizes the Word Heroes curriculum to deliver a layered and systematic study of morphology (prefixes, suffixes, and root words), enabling the understanding of complex vocabulary. For high-frequency words and those with irregular spelling patterns ("tricky words"), instruction explicitly addresses the regular and irregular components to anchor these words in students' orthographic memory.

To ensure these foundational skills transfer effectively and directly to reading comprehension, students are consistently provided with ample opportunities for repeated reading of connected text, which is essential for building reading fluency and automatically applying word recognition strategies. Fry's Fast Phrases are specifically utilized during intervention for systematic fluency practice and progress monitoring, building automaticity at the phrase level. When deficits also extend into comprehension, students receive targeted instruction using resources from the i-Ready toolbox. Our layered assessment system drives continuous monitoring and instructional grouping. Diagnostic placement is confirmed through the formal CORE Phonics Survey, which provides a precise map of skill deficits, while progress monitoring and benchmarking of reading rate and accuracy are regularly conducted using the Acadience CBM benchmarks/progress

monitoring. Beyond the initial i-Ready screener data, continuous progress is also informally tracked through both Vocabulary Assessments and analysis of Grade Level Common Formative Assessments to ensure that improved word recognition successfully translates to enhanced reading comprehension across grade-level texts.

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.

Waccamaw Intermediate School utilizes a rigorous, data-driven system to identify and support 4th through 6th-grade students who have not yet demonstrated grade-level reading proficiency, ensuring they are placed in the correct targeted intervention pathways. The school uses the i-Ready Diagnostic as the universal screener to efficiently flag students for further support. Once students are identified, the instructional team immediately analyzes the data to pinpoint the specific area of deficit, following the logic of the Simple View of Reading to determine if the challenge lies primarily in Word Recognition (decoding and fluency) or Language Comprehension. To gather more nuanced information, teachers administer a battery of diagnostic assessments, which include i-Ready Literacy Tasks to assess oral reading behaviors, phonics placement assessments (such as the CORE Phonics Survey) for specific decoding skill gaps, and Acadience MAZE comprehension screeners for efficiency in measuring meaning-making difficulties. This triangulation of data is essential for determining the appropriate placement. Based on this precise diagnostic information, students are placed into either Tier 2 or Tier 3 targeted intervention groups: those struggling with foundational phonological and decoding skills are placed in Word Recognition interventions, while students exhibiting difficulties with background knowledge, vocabulary, or text structure receive Language-Based Comprehension interventions. This data-driven approach ensures that intervention resources are maximized and that each student receives instruction precisely tailored to their unique learning needs within the 53-minute MTSS block.

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.

Waccamaw Intermediate School is committed to building a continuous partnership with families to ensure that literacy support extends beyond the school day. We maintain a clear and proactive system to help parents understand how they can effectively support their 4th through 6th-grade students as readers and writers at home. A key component of this system is the implementation of Student-Led Conferences, which are held twice annually. These conferences empower students to take ownership of their learning by having them explain their current academic goals, detail their reading progress, and present their literacy portfolios to their parents. This process helps parents gain a deeper, more personal understanding of their child's specific strengths and needs. In addition, teachers consistently send home targeted Progress Reports that are more than just grades; they include actionable suggestions for at-home practice, directly tailored to address the individual literacy deficits identified in each child's data profile (such as specific word recognition or comprehension strategies). Furthermore, to provide ongoing tips and maintain school-to-home communication, the school distributes a dedicated parent newsletter, The Communigator, which offers continuous encouragement and

practical ideas for fostering strong reading and writing habits within the home environment, thus cementing a continuous partnership in student literacy development.

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.

Waccamaw Intermediate School maintains a comprehensive, cyclical system to monitor reading achievement and growth at both the classroom and school levels, ensuring that intervention decisions are made based on the most current data. This process is structured around three key benchmarking periods during the academic year, utilizing both the i-Ready Diagnostic and Acadience Benchmarks to capture a complete picture of student proficiency and growth. The data generated from these universal screeners and benchmarks are collected and analyzed at regular, strategic intervals to track student trajectories and proactively identify students at risk of not meeting grade-level standards. Based on these data points, a tiered support system is activated to provide highly individualized interventions. For those students who are not meeting established benchmarks, Tier 2 and Tier 3 interventions are immediately implemented, providing dedicated small-group or individual instruction during the 53-minute MTSS block with an intensive focus on targeted literacy skills identified through diagnostic assessments. The frequency of progress monitoring is differentiated to match the intensity of the intervention: students in Tier 2 interventions are closely monitored every two weeks, while those in Tier 3 interventions receive weekly progress monitoring. The tools used for this ongoing data collection include i-Ready Growth Monitoring and targeted Acadience Benchmark tools. Crucially, all progress monitoring data is reviewed collaboratively every few weeks during Professional Learning Communities (PLCs). These meetings include classroom teachers, interventionists, school psychologists, and the leadership team, ensuring a holistic perspective on student needs. This continuous review cycle allows the team to assess the effectiveness of current interventions, make necessary adjustments to instructional strategies or resources, and guarantee that all supports are precisely aligned with the goal of achieving grade-level reading proficiency for every student.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
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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).

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Section I: Current SMART Goals and Action Steps Based on Analysis of Data

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

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Section H: Previous School Year SMART Goals and Progress Toward Those Goals

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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.

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Foundational Skills: Phonics and Fluency (Targeted Intervention)

For students at the intermediate level, instruction is strategically tiered based on data. Early reading components, specifically phonics and phonological awareness, are addressed primarily through our intervention model within the 53-minute MTSS block. Universal screening using the i-Ready Diagnostic identified that approximately 9% of our students are currently performing below grade level in foundational phonics skills. To address this targeted need, these students receive systematic and explicit instruction utilizing Phonics for Reading. This focused approach ensures that foundational gaps are quickly closed, enabling students to access grade-level text complexity. Fluency is supported through repeated readings of complex text and explicit modeling during small group instruction, using the HMH curriculum resources.

Language Comprehension: Vocabulary and Comprehension (Core Instruction)

The core instructional block is heavily centered on vocabulary and comprehension, delivered using the Gradual Release of Responsibility model within the 120-minute literacy block. High-quality, grade-level instructional materials from the HMH curriculum guide our instruction. To promote robust vocabulary acquisition, teachers employ explicit strategies across all content areas. These include using Semantic Mapping to categorize and connect new words to prior knowledge, as well as the Frayer Model for analyzing definitions, characteristics, examples, and non-examples of key terms. Furthermore, we emphasize academic

discourse during all content lessons, requiring students to use newly acquired vocabulary in complex, thoughtful conversations. For deep comprehension, instruction is focused on metacognitive strategies and text interaction. Teachers model "thinking aloud" (Think Alouds) to demonstrate active reading and problem-solving strategies. Students are routinely taught to Annotate Text to track thinking, identify key evidence, and question the material, and they utilize Comprehension Graphic Organizers to structure and synthesize information from complex literary and informational texts.

Assessment for Learning
A layered assessment system drives instruction and placement. We use the i-Ready Diagnostic (Formal) school-wide three times annually to measure student growth and identify specific deficits across all literacy components. For students flagged by i-Ready, the CORE Phonics Survey (Formal) is administered to precisely diagnose specific phonics skill deficits and guide intervention selection. Students who identify with phonics gaps are also given weekly fluency progress monitoring, and comprehension progress monitoring through Acadience Benchmarks. Finally, Grade-Level Common Formative Assessments (Informal), developed collaboratively by grade teams, measure comprehension of standards-based skills following instruction, allowing for immediate instructional adjustments.

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.

Waccamaw Intermediate School's approach to Word Recognition for our 4th through 6th-grade students is deeply aligned with the principles of the Science of Reading and Structured Literacy, emphasizing systematic, explicit instruction for students demonstrating specific foundational deficits. Initial universal screener data from the i-Ready Diagnostic indicates that the vast majority of our students, approximately , have mastered foundational skills, leaving a small cohort of approximately 9% requiring targeted support in word recognition. These identified students receive intensive intervention during the 53-minute MTSS block, ensuring fidelity to research-based practices through the utilization of Phonics for Reading. This explicit and systematic instruction focuses on code-based skills critical for intermediate reading, including the teaching of syllable division patterns to improve automaticity in decoding multisyllabic words. Furthermore, instruction utilizes the Word Heroes curriculum to deliver a layered and systematic study of morphology (prefixes, suffixes, and root words), enabling the understanding of complex vocabulary. For high-frequency words and those with irregular spelling patterns ("tricky words"), instruction explicitly addresses the regular and irregular components to anchor these words in students' orthographic memory.

To ensure these foundational skills transfer effectively and directly to reading comprehension, students are consistently provided with ample opportunities for repeated reading of connected text, which is essential for building reading fluency and automatically applying word recognition strategies. Fry's Fast Phrases are specifically utilized during intervention for systematic fluency practice and progress monitoring, building automaticity at the phrase level. When deficits also extend into comprehension, students receive targeted instruction using resources from the i-Ready toolbox. Our layered assessment system drives continuous monitoring and instructional grouping. Diagnostic placement is confirmed through the formal CORE Phonics Survey, which provides a precise map of skill deficits, while progress monitoring and benchmarking of reading rate and accuracy are regularly conducted using the Acadience CBM benchmarks/progress

monitoring. Beyond the initial i-Ready screener data, continuous progress is also informally tracked through both Vocabulary Assessments and analysis of Grade Level Common Formative Assessments to ensure that improved word recognition successfully translates to enhanced reading comprehension across grade-level texts.

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.

Waccamaw Intermediate School utilizes a rigorous, data-driven system to identify and support 4th through 6th-grade students who have not yet demonstrated grade-level reading proficiency, ensuring they are placed in the correct targeted intervention pathways. The school uses the i-Ready Diagnostic as the universal screener to efficiently flag students for further support. Once students are identified, the instructional team immediately analyzes the data to pinpoint the specific area of deficit, following the logic of the Simple View of Reading to determine if the challenge lies primarily in Word Recognition (decoding and fluency) or Language Comprehension. To gather more nuanced information, teachers administer a battery of diagnostic assessments, which include i-Ready Literacy Tasks to assess oral reading behaviors, phonics placement assessments (such as the CORE Phonics Survey) for specific decoding skill gaps, and Acadience MAZE comprehension screeners for efficiency in measuring meaning-making difficulties. This triangulation of data is essential for determining the appropriate placement. Based on this precise diagnostic information, students are placed into either Tier 2 or Tier 3 targeted intervention groups: those struggling with foundational phonological and decoding skills are placed in Word Recognition interventions, while students exhibiting difficulties with background knowledge, vocabulary, or text structure receive Language-Based Comprehension interventions. This data-driven approach ensures that intervention resources are maximized and that each student receives instruction precisely tailored to their unique learning needs within the 53-minute MTSS block.

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.

Waccamaw Intermediate School is committed to building a continuous partnership with families to ensure that literacy support extends beyond the school day. We maintain a clear and proactive system to help parents understand how they can effectively support their 4th through 6th-grade students as readers and writers at home. A key component of this system is the implementation of Student-Led Conferences, which are held twice annually. These conferences empower students to take ownership of their learning by having them explain their current academic goals, detail their reading progress, and present their literacy portfolios to their parents. This process helps parents gain a deeper, more personal understanding of their child's specific strengths and needs. In addition, teachers consistently send home targeted Progress Reports that are more than just grades; they include actionable suggestions for at-home practice, directly tailored to address the individual literacy deficits identified in each child's data profile (such as specific word recognition or comprehension strategies). Furthermore, to provide ongoing tips and maintain school-to-home communication, the school distributes a dedicated parent newsletter, The Communigator, which offers continuous encouragement and

practical ideas for fostering strong reading and writing habits within the home environment, thus cementing a continuous partnership in student literacy development.

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.

Waccamaw Intermediate School maintains a comprehensive, cyclical system to monitor reading achievement and growth at both the classroom and school levels, ensuring that intervention decisions are made based on the most current data. This process is structured around three key benchmarking periods during the academic year, utilizing both the i-Ready Diagnostic and Acadience Benchmarks to capture a complete picture of student proficiency and growth. The data generated from these universal screeners and benchmarks are collected and analyzed at regular, strategic intervals to track student trajectories and proactively identify students at risk of not meeting grade-level standards. Based on these data points, a tiered support system is activated to provide highly individualized interventions. For those students who are not meeting established benchmarks, Tier 2 and Tier 3 interventions are immediately implemented, providing dedicated small-group or individual instruction during the 53-minute MTSS block with an intensive focus on targeted literacy skills identified through diagnostic assessments. The frequency of progress monitoring is differentiated to match the intensity of the intervention: students in Tier 2 interventions are closely monitored every two weeks, while those in Tier 3 interventions receive weekly progress monitoring. The tools used for this ongoing data collection include i-Ready Growth Monitoring and targeted Acadience Benchmark tools. Crucially, all progress monitoring data is reviewed collaboratively every few weeks during Professional Learning Communities (PLCs). These meetings include classroom teachers, interventionists, school psychologists, and the leadership team, ensuring a holistic perspective on student needs. This continuous review cycle allows the team to assess the effectiveness of current interventions, make necessary adjustments to instructional strategies or resources, and guarantee that all supports are precisely aligned with the goal of achieving grade-level reading proficiency for every student.

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personnel with the requisite knowledge and skills to implement research-based practices in the classroom. Beyond this foundational training, Waccamaw Intermediate invests in targeted curriculum development strategies through external partners such as iLeadr. Teachers also receive ongoing training and implementation support for the core literacy resources, including i-Ready, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), HMH curriculum, Word Heroes (for morphology and vocabulary), and the iLeadr initiative. To ensure consistent application and continuous improvement, teachers participate in weekly Professional Learning Communities (PLCs). These PLCs serve as a critical venue for collaborative work focused specifically on implementing new standards, analyzing student data, evaluating assessment results, and refining the delivery of targeted interventions, thereby embedding professional learning directly into the instructional cycle.

Section G: Analysis of Data

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Foundational Skills: Phonics and Fluency (Targeted Intervention)

For students at the intermediate level, instruction is strategically tiered based on data. Early reading components, specifically phonics and phonological awareness, are addressed primarily through our intervention model within the 53-minute MTSS block. Universal screening using the i-Ready Diagnostic identified that approximately 9% of our students are currently performing below grade level in foundational phonics skills. To address this targeted need, these students receive systematic and explicit instruction utilizing Phonics for Reading. This focused approach ensures that foundational gaps are quickly closed, enabling students to access grade-level text complexity. Fluency is supported through repeated readings of complex text and explicit modeling during small group instruction, using the HMH curriculum resources.

Language Comprehension: Vocabulary and Comprehension (Core Instruction)

The core instructional block is heavily centered on vocabulary and comprehension, delivered using the Gradual Release of Responsibility model within the 120-minute literacy block. High-quality, grade-level instructional materials from the HMH curriculum guide our instruction. To promote robust vocabulary acquisition, teachers employ explicit strategies across all content areas. These include using Semantic Mapping to categorize and connect new words to prior knowledge, as well as the Frayer Model for analyzing definitions, characteristics, examples, and non-examples of key terms. Furthermore, we emphasize academic

discourse during all content lessons, requiring students to use newly acquired vocabulary in complex, thoughtful conversations. For deep comprehension, instruction is focused on metacognitive strategies and text interaction. Teachers model "thinking aloud" (Think Alouds) to demonstrate active reading and problem-solving strategies. Students are routinely taught to Annotate Text to track thinking, identify key evidence, and question the material, and they utilize Comprehension Graphic Organizers to structure and synthesize information from complex literary and informational texts.

Assessment for Learning
A layered assessment system drives instruction and placement. We use the i-Ready Diagnostic (Formal) school-wide three times annually to measure student growth and identify specific deficits across all literacy components. For students flagged by i-Ready, the CORE Phonics Survey (Formal) is administered to precisely diagnose specific phonics skill deficits and guide intervention selection. Students who identify with phonics gaps are also given weekly fluency progress monitoring, and comprehension progress monitoring through Acadience Benchmarks. Finally, Grade-Level Common Formative Assessments (Informal), developed collaboratively by grade teams, measure comprehension of standards-based skills following instruction, allowing for immediate instructional adjustments.

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.

Waccamaw Intermediate School's approach to Word Recognition for our 4th through 6th-grade students is deeply aligned with the principles of the Science of Reading and Structured Literacy, emphasizing systematic, explicit instruction for students demonstrating specific foundational deficits. Initial universal screener data from the i-Ready Diagnostic indicates that the vast majority of our students, approximately , have mastered foundational skills, leaving a small cohort of approximately 9% requiring targeted support in word recognition. These identified students receive intensive intervention during the 53-minute MTSS block, ensuring fidelity to research-based practices through the utilization of Phonics for Reading. This explicit and systematic instruction focuses on code-based skills critical for intermediate reading, including the teaching of syllable division patterns to improve automaticity in decoding multisyllabic words. Furthermore, instruction utilizes the Word Heroes curriculum to deliver a layered and systematic study of morphology (prefixes, suffixes, and root words), enabling the understanding of complex vocabulary. For high-frequency words and those with irregular spelling patterns ("tricky words"), instruction explicitly addresses the regular and irregular components to anchor these words in students' orthographic memory.

To ensure these foundational skills transfer effectively and directly to reading comprehension, students are consistently provided with ample opportunities for repeated reading of connected text, which is essential for building reading fluency and automatically applying word recognition strategies. Fry's Fast Phrases are specifically utilized during intervention for systematic fluency practice and progress monitoring, building automaticity at the phrase level. When deficits also extend into comprehension, students receive targeted instruction using resources from the i-Ready toolbox. Our layered assessment system drives continuous monitoring and instructional grouping. Diagnostic placement is confirmed through the formal CORE Phonics Survey, which provides a precise map of skill deficits, while progress monitoring and benchmarking of reading rate and accuracy are regularly conducted using the Acadience CBM benchmarks/progress

monitoring. Beyond the initial i-Ready screener data, continuous progress is also informally tracked through both Vocabulary Assessments and analysis of Grade Level Common Formative Assessments to ensure that improved word recognition successfully translates to enhanced reading comprehension across grade-level texts.

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.

Waccamaw Intermediate School utilizes a rigorous, data-driven system to identify and support 4th through 6th-grade students who have not yet demonstrated grade-level reading proficiency, ensuring they are placed in the correct targeted intervention pathways. The school uses the i-Ready Diagnostic as the universal screener to efficiently flag students for further support. Once students are identified, the instructional team immediately analyzes the data to pinpoint the specific area of deficit, following the logic of the Simple View of Reading to determine if the challenge lies primarily in Word Recognition (decoding and fluency) or Language Comprehension. To gather more nuanced information, teachers administer a battery of diagnostic assessments, which include i-Ready Literacy Tasks to assess oral reading behaviors, phonics placement assessments (such as the CORE Phonics Survey) for specific decoding skill gaps, and Acadience MAZE comprehension screeners for efficiency in measuring meaning-making difficulties. This triangulation of data is essential for determining the appropriate placement. Based on this precise diagnostic information, students are placed into either Tier 2 or Tier 3 targeted intervention groups: those struggling with foundational phonological and decoding skills are placed in Word Recognition interventions, while students exhibiting difficulties with background knowledge, vocabulary, or text structure receive Language-Based Comprehension interventions. This data-driven approach ensures that intervention resources are maximized and that each student receives instruction precisely tailored to their unique learning needs within the 53-minute MTSS block.

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.

Waccamaw Intermediate School is committed to building a continuous partnership with families to ensure that literacy support extends beyond the school day. We maintain a clear and proactive system to help parents understand how they can effectively support their 4th through 6th-grade students as readers and writers at home. A key component of this system is the implementation of Student-Led Conferences, which are held twice annually. These conferences empower students to take ownership of their learning by having them explain their current academic goals, detail their reading progress, and present their literacy portfolios to their parents. This process helps parents gain a deeper, more personal understanding of their child's specific strengths and needs. In addition, teachers consistently send home targeted Progress Reports that are more than just grades; they include actionable suggestions for at-home practice, directly tailored to address the individual literacy deficits identified in each child's data profile (such as specific word recognition or comprehension strategies). Furthermore, to provide ongoing tips and maintain school-to-home communication, the school distributes a dedicated parent newsletter, The Communigator, which offers continuous encouragement and

practical ideas for fostering strong reading and writing habits within the home environment, thus cementing a continuous partnership in student literacy development.

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.

Waccamaw Intermediate School maintains a comprehensive, cyclical system to monitor reading achievement and growth at both the classroom and school levels, ensuring that intervention decisions are made based on the most current data. This process is structured around three key benchmarking periods during the academic year, utilizing both the i-Ready Diagnostic and Acadience Benchmarks to capture a complete picture of student proficiency and growth. The data generated from these universal screeners and benchmarks are collected and analyzed at regular, strategic intervals to track student trajectories and proactively identify students at risk of not meeting grade-level standards. Based on these data points, a tiered support system is activated to provide highly individualized interventions. For those students who are not meeting established benchmarks, Tier 2 and Tier 3 interventions are immediately implemented, providing dedicated small-group or individual instruction during the 53-minute MTSS block with an intensive focus on targeted literacy skills identified through diagnostic assessments. The frequency of progress monitoring is differentiated to match the intensity of the intervention: students in Tier 2 interventions are closely monitored every two weeks, while those in Tier 3 interventions receive weekly progress monitoring. The tools used for this ongoing data collection include i-Ready Growth Monitoring and targeted Acadience Benchmark tools. Crucially, all progress monitoring data is reviewed collaboratively every few weeks during Professional Learning Communities (PLCs). These meetings include classroom teachers, interventionists, school psychologists, and the leadership team, ensuring a holistic perspective on student needs. This continuous review cycle allows the team to assess the effectiveness of current interventions, make necessary adjustments to instructional strategies or resources, and guarantee that all supports are precisely aligned with the goal of achieving grade-level reading proficiency for every student.

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.

Waccamaw Intermediate School maintains a comprehensive system for training staff to ensure that all 4th through 6th-grade students receive high-quality, evidence-based literacy instruction rooted in the Science of Reading and Structured Literacy principles. The foundation of this system is a series of professional development sessions delivered to all instructional staff, including general education teachers, the instructional coach, special education teachers, interventionists, and administrators. This training, aligned with guidance from the Office of Standards and Learning and the 2024 SC State Standards team, has equipped all

personnel with the requisite knowledge and skills to implement research-based practices in the classroom. Beyond this foundational training, Waccamaw Intermediate invests in targeted curriculum development strategies through external partners such as iLeadr. Teachers also receive ongoing training and implementation support for the core literacy resources, including i-Ready, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), HMH curriculum, Word Heroes (for morphology and vocabulary), and the iLeadr initiative. To ensure consistent application and continuous improvement, teachers participate in weekly Professional Learning Communities (PLCs). These PLCs serve as a critical venue for collaborative work focused specifically on implementing new standards, analyzing student data, evaluating assessment results, and refining the delivery of targeted interventions, thereby embedding professional learning directly into the instructional cycle.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Content-integrated literacy through professional development and teacher planning. ● Intentional PLC cycles: standard implementation, assessment, student data, and intervention ● Designated 53 minute Tier 2 & Tier 3 Intervention Blocks ○ One reading interventionist who focuses on Tier 3 skill gaps. ● Using formative assessments to drive instruction	● Increasing the amount of instructional time that students receiving purposeful instruction in writing. ● Increase teacher knowledge in identifying specific skill deficits to deliver Tier 2 reading intervention with aligned progress monitoring. ● Increasing rigor for students on or above grade-level.

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
Previous Goal #1 By 2025, the percentage of students who score meets or exceeding on the SCReady ELA state assessment will be 76% for 4th grade, 77% for 5th grade, and 78% for 6th as measured by the SCReady ELA state assessment.	• Professional development was provided throughout the year on implementing 2024 ELA standards. • Targeted interventions were implemented through MTSS groupings to close instructional gaps. • WIS provided collaborative and vertical planning across grade levels and with special populations teachers (Gifted, SPED, ML). • 4th Grade had 80% of students meeting or exceeding expectations on SC Ready • 5th Grade had 82% of students meeting or exceeding expectations on SC Ready • 6th Grade had 81% of students meeting or exceeding expectations on SC Ready.

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.

- The Reflection Tool may be helpful in determining action steps to reach an academic goal. 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 processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

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Goals	Progress
Current Goal #1: By the end of the 2025–2026 school year, Waccamaw Intermediate will increase overall student growth from 53.3% in 2024–2025 to at least 60% as measured by the SC School Report Card. This will be achieved by providing teachers with targeted professional development focused on rigor and differentiation, as well as implementing structured supports including collaborative planning in PLCs, peer observations, and teacher self-reflection through recorded lessons.	● Facilitate weekly PLCs with a focus on lesson design that embeds rigor, higher-order questioning, and differentiation. ● Implement peer observation cycles: each teacher completes two peer observations per semester with structured reflection. ● Require teachers to record and self-reflect on at least two lessons per semester using a guided reflection protocol. ● Provide quarterly professional development sessions on rigor and differentiation, followed by coaching support to ensure transfer into classroom practice.

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Read to Succeed Elementary Exemplary Literacy Reflection Tool
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LETRS Questions:

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

Waccamaw Intermediate School (WIS) ensures that reading assessment and instruction for all students in grades 4-6 are integrated and balanced across all essential literacy components, adhering to the South Carolina College and Career Ready ELA Standards. WIS structures its ELA delivery around a comprehensive 120-minute core Literacy Block for all students, supplemented by a dedicated 53-minute intervention block within the Multi-Tiered System of Support (MTSS) framework.

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discourse during all content lessons, requiring students to use newly acquired vocabulary in complex, thoughtful conversations. For deep comprehension, instruction is focused on metacognitive strategies and text interaction. Teachers model "thinking aloud" (Think Alouds) to demonstrate active reading and problem-solving strategies. Students are routinely taught to Annotate Text to track thinking, identify key evidence, and question the material, and they utilize Comprehension Graphic Organizers to structure and synthesize information from complex literary and informational texts.

Assessment for Learning
A layered assessment system drives instruction and placement. We use the i-Ready Diagnostic (Formal) school-wide three times annually to measure student growth and identify specific deficits across all literacy components. For students flagged by i-Ready, the CORE Phonics Survey (Formal) is administered to precisely diagnose specific phonics skill deficits and guide intervention selection. Students who identify with phonics gaps are also given weekly fluency progress monitoring, and comprehension progress monitoring through Acadience Benchmarks. Finally, Grade-Level Common Formative Assessments (Informal), developed collaboratively by grade teams, measure comprehension of standards-based skills following instruction, allowing for immediate instructional adjustments.

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.

Waccamaw Intermediate School's approach to Word Recognition for our 4th through 6th-grade students is deeply aligned with the principles of the Science of Reading and Structured Literacy, emphasizing systematic, explicit instruction for students demonstrating specific foundational deficits. Initial universal screener data from the i-Ready Diagnostic indicates that the vast majority of our students, approximately , have mastered foundational skills, leaving a small cohort of approximately 9% requiring targeted support in word recognition. These identified students receive intensive intervention during the 53-minute MTSS block, ensuring fidelity to research-based practices through the utilization of Phonics for Reading. This explicit and systematic instruction focuses on code-based skills critical for intermediate reading, including the teaching of syllable division patterns to improve automaticity in decoding multisyllabic words. Furthermore, instruction utilizes the Word Heroes curriculum to deliver a layered and systematic study of morphology (prefixes, suffixes, and root words), enabling the understanding of complex vocabulary. For high-frequency words and those with irregular spelling patterns ("tricky words"), instruction explicitly addresses the regular and irregular components to anchor these words in students' orthographic memory.

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monitoring. Beyond the initial i-Ready screener data, continuous progress is also informally tracked through both Vocabulary Assessments and analysis of Grade Level Common Formative Assessments to ensure that improved word recognition successfully translates to enhanced reading comprehension across grade-level texts.

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.

Waccamaw Intermediate School utilizes a rigorous, data-driven system to identify and support 4th through 6th-grade students who have not yet demonstrated grade-level reading proficiency, ensuring they are placed in the correct targeted intervention pathways. The school uses the i-Ready Diagnostic as the universal screener to efficiently flag students for further support. Once students are identified, the instructional team immediately analyzes the data to pinpoint the specific area of deficit, following the logic of the Simple View of Reading to determine if the challenge lies primarily in Word Recognition (decoding and fluency) or Language Comprehension. To gather more nuanced information, teachers administer a battery of diagnostic assessments, which include i-Ready Literacy Tasks to assess oral reading behaviors, phonics placement assessments (such as the CORE Phonics Survey) for specific decoding skill gaps, and Acadience MAZE comprehension screeners for efficiency in measuring meaning-making difficulties. This triangulation of data is essential for determining the appropriate placement. Based on this precise diagnostic information, students are placed into either Tier 2 or Tier 3 targeted intervention groups: those struggling with foundational phonological and decoding skills are placed in Word Recognition interventions, while students exhibiting difficulties with background knowledge, vocabulary, or text structure receive Language-Based Comprehension interventions. This data-driven approach ensures that intervention resources are maximized and that each student receives instruction precisely tailored to their unique learning needs within the 53-minute MTSS block.

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.

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practical ideas for fostering strong reading and writing habits within the home environment, thus cementing a continuous partnership in student literacy development.

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.

Waccamaw Intermediate School maintains a comprehensive, cyclical system to monitor reading achievement and growth at both the classroom and school levels, ensuring that intervention decisions are made based on the most current data. This process is structured around three key benchmarking periods during the academic year, utilizing both the i-Ready Diagnostic and Acadience Benchmarks to capture a complete picture of student proficiency and growth. The data generated from these universal screeners and benchmarks are collected and analyzed at regular, strategic intervals to track student trajectories and proactively identify students at risk of not meeting grade-level standards. Based on these data points, a tiered support system is activated to provide highly individualized interventions. For those students who are not meeting established benchmarks, Tier 2 and Tier 3 interventions are immediately implemented, providing dedicated small-group or individual instruction during the 53-minute MTSS block with an intensive focus on targeted literacy skills identified through diagnostic assessments. The frequency of progress monitoring is differentiated to match the intensity of the intervention: students in Tier 2 interventions are closely monitored every two weeks, while those in Tier 3 interventions receive weekly progress monitoring. The tools used for this ongoing data collection include i-Ready Growth Monitoring and targeted Acadience Benchmark tools. Crucially, all progress monitoring data is reviewed collaboratively every few weeks during Professional Learning Communities (PLCs). These meetings include classroom teachers, interventionists, school psychologists, and the leadership team, ensuring a holistic perspective on student needs. This continuous review cycle allows the team to assess the effectiveness of current interventions, make necessary adjustments to instructional strategies or resources, and guarantee that all supports are precisely aligned with the goal of achieving grade-level reading proficiency for every student.

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.

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Section G: Analysis of Data

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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
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Section I: Current SMART Goals and Action Steps Based on Analysis of Data

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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.

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monitoring. Beyond the initial i-Ready screener data, continuous progress is also informally tracked through both Vocabulary Assessments and analysis of Grade Level Common Formative Assessments to ensure that improved word recognition successfully translates to enhanced reading comprehension across grade-level texts.

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.

Waccamaw Intermediate School utilizes a rigorous, data-driven system to identify and support 4th through 6th-grade students who have not yet demonstrated grade-level reading proficiency, ensuring they are placed in the correct targeted intervention pathways. The school uses the i-Ready Diagnostic as the universal screener to efficiently flag students for further support. Once students are identified, the instructional team immediately analyzes the data to pinpoint the specific area of deficit, following the logic of the Simple View of Reading to determine if the challenge lies primarily in Word Recognition (decoding and fluency) or Language Comprehension. To gather more nuanced information, teachers administer a battery of diagnostic assessments, which include i-Ready Literacy Tasks to assess oral reading behaviors, phonics placement assessments (such as the CORE Phonics Survey) for specific decoding skill gaps, and Acadience MAZE comprehension screeners for efficiency in measuring meaning-making difficulties. This triangulation of data is essential for determining the appropriate placement. Based on this precise diagnostic information, students are placed into either Tier 2 or Tier 3 targeted intervention groups: those struggling with foundational phonological and decoding skills are placed in Word Recognition interventions, while students exhibiting difficulties with background knowledge, vocabulary, or text structure receive Language-Based Comprehension interventions. This data-driven approach ensures that intervention resources are maximized and that each student receives instruction precisely tailored to their unique learning needs within the 53-minute MTSS block.

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.

Waccamaw Intermediate School is committed to building a continuous partnership with families to ensure that literacy support extends beyond the school day. We maintain a clear and proactive system to help parents understand how they can effectively support their 4th through 6th-grade students as readers and writers at home. A key component of this system is the implementation of Student-Led Conferences, which are held twice annually. These conferences empower students to take ownership of their learning by having them explain their current academic goals, detail their reading progress, and present their literacy portfolios to their parents. This process helps parents gain a deeper, more personal understanding of their child's specific strengths and needs. In addition, teachers consistently send home targeted Progress Reports that are more than just grades; they include actionable suggestions for at-home practice, directly tailored to address the individual literacy deficits identified in each child's data profile (such as specific word recognition or comprehension strategies). Furthermore, to provide ongoing tips and maintain school-to-home communication, the school distributes a dedicated parent newsletter, The Communigator, which offers continuous encouragement and

practical ideas for fostering strong reading and writing habits within the home environment, thus cementing a continuous partnership in student literacy development.

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.

Waccamaw Intermediate School maintains a comprehensive, cyclical system to monitor reading achievement and growth at both the classroom and school levels, ensuring that intervention decisions are made based on the most current data. This process is structured around three key benchmarking periods during the academic year, utilizing both the i-Ready Diagnostic and Acadience Benchmarks to capture a complete picture of student proficiency and growth. The data generated from these universal screeners and benchmarks are collected and analyzed at regular, strategic intervals to track student trajectories and proactively identify students at risk of not meeting grade-level standards. Based on these data points, a tiered support system is activated to provide highly individualized interventions. For those students who are not meeting established benchmarks, Tier 2 and Tier 3 interventions are immediately implemented, providing dedicated small-group or individual instruction during the 53-minute MTSS block with an intensive focus on targeted literacy skills identified through diagnostic assessments. The frequency of progress monitoring is differentiated to match the intensity of the intervention: students in Tier 2 interventions are closely monitored every two weeks, while those in Tier 3 interventions receive weekly progress monitoring. The tools used for this ongoing data collection include i-Ready Growth Monitoring and targeted Acadience Benchmark tools. Crucially, all progress monitoring data is reviewed collaboratively every few weeks during Professional Learning Communities (PLCs). These meetings include classroom teachers, interventionists, school psychologists, and the leadership team, ensuring a holistic perspective on student needs. This continuous review cycle allows the team to assess the effectiveness of current interventions, make necessary adjustments to instructional strategies or resources, and guarantee that all supports are precisely aligned with the goal of achieving grade-level reading proficiency for every student.

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.

Waccamaw Intermediate School maintains a comprehensive system for training staff to ensure that all 4th through 6th-grade students receive high-quality, evidence-based literacy instruction rooted in the Science of Reading and Structured Literacy principles. The foundation of this system is a series of professional development sessions delivered to all instructional staff, including general education teachers, the instructional coach, special education teachers, interventionists, and administrators. This training, aligned with guidance from the Office of Standards and Learning and the 2024 SC State Standards team, has equipped all

personnel with the requisite knowledge and skills to implement research-based practices in the classroom. Beyond this foundational training, Waccamaw Intermediate invests in targeted curriculum development strategies through external partners such as iLeadr. Teachers also receive ongoing training and implementation support for the core literacy resources, including i-Ready, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), HMH curriculum, Word Heroes (for morphology and vocabulary), and the iLeadr initiative. To ensure consistent application and continuous improvement, teachers participate in weekly Professional Learning Communities (PLCs). These PLCs serve as a critical venue for collaborative work focused specifically on implementing new standards, analyzing student data, evaluating assessment results, and refining the delivery of targeted interventions, thereby embedding professional learning directly into the instructional cycle.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Content-integrated literacy through professional development and teacher planning. ● Intentional PLC cycles: standard implementation, assessment, student data, and intervention ● Designated 53 minute Tier 2 & Tier 3 Intervention Blocks ○ One reading interventionist who focuses on Tier 3 skill gaps. ● Using formative assessments to drive instruction	● Increasing the amount of instructional time that students receiving purposeful instruction in writing. ● Increase teacher knowledge in identifying specific skill deficits to deliver Tier 2 reading intervention with aligned progress monitoring. ● Increasing rigor for students on or above grade-level.

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
Previous Goal #1 By 2025, the percentage of students who score meets or exceeding on the SCReady ELA state assessment will be 76% for 4th grade, 77% for 5th grade, and 78% for 6th as measured by the SCReady ELA state assessment.	• Professional development was provided throughout the year on implementing 2024 ELA standards. • Targeted interventions were implemented through MTSS groupings to close instructional gaps. • WIS provided collaborative and vertical planning across grade levels and with special populations teachers (Gifted, SPED, ML). • 4th Grade had 80% of students meeting or exceeding expectations on SC Ready • 5th Grade had 82% of students meeting or exceeding expectations on SC Ready • 6th Grade had 81% of students meeting or exceeding expectations on SC Ready.

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.

- The Reflection Tool may be helpful in determining action steps to reach an academic goal. 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 processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool
2025-2026

Goals	Progress
Current Goal #1: By the end of the 2025–2026 school year, Waccamaw Intermediate will increase overall student growth from 53.3% in 2024–2025 to at least 60% as measured by the SC School Report Card. This will be achieved by providing teachers with targeted professional development focused on rigor and differentiation, as well as implementing structured supports including collaborative planning in PLCs, peer observations, and teacher self-reflection through recorded lessons.	● Facilitate weekly PLCs with a focus on lesson design that embeds rigor, higher-order questioning, and differentiation. ● Implement peer observation cycles: each teacher completes two peer observations per semester with structured reflection. ● Require teachers to record and self-reflect on at least two lessons per semester using a guided reflection protocol. ● Provide quarterly professional development sessions on rigor and differentiation, followed by coaching support to ensure transfer into classroom practice.

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

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.

Waccamaw Intermediate School (WIS) ensures that reading assessment and instruction for all students in grades 4-6 are integrated and balanced across all essential literacy components, adhering to the South Carolina College and Career Ready ELA Standards. WIS structures its ELA delivery around a comprehensive 120-minute core Literacy Block for all students, supplemented by a dedicated 53-minute intervention block within the Multi-Tiered System of Support (MTSS) framework.

Foundational Skills: Phonics and Fluency (Targeted Intervention)

For students at the intermediate level, instruction is strategically tiered based on data. Early reading components, specifically phonics and phonological awareness, are addressed primarily through our intervention model within the 53-minute MTSS block. Universal screening using the i-Ready Diagnostic identified that approximately 9% of our students are currently performing below grade level in foundational phonics skills. To address this targeted need, these students receive systematic and explicit instruction utilizing Phonics for Reading. This focused approach ensures that foundational gaps are quickly closed, enabling students to access grade-level text complexity. Fluency is supported through repeated readings of complex text and explicit modeling during small group instruction, using the HMH curriculum resources.

Language Comprehension: Vocabulary and Comprehension (Core Instruction)

The core instructional block is heavily centered on vocabulary and comprehension, delivered using the Gradual Release of Responsibility model within the 120-minute literacy block. High-quality, grade-level instructional materials from the HMH curriculum guide our instruction. To promote robust vocabulary acquisition, teachers employ explicit strategies across all content areas. These include using Semantic Mapping to categorize and connect new words to prior knowledge, as well as the Frayer Model for analyzing definitions, characteristics, examples, and non-examples of key terms. Furthermore, we emphasize academic

discourse during all content lessons, requiring students to use newly acquired vocabulary in complex, thoughtful conversations. For deep comprehension, instruction is focused on metacognitive strategies and text interaction. Teachers model "thinking aloud" (Think Alouds) to demonstrate active reading and problem-solving strategies. Students are routinely taught to Annotate Text to track thinking, identify key evidence, and question the material, and they utilize Comprehension Graphic Organizers to structure and synthesize information from complex literary and informational texts.

Assessment for Learning
A layered assessment system drives instruction and placement. We use the i-Ready Diagnostic (Formal) school-wide three times annually to measure student growth and identify specific deficits across all literacy components. For students flagged by i-Ready, the CORE Phonics Survey (Formal) is administered to precisely diagnose specific phonics skill deficits and guide intervention selection. Students who identify with phonics gaps are also given weekly fluency progress monitoring, and comprehension progress monitoring through Acadience Benchmarks. Finally, Grade-Level Common Formative Assessments (Informal), developed collaboratively by grade teams, measure comprehension of standards-based skills following instruction, allowing for immediate instructional adjustments.

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.

Waccamaw Intermediate School's approach to Word Recognition for our 4th through 6th-grade students is deeply aligned with the principles of the Science of Reading and Structured Literacy, emphasizing systematic, explicit instruction for students demonstrating specific foundational deficits. Initial universal screener data from the i-Ready Diagnostic indicates that the vast majority of our students, approximately , have mastered foundational skills, leaving a small cohort of approximately 9% requiring targeted support in word recognition. These identified students receive intensive intervention during the 53-minute MTSS block, ensuring fidelity to research-based practices through the utilization of Phonics for Reading. This explicit and systematic instruction focuses on code-based skills critical for intermediate reading, including the teaching of syllable division patterns to improve automaticity in decoding multisyllabic words. Furthermore, instruction utilizes the Word Heroes curriculum to deliver a layered and systematic study of morphology (prefixes, suffixes, and root words), enabling the understanding of complex vocabulary. For high-frequency words and those with irregular spelling patterns ("tricky words"), instruction explicitly addresses the regular and irregular components to anchor these words in students' orthographic memory.

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Waccamaw Intermediate School utilizes a rigorous, data-driven system to identify and support 4th through 6th-grade students who have not yet demonstrated grade-level reading proficiency, ensuring they are placed in the correct targeted intervention pathways. The school uses the i-Ready Diagnostic as the universal screener to efficiently flag students for further support. Once students are identified, the instructional team immediately analyzes the data to pinpoint the specific area of deficit, following the logic of the Simple View of Reading to determine if the challenge lies primarily in Word Recognition (decoding and fluency) or Language Comprehension. To gather more nuanced information, teachers administer a battery of diagnostic assessments, which include i-Ready Literacy Tasks to assess oral reading behaviors, phonics placement assessments (such as the CORE Phonics Survey) for specific decoding skill gaps, and Acadience MAZE comprehension screeners for efficiency in measuring meaning-making difficulties. This triangulation of data is essential for determining the appropriate placement. Based on this precise diagnostic information, students are placed into either Tier 2 or Tier 3 targeted intervention groups: those struggling with foundational phonological and decoding skills are placed in Word Recognition interventions, while students exhibiting difficulties with background knowledge, vocabulary, or text structure receive Language-Based Comprehension interventions. This data-driven approach ensures that intervention resources are maximized and that each student receives instruction precisely tailored to their unique learning needs within the 53-minute MTSS block.

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Section I: Current SMART Goals and Action Steps Based on Analysis of Data

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