

District Name:	Greenville
If other, please provide your district:	
School Name:	Slater-Marietta Elementary School
Principal Name:	Candice Stanton
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Describe how reading assessment and instruction for all 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.:	Reading instruction and assessment at our school are designed to ensure that all students build the essential skills of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension in order to meet grade-level English/Language Arts standards. Instructional Practices Instruction follows the 2024 SCCR ELA standards and integrates both sides of Scarborough’s Reading Rope—language comprehension and word recognition. Teachers provide Tier 1 instruction in whole group, small group, strategy groups, and one-on-one settings, ensuring that all students receive targeted support. Daily instruction includes: Oral language development through structured discussions, accountable talk, interactive read-alouds, and collaborative projects. Phonological awareness and phonics through explicit, systematic lessons using resources such as Heggerty Phonemic Awareness (4K) and Reading Horizons (K5–1). Fluency, vocabulary, and comprehension development through HMH Into Reading, shared

reading, close reading, independent reading/writing, and shared writing activities.

Curricular Resources

HMH Into Reading: Core curriculum emphasizing structured literacy across phonics, vocabulary, and comprehension.

Heggerty Phonemic Awareness (4K): Daily, systematic phonological and phonemic awareness lessons.

Reading Horizons (K5–1): Explicit, sequential phonics instruction.

Assessment System

Assessments provide data to guide instruction and monitor growth across all literacy components:

PreK – myIGDIs for early literacy and language skills.

Grade 1 – MAP assessment.

Grades 2–5 – Mastery Connect benchmark assessments.

K–5 – Amira benchmarks three times yearly, producing:

Amira Reading Mastery (ARM) score aligned to grade expectations.

Subscores in decoding, phonological awareness, high-frequency words, background knowledge, vocabulary, and oral reading fluency.

All Grades – GCS unit assessments, common formative assessments, and HMH reading/grammar assessments. By combining systematic instruction with ongoing, standards-aligned assessment, the school ensures that every student develops the oral language, foundational skills, and comprehension strategies necessary to access complex texts and achieve grade-level ELA proficiency.

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.:

Word recognition assessment and instruction for PreK–5th grade students are intentionally aligned with the science of reading, structured literacy principles, and the development of foundational literacy skills. Instruction is explicit, systematic, and sequential, helping students progress logically from the smallest units of sound to more complex word structures.

Instructional Framework

PreK (K4): Students participate in daily lessons using the Heggerty Phonemic Awareness program, which provides explicit instruction in phonological and phonemic awareness while introducing foundational phonics.

K5–1st Grade: Instruction is guided by Reading Horizons, a structured literacy framework emphasizing phonological awareness, decoding and encoding strategies, letter-sound correspondence, and high-frequency word recognition. It integrates multisensory learning approaches to support different learning styles and reinforce skill mastery.

Grades 3–5: Students receive word recognition and comprehension instruction through HMH Into Reading, which develops phonological

awareness, phonics, vocabulary, and comprehension within a structured literacy framework.

Assessment Practices

Word recognition instruction is guided by both informal and formal assessments at every grade level. A central component is the Amira Benchmark Assessment (K–5), administered three times yearly. Amira measures proficiency across critical areas:

Phonological awareness

Letter-sound correspondence

High-frequency word recognition

Decoding and encoding

Vocabulary and background knowledge

Fluency and accuracy

Amira generates an Amira Reading Mastery (ARM) score aligned to grade-level expectations, as well as detailed subscores for progress monitoring. This allows teachers to identify areas of need, adjust instruction, and provide targeted tutoring or interventions. Additional tools, including HMH assessments, Mastery Connect, and GCS unit assessments, further support ongoing evaluation of foundational literacy skills.

Through this structured and research-based system, the school ensures that all students develop strong word recognition skills—the foundation for fluent reading and comprehension. Explicit, systematic instruction combined with ongoing, standards-aligned

assessment equips students with the skills necessary for long-term literacy success.

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.:

As a school, we make instructional decisions and interventions using the GCS Multi-Tiered System of Supports (MTSS) Framework, which matches each student's needs to the level and type of support provided. This ensures that students who have not demonstrated grade-level proficiency receive targeted interventions in either word recognition or language comprehension.

PreK (K4)

Assessment practices in PreK include a combination of formative and summative measures embedded in GCS curriculum maps, resources, and site-specific common formative assessments.

myIGDIs: Serves as a universal screener, with reports that allow teachers to quickly identify at-risk students and monitor progress in early literacy and math across the school year.

Dial 4: Administered in the fall to identify students whose academic, social, emotional, or developmental needs may require additional investigation or support.

Heggerty Phonemic Awareness: Teachers access data through the online Heggerty PA platform to monitor growth in phonological and phonemic awareness. Results directly inform instructional plans to strengthen foundational skills.

K5–5th Grade

In K5–5th grades, the Amira Universal Screener serves as the primary tool for assessing student proficiency and identifying intervention pathways. Amira data, supplemented by

additional formative and summative assessments, informs both classroom-based and supplemental interventions. Amira provides multiple actionable reports, including:
Class Progress Report – An overview of whole-class progress.

Instructional Recommendations – Strategies tailored to individual student needs.

Skills Status Report – Monitoring of decoding, phonemic awareness, vocabulary, and fluency.

Skills Diagnostic Report – Detailed analysis of specific areas of strength and need.

Amira data aligns with Scarborough's Reading Rope, helping teachers determine whether a student's barriers are primarily in word recognition or language comprehension and guiding the selection of targeted instruction.

Targeted Intervention Programs

To meet identified needs, the following GCS-approved interventions are implemented at SMES:

Leveled Literacy Intervention (LLI) – For students requiring intensive support in comprehension and fluency.

Reading Horizons – Includes skills checks, phonics screeners, and phoneme screeners for systematic phonics intervention (Tier 2 & 3).

Amira Interventions – Provides targeted skill practice and progress monitoring within the platform.

Lexia English – Supports multilingual learners in developing English proficiency alongside literacy growth.

By combining universal screener data, diagnostic assessments, and structured interventions, the school ensures that every student is provided with the most appropriate pathway to build foundational skills and progress toward grade-level reading proficiency.

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.:

Communication is a vital part of keeping parents informed about upcoming events, opportunities, and strategies to support their child’s reading and writing development at home. Our school uses multiple methods to ensure parents are consistently engaged and equipped with practical tools.

Regular Communication Tools

K4 Heggerty Phonemic Awareness Newsletter: Provides parents with activities and games to reinforce the phonemic awareness skills being taught in class.

Amira Parent Reports (K5–5th Grade): Sent after each benchmarking period, these reports include strategies for supporting literacy development at home, such as phonics practice, vocabulary activities, and fluency-building exercises.

Weekly Green Wave Message: A schoolwide communication that highlights learning opportunities, upcoming literacy events, and family engagement activities.

Teacher Weekly Newsletters: Sent by each

classroom teacher, these newsletters include student progress updates and specific strategies for parents to use at home.

Parent Engagement Events

Grammar Rocks Night: A literacy-focused event designed to strengthen grammar skills, where students participate in activities and games, earning stickers for each station they complete. At the end of the night, every student receives a free grammar book to take home.

Fall Conferences: Parents receive “Helpful Hints” handouts with recommendations for building strong readers and writers, reinforcing strategies that can be practiced at home.

Through newsletters, parent reports, conferences, and engaging family events, the school ensures parents have consistent communication and practical strategies for supporting their children’s literacy growth outside of the classroom.

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

SMES has a comprehensive system in place to monitor student reading achievement and growth on a daily, weekly, and benchmark basis. This system ensures that intervention decisions are based on consistent data collection and analysis across grade levels.

Daily and Ongoing Monitoring

K5–1st Grade: Teachers use Reading Horizons skills checks to monitor student progress in phonics, decoding, and foundational literacy skills. The results are used to plan and adjust interventions, ensuring instruction is responsive to student needs.

2nd–5th Grades: Students are assessed through Common Formative Assessments (CFAs) to measure mastery of standards and reading skills. These assessments inform decisions for small group instruction, reteaching, and one-on-one intervention.

Daily Skills Checks: Conducted across all grades to provide immediate feedback on growth and to inform instructional planning.

Benchmark and Progress Monitoring
Amira Progress Monitoring: Tracks student growth with the expectation of Accelerated Reading Mastery (ARM) growth of >0.1 per month or achievement at the 25th percentile or higher on ARM percentile rankings. This ensures students are making measurable progress toward grade-level proficiency.

MTSS & Amira Data Protocol and the GCS Intervention Progress Monitoring Data Sheet (2024–2025) are used consistently to guide data discussions and monitor intervention effectiveness.

The Greenville Progress Monitoring document provides longitudinal data to track growth and ensure interventions are closing reading gaps.

Documentation and Accountability
All interventions are recorded in the Intervention Connection System (ICS), which maintains a schoolwide record of supports provided. This documentation feeds into the On Track system, ensuring continuity of support when further interventions or referrals are needed.

Through daily skill checks, common formative assessments, benchmark measures, and structured progress monitoring protocols, SMES ensures that all decisions about intervention are data-driven and targeted. This system guarantees that students receive the appropriate support needed to accelerate growth and achieve grade-level proficiency in reading.

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students. :

At Slater Marietta Elementary, we are deeply committed to ensuring that all educators are equipped with the knowledge and tools necessary to support reading achievement for every student. Our professional learning plan is grounded in the science of reading, structured literacy, and foundational literacy skills.

LETRS Training

All teachers of third grade and below, as well as special education teachers, ML teachers, interventionists, instructional coaches, administrators, and the literacy specialist, are receiving training in LETRS (Language Essentials for Teachers of Reading and Spelling). This comprehensive program equips educators with research-based strategies in phonological awareness, phonics, vocabulary, fluency, and comprehension. By developing a deep understanding of how children learn to read and write, teachers are empowered to implement evidence-based practices that meet the diverse needs of students.

We are also proud to support our K4 teacher, who is undergoing LETRS for Early Childhood. This training focuses on the earliest stages of literacy development and strengthens our commitment to ensuring that students build strong foundations for reading success before entering kindergarten.

Professional Learning Communities (PLCs)

Teachers participate in PLCs on a regular basis to collaboratively analyze student data, identify instructional trends, and share effective practices. These meetings foster a culture of continuous improvement and allow teachers to apply the science of reading directly to classroom instruction and intervention planning.

Ongoing Professional Development

In addition to LETRS and PLCs, the school provides ongoing professional development through district-led trainings and school-based workshops. Topics include structured literacy practices, assessment strategies, and intervention techniques, all designed to align with the science of reading and strengthen literacy instruction across grade levels. Through LETRS training, PLC collaboration, and ongoing professional development, Slater Marietta Elementary ensures that teachers are well-prepared to provide high-quality literacy instruction, laying the foundation for every student to achieve grade-level reading proficiency.

Strengths:

In the area of English Language Arts (ELA), SMES demonstrates notable strengths in reading and comprehending literary texts, particularly in grades three through five. Students in these grade levels consistently show proficiency in analyzing story elements, interpreting themes, and making connections within and across texts. Additionally, informational text is a strength for our school, with students—especially in grade five—demonstrating strong skills in understanding the language, craft, and structure of nonfiction passages. These strengths reflect effective instruction aligned with state standards and highlight students' growing ability to engage with a variety of text types at increasingly complex levels.

Possibilities for Growth:

Writing is a key area for growth at Slater Marietta Elementary. In grade five, no student scored above a “2” on the Text-Dependent Writing (TDW) measure, and both research and inquiry strands were low-performing. While reading comprehension remains a strength, students across grade levels struggle with producing evidence-based writing and citing sources effectively. Inquiry-based comprehension, especially in grade three, also requires support. Targeted instruction, interventions, and teacher professional development will be essential to strengthen students’ writing, research, and critical thinking skills.

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

22

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

1

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

2

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?:

22

How many CERDEP PreK teachers in your school have completed EC LETRS?:

0

How many CERDEP PreK teachers in your school are beginning EC LETRS this year?:

0

Previous Goal #1:	Third Grade Goal: Reduce the percentage of third graders scoring at the “Does Not Meet” level in the spring of 2024 as determined by SCReady from 35% % to 30% in the spring of 2025.
Goal #1 Progress:	The percentage of third graders scoring Does Not Meet in the spring of 2025 was 18.8%.
Previous Goal #2:	
Goal #2 Progress:	
Previous Goal #3:	
Goal #3 Progress:	
Current Goal #1:	Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SCReady from 54.2% to 57.2% in the spring of 2026.
Goal #1 Action Steps:	A strategic master schedule was created to maximize instructional time for ALL students. Maximized time spent in the general education setting for all students receiving services of ANY kind. This is an ALL IN EFFORT!! Time was built into the master schedule to provide 75 minutes of weekly PLC time for each grade level. Attention to common formative assessment data in ELA, and clarity of the units are the focus for PLC meetings. Special education teachers and interventionists participate in designated PLCs Actionable feedback is provided on a weekly basis by the Principal and the Assistant Principal. Coaching will be provided in classrooms where various problems of practice are observed. Students not making adequate progress on common formative assessments and on our

reading screener AMIRA will receive reading intervention services.

Current Goal #2:

By the end of the school year, 75% of second-grade students will demonstrate an increase in their Amira Reading Mastery (ARM) score by a minimum of 0.7 points, progressing from the beginning-of-year (BOY) assessment to the end-of-year (EOY) assessment.

For all students, generate the Instructional Recommendations Report in Amira to pinpoint individual and class-wide weaknesses across the "Reading Rope" (e.g., Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension).

Using the BOY ARM score and the 0.7 growth goal, collaborate with each student to set their personal "target" EOY ARM score and track it visually in the classroom.

Goal #2 Action Steps:

For any student whose Estimated Mastery ARM score falls below their projected growth line, the teacher will review the last three Amira practice session recordings and adjust their small-group placement and/or intervention for the following week.

After the Middle-of-Year (MOY) Benchmark Assessment, the grade-level team will analyze the percentage of students meeting half of the goal (0.35 ARM growth). A plan will be developed for intensive intervention for any student who has not reached the 0.35 growth milestone.