South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

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

LETRS Questions: PACE Academy is an AES public charter school with the instructional autonomy to select evidence-based approaches that best meet the needs of our students and teachers. This autonomy allows us to provide teachers with the training and tools to effectively implement the Science of Reading through Project Read and other Orton-Gillingham-based methodologies.
Project Read complements the foundational knowledge provided through LETRS by translating the Science of Reading into practical, systematic, multisensory classroom instruction. While LETRS develops teachers' understanding of the research behind how students learn to read, Project Read provides structured instructional routines that teachers can immediately apply to explicitly teach phonological awareness, phonics, decoding, encoding, spelling, fluency, vocabulary, and comprehension.
At PACE Academy, we believe teachers need both the science and the tools to put that science into action. Our instructional autonomy allows us to combine research-based professional learning with practical, structured methodologies—equipping teachers to deliver consistent, explicit literacy instruction and ensuring every student has the opportunity to become a successful reader.

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

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. PACE Academy's reading assessment and instructional framework is designed to ensure that students develop the foundational and higher-level literacy skills necessary to comprehend text and meet grade-level English Language Arts standards. Through Project Read and other structured literacy and Orton-Gillingham-based methodologies, instruction is explicit, systematic, sequential, cumulative, and responsive to individual student needs.
Reading instruction incorporates six essential components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Oral language is developed through structured conversations, read-alouds, questioning, discussion, and opportunities for students to explain their thinking. These activities strengthen listening comprehension, expressive language, syntax, background knowledge, and academic vocabulary, all of which support reading comprehension.
Phonological and phonemic awareness instruction helps students recognize and manipulate the sounds of spoken language. Students engage in activities involving rhyme, syllables, sound identification, blending, segmenting, deletion, and substitution. Phonemic awareness inventories and other formative measures are used to identify specific skill deficits and guide targeted instruction.

Phonics instruction is explicit and systematic and focuses on sound-symbol relationships, decoding, encoding, syllable patterns, spelling patterns, and word structure. Students progress from simpler to more complex skills and apply their knowledge to reading real words, nonsense words, and connected text. Multisensory strategies are used to strengthen mastery and retention.
Fluency instruction is incorporated through teacher modeling, guided oral reading, repeated reading, partner reading, and opportunities to practice connected text. Fluency assessments monitor accuracy, rate, and expression. As students become more automatic and accurate readers, they are better able to devote attention to understanding the meaning of text.
Vocabulary instruction is embedded throughout daily literacy instruction. Students receive explicit instruction in new words and learn to use context, word relationships, prefixes, suffixes, roots, and morphology to determine meaning. Students are given repeated opportunities to use new vocabulary in speaking, reading, and writing.
Comprehension instruction is taught explicitly before, during, and after reading. Students learn to ask and answer questions, identify main ideas and supporting details, summarize, predict, make inferences, determine theme, analyze text structure, make connections, and cite evidence from text. These strategies are applied to literary and informational texts aligned with grade-level expectations.
PACE Academy uses multiple assessment measures, including phonemic awareness inventories, decoding assessments, fluency checks, formative and summative assessments, teacher observations, and progress-monitoring data. Assessment results are used to identify strengths and areas of need, determine appropriate instructional groupings, provide targeted intervention, adjust instructional intensity, and monitor student growth.
By integrating ongoing assessment with explicit instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, PACE Academy supports students in developing accurate word recognition, language comprehension, and the ability to successfully understand and analyze grade-level text in accordance with English Language Arts standards.

Section B: Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.
PACE Academy's Word Recognition assessment and instruction for students in PreK–5th grade are aligned with the Science of Reading, Structured Literacy, and foundational literacy skills through the intentional use of **Project Read** and other Orton-Gillingham-based methodologies. Project Read serves as a primary instructional framework for developing accurate, automatic word recognition through explicit, systematic, sequential, cumulative, and multisensory instruction.
Project Read supports the Science of Reading by directly teaching the relationship between spoken language and print. Instruction begins with phonological and phonemic awareness, including identifying, blending, segmenting, deleting, and manipulating sounds in spoken words. Teachers use phonemic awareness inventories, Project Read-aligned skill checks, classroom-based assessments, and progress-monitoring data to determine student mastery and identify areas requiring additional instruction.
Through the **Project Read Phonics curriculum**, students receive systematic instruction in sound-symbol relationships and word structure. Skills are taught in a logical sequence that progresses from simpler to more complex concepts. Depending on student readiness and instructional level, students

are taught consonants, short and long vowels, blends, digraphs, vowel teams, syllable patterns, multisyllabic words, and increasingly complex phonics patterns. Previously taught skills are continually reviewed and reinforced so that new learning builds upon established knowledge.
Project Read also emphasizes explicit instruction in both **decoding and encoding**. Students apply phonics knowledge to reading and spelling words rather than relying primarily on memorization, pictures, or contextual guessing. Teachers assess student performance using real-word reading, nonsense-word reading, spelling and encoding tasks, word-reading measures, connected-text reading, and other formative assessments. These measures allow teachers to determine whether students are independently applying learned sound-symbol relationships.
Consistent with Structured Literacy principles, Project Read incorporates **multisensory instruction**. Students are provided opportunities to see, hear, say, manipulate, and write letters, sounds, syllables, and words. The integration of visual, auditory, and kinesthetic learning pathways reinforces the connection between speech sounds and written symbols and supports students who may require additional repetition and explicit instruction.
As students progress, Project Read instruction also addresses syllable structure, morphology, and meaningful word parts. Students learn to recognize syllable patterns and analyze base words, prefixes, suffixes, roots, and other morphemes. This supports

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.
PACE Academy uses universal screener data, diagnostic assessment data, and ongoing progress-monitoring information to identify PreK–5th grade students who have not demonstrated grade-level reading proficiency and to determine whether intervention should primarily target **word recognition**, **language comprehension**, or both. Project Read serves as a central component of this intervention framework because its structured literacy approach allows teachers to identify specific skill deficits and provide explicit, sequential, and targeted instruction based on student need.
Universal screening data are reviewed at designated points throughout the school year to identify students who are performing below grade-level expectations in reading. Screening results provide an initial indication of whether a student may be experiencing difficulty with foundational reading skills, fluency, vocabulary, comprehension, or a combination of these areas. Students identified through universal screening as being at risk for reading difficulty receive additional diagnostic assessment to determine the specific source of the reading deficit.
For students demonstrating weaknesses in **word recognition**, diagnostic assessment focuses on foundational literacy skills such as phonological and phonemic awareness, sound-symbol correspondence, decoding, encoding, word reading, syllable patterns, and automaticity. Project Read assessments, phonemic awareness inventories, decoding measures, spelling and encoding tasks, fluency checks, and teacher observations are used to identify the specific skills the student has mastered and the skills requiring further instruction.
When diagnostic data indicate a word-recognition deficit, the student is placed on a targeted instructional pathway using Project Read phonics and other Orton-Gillingham-based methodologies. Instruction is explicit, systematic, sequential, cumulative, and multisensory. Students receive targeted instruction in areas such as phonemic awareness, letter-sound relationships, blending, segmenting, decoding, encoding, syllable types, morphology, multisyllabic word reading, and automatic word recognition. Instruction begins at the student's identified point of need rather than simply at the student's enrolled grade level.

For students whose word-recognition skills are relatively secure but who continue to demonstrate difficulty understanding text, diagnostic assessment is used to determine whether the primary need is in **language comprehension**. Teachers examine data related to oral language, vocabulary, background knowledge, syntax, listening comprehension, inferencing, main idea, summarization, text structure, and understanding of literary and informational text.

When diagnostic data indicate a language-comprehension deficit, intervention focuses on building the language skills necessary for understanding increasingly complex text. Instruction may include explicit vocabulary development, morphology, oral language activities, structured discussion, teacher read-alouds, questioning, summarizing, making inferences, identifying main ideas and supporting details, analyzing text structure, and building background knowledge. Project Read comprehension strategies may be incorporated to provide students with explicit and structured approaches for making meaning from text.

PACE Academy recognizes that some students demonstrate needs in **both word recognition and language comprehension**. In these cases, intervention addresses both pathways rather than treating reading difficulty as a single skill deficit. For example, a student may receive explicit Project Read phonics instruction to strengthen decoding while also participating in vocabulary, oral language, and comprehension instruction using grade-appropriate content.

Student intervention plans are based on multiple sources of data rather than a single assessment score. Universal screener results, diagnostic assessments, Project Read skill data, classroom performance, formative assessments, fluency data, teacher observations, and progress-monitoring results are reviewed collectively to determine the intensity and focus of intervention.

Progress is monitored regularly to determine whether students are responding to the targeted instructional pathway. If data demonstrate adequate growth, instruction is continued or gradually adjusted as the student develops proficiency. If a student does not demonstrate expected growth, teachers review the diagnostic information, increase instructional intensity, adjust grouping, provide additional practice, or modify the intervention focus.

Through this data-driven process, PACE Academy uses universal screening to identify students at risk, diagnostic assessment to determine the underlying source of reading difficulty, and Project Read to provide targeted, skill-specific intervention. This process ensures that students who have not demonstrated grade-level reading proficiency receive instruction that directly addresses their identified needs in **word recognition, language comprehension, or both**, with the ultimate goal of improving reading proficiency and access to grade-level English Language Arts standards.

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.

PACE Academy actively engages families as partners in literacy development by providing families with practical strategies and resources that reinforce the school's Project Read and structured literacy instruction at home. Family engagement is intentionally connected to the same foundational reading skills students are learning during the school day so that parents and caregivers can support reading development using consistent language, routines, and instructional approaches.

A key component of this effort is PACE Academy's **Family Literacy Nights**. During these events, families are introduced to Project Read strategies and other Science of Reading and Orton-Gillingham-based practices used in the classroom. Teachers model how reading skills are taught and explain how families can reinforce those skills at home in ways that are appropriate, manageable, and engaging.

Family Literacy Nights include hands-on **"make-and-take" literacy activities**. Parents and students work together to create instructional materials that can be taken home and used for continued practice. These activities may include phonemic awareness games, sound and letter activities, word-building materials, syllable activities, vocabulary games, morphology activities, fluency practice materials, comprehension question cards, and other literacy resources connected to Project Read instruction.

Teachers demonstrate how to use each make-and-take activity so that families understand both the purpose of the activity and how it supports reading development. For example, families may learn how to practice blending and segmenting sounds, build and manipulate words using sound-symbol relationships, recognize common spelling patterns, practice high-frequency words, develop vocabulary, or use questioning and retelling strategies to strengthen comprehension.

The purpose of the make-and-take activities is not simply to provide families with materials, but to build their capacity to support literacy development at home. Families leave the event with both the instructional resource and an understanding of how to use it effectively.

PACE Academy also uses Family Literacy Nights to help families understand the major components of reading development, including **oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension**. Teachers explain how these areas work together and how Project Read provides explicit, systematic, sequential, cumulative, and multisensory instruction in these foundational skills.

Family activities are designed to support students at varying instructional levels. Parents are encouraged to focus on the specific skills their child is developing rather than simply increasing the difficulty of reading material. This supports PACE Academy's data-driven approach to reading instruction and helps families reinforce targeted skills identified through universal screening, diagnostic assessment, classroom assessment, and progress monitoring.

PACE Academy further encourages families to support literacy through regular reading at home, discussion of books and informational text, vocabulary development, oral language activities, and opportunities for students to practice reading aloud. Families are provided with guidance about asking questions, discussing meaning, making predictions

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. PACE Academy monitors reading achievement and growth for PreK–5th grade students through a data-driven process grounded in **Project Read**, Structured Literacy, and the Science of Reading. Project Read provides the instructional framework used to identify specific reading skill deficits, deliver targeted instruction, monitor mastery, and determine when intervention should be intensified, adjusted, or discontinued.

At the classroom level, teachers use Project Read skill assessments, phonemic awareness inventories, decoding and encoding measures, fluency checks, vocabulary and comprehension assessments, classroom performance, student work, and progress-monitoring data to determine each student's current level of reading performance. These data are reviewed together so that instructional decisions are based on multiple measures rather than a single test score.

Project Read allows teachers to monitor student progress across the major components of reading, including phonological and phonemic awareness, phonics, decoding, encoding, syllable patterns, morphology, automatic word recognition, fluency, vocabulary, and comprehension. Because Project Read instruction is systematic, sequential, and cumulative, teachers can identify the exact point in the instructional sequence where a student has demonstrated mastery or continues to require additional support.

Students who are not demonstrating grade-level reading proficiency receive targeted intervention based on identified skill needs. For example, a student demonstrating difficulty with phonemic awareness or decoding may receive additional Project Read phonics instruction using explicit, multisensory practice in sound-symbol relationships, blending, segmenting, word building, syllable patterns, and encoding. A student who demonstrates adequate word recognition but difficulty understanding text may receive additional instruction in vocabulary, oral language, morphology, and comprehension strategies.

Progress monitoring is used to determine whether students are responding to Project Read intervention. Teachers regularly review student performance on previously taught skills, new skills, connected-text reading, fluency, and comprehension. If a student demonstrates mastery, instruction moves forward within the Project Read sequence. If the student does not demonstrate expected growth, the teacher may reteach prerequisite skills, increase the amount of guided practice, adjust instructional grouping, increase the frequency or intensity of intervention, or use additional diagnostic assessment to determine the source of the difficulty.

PACE Academy uses flexible instructional grouping within the Project Read framework. Students are grouped according to demonstrated skill needs and are regrouped as new assessment data become available. This ensures that students receive instruction at their identified point of need while continuing to work toward grade-level reading expectations.

At the school level, leadership and instructional staff review Project Read assessment results, universal screening data, progress-monitoring trends, fluency data, comprehension data, and other available reading information to examine student achievement across classrooms and grade levels. The school uses these data to identify patterns of strength and need, determine whether interventions are producing adequate growth, and identify areas in which additional instructional support or professional development may be needed.

Intervention decisions are based on **all available student data**, including Project Read assessment results, universal screeners, diagnostic measures, classroom assessments, progress-monitoring information, teacher observations, and student work. These data are used to determine the appropriate instructional pathway, intensity of support, and frequency of progress monitoring.

Through Project Read, PACE Academy maintains a continuous cycle of **assessment, explicit instruction, progress monitoring, data

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. PACE Academy monitors reading achievement and growth for students in grades 2–5 through a structured, data-driven process grounded in **Project Read, Structured Literacy, the Science of Reading, and Orton-Gillingham methodologies**. All teachers in grades 2–5 are trained in **Level I and Level II Orton-Gillingham methodologies**, which strengthens the school's capacity to provide explicit, systematic, sequential, cumulative, diagnostic, and multisensory reading instruction.

Project Read serves as a primary framework for monitoring student progress in foundational literacy and reading comprehension. Teachers use Project Read assessments and instructional data, phonemic awareness inventories, decoding and encoding measures, fluency checks, vocabulary and comprehension assessments, classroom performance, student work, and progress-monitoring data to determine each student's current level of reading achievement.

Because teachers are trained in both Level I and Level II Orton-Gillingham methodologies, they are able to analyze student errors and identify specific areas of difficulty in phonological awareness, phonics, decoding, encoding, syllable patterns, morphology, automatic word recognition, fluency, vocabulary, and comprehension. This training supports teachers in moving beyond a general determination that a student is struggling and instead identifying the specific literacy skill or skills requiring targeted intervention.

At the classroom level, teachers continuously monitor student mastery within the Project Read instructional sequence. Project Read's systematic and cumulative structure allows teachers to identify where a student has demonstrated mastery and where gaps remain. Students who have not reached grade-level proficiency receive targeted instruction beginning at their identified point of need.

For example, students who demonstrate weaknesses in word recognition may receive intensified Project Read and Orton-Gillingham-based instruction in phonemic awareness, sound-symbol relationships, blending, segmenting, decoding, encoding, syllable division, spelling patterns, morphology, and multisyllabic word reading. Multisensory techniques are used to engage visual, auditory, and kinesthetic learning pathways and reinforce the connection between spoken and written language.

Students who demonstrate adequate decoding skills but continue to experience difficulty comprehending text receive additional instruction in oral language, vocabulary, morphology, fluency, background knowledge, and comprehension strategies. Project Read strategies are used to provide explicit instruction in understanding text, identifying main ideas and supporting details, summarizing, making inferences, analyzing text structure, and responding to text.

Progress monitoring is an ongoing component of intervention. Teachers regularly review student performance on previously taught skills, newly introduced skills, word reading, connected text, fluency, vocabulary, and comprehension. If students demonstrate mastery, they progress within the Project Read sequence. If expected growth is not evident, teachers use their Project Read and Orton-Gillingham training to adjust instruction by reteaching prerequisite skills, increasing guided practice, changing instructional groupings, providing more intensive multisensory practice, or administering additional diagnostic assessments.

PACE Academy also uses flexible grouping based on student skill needs. Groups are adjusted as assessment and progress-monitoring data change. Students are not limited to instruction based solely on their enrolled grade level; instead, intervention begins with the specific foundational skill that requires support while maintaining the goal of moving the student toward grade-level reading proficiency.

At the school level, leadership and instructional staff review Project Read assessment data, universal screener results, diagnostic information, classroom performance, fluency and comprehension data, and progress-monitoring trends across grades 2–5. These data are used to identify patterns of student need, evaluate the effectiveness of interventions, determine areas requiring additional instructional emphasis, and identify professional

Section G: Analysis of Data

Strengths	Possibilities for Growth
• One of the school's greatest strengths is its strong commitment to **Structured Literacy and the Science of Reading**. PACE Academy uses **Project Read** as a primary literacy framework and incorporates Orton-Gillingham-based methodologies throughout reading instruction. All teachers in grades 2–5 are trained in **Level I and Level II Orton-Gillingham methodologies**, providing the school with a consistent instructional approach across classrooms. • The school's reading instruction is explicit, systematic, sequential, cumulative, diagnostic, and multisensory. Teachers address phonological and phonemic awareness, phonics, decoding, encoding, fluency, vocabulary, morphology, oral language, and comprehension. This comprehensive approach is especially important given PACE Academy's mission of serving students with dyslexia and other reading disabilities. • Family engagement is another area of strength. PACE Academy extends literacy instruction beyond the classroom through **Family Literacy Nights**, during which families learn strategies connected to Project Read and structured literacy. Families participate in hands-on **make-and-take activities** and leave with both instructional materials and an understanding of how to reinforce reading skills at home. • The school also benefits from small instructional groups, ongoing progress monitoring, flexible grouping, and the ability to adjust instruction based on student performance. These practices provide teachers with opportunities to deliver intensive and individualized literacy support. • Overall, PACE Academy has developed a strong literacy foundation through Project Read, Orton-Gillingham methodologies, structured literacy, trained teachers, data-based intervention, and family engagement. The school's primary opportunity for continued growth is to build upon these foundational strengths so that increasing numbers of students demonstrate sustained growth and ultimately reach grade-level reading proficiency.	• Overall, PACE Academy has developed a strong literacy foundation through Project Read, Orton-Gillingham methodologies, structured literacy, trained teachers, data-based intervention, and family engagement. The school's primary opportunity for continued growth is to build upon these foundational strengths so that increasing numbers of students demonstrate sustained growth and ultimately reach grade-level reading proficiency. • Continue closing reading gaps for students who enter PACE significantly below grade level. • Increase the rate of growth for students with significant reading deficits. • Strengthen students' ability to transfer foundational reading skills to grade-level text. • Increase reading fluency and automaticity for struggling readers.

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 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from __18____ % to ___20___ % in the spring of 2025-2026.	Of the 32 third-grade students tested, 65.6% did not meet expectations, 28.1% approached expectations, and 6.3% met expectations. No students exceeded expectations. Overall, 6.3% met or exceeded expectations, while 34.4% approached, met, or exceeded expectations. The mean score was 354.9, with a standard deviation of 59.4, indicating variation in student scores. ****PACE Academy is an AES School that serves a special population that are below grade level reading**

Previous: By the end of the 5th year of operation (June 2025), 24% of students in grades 3-5 will score meet or exceeds on the SC Ready Reading Assessment. METRIC Annual assessments administered by the SCDE (SC-READY) ANNUAL TARGETS 2022 Baseline = 16% 2023 = 18% 2024 = 20% 2025 = 22% 2026 = 24%us	Out of the 3-5 Grade 19% od students scored meets or exceeds.

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

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. ***Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level***. Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.

- Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps

Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 6.9 % to __12____ % in the spring of 2027 school year..	By spring 2027, PACE Academy will increase the percentage of third-grade students meeting or exceeding expectations on the state ELA assessment from 6.3% to at least 12% through explicit instruction using Project Read and other Orton-Gillingham-based methodologies, targeted interventions, and quarterly reviews of student progress. This measurable annual target will support the school's long-term goal of 75% of third graders meeting or exceeding expectations by spring 2030 while addressing the needs of students with dyslexia and other reading disabilities.
Current Goal #2: **By the end of June 2027, 24% of students in grades 3-5 will score meet or exceeds on the SC Ready Reading Assessment through the implementation of high quality instructional materials designed specifically for students with reading difficulties.**	Utilize State standards in English language arts (reading and writing). x Utilize Project Read, MAP, SC READY and classroom assessment scores to determine strengths and weaknesses of students to inform instruction. x Utilize MAP data and curriculum benchmark assessments for reading to differentiate instruction in classrooms. Chart student scores for PACE Academy (reading and language usage). Use student data for flexible student groups for instruction. x Provide academic assistance to students scoring not met on state testing program using Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS) and enrichment/remediation opportunities. x Provide focused training for teachers on specific reading/writing strategies used in Project Read to prepare students for state testing.

	x Use classroom assessments that are aligned with state testing programs/standards (authentic assessments, rubrics, etc.). x Provide technology and corresponding training to implement instructional program. x Implement independent and guided reading strategies in all English classes. x Share best practices and tips through monthly professional development. x Hold grade level data team meetings to focus on instructional practices and student achievement. x Conduct student-teacher-parent conferences at least twice a school year to review student progress and discuss goals.
Current Goal #3:	