South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
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? 0
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 16
- How many teachers in your school are beginning Volume 1 of LETRS this year? 1
- How many teachers in your school are beginning Volume 2 of LETRS this year? 0
- How many CERDEP PreK teachers in your school have completed EC LETRS? 2
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 0

Section A: Describe how reading assessment and instruction for all PreK-5th grade students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

Reading assessment and instruction for PreK–6th grade students are essential in fostering a solid foundation in literacy. Oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension supports the development of reading skills and comprehension. If each of these components are embedded into the instructional block, educators can ensure students become proficient and confident readers. Here's how each of these elements is integrated into reading assessment and instruction. Oral language development is critical for reading comprehension, as it helps students understand the structure of language and build vocabulary. Our teachers assess oral language skills through observations, conversations, and interactive activities. Sharing ideas in group discussions and reading aloud foster students' oral language skills is a key component of the HMH curriculum that we are using. Phonological awareness involves recognizing and manipulating the sounds in spoken language and is a huge predictor in reading comprehension. Through the use of HMH, Heggerty, & UFLI teachers instruct students to learn sound matching, syllable counting, segmenting and blending sounds in words. Phonics instruction teaches students the relationship between phonemes and graphemes, which is essential for decoding words. In our building we are utilizing the UFLI curriculum to teach letter-sound correspondence and progress to more complex phonetic patterns. Students practice blending sounds to read words and use their phonics knowledge to decode unfamiliar text using decodable texts that align with the phonics skills being taught. Fluent readers are readers that can focus on understanding the text rather than decoding individual words. To teach fluency, our teachers allow students to reread familiar texts, partner reading, and choral reading as a group. Teachers also model accuracy and expression through model reading. A strong vocabulary helps students understand the meanings of words they encounter in texts and builds their ability to comprehend more complex texts. Based on iReady data, we know that vocabulary is an area that our students struggle with. To increase our students' vocabulary, teachers explicitly teach high-frequency words, academic vocabulary, and content-specific words using the instructional routines in HMH.Comprehension is the ultimate goal of reading instruction. To teach comprehension, our teachers are focusing on teaching students' strategies such as predicting, questioning, summarizing, and visualizing as they read. To assess comprehension, we ask students to

retell a story, answer questions about a text, summarize key ideas, and make predictions. The key to building successful readers is to integrate these components in an explicit and systematic manner.

To assess reading, we utilize the following assessments:

- Universal screener-i Ready
- Amira (HMH)
- iReady Growth Monitoring
- Quarterly benchmarks
- Progress Monitor: Amira
- By using the previously mentioned assessments and instruction, we are able to ensure that Tier 1 instruction is effective.

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.

Word recognition assessment and instruction are aligned to the science of reading, structured literacy and foundational literacy skills for Prek-5th grade students. According to the Simple View of Reading, students must be skilled in both word recognition and language comprehension to be considered proficient. Word recognition focuses on phonological and phonemic awareness, phonics, automaticity of words, and the reading of irregular words. Through the use of curriculums such as StudySync, HMH, UFLI, teachers reinforce phonological awareness by breaking words into syllables, orthographic mapping words freeing up cognitive space for comprehension, enabling students to focus on understanding the meaning of the text. To assess word recognition, Amira assess students' ability to recognize sounds, blend them together, and segment them into parts. Fairfield Elementary School progress monitors monthly to determine how well students are mastering the word recognition strand through the use of the Amira Program. Spelling and writing activities dictation exercises are also embedded into our daily instruction strengthening spelling and writing. Daily practice with words lists that include decodable words based on phonic patterns and sight words increase and build fluency. If students are low in word recognition, we use this information to determine what type of intervention is needed. For those students who have good language comprehension but poor word recognition/decoding skills typically need phonics instruction or intervention. If students receive intense phonics instruction based on word recognition assessments, reading comprehension will increase.

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.

In order to support students in PreK–6th grade who are struggling to demonstrate grade-level reading proficiency, both universal screener data and diagnostic assessment data are needed to identify specific areas of need and determine the appropriate interventions. The goal is to provide tailored, targeted interventions that address the specific challenges students face. Universal screeners allow teachers to identify students who are not demonstrating grade-level proficiency in foundational literacy skills early in the academic year, enabling timely intervention. These assessments provide a broad overview of students' performance and help in making informed decisions about which students require more intensive diagnostic testing and intervention. In our building, i-Ready and Amira are used as universal screeners. These assessments are given to all students at the benchmark window three times throughout the year. Students who score below benchmark in third grade are then tested by the Reading Interventionist to determine if students are struggling in decoding or language comprehension. Based on data from the assessments, students are then grouped according to reading skills to receive an additional 30 minutes of explicit and systematic instruction. In addition to tier 3 pull out, these students receive daily intervention using the i-Ready learning path during intervention with the teacher. Based on i-Ready data, teachers group students and provide targeted instruction based on their needs. Once any student has been identified as needing additional support through universal screening, diagnostic assessments provide a more detailed analysis of their strengths and weaknesses. By using universal screener data and diagnostic assessment data**,** our school can identify students who are at risk of reading difficulties and accurately diagnose whether their struggles are rooted in word recognition or language comprehension. This targeted approach allows for more precise intervention, ensuring that students receive the specific support they need to improve their reading skills and meet grade-level proficiency.

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.

It is our belief that by empowering parents with the knowledge and tools they need to assist their child, schools can create a supportive learning environment that extends beyond the classroom. It is important for families to understand and value themselves as their child's first teacher. To help parents understand how to support students as readers and writers, we:

- host a literacy night where parents learn about the literacy curriculum, key milestones for reading and writing at each grade level, and specific strategies for supporting children's learning at home.
- during parent teacher conferences, teachers take time to review the child's progress, highlight strengths and areas for improvement, and provide personalized suggestions for home activities and strategies that parents can use to support their child's reading and writing development.
- partner with local agencies such as Book It PizzaHut, Gamecocks, Chic-Fil-A and Nothing Bundt Cakes for students to complete reading logs.

- students also take home "book bags" that include readers that match their current reading level, along with activity sheets or discussion questions that help reinforce comprehension skills.
- send home flashcards with high-frequency words or phonics patterns to practice reading and spelling at home.
- provide families with access to a range of online resources, such as **Raz Plus & Reading Eggs** that reinforce reading and writing skills.
- send home weekly newsletters that include updates on what students are learning in reading and writing, along with practical tips for supporting these skills at home.
- encourage the Parent liaison to utilize the instructional tool checkout system for families to use. Families can borrow games, puzzles, and books.

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.

Progress monitoring reading achievement based on data ensures that we are growing students based on their needs and abilities. Progress monitoring is essential because it determines if the instruction and interventions are effective. At our school, we utilize weekly common assessments, PLC data, and openly collaborate with the reading interventionist and general education teacher to support learning. Students are assessed monthly to determine how well they are grasping skills being taught in the classroom. By progress monitoring monthly, it allows teachers to intentionally focus on those students who are at risk. We are currently using Amira through HMH to monitor each student's "Estimated Mastery" ARM Score. Once it is determined that students have mastered the concept, the teacher will use the next steps recommendations in HMH to decide what is the next skill for the student. If the intervention is not effective, we will adjust our strategies as needed to best support our students' growth.

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.

We are committed to ensuring that our educators receive support in the area of ELA instruction. The Reading Coach will play a vital role by facilitating our bi-weekly Professional Learning Community sessions. During these sessions, teachers will engage share effective strategies that align with the principles of structured literacy. Additionally, we will offer a range of professional development opportunities tailored to meet the needs of our staff based on LETRS research. These sessions will include workshops and access to resources that emphasize evidence-based practices in literacy instruction. The Reading Coach will also conduct coaching challenges throughout the year to keep teachers up-to-date on the latest research and strategies to try in the classroom.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Met the goal of decreasing the percentage of students DNM from 54.2 % to 31. 3% ● Grade 4 has the highest Meet's Expectations percentages at 40% ● Implementation of monthly mock writing and sharing feedback with colleagues ● Implementation of bi-weekly PLCs ● Implementation of reading support programs: UFLI & Heggerty ● Increased amount of coaching cycle work involving all teachers	● Writing instruction- teaching and assessing the 3 modes of writing ● Supplemental resources for grade levels, departments, etc. ● Grade 6 has a low percentage of students who exceed expectations (1.9%) ● Strategically plan Tier 3 pull-out intervention plan and resources to address the decoding and language comprehension skills of learners ● Using a range of data to make informed decisions about a student's individual path of learning

<u>Section H</u>: 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
Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 54.2 % to 50.2 % in the spring of 2025.	Met the goal of decreasing the percentage of students DNM from 54.2 % to 31. 3%

Previous Goal #2: By Spring of 2025, 80% of students in K-6 will grow 20 points on i-Ready Universal and or Dibels 8th Screener test	This goal was met with only 16% not growing 20 points on the i-Ready Universal Screener and or Dibels 8th Screener test. We are no longer using Dibels as a data point. This year, we will use Amira through HMH to serve as a universal screener.
Previous Goal #3: During the 2024-2025 school year, 100% of Pre-K-6 th grade teachers will receive ongoing Professional Development and engage in Professional Learning Communities and or Professional Learning Opportunities focused on instruction, using data to make informed decisions, and reflect on instructional practices.	This goal was met. A bi-weekly PLCs and monthly PD schedule was followed to ensure that teachers received support in instruction, using data to make decisions, and be reflective thinkers in their practice.

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 determined by SC READY from 33.1% to 38.1% in the spring of 2025.	Teachers will implement the HHM Curriculum, Teachers will provide daily intervention as well as small group instruction for all learners. Teachers will have a 120-minute uninterrupted ELA block. Teachers will use the District Pacing Guide & Instructional Framework as resource tools when planning instruction. Teachers will use assessments from HMH & Mastery Connect as a means to assess student learning. Students who fall below benchmark on i-Ready will be considered tier 3 pullout and receive additional reading support.
Current Goal #2: By Spring of 2026, 60% of students in K-6th will meet their reading growth goal on iReady and/or Amira.	The Reading Coach will facilitate a variety of professional development opportunities for teachers, focusing on the alignment of the ELA curriculums with the new ELA standards. Teachers will utilize HMH & StudySync for whole and small group instruction (Tier 2) Teachers will have a 120-minute uninterrupted ELA block. Teachers will use the District Pacing Guide & Instructional Framework as resource tools when planning instruction.

	Mandate UFLI phonics instruction for Kindergarten-Second Grade Intervention plan: students who fall below benchmark in 3rd grade will receive daily pull out intervention Analyze weekly common assessment, quarterly benchmark, and Universal screener data to determine the next step in instruction Progress monitor monthly to determine the effectiveness of interventions