

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? 10
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 1
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 10
- 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

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.

Teachers, our interventionist and literacy coach are all working together to ensure that Easy CBM Benchmarks, Reading A to Z, student worksamples, and MAP data (where applicable) are being used throughout K-3rd grade classrooms. In 4th and 5th grades, SCReady, MAP, and Benchmark data are being used in addition to initiating use of Reading A to Z assessments as well. Each of the named assessments supports our teachers in addressing all components of reading to aid in the comprehension of texts and meeting standards. Teachers instruct based on the information from these assessments, and use formative assessments throughout the year to guide their instruction. Our instruction in every classroom includes supporting oral language through discussion based formats, phonological awareness and phonics through our foundational skills work in all grades where appropriate, and fluency/vocabulary/comprehension instruction in all grades as well during reading and writing workshops.

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.

Using our Easy CBM and Reading A to Z measures we are assessing students for word recognition and reading accuracy throughout all grade levels. We use this information to draw from our knowledge of word recognition skills and strategies, support for oral language use, spelling/word study instruction, phonemic awareness, and decoding to support whole class instruction in lower grades and more individualized instruction as needed in upper grades. In our upper grades' classrooms, teachers are utilizing collaborations with our literacy coach and their colleagues to support students with spelling by engaging structured literacy and foundational skills.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026

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.

Our universal screener is EasyCBM and we use multiple diagnostic tools (MAP testing, Reading A to Z, Comprehensive Evaluation Assessments, etc.) to determine what the next steps are for children who demonstrate a specific need in reading. We draw from those tools to guide our conversations in IAT and RTI meetings in-house at our school. Using that information, we make determinations about frequency of intervention, timing, specific curricula used, and trajectory.

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.

Our classroom teachers' communication and reading intervention assistants' communication serves this purpose for our families. Our teachers are sharing weekly what they are doing in class as readers and offering support and suggestions for home for those students who are struggling. At the school level we offer examples of high-quality instruction from our teachers' classrooms in video form through our school newsletter, and our students feature information about themselves as readers and their work as readers in classrooms in Gathering and Student Led Conferences every year.

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.

Each month we hold an IAT meeting and RTI meeting where teachers attend, after analyzing their formative data to share that information with us for readers of concern. We also analyze data in each leadership team meeting to determine school-wide areas of strength and need so that we can emphasize professional learning opportunities that would support growth for our readers and grade level proficiency. We take that leadership team analysis into our Faculty meetings once each month as well.

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.

Our school-wide professional learning plan offers multiple opportunities for reading teachers to collaborate with one another, learn from each other, and work together to learn the science of reading information within the LETRS training. Each month, we gather together as a group of teachers pursuing LETRS certification to work on the asynchronous work together. This provides us the chance to talk, clear up misconceptions, and share

South Carolina Department of Education
 Read to Succeed **Primary and Elementary** Reading Plan
 2025-2026

applications of these processes. We discuss our structured literacy classroom practices and foundational literacy skill development in Curricular Conversations (once a month), Faculty Meetings (once a month), and Looping Meetings (once a month, K-1, 2-3, 4-5).

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● SCReady ELA 2024-2025 <ul style="list-style-type: none"> ○ 3rd grade <ul style="list-style-type: none"> ▪ met & exceeds increased 20.2% over the past 2 years ▪ met & exceeds increased 25.5% over the past 5 years ○ 4th grade <ul style="list-style-type: none"> ▪ met & exceeds increased 8.1% over the past 2 years ▪ met & exceeds increased 25.6% over the past 5 years ○ 5th grade <ul style="list-style-type: none"> ▪ met & exceeds increased 20.4% over the past 5 years ○ All grades students with IEPs <ul style="list-style-type: none"> ▪ met & exceeds increased 21.2% over the past 5 years ○ All grades African-American students 	<ul style="list-style-type: none"> ● SCReady ELA 2024-2025 <ul style="list-style-type: none"> ○ 5th grade <ul style="list-style-type: none"> ▪ met & exceeds decreased 12.9% over the past 2 years ○ All students with IEPs <ul style="list-style-type: none"> ▪ met & exceeds decreased 5.1% over the past 5 years

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026

<ul style="list-style-type: none"> ▪ met & exceeds increased 8.1% over the past 2 years ▪ met & exceeds increased 30.8% over the past 5 years ○ All grades Pupils in Poverty students <ul style="list-style-type: none"> ▪ met & exceeds increased 1% over the past 2 years ▪ met & exceeds increased 35.4% over the past 5 years 	
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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
<p><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 25% to 15% in the Spring of 2025.</p>	<p>During the 2024-2025 administration of SCReady, we had 0% of students scoring Does Not Meet.</p>

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026

<p><u>Previous Goal #2:</u></p> <p>By May, 2025, we will strengthen our Tier 1 instruction and reading intervention program by decreasing the number of students scoring below the 20th percentile in 3rd grade MAP Reading (Fall '23) from 26% to 16%.</p>	<p>In our May 2025 administration of the MAP assessment, 0% of our 3rd grade students scoring below the 20th percentile.</p>
<p><u>Previous Goal #3:</u></p> <p>By May 2025, all eligible teachers will complete Year One or Year Two of LETRS Training as measured by successful mastery on the end of year assessment.</p>	<p>By May 2025 all eligible teachers completed Year One or Year Two of LETRS Training.</p>

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
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South Carolina Department of Education
 Read to Succeed **Primary and Elementary** Reading Plan
 2025-2026

<p><u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 90% to 93% in the spring of 2026.</p>	<p>Coaching on Tier I instructional strategies Monitor progress in Reading Intervention Continue triangulating data from classroom conferences, benchmarks, and SCReady. Participate in professional development Incorporate strategies in both push-in and pull-out models Continue to work strategies into classroom application</p>
<p><u>Current Goal #2:</u></p> <p>By May, 2026, we will strengthen our Tier 1 instruction and reading intervention program by decreasing the number of students scoring below the 20th percentile in 3rd grade MAP Reading (Fall '25) from 16% to 12%.</p>	<p>Coaching on Tier I instructional strategies Monitor progress in Reading Intervention Continue triangulating data from classroom conferences, benchmarks, and SCReady. Participate in professional development Incorporate strategies in both push-in and pull-out models Continue to work strategies into classroom application</p>
<p><u>Current Goal #3:</u></p> <p>By Spring 2026, we will decrease percentage of students scoring below the 40th percentile in 2nd grade from 14% to 10%</p>	<p>Coaching on Tier I instructional strategies Monitor progress in Reading Intervention Continue triangulating data from classroom conferences, benchmarks, and SCReady. Participate in professional development Incorporate strategies in both push-in and pull-out models Continue to work strategies into classroom application</p>

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