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? 17
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 5
- How many teachers in your school are beginning Volume 1 of LETRS this year? 3
- How many teachers in your school are beginning Volume 2 of LETRS this year? 17
- 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? 2

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.

Students engage in explicit instruction and guided practice through daily Whole-Group lessons, Small-Group lessons, and independent and collaborative activities using HMH Into Reading and other high quality instructional materials. The curriculum provides explicit instruction with academic vocabulary to build and expand students' word knowledge within, across, and beyond texts. The curriculum includes explicit and systematic instruction with a gradual release model which includes instructional routines for modeling, guided practice, and independent practice.

Our district curriculum map and HMH Into Reading provides a research-based scope and sequence that organize text sets into modules based on meaningful content-area topics, integrates the essential early literacy skills: phonological awareness, phonics/decoding, fluency, vocabulary, and comprehension that progress from simple to more complex texts and skills throughout the year and review skills cumulatively.

Teacher's guide lessons include embedded opportunities for formative assessment of targeted skills during daily instruction. Each lesson provides Independent Practice and Engage and Respond tasks to determine whether students are meeting the learning objectives. The weekly and module assessments measure students' understanding of major comprehension, vocabulary,

and writing/grammar skills at the end of each week and module. These formative assessments determine students' mastery of skills and allow teachers to plan for review, reteaching, or differentiation.

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.

Literacy instruction is structured to build knowledge systematically over time. They continually build on what they already know to become better readers and communicators. Developing an awareness of spelling patterns (orthography) is an important component of children's literacy instruction. Word lists are organized by the developmental stages of word knowledge—from the level of foundational skills through the exploration of Latin and Greek word parts—that will intentionally lead children to understand how words work and reinforce children's knowledge of sound-spelling relationships. Explicit instruction in spelling patterns will also help children to use their developing phonics/decoding skills in their writing. HMH Into Reading curriculum uses a consistent High-Frequency Words routine that taps all parts of the brain to help children retain the words. Then build children's automaticity by having them practice the words throughout the week in varied activities that focus on reading, writing, spelling, and using the words in conversation. Children can practice identifying high- frequency words in context in decodable texts and through the weekly Literacy Centers. Structured literacy helps teachers use the science of reading research to teach foundational literacy skills in a systemic way.

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.

Based on the results of our universal screener, MAP Reading, previous years' MTSS data and other observations, we determine whether children would benefit from intervention instruction or require additional diagnostic testing. Using the Decision Tree developed by SC Literacy Specialists, we determine students' needs are in word recognition or language comprehension. This process allows us to write SMART goals for students and target individual needs and create an Individual Reading Plan. We will them progress monitor students' progress and write new goals as they progress.

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.

Tools like the Parent Square (text and voice) and the Parent Newsletter (monthly newsletter) keep parents informed about school activities and student progress. Regular conferences provide a platform for direct dialogue between teachers and parents, ensuring that both parties are on the same page regarding student needs and accomplishments. R2S requirements ensure communication between school and home to show progress and work as a team on students' goals.

Organizations such as the Parent-Teacher Organization (PTO) and the School Improvement Council (SIC), along with events like field day, Wake Up and Read, Fall for Reading, and seasonal music programs offer parents and community members opportunities to engage directly with students, creating a sense of community and shared responsibility. PTO and SIC also allows parents and community members to influence school decisions and policies, ensuring the school's direction aligns with community values and expectations.

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.

MAP, DRA, MAP Reading Fluency and SC Ready data are used to monitor the achievement and growth of individuals, classes and grade levels. This data, along with teacher observations, is shared with the MTSS team and used to make decisions about Tier 1,2, and 3. The MTSS strives to work with students who are achieving below and above grade level targets.

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 teachers are either in year 1, 2 or have completed LETRS training. We also participate in district and state provided professional learning on the new SC standards which include foundational literacy skills. Our HMH curriculum provides teachers in K-2 with structured literacy lessons and support. Grade level half day PLCs allow teachers extended planning time to collaborate and continue their learning.

Section G: Analysis of Data

Strengths	Possibilities for Growth

• Half day PLCs for each grade in Math and ELA to collaborate, unwrap standards and plan each quarter. • High Quality Instructional Materials • Reading interventionist that provides support in Tier 3 • Strong MTSS team and system of support • Various interventions to meet students' specific needs • Administration in classrooms and providing feedback for Tier 1 instruction • Scheduled time for Tier 2 interventions on Amira to ensure fidelity • Literacy coach to collaborate on Tier 2 interventions in the classroom •	• More systematic way to quantitate progress monitoring data • Continued growth in reflective practice • Tier 2 professional learning • Professional learning in new curriculum for Tier 1 and interventions • Continued work with new SC ELA standards in understanding the rigor and depth of the standard • Building community between grade levels to build trust in each other's teaching practices • Technology issues that hinder use of resources in HQIM

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): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 33.8 % to 22 % in the spring of 2025.	The percentage of third grade students scoring Does Not Meet in the spring of 2025 was 8.7%.

Previous Goal #2: Professional development with teachers and interventionists in our HMH Into Reading curriculum including features such as Amira, interventions and online features.	Teachers and interventionists participated in half day professional development and coaching cycles to learn about HMH including Amira and online features.
Previous Goal #3:	

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 2025 as determined by SC READY from 55.2% to 60 % in the spring of 2026.	• Administration will closely monitor planning sessions and classroom instruction with third grade team. • Benchmark data will be carefully analyzed and used to guide instruction.

	• Half-day planning with Literacy Coach, district instruction coach and administration will be provided each quarter during the year. • MTSS team will identify students who are above grade level and begin providing tiered support
Current Goal #2: As a school and district, staff will participate in Leader in Me training to learn the seven habits and how we can implement them personally and professionally.	• School wide Leader in Me trainings as scheduled by administration • Administration will assign representative from each team to serve on the Lighthouse Committee to lead the Leader in Me initiative • Lighthouse Committee will invite selected students to serve on the Student Lighthouse committee and meet periodically for them to help with Leader in Me initiatives • Newsletters from administration to parents and staff will include Leader in Me initiatives
Current Goal #3:	