

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? 9
- 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? 3
- 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? 1
- 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.

At Webber Elementary, reading assessment and instruction for PreK-5th grade students focus on ensuring students meet grade-level English/Language Arts standards using comprehensive instruction that follows the structured literacy framework including the instructional contexts of interactive read alouds, shared/close reading, reading and writing mini lessons, independent reading and writing, word study, and intervention. Key literacy skills are measured using the district's universal screeners, STAR Renaissance Reading and Early Literacy, myIGDIS, and KRA. Fountas and Pinnell Benchmark Assessment System (BAS) is another assessment that is administered three times per year as an option to evaluate word solving, fluency, and comprehension to guide instructional practices for whole group, small group, and one-on-one instruction.

Our focus for this year is to ground our instruction using resources that support the science of reading with the usage of Orton-Gillingham (OG) strategies, strategies gleaned from LETRS (Language Essentials for Teachers of Reading and Spelling), Writing Rope components, and literacy curriculum adoption of Wonders. Our district created scope and sequence aligned to the 2024 College and Career Ready Standards (SCCCR) have embedded resources that also support improvement in tier one instructional practices.

- Oral Language- engagement through rich discussions and engaging interactive read alouds that enhances communication skills. Students' speaking and listening skills are regularly assessed through structured activities, ensuring every child can express themselves and build their confidence. We plan to support the teachers' use of informal observation throughout the instructional day as teachers observe how students interact with peers and adults, paying close attention to their language development to include sentence structure, clarity of speech, and ability to express thoughts.

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- Phonological Awareness and Phonics-engagement in research-based activities built around the science of reading to support students' ability with becoming more attuned to the sounds in words. Students are given the STAR Early Literacy assessment in grades Kindergarten through second to assess their knowledge in print concepts, phonological awareness, phonics, and word recognition, fluency, and vocabulary acquisition and use. This assessment is given three times per year to track students' growth, while the STAR Progress Monitoring and STAR CBM assessments are given monthly to also track students' progression. As a diagnostic screener, students are given the Phonological Awareness Skills Test (P.A.S.T), sound and letter identification assessments, and Orton-Gillingham initial assessments.
- Fluency-usage of repeated readings from Orton Gillingham and guided practice that support building students' confidence and automaticity as readers.
- Vocabulary-direct instruction and contextual teaching and learning are used to enrich vocabulary understanding. OG Morphology is used to support vocabulary instruction.
- Comprehension-tier one direct instruction and small group instruction that includes comprehension strategies using metacognition, comprehension monitoring, graphic organizers, and reciprocal teaching to support students' ability to make connections and enhance their understanding.

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.

At Webber Elementary, word recognition assessment and instruction for PreK–5th grade students are strongly aligned to the science of reading, structured literacy, and foundational literacy skills. Instruction explicitly targets phonological awareness, phonics, fluency, and sight word recognition to ensure students develop automaticity in decoding. Teachers provide systematic and explicit instruction through high-quality instructional materials such as Wonders and Orton-Gillingham (OG) strategies, which emphasize multisensory, structured literacy practices.

To ensure instruction is aligned and data-driven, we use multiple valid and reliable state-approved assessments, including STAR Reading, STAR Early Literacy, Mastery View Predictive Assessments (MVPA), SC Ready, i-Ready, Orton-Gillingham assessments, and Wonders assessments. Student progress is closely monitored through STAR Progress Monitoring, STAR CBMs, reading records, and OG assessments, especially for students in Tier 3. These data sources are analyzed in PLC and MTSS meetings to inform instruction, guide intervention pathways, and adjust supports based on each student's needs. Together, these practices ensure that foundational literacy instruction is explicit, systematic, and evidence-based, while assessment and progress monitoring provide the data needed to target word recognition and accelerate growth toward grade level proficiency.

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.

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At Webber Elementary, STAR Reading and STAR Early Literacy are used as universal screeners and are administered in the fall, winter, and spring. Teachers also use STAR Progress Monitoring and STAR CBM monthly to track students' progress towards their goals. When students are identified as not demonstrating grade-level proficiency, diagnostic assessments are administered to identify specific areas of need. These include the Phonological Awareness Skills Test (P.A.S.T), sound and letter identification assessments, Orton-Gillingham initial assessments, the Benchmark Assessment System (BAS), and other classroom-based diagnostic measures. Together, these tools allow teachers to determine whether a student's needs fall within word recognition (phonological awareness, phonics, and fluency) or language comprehension (vocabulary and background language).

The data received from these assessments are triangulated with teacher observations and instructional planning reports to create targeted pathways of intervention. Teachers analyze results during Professional Learning Communities (PLC) using structured data protocols to interpret findings, determine next steps, and plan individualized instruction. Students are then tiered into urgent intervention, intervention, on-watch, and at/above grade level, and instruction is tailored to their specific areas of need.

Parents are informed and included in the intervention planning process through multiple communication methods. Teachers share assessment data and intervention plans during parent teacher conferences, MTSS meetings, IRP meetings, and 'Telephone Tuesdays' calls. Families also receive STAR Parent Reports after each screening and progress monitoring cycle, which outline performance levels and recommended next steps. When students are placed in Tier 2 or Tier 3 interventions, parents are invited to participate in MTSS meetings to review data, discuss intervention strategies, and identify ways to support learning at home. This collaboration ensures that families are active partners in supporting their child's reading development.

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.

At Webber Elementary, we support families in helping their children as readers and writers through multiple systems of engagement and communication. Our Parent Engagement Specialist and School Improvement Council (SIC) play a key role in strengthening the home-school connection and promoting community involvement. Schoolwide literacy goals and expectations are communicated to parents at the beginning of the year during Meet the Teacher Night, Open House, and through ongoing class newsletters and school communication platforms such as, Talking Points. Families are also encouraged through events such as Family Literacy Night, Grits for Grandparents, Parent-Teacher Conferences, and school-wide programs, including seasonal concerts and performances. These programs help parents support literacy by encouraging family conversations, expanding background knowledge, and building vocabulary connected to what students are learning.

To ensure parents are regularly informed of student progress, STAR Reading and Early Literacy Parent and Family Reports are provided after each assessment, outlining the student's reading level, scaled and domain scores, and reading recommendations that include book titles within the student's zone of proximal development (ZPD). Teachers also provide consistent communication through "Telephone Tuesdays," where they make

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weekly parent contacts, and during conferences and data discussions with families. At many events, parents and caregivers are provided with books, engaging activities, and take-home resources to reinforce literacy skills at home.

Together, these systems ensure that parents and caregivers are consistently informed of literacy expectations, aware of their child's progress toward meeting them, and equipped with practical tools and resources to support reading and writing development at home.

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.

At Webber Elementary, ongoing progress monitoring is an essential part of our system for ensuring reading achievement and growth for all students. Teachers and school teams regularly review data through Professional Learning Communities (PLCs) and Multi-Tiered System of Support (MTSS) meetings. A variety of data sources are used, including STAR Reading, STAR Early Literacy, STAR Progress Monitoring, STAR CBMs, Mastery Connect (MVPAs, District Common Formative Assessments, and teacher-created assessments), and classroom-based observations. These multiple data points provide a comprehensive view of student performance across standards and reading domains.

Progress monitoring expectations are clearly defined within our MTSS framework. Students receiving Tier 2, targeted interventions are progress monitored monthly, while students in Tier 3, intensive interventions are progress monitored every two weeks. Students performing above grade level are also monitored to ensure that expected growth is maintained and exceeded. This tiered approach ensures equity by providing every student with the appropriate level of monitoring and support.

All students performing below benchmark receive daily targeted interventions in addition to Tier 1 core instruction. Data from progress monitoring is reviewed regularly by teachers and the MTSS team using structured decision trees, ensuring a fluid response to intervention process. This allows instructional pathways to be adjusted quickly based on student growth and need, whether in word recognition (phonological awareness, phonics, and fluency) or language comprehension (vocabulary, background knowledge, and comprehension strategies).

These systems ensure that student progress is continuously monitored, instructional decisions are responsive to student need, and families remain informed and engaged in supporting literacy growth at home.

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.

At Webber Elementary, teachers are provided with ongoing professional learning opportunities grounded in the science of reading, structured literacy, and foundational literacy skills. Training is aligned to research-based practices and designed to strengthen daily instruction across all three

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tiers of support. Our school and district are committed to providing teachers with grade-specific, job-embedded professional development and coaching that connects directly to high-quality instructional materials, assessments, and state standards.

Currently, all Prekindergarten through fifth grade ELA teachers, administrators, and special education teachers are participating in LETRS training, with sessions that began in September. This training is offered annually for new staff members and those who have not previously completed it. In addition, several teachers have received Orton-Gillingham (OG) training during the summer of 2024 and 2025, with remaining teachers that will be scheduled to participate in summer 2026. Teachers also engage in professional development on Wonders (new ELA textbook adoption). Empowering Writers, the district’s scope and sequence, and training focused on implementing the 2024 South Carolina College and Career Ready Standards (SCCCR).

To ensure that learning translates into classroom practice, teachers receive ongoing coaching cycles, PLC collaboration, and embedded professional learning sessions. These include explicit training on Visible Learning components and explicit instruction practices, supporting teachers in making learning intentions clear, modeling skills step by step, providing guided practice, and gradually releasing responsibility to students. Training has also included the use of STAR assessments and Lexia, which align directly with the science of reading and structured literacy practices. School leaders actively participate in professional learning alongside teachers, ensuring consistent expectations, accountability, and alignment between training and classroom instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
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<ul style="list-style-type: none"> Monitoring reading growth and achievement using multiple sources of assessment data to guide instructional decisions for whole group, small group, and one-on-one instruction. Teachers use 2024 South Carolina College and Career Ready Standards to plan and align instruction and develop learning intentions and success criteria that shows progression of learning. Providing opportunities for parent involvement by providing workshops and newsletters. 	<ul style="list-style-type: none"> Ensuring word recognition instruction and assessments are aligned with the science of reading. Increasing the number of teachers and administrators being trained in LETRS and Orton-Gillingham to ensure our instruction is aligned with structured literacy and the science of reading. Teachers work together in teams during MTSS meetings and PLCs to analyze data and establish goals for students.
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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>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from <u>28.7</u> % to <u>20</u> % in the spring of 2025.</p>	<p>According to SC Ready data, 23.5% of third grade students scored Does Not meet in the spring of 2025. Based on this data, this goal was not met. The percentage of third graders scoring Does Not Meet decreased by 5.2%. We will continue working towards decreasing the number of students within this category, while working towards increasing the number of students scoring in the Meets or Exceeds categories. We will continue to focus on providing individualized intervention for students one on one and/or in small groups, using multiple forms of assessment data to guide instruction. (Including, but not limited to Universal</p>

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	<p> Screener, reading records, common formative assessments, rubrics, checklists, running/reading records, and conferring data)</p>
<p><u>Previous Goal #2:</u> By Spring 2025, increase the percentage of students in grades Kindergarten through fifth scoring meets or exceeds from <u>48.9%</u> in the spring of 2024 to <u>58.9%</u> in the spring of 2025 as measured by the STAR Reading or STAR Early Literacy assessment.</p>	<p>According to Renaissance STAR Reading/ Early Literacy, this goal was met. In grades kindergarten through fifth, 59% of students scored meets or exceeds. We will continue focusing on increasing the number of students scoring in meets or exceeds for this year.</p>
<p><u>Previous Goal #3:</u> During the 2024-2025 school year, 100% of Pre-K-5th grade teachers will receive ongoing Professional Learning Opportunities (PLOs) monthly focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.</p>	<p>This goal was met, as teachers received ongoing support focused for PLOs focused on deconstruction of standards and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices. Teachers are engaging in guided planning with the Reading Coach weekly or bi-weekly. Teachers are also engaged in data-driven PLCs.</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.

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- 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
<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 58.8% to 75% in the spring of 2026.</p>	<p>We will continue with the following action steps to increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025:</p> <ul style="list-style-type: none"> Explicitly teach literacy skills aligned to the SC College- and Career-Ready ELA Standards, with a focus on foundational literacy, applications of reading, research, written and oral communication, and overarching expectations. Deconstruct standards for instructional implementation using Learning Intentions and Success Criteria. Review data from Renaissance STAR Early Literacy and STAR Reading (fall, winter, spring) to guide instruction and interventions. Analysis of data from the Fountas and Pinnell Benchmark Assessment system (BAS) in the Fall, Winter, and Spring to guide instruction for intervention and small groups. Implement instruction during the uninterrupted 180-minute literacy block using the district scope and sequence, clustering standards, and curriculum resources aligned to the science of reading. Triangulation of data to determine individual student needs based on data and teacher observations to guide small group and intervention instruction. Progress monitor students using weekly/biweekly running records and monthly STAR CATs and STAR CBMs.

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	<ul style="list-style-type: none"> • Provide daily, targeted intervention in addition to Tier 1 instruction, including a 30-minute intervention block for struggling readers. • Build teacher capacity through modeled lessons, guided planning, and PLCs to analyze data and adjust instruction.
<p><u>Current Goal #2:</u> By Spring 2026, increase the percentage of students in grades Kindergarten through fifth scoring meets and exceeds from 59% in the spring of 2025 to 69% in the spring of 2026 as measured by the STAR Reading or STAR Early Literacy assessment.</p>	<p>We will continue with the following action steps to increase student growth levels in STAR Reading and STAR Early Literacy assessment:</p> <ul style="list-style-type: none"> • Progress monitor using STAR CAT and STAR CBM. • Conduct reading groups daily using the data from the instructional planning report generated from STAR Reading or Early Literacy showing the focus skills to guide instruction and practice in the areas of Foundations of Literacy and Applications of Reading. • Utilization of Lexia and Freckle ELA, individualized skills practice for literacy, to provide additional supplemental instruction for students. Lexia supports students who are still mastering foundational skills and Freckle ELA supports students who are reading independently. The adaptive foundational literacy practice and comprehension practice are aligned to the science of reading using data from STAR Reading and Early Literacy assessments. • Increase reading stamina for all students. Teachers have reading stamina charts in their classrooms to support reading growth by providing a visual way for students to track and measure the amount of time they spend reading independently. This will continue to support our students with building their endurance and focus, with a goal of improved comprehension and fluency. • Set personal goals for improvement in reading. • Keep track of progress and celebrate achievements along the way.

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	<ul style="list-style-type: none"> • Adjust instruction based on the results of these assessments to address areas of growth.
<p><u>Current Goal #3:</u> By the end of the 2025–2026 school year, 100% of Pre-K–5th grade teachers will participate in monthly Professional Learning Opportunities (PLOs) focused on improving writing instruction through the use of the Writing Rope framework, modes of writing (narrative, informational, opinion), and Visible Learning strategies—including clear learning intentions, success criteria, and effective feedback—resulting in at least a 10% increase in student writing proficiency as measured by school-wide writing assessments.</p>	<p>Action Steps Pre-K-5:</p> <ul style="list-style-type: none"> • Utilize SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas. • Conduct teacher surveys on current writing instructional practices and knowledge of the Writing Rope and Visible Learning strategies. • Analyze previous year’s student writing data to establish baseline proficiency levels. • Schedule monthly sessions to include but not limited to: • Writing Rope components (e.g., sentence structure, text structure, writing processes) <ul style="list-style-type: none"> ○ Writing modes (narrative, informational, opinion) ○ Visible Learning strategies (learning intentions, success criteria, feedback) ○ Align PLOs with grade-level writing standards and pacing guides. • Provide coaching cycles, model lessons, and guided planning. • Provide resources, exemplars, and anchor charts teachers can use in classrooms. • Conduct Professional Learning Communities (PLC) meetings to review data and student work. • Administer end-of-year writing assessment and analyze growth.

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