

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? 15
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 11
- How many teachers in your school are beginning Volume 1 of LETRS this year? 5
- How many teachers in your school are beginning Volume 2 of LETRS this year? 4
- How many CERDEP PreK teachers in your school have completed EC LETRS? 3
- 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 understanding of texts to meet grade-level English/Language Arts standards.

At John P. Thomas, we analyzed our students' data using the Universal Screener, the STAR Reading and/or Early Literacy assessments, and the BAS diagnostic tool. We design our instructions by comparing the data from these two sources. The STAR data provides insights into the students' reading levels, skills, and potential growth. It pinpoints where each student falls on the reading spectrum in relation to grade-level expectations. It pinpoints gaps in a student's literacy development or opportunities to enrich. The BAS is administered one-on-one. It is a leveled reading assessment where teachers observe students' reading behaviors, fluency, and comprehension. Students demonstrate comprehension with oral responses to literal, inferential, and evaluative prompts. Both assessments provide data used to differentiate instruction. Through data analysis, we identify where students excel and where they struggle, enabling us to create targeted growth opportunities. Below are Instructional opportunities and strategies we use to meet grade-level ELA standards:

Oral Language

- Pre-K through 5th-grade students are asked and encouraged to share good things during Morning Meeting. Students from grades 1 to 5 are eligible to be a part of the school news team. Turn-and-talk, reciprocal teaching, small-group work, project-based presentations, and implicit grammar instruction are included to support the development of vocabulary and oral communication skills across all subjects.

Phonological Awareness

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- Poems, games, songs, and Nursery rhymes from Pre-K to third grade are used to develop students’ ability to manipulate sounds in the English language. Students will practice counting syllables by clapping or pounding words. Chants are also used to help our students build auditory awareness of sounds in our language.

Phonemic Awareness

- In the primary grades, the OG 3-Part drill supports making the connection between the phonemes (sounds) and the graphemes (letters). Big book read aloud, using letter magnets or other alphabet manipulatives to build words with word families. Word ladder activities, word chains, and dictated sentences are also used to blend, segment, isolate, add, subtract, delete, and substitute sounds and their corresponding spellings.

Fluency

- Fluency development is achieved through teacher modeling, rereading familiar text, reader’s theatre, small, guided reading groups, and building sight word recognition.

Vocabulary

- Direct instruction of Tier 2 & 3 words, morphology, and instruction on using resource materials, dictionary, and thesaurus supports expanding student vocabulary and text comprehension.

Comprehension

- Instruction, teacher modeling, and independent practice of comprehension strategies – making connections, asking questions, summarizing, determining text structure, monitoring comprehension, and visualizing while using a variety of genres are provided. The use of graphic organizers, reciprocal teaching, small flexible grouping, literature circles, and organized classroom libraries encourages and supports student engagement and understanding of a variety of texts.

Section B: Document on 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.

The science of reading suggests that word recognition is the foundation of reading and that all other reading processes depend on it. Word recognition includes phonological awareness, orthographic mapping, decoding, and fluency. Students who are below grade level are identified using the district’s mandated screener, the STAR tests, in addition to running records and teacher anecdotal notes. For students performing below grade level, the PAST and Orton-Gillingham assessments provide further screening. These data sets highlight specific gaps in students’ reading development.

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Phonological awareness instruction begins in Pre-K and continues throughout the primary grades. At the earliest levels, students are exposed to rhymes, songs, stories, and games designed to help them hear and recognize different sounds. Pre-K students, for example, are expected to identify and produce rhymes using pictures. In kindergarten, skills expand to include matching sounds to letters and blending sounds and letters to create words. Instruction also incorporates segmenting and blending through the Orton-Gillingham Three-Part Drill. Students manipulate sounds using magnets or letter cards, practice identifying the number of words in a sentence by pushing colored squares, and engage with sensory materials such as sand trays to practice spelling sounds. These instructional strategies continue through the end of second grade. Students who are not performing at grade level receive additional small-group instruction and practice with these foundational skills. During this time, students are also expected to master high-frequency words. Because many HFW contain irregular spellings, they are taught through orthographic mapping. This allows students to identify the parts of a word that follow phonics rules while memorizing the parts that do not.

In grades 3–5, instruction shifts toward morphology, which helps students understand and apply word structure to decode, encode, and grow their vocabulary. Students study morphemes, bases/roots, prefixes, and suffixes through explicit instruction. Teachers model how affixes combine with base words and demonstrate how morphemes function across different words. Students who continue to struggle are screened and provided with small-group instruction targeted to their specific skill deficits.

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.

Data continues to drive the decisions we make regarding Tier 2 and Tier 3 reading interventions for students at John P. Thomas Elementary. We utilize a comprehensive approach that includes STAR Early Literacy and Reading assessments, BAS, District Student Checklist documentation, and, in specific cases, OG Sight Word and/or Spelling Tests to ensure that each student is matched with the most appropriate intervention and interventionist. Over the past three years, our school has had to adopt a highly intentional approach to using our reading interventionist, given that one specialist is responsible for supporting students in grades 1 through 5, which is often challenging. To address this, we conduct an in-depth analysis of student data, with a particular focus on Tier 3 learners. This practice begins within the second week of school and includes a review of historical data points, STAR instructional planning reports, individualized reading plans, and student samples. Using this data, we hold collaborative meetings with parents, teachers, and our interventionist to determine individualized goals and establish progress-monitoring routines within a 4-week cycle. This early intervention allows us to provide immediate, targeted support while completing all Fall assessments.

Additionally, we use this same data to identify students in grades 3–5 with STAR scores below 852 and BAS levels at least 2 grade levels below expectations, classified as emergent or transitional readers. These students are assessed with the STAR Early Literacy assessment to gather

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more diagnostic information regarding their phonological strengths and areas for growth. Once STAR, Letter Recognition and Sounds, and BAS assessments are complete, our MTSS Leadership Team meets to triangulate the data, identifying patterns of confirmation or discrepancy among Tier 2 and Tier 3 students. This analysis informs decisions about further diagnostic testing, including the use of STAR Early Literacy, OG spelling assessments, or additional BAS evaluations administered by the Reading Interventionist or Literacy Coach. Next steps included our Literacy Coach, Reading Interventionist, and Instructional Coach collaborating to create grade-level intervention groups and schedules for students in grades 1–5. Special attention is given to students in grades 4 and 5 who have not yet met the benchmark of a STAR score of 852 or a BAS level of ‘J’ or higher. Once Tier 3 student routines are established, we expand our planning to include classroom teachers and trained support staff who can assist with Tier 2 interventions.

Operating from a diagnostic perspective, we group students based on their identified skills and strategies. These groups receive targeted instruction during the school day through Guided Reading groups and RTI time. We are fortunate to have an afterschool program that runs three days a week, extending intervention efforts beyond regular school hours. This program includes RISE and Early Childhood educators who are trained in OG and LETRS, providing prescriptive instruction to targeted pull-out groups in grades 3–5. Additionally, we analyze data for students receiving special services to create inclusive instructional environments. These students either work on grade-level standards or participate in small-group, skills-based Guided Reading instruction. Following each 4–6-week MTSS cycle, we review progress monitoring data during our afterschool intervention to assess goal achievement and determine next steps. Throughout the school year, we will continue to monitor student progress with fidelity and consistency to ensure that our intervention cycles remain fluid and responsive to the diverse needs of our learners.

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 John P. Thomas Elementary, we have a structured system in place to help parents understand how to support their child’s reading and writing development at home. Teachers maintain regular communication with families by discussing student progress quarterly. For students performing below grade level, teachers reach out every four to six weeks with updates and suggestions, and when a student’s academic performance changes, teachers provide targeted strategies and skills that parents can implement at home. In addition, we collaborate with our Parent Engagement Specialist, School Improvement Council, Parent Teacher Organization (PTO), and community partners to promote and sustain meaningful parent involvement in student learning beyond the classroom. Families also gain access to resources during school events such as Open House, Curriculum Night, Literacy Night, Math and Science Night, Grandparents Day, assemblies, and parent-teacher conferences, where they receive books and other learning materials to help reinforce literacy skills at home. To ensure that our support meets the needs of all families, parents are encouraged to complete surveys throughout the year to gather feedback and tailor assistance accordingly. Finally, parents receive detailed reports after each district and state benchmark assessment, keeping them informed about their child’s progress in reading, writing, and other academic areas. This system ensures consistent communication, resource access, and collaboration between home and school, ultimately strengthening student literacy achievement.

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.

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John P. Thomas Elementary School provides monitoring of reading achievement and growth at the classroom and school levels, with decisions about Pre-Kindergarten through fifth-grade interventions based on all available data to ensure grade-level proficiency in reading through the implementation of the Multi-Tier System of Support (MTSS) Framework. The Multi-Tier System of Support Framework is a problem-solving approach that utilizes data-driven decision-making to provide support and interventions for students in Pre-Kindergarten through fifth grade, focusing on academic, behavioral, social-emotional learning, and chronic absenteeism, with a particular emphasis on addressing student attendance. Regular grade-level discussions are held monthly to analyze benchmark assessment data and foster collaboration among educators.

The Multi-Tier System of Support Team at John P. Thomas Elementary School is comprised of a dedicated School Level Team of the Reading Interventionist, Principal, Assistant Principal, Literacy Coach, Curriculum Coach, Math Interventionist, and Behavior Interventionist that meets every six weeks to review student assessment data, track progress monitoring, and identify students in grade levels Pre-Kindergarten through fifth grade who needs additional intervention. The Multi-Tier System of Support Framework offers three tiers of classroom-level interventions, with support consisting of Tier I: All students benefit from a high-quality curriculum and instruction. Tier II: Students requiring additional support receive targeted classroom teaching and strategic interventions, and Tier III: These students receive intensive, individualized interventions alongside Tier II support. Progress Monitoring of students' academic achievement and readability levels are monitored through classroom assessments such as common formative assessments (CFAs) and Mastery Connect Benchmark lessons and benchmark assessments. Multi-tier Support Meetings systems allow for stakeholder input, ensuring comprehensive support. Follow-up Multi-Tier Systems of Support Meetings are scheduled to evaluate the effectiveness of interventions based on ongoing analysis and disaggregated data through data-driven decision-making and targeted interventions. We strive to create a learning environment that promotes literary success for every student.

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.

The literacy coach, district support, and/or a consultant provide training at John P. Thomas at least three to four times a month. The training teachers receive is a combination of focus based on their needs. Teachers are trained in the systematic approach of providing direct instruction. In addition, LETRS, Orton-Gillingham, and Morphology training and resources are implemented during small-group instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
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<ul style="list-style-type: none"> • Teachers have various professional learning opportunities at the district and school levels. • A variety of assessments are available within the district. • Students have access to ample texts at various levels in the classroom, allowing them to choose from multiple genres. • Our school has ongoing community partnerships with various groups focusing on literacy. • Teachers use Empowering Writers, Wonders, and Orton-Gillingham resources when planning daily instruction. 	<ul style="list-style-type: none"> • During PLOs and PLCs, teachers will collaboratively analyze data, strategies, and resources used to deliver effective instruction. • Implement their data and resources as guide tools to guide instruction in all tiers. • During PLC, all data will be used to monitor student progress towards universal screening grade level goals. • Use Standards to align all primary and secondary resources. • Student/progress monitoring (not just from RTI) • Using engagement inventories to monitor student engagement, confer with students to increase their independent work volume, and continue eliminating activities that do not support instruction. • Increase time for authentic writing across content areas to optimize learning. • Increase the use of conferencing and observations of reading and writing engagement to plan for and monitor the results of literacy instruction. • Professional Learning implemented and observed in instructional practices.
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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
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<p><u>Previous Goal #1:</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024, as determined by SC READY, from 31 % to 28 % in the spring of 2025.</p>	<p>Met Goal: Based on the Spring 2025 data, 21.7% of third graders scored Not Met on the 2025 SC READY.</p>
<p><u>Previous Goal #2:</u> Increase parent attendance by 50% at all parent workshops through various platforms.</p>	<p>Not Met Goal: Based on the Spring 2025 data, parent attendance increased by 10%, rising from 30% to 40%.</p>
<p><u>Previous Goal #3:</u> During the 2024-2025 school year, 100% of Pre-K-5th-grade teachers will receive monthly, ongoing Professional Learning Opportunities (PLOs) focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.</p>	<p>Met Goal: Based on Spring 2025 data 100% of teachers received monthly Professional Learning Opportunities focused on teacher clarity to provide standards-based instruction.</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:</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025-2026, as determined by SC READY, from 45 % to 48 % in the spring of 2025-2026.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Participate in collaborative planning to align standards with district-approved resources and best practices. Implement Comprehensive Literacy Framework Utilize primary and secondary resources with fidelity during interventions and word study. Conduct and analyze running records to implement interventions for targeted students. Create and instruct small groups based on students' needs. Progress monitoring student progress using specific data points. Professional development will be crafted to support the instructional needs of the students. Conduct reading and writing standards-based conferences. Collaborate with students to set goals based on universal screeners and formative and summative assessments. Using a variety of data to inform and adjust daily instruction. (Including, but not limited to, Universal Screener, running records, common formative assessments, rubrics, checklists, running/reading documents, and conferring data) Utilizing SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas. Using protocols to deconstruct standards for instructional implementation.

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<p><u>Current Goal #2:</u> Increase parent attendance at all parent workshops by 25% using various platforms to strengthen homeschool partnerships and improve student reading achievement.</p>	<p>Action Plan:</p> <ul style="list-style-type: none"> • Provide flexible scheduling options to accommodate parent availability. • Promote workshops through multiple communication platforms. • Offer family literacy activities and take-home resources aligned with classroom reading standards. • Plan and facilitate parent workshop series. • Plan & facilitate literacy and special services events for parents and community partners. • Quarterly Literacy Newsletter • Provide opportunities for families to give feedback on events and review the information to assess effectiveness. • Recognize and celebrate parent communication to encourage continued involvement.
<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 Plan:</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 a teacher survey 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) 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.

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- Provide resources, examples, 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.