

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?
 - Pine Grove Elementary School has twelve individuals who successfully completed volume 1 of LETRS.
- How many teachers in your school have completed Volumes 1 and 2 of LETRS?
 - Pine Grove Elementary School has eight individuals who have completed both volumes 1 and 2 of LETRS.
- How many teachers in your school are beginning Volume 1 of LETRS this year?
 - Pine Grove Elementary School will have eight individuals who will begin LETRS volume 1.
- How many teachers in your school are beginning Volume 2 of LETRS this year?
 - Pine Grove Elementary School will have six individuals who will begin LETRS volume 2.
- How many CERDEP PreK teachers in your school have completed EC LETRS?
 - Pine Grove Elementary School has zero individuals who have completed EC LETRS.
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year?
 - Pine Grove Elementary School has two individuals who will begin EC LETRS.

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.

Pre-K students at Pine Grove Elementary School are assessed with MYIGDIS. MYIGDIS evaluates important phonemic awareness skills that help students become better readers and spellers. It focuses on sound recognition, where students learn to identify and differentiate between different sounds in spoken words. Another skill assessed is sound manipulation, which involves changing sounds in words, like swapping the first sound in "cat" to make "bat." Students also practice phoneme segmentation, breaking words down into individual sounds, such as recognizing that "dog" has three distinct sounds: /d/, /o/, and /g/. Phoneme blending is another key area, where students combine individual sounds to create words, like blending /b/, /a/, and /t/ to form "bat." Finally, the assessment includes rhyming skills, helping students recognize and produce words that rhyme. These skills are all essential for building strong reading and spelling abilities.

Grades kindergarten through fifth grade at Pine Grove Elementary use several assessment tools to evaluate reading abilities. Key tools include STAR Early Literacy and STAR Reading Assessments, STAR Curriculum-Based Measures (CBM), and Fountas and Pinnell assessments. These assessments evaluate various skills, such as phonological awareness, phonics, fluency, vocabulary, and comprehension. By identifying areas of strength and those needing improvement, we can tailor our instruction effectively to meet individual student needs.

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

In instruction, we employ evidence-based programs such as the Orton-Gillingham approach for systematic phonics instruction, Fountas and Pinnell for guided reading tailored to individual levels, Lalilo for targeted practice in foundational skills, Empowering Writers to enhance writing and comprehension, and the Wonders program for a comprehensive literacy curriculum. This varied approach ensures that all students develop the necessary skills to meet grade-level English Language Arts standards, including critical components like phonological awareness and fluency.

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 Pine Grove Elementary, our approach to word recognition assessment and instruction for PreK-5th grade students is aligned with the science of reading, structured literacy, and foundational literacy skills. Programs like Orton-Gillingham provide a systematic and explicit method for teaching phonics and word recognition, emphasizing the connections between sounds and letters. This approach is rooted in brain research that supports the necessity of direct instruction in phonological awareness and phonics to build strong reading foundations. Additionally, Fountas and Pinnell offers guided reading that allows teachers to match texts to students' current levels, fostering growth in word recognition and comprehension through rich, engaging, and appropriate literature.

Additionally, the Wonders program integrates structured literacy principles, providing a comprehensive framework that includes explicit instruction in vocabulary, fluency, and comprehension alongside word recognition. Lalilo enhances word recognition by offering personalized practice in foundational skills, reinforcing word recognition in a targeted manner. STAR CBM assessments play a crucial role in monitoring progress, enabling educators to identify specific areas where students may struggle with word recognition. Collectively, these programs create a robust literacy environment that supports the science of reading, ensuring that all students develop essential word recognition skills that are critical for reading success.

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.

Students are assessed three times a year using the universal screener STAR Early Literacy (Kindergarten, first and second grades) or STAR Reading tests (students in grades K-2 (who score 852 or higher) and students in third, fourth and fifth grades). The information gained from these assessments help interventionists identify students who have failed to demonstrate grade-level reading proficiency. Interventionists select students according to their scores and create groups consisting of students with similar scores. The interventionist will conference with teachers to determine the skills that are being learned in the classroom. The interventionist will create lesson plans based on skills being learned in the classroom but on the group's reading level. The STAR assessments also provide a list of skills that students may be lacking based on their scores. This list also helps the interventionist choose targeted skills to practice and teach.

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.

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

Parents play a vital role in helping their children become strong readers and writers. To support parents, we have created several programs designed to give parents the tools and knowledge they need.

One of our key initiatives is **Parent University**, which takes place twice a year. During these sessions, parents come together to learn about our literacy programs and how they can assist their children at home. We cover important topics, such as choosing the right books and encouraging daily reading habits. Parents leave with practical strategies they can implement right away.

In addition to Parent University, we offer **monthly workshops** focused specifically on reading. Each month, we introduce different techniques and activities that parents can use to support their child's reading development. For example, one month might focus on helping children understand the main idea of a story, while another month might explore fun ways to build vocabulary.

These workshops not only provide valuable information but also create a sense of community among parents. They can share their experiences, ask questions, and connect with other families who are navigating the same challenges.

By providing Parent University and monthly workshops, we empower parents to play an active role in their children's literacy journey. Together, we can help our students become confident and successful readers and writers!

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 Pine Grove Elementary, we are dedicated to ensuring that every student reaches their reading potential. To achieve this, we use a variety of assessment tools that provide insights into each child's progress.

One of the key components of our assessment strategy is the use of Common Formative Assessments developed by the district (DCFA). Each week, teachers administer these assessments through Mastery Connect. This allows us to gather real-time data on student understanding and performance. By analyzing the results, we can quickly identify areas where students may need additional support and adjust our instruction accordingly.

In addition to weekly assessments, we utilize STAR Renaissance for monthly progress monitoring. This comprehensive tool provides us with a clear picture of each student's reading growth over time. With the data from STAR Renaissance, we can track individual progress and evaluate the effectiveness of our interventions, ensuring that we are meeting the needs of all learners.

To further enhance our monitoring efforts, we incorporate Lalilo and STAR Curriculum-Based Measures (CBM) into our assessment practices. Lalilo offers engaging, individualized activities that help us track students' reading skills in a fun and interactive way. Meanwhile, STAR CBMs provide specific benchmarks that allow us to assess fluency and comprehension, giving us even more insight into student growth.

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

By combining these various assessment tools—weekly Common Formative Assessments, monthly STAR Renaissance checks, and ongoing monitoring through Lalilo and STAR CBMs—we create a comprehensive approach to tracking reading achievement. This data-driven strategy empowers our educators to make informed decisions and provide targeted support, ensuring that every student succeeds as a reader.

Grade levels have a 30-minute intervention block scheduled each day for small groups. In addition, Tuesdays through Thursdays are focused on centers and small group instruction during the ELA block.

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 our school, we recognize the importance of ongoing professional development in enhancing literacy instruction. To support our teachers, we have established structured opportunities for collaboration and skill-building that focus on effective literacy practices.

Weekly Guided Planning Sessions

Every week, teachers participate in Guided Planning sessions with our Literacy Coach. During these sessions, educators collaborate to design lesson plans that align with best practices in reading and writing instruction. The Literacy Coach provides guidance on incorporating the science of reading and structured literacy approaches into their planning. This collaborative environment allows teachers to share ideas, troubleshoot challenges, and refine their instructional strategies based on student needs.

Monthly Professional Learning Opportunities (PLOs)

In addition to weekly planning sessions, teachers also engage in monthly Professional Learning Opportunities (PLOs). These PLOs are designed to focus on research-based strategies that support literacy development across all grade levels. Each session features expert-led discussions on topics such as effective phonics instruction, vocabulary building, and comprehension techniques. Teachers leave these sessions with practical strategies they can implement immediately in their classrooms.

Impact on Literacy Instruction

By participating in these weekly and monthly sessions, our teachers are not only gaining valuable insights into effective literacy practices but also fostering a culture of continuous improvement. The collaborative approach to the Guided Planning sessions ensures that educators feel supported and

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

empowered to innovate in their teaching. The PLOs deepen their understanding of current research, enabling them to implement strategies that have been proven to enhance student learning.

Conclusion

Through weekly Guided Planning sessions with the Literacy Coach and monthly PLOs focused on research-based strategies, our school provides our teachers with the tools and knowledge they need to support all students in their literacy journey. This commitment to professional development ultimately helps us create a strong foundation for reading and writing success in every child.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Pine Grove has some of our teachers trained in LETRS (Units 1 &2) and Ortho Gillingham and are using the Science of Reading to support students. • Pine Grove is using our universal screener and diagnostic data to inform our practices and meet the needs of all our students. • Pine Grove has examined and implemented system that support instructions. We have weekly Guided Planning sessions. This time is spent with standards and examining what teaching to the full extent of the standards looks like and what students should be able to do as a result of our practices. We also examine the assessments that are used to measure growth. We conduct weekly PLC's. Teachers examine their students' performance; we look at strategies that worked and plan for additional support for students who need it.	• Consistency in using Ortho Gillingham and LETRS strategies to support instructions and reinforce foundational reading skills. • Pine Grove will examine the data from our universal screener monthly after each progress monitoring session. We will also examine our data after each of the three assigned assessments that will be completed during this academic school year. • Pine Grove will work to strengthen our systems that are in place. This may look like our teachers sharing our students' performance data with our Reading Interventionists and having conversations that center around what evidence we have to support what is working for the students and what our students need additional support in.

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).

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

Goals	Progress
<u>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from <u>35.7</u> % to <u>32</u> % in the spring of 2024.	Not Met. Our third graders scoring “not met” in SC Ready during the spring of 2024 was 37.2%.
<u>Previous Goal #2:</u> During the 2023-2024 school year, Pine Grove Elementary will host 2 or more Parent Education workshop that will focus on Reading	Goal #2: Met During the 2023-2024 school year Pine Grove Elementary School hosted 2 Parent University workshops that focused on Reading. Pine Grove also hosted monthly support sessions for our parents in collaboration with our Pine Grove’s parent liaison. During these sessions the Literacy Coach/Reading Interventionist shared books and strategies that parents can use to help their students grow as readers.
<u>Previous Goal #3:</u> During the 2023-2024 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.	Goal #3: Met During the 2023-2024 school year 100% of the teachers in grades Pre-K-5 th grades received Professional Learning Opportunities (PLO) trainings that focused on Literacy best practices and utilizing formative assessments data to plan, execute, and reflect on daily practices.

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.

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

- 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
<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 <u>36.8%</u> % to <u>40%</u> % in the spring of 2026.	Skilled focused planning with standards. Small group instructions that focus on the identified skills to meet the needs of all learners. Examine students' progress with Common Formative Assessments and plan remediation for students who need additional time and reinforcement. Examine what worked and plan for opportunities where students can support each other. Provide consistent literacy support in literacy skills and strategies of reading and writing (literacy coach).
<u>Current Goal #2:</u> During the 2025-2026 school year Pine Grove Elementary School will continue to focus on equipping and supporting our parents with two Parent University sessions. One Parent University will focus on Literacy and one on Math. Our bi-monthly sessions will focus on literacy strategies.	Conduct two Parent Universities and bi-monthly parent support sessions. Share strategies, books, and other literacy materials that will help our parents as they work with their students.
<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.	<u>Action Steps PreK-5:</u> · 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) · Writing modes (narrative, informational, opinion) · Visible Learning strategies (learning

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

	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.
--	---