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? 6
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 8
- How many teachers in your school are beginning Volume 1 of LETRS this year? 4
- How many teachers in your school are beginning Volume 2 of LETRS this year? 3
- 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? 1

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 Logan Elementary, student progress in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension is assessed through multiple measures aligned to grade-level English/Language Arts standards. In PreK–2, the STAR Early Literacy assessment measures foundational skills such as alphabetic principle, concept of word, phonemic awareness, phonics, structural analysis, vocabulary, and early comprehension. For students in grades 2–12, as well as kindergarten and first-grade students who demonstrate basic reading skills, STAR Reading provides information on word knowledge, comprehension strategies, constructing meaning, and the analysis of literary and informational texts. Both STAR Early Literacy and STAR Reading are administered three times a year during district assessment windows, and this year, progress monitoring will also occur between those windows. In addition, we are using STAR CBM Reading measures to track growth and identify specific skill needs for students. Mastery Connect provides standards-based Common Formative Assessments (CFAs) focused on foundational skills, reading comprehension and vocabulary application to ensure students meet grade-level benchmarks. Together, these assessments offer a comprehensive view of each student's literacy development, guiding instruction and intervention efforts.

Additional assessments provide further insight into student learning. In PreK, the DIAL-4 and myIGDI measure early language and literacy skills, while the Kindergarten Readiness Assessment (KRA) evaluates oral language, phonological awareness, phonics, and vocabulary at the start of kindergarten. The Benchmark Assessment System (BAS) is administered as needed to provide deeper information about students' language comprehension, and Mastery Connect supports the monitoring of standards-based comprehension and vocabulary skills.

Instruction is guided by assessment data to target student needs. K–3 students and priority students in grades 3–5 use Lexia to strengthen phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers utilize the district's updated scope and sequence and resource alignment guide, which incorporate social studies content to strengthen background knowledge and deepen comprehension.

Teachers also regularly implement interactive read-alouds to model fluent reading, build vocabulary, and engage students in discussion that deepens comprehension and critical thinking. In Montessori classrooms, students engage with hands-on grammar and language materials, including grammar symbols, language analysis cards, and comprehension cards, to build vocabulary, fluency, and text analysis skills.

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.

Word recognition assessment and instruction at Logan Elementary are grounded in the science of reading and structured literacy practices. STAR Early Literacy and STAR Reading serve as universal screeners for phonological awareness, phonics, and decoding, with STAR CBMs used to identify skill-specific needs and provide ongoing progress monitoring. Teachers also use diagnostic tools such as the LETRS Spelling Inventory and IMSE assessments, including the letter-sound assessment, to pinpoint gaps in phonics and word recognition development. These multiple measures ensure that instruction is informed by timely and targeted data.

Instruction is explicit, systematic, and multisensory, incorporating auditory, kinesthetic, and visual pathways to support word recognition. Teachers draw on the Wonders curriculum for a sequenced progression of phonics and word study, while those trained in IMSE Orton-Gillingham use its curriculum to reinforce foundational skills in grades K–3 and morphology in grades 3–5. Students practice new learning in connected text through decodable passages and word study routines that extend into spelling and vocabulary. Lexia supplements this work by providing adaptive practice and reinforcement of phonics, word recognition, and fluency skills, particularly for students requiring additional support.

In our Montessori classrooms, students engage in a carefully sequenced pathway of materials that align with the science of reading while preserving Montessori methods. Early work with sandpaper letters, moveable alphabets, and phonetic object boxes develops phonological awareness and letter-sound knowledge through multisensory, tactile experiences. As students progress, they transition to phonetic reading materials and pre-reading books

that match their phonetic skills, supporting decoding and fluency. At more advanced levels, students work with word study cards, sentence analysis tools, and morphology activities that deepen understanding of spelling patterns, word parts, and syntax. This structured sequence ensures that students in Montessori settings build word recognition skills systematically and developmentally, with each stage preparing them for increasingly complex reading tasks.

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.

Logan Elementary uses universal screener and diagnostic assessment data to identify students' strengths and needs in word recognition and language comprehension. STAR Early Literacy and STAR Reading provide initial screening, while STAR CBMs, P.A.S.T. assessments, spelling inventories, and IMSE diagnostic tools guide targeted instructional planning.

Within the MTSS framework, students receive Tier I, II, and/or III supports based on identified needs. Students requiring additional support receive Tier II and/or Tier III interventions delivered by classroom teachers, reading interventionists, or special services providers. Tier II interventions are monitored bi-weekly through CBMs by classroom teachers, while Tier III interventions receive weekly progress monitoring from interventionists or special services providers. Interventions remain flexible and responsive, adjusted regularly to reflect student growth.

Individualized Reading Plans (IRPs) are created for students who are retained or promoted with a good cause exemption to track growth and ensure continuity across grade levels. Parents are notified of intervention plans and progress as part of the IRP process.

Weekly PLCs further support this system by providing a collaborative space for teachers to review student progress and refine intervention strategies based on assessment data.

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.

Logan Elementary builds strong partnerships with families by ensuring parents have clear and timely information about their child's literacy development. Parents participate in at least two annual conferences where teachers share reading and writing progress, review STAR reports, and discuss supports in place for students below grade level. Teachers also maintain portfolios for all priority students needing additional reading support; these are updated three times a year and used as a tool during conferences to highlight student growth and next steps. Individualized Reading Plans (IRPs) are developed for students who were retained in third grade or promoted to fourth grade with a good-cause exemption. As part of the IRP process, parents are included in the planning and review process.

Parent education is supported through schoolwide events. At the beginning of the year, open house provides an overview of grade-level expectations and practical strategies families can use at home. All K–3 families were invited to Read to Succeed night, which was part of our open house this year, to learn more about state legislation related to third-grade reading proficiency and ways to support literacy at home. Twice a year, Family Nights offer interactive, hands-on activities and take-home resources to support reading and writing.

Ongoing communication ensures that families remain informed and engaged throughout the year. The principal's weekly Smore newsletter highlights school events and literacy initiatives, while TalkingPoints provides two-way communication between families and the school. Administration shares updates on literacy initiatives, and teachers provide real-time communication with families about student progress, areas of need, classroom strategies, and practical ideas for support at home. Student agendas and take-home work plans further keep families connected to daily assignments and goals. These combined efforts ensure families have both the tools and knowledge needed to support their children as 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 the classroom level, teachers monitor reading achievement through ongoing progress checks using STAR Early Literacy/Reading, STAR CBMs, classroom-based formative assessments, and common formative assessments (CFAs). Spelling inventories and IMSE diagnostic tools provide additional insight into phonics and word recognition. These measures allow teachers to identify students' strengths and needs in areas such as decoding, fluency, vocabulary, and comprehension, and to adjust instruction or interventions accordingly. Students performing at or above grade level are also monitored through STAR growth percentiles and scaled scores, which provide information on continued progress beyond proficiency. Teachers analyze this data to determine whether students are maintaining or exceeding expected growth trajectories and to identify opportunities for enrichment or advanced application.

Collaboration structures ensure that data is consistently reviewed. Teachers analyze student progress weekly in Professional Learning Communities (PLCs), where they share strategies and make instructional adjustments based on current data. Extended PLC sessions held monthly provide additional time for collective analysis, with Traditional and Montessori staff meeting in their respective groups to address instructional needs. During these meetings, teams also review STAR, CFA, and classroom assessment data for students who are already meeting or exceeding grade-level expectations to plan for extension opportunities—such as deeper comprehension tasks, complex text sets, independent research projects, or cross-curricular connections that promote higher-order thinking and sustained growth.

Students requiring additional support are placed into Tier II and/or Tier III interventions, delivered by classroom teachers, reading interventionists, or special services. Progress for Tier II students is monitored biweekly through STAR CBMs, while Tier III students receive weekly monitoring from interventionists or special services providers. For students requiring more intensive support, our interventionist collaborates closely with priority students, delivering targeted small-group or one-on-one interventions using the Orton-Gillingham method in addition to classroom instruction. These interventions are specifically aligned with each student's area of need, whether in word recognition, fluency, or comprehension, and progress is frequently monitored to evaluate the impact and make necessary adjustments for growth.

This system of ongoing classroom monitoring, targeted intervention, and collaborative data review ensures that both student achievement and growth are systematically tracked, with decisions guided by comprehensive data to support grade-level reading proficiency. It also ensures that advanced readers continue to make meaningful progress, with data-driven enrichment and extension opportunities embedded into classroom instruction and PLC planning cycles.

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.

Logan Elementary is committed to providing professional development that equips teachers with the knowledge and practices of the science of reading, structured literacy, and foundational literacy skills. All K–3 teachers participate in the district's two-year LETRS training, and beginning this year, Pre-K CERDEP teachers

are also engaged in the early childhood version of the course. K–3 teachers are offered IMSE Comprehensive Orton-Gillingham training, while grades 3–5 teachers receive IMSE OG Morphology training. These district trainings ensure that teachers build a shared foundation in evidence-based reading instruction.

Knowledge and practices gained from LETRS and IMSE are reinforced through job-embedded coaching cycles with the literacy coach. These cycles include co-planning, modeling, co-teaching, observation, and reflection, providing continuous professional learning in the context of teachers' own classrooms. Weekly co-planning sessions further support teachers in designing standards-aligned lessons that integrate structured literacy practices and differentiated instruction.

Teachers also engage in weekly Professional Learning Communities (PLCs), which provide collective learning opportunities through data analysis and the sharing of effective instructional practices. Monthly Professional Learning Opportunities (PLOs) offer dedicated time to deepen knowledge of evidence-based practices, including the science of reading, science of writing, and explicit instruction. Teachers additionally have opportunities to observe and learn from one another's classrooms, a practice the school is working to enhance to further strengthen professional growth and collaboration.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• The use of STAR Early Literacy/Reading, STAR CBMs, CFAs, and diagnostic tools (IMSE, spelling inventories) as part of a comprehensive assessment system ensures balanced monitoring of foundational skills and comprehension. • Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. • Logan provides multiple avenues for parental involvement in supporting their child's literacy development, including family literacy	• Incorporate differentiated professional development for the whole school that focuses on writing, communication, and foundational skills in K-3, and morphology and writing in grades 4-5. • Setting and tracking measurable goals for priority students within MTSS, ensuring that intervention pathways are consistently documented and reviewed • Monitor fidelity of LETRS and IMSE implementation and ensure best practices are consistently evident across classrooms

nights. These opportunities aim to equip families with strategies to reinforce reading skills at home and actively participate in their child's progress. • Coaching cycles, co-planning, PLCs, and PLOs provide layered support and opportunities for continuous teacher growth.	• Utilize vertical articulation opportunities in PLC to ensure consistency and effectiveness in supporting student literacy development at every grade level.

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
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 - 2024 as determined by SC READY from 34.4% to 24% in the spring of 2024 - 2025.	The percentage of third graders scoring "Does Not Meet" on SC READY decreased to 14.8% in spring 2025, exceeding the original goal.
Goal #2: By the end of the 2024 – 2025 school year, 66% of parents/guardians will participate in a family literacy activity or community engagement event. Evidence will be measured by attendance and participation rosters at each event.	Though we did not see a significant increase in the number of families participating in literacy activities, we maintained participation of about 50-60% of students' families.
Goal #3 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.	After analyzing agendas, minutes, and attendance sheets for various Professional Learning Opportunities, it has been verified that all Pre-K through 5th grade teachers received ongoing professional learning each month that focused on teacher clarity to provide standards-based instruction and utilizing formative data to plan, execute, and reflect on effective daily instructional 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.

- 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 2024-2025 as determined by SC READY from 70% to 73% in the spring of 2025-2026.	Teachers will use the following mediums to assist with third graders' intensive, instructional needs: · Participate in effective Professional Learning Communities to reflect, plan, evaluate, and execute instruction. · Use protocols to deconstruct standards for instructional implementation. · Utilize SC State Standards to explicitly teach literacy skills and strategies for reading, writing, listening, and speaking. · Increase student engagement regarding literacy across content areas. · Implement researched-based strategies to support learning. · Ensure all students are receiving targeted word study instruction to provide support in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary

	· Develop targeted lessons for instructing small groups based on students' needs. · Progress monitor students' progress using specified data points. · Confer with students to set goals with them and monitor their progress.
Current Goal #2: Increase the percentage of students scoring at or above the typical Student Growth Percentage (SGP) in STAR Early Literacy in the spring of 2024-2025 as determined by STAR from 57% to 65% in the spring of 2025-2026.	· Review STAR Early Literacy data in PLCs after each benchmark window to identify trends, set grade-level priorities, and plan targeted instructional strategies. · Use ongoing progress monitoring to offer strategic lessons in both small and whole group instruction. · Ensure that all students receiving tier III supports receive reading intervention by a trained reading interventionist. · Ensure that all students receiving tier II and/or tier II supports receive targeted, in-class, small group, tier II intervention. ·Ensure that routines and procedures are in place in classrooms to maximize time. ·Use Lexia with all K–3 students and priority students in grades 3–5 to reinforce phonics, word recognition, and fluency aligned to STAR domains. ·Support teachers through planning, PLCs, PLOs and coaching cycles to strengthen Tier I instruction aligned to the Science of Reading and Writing. ·Provide coaching cycles, modeling, and co-planning to help teachers implement structured literacy practices that strengthen foundational and language comprehension skills measured by STAR. ·Share STAR reports with families and provide practical at-home strategies through conferences, TalkingPoints, and Family Nights. ·Conduct data discussions during PLCs to monitor progress, celebrate growth, and adjust strategies for students not on track.

Current Goal #3: 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.	Action Steps Pre-K-5: · 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. · 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.