

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

This comprehensive approach allows for continuity from PreK through fifth grade. Younger learners acquire essential phonological and phonemic skills, while older students consolidate decoding strategies and fluency, ensuring that all children have equitable access to the foundational literacy skills necessary for reading comprehension. By aligning assessment and instruction with the principles of structured literacy, Carver-Lyon ensures that students not only learn to read but also develop the confidence and proficiency to engage meaningfully with increasingly complex text.

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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? 4
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 9
- How many teachers in your school are beginning Volume 1 of LETRS this year? 6
- 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? 0
- 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 Carver Lyon Elementary, we use our district's universal screener to determine our students' individual strengths and areas for growth. The Star Early Literacy and Star Reading Assessments are used as diagnostic tools to guide our instructional team in decision making on targeted areas to increase student achievement. These universal screeners are administered to all students in grades Kindergarten through 5 three times a year (Fall, Winter and Spring). The Renaissance STAR Early Literacy test is a computer-adaptive assessment that measures a student's literacy skills and provides teachers with insights into their students' strengths and areas for improvement. The test is designed for students in Pre-K through third grade. Star Early Literacy assesses skills such as phonemic awareness, phonics, vocabulary, and comprehension. It provides teachers with accurate data to inform next steps and guides every student towards reading proficiency. Students' results are used to differentiate instruction, provide targeted instruction to small groups and Intervention support for those students who score below grade level. Star Reading assesses a student's overall reading ability, focusing on five key domains: vocabulary, comprehension strategies, analyzing literary text, author's craft, and evaluating text. It is a computer-adaptive test for K-12 students that measures skills such as vocabulary knowledge, ability to make inferences, understand text structure,

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analyze plot and theme, and evaluate an author's use of language. The test provides data to identify learning gaps, monitor progress, and inform instruction.

Oral Language

- Our students in grades Pre-K through 5 orally respond to questions designed to enhance communication skills through inferencing and analyzing the author's purpose for writing. Instructional strategies such as Cooperative Learning Groups, Peer Discussion, Turn and Talk, sharing ideas and thoughts, project-based assignments and Independent Conferring are often used to promote Oral Language. Our communication standards are embedded throughout instruction as outlined in our Richland One Scope and Sequence. Here at Carver-Lyon Elementary School we use Fountas and Pinnell Classroom System, Wonders Literacy Resources, Orton-Gillingham Approach, Empowering Writers, Jennifer Serravallo Reading and Writing Strategies resources and LETRS resources.

Phonological Awareness

- Phonological awareness activities in the classroom focus on spoken words and sounds and include skills like rhyming, blending, and segmenting sounds, and counting syllables. Poems, songs, nursery rhymes, and Orton-Gillingham strategies (three-part drill, pounding, segmenting, syllabication, Elkanine sound boxes), and big books are various strategies we use to promote phonological awareness in our school.

Phonics

- Phonics specifically teaches the connection between letters and the sounds they represent, a skill known as decoding, essential for proficient reading. While phonics is crucial for word recognition, the Science of Reading emphasizes that effective literacy instruction must also include phonemic awareness (sounds in spoken words), fluency (speed and accuracy), vocabulary, and comprehension. Effective phonics activities based on the Science of Reading include explicit, systematic instruction and learning activities such as word chains, mirroring the sound, hands-on word building, dictation and encoding, decodable texts, word dictation and interactive games and technology.

Fluency

- Reading fluency is crucial according to the Science of Reading because it serves as a bridge between foundational word recognition skills and reading comprehension. By fostering automaticity, accuracy, and prosody (expression), fluency frees up cognitive resources so students can focus on the meaning of the text, leading to increased vocabulary development, improved confidence, and greater academic success. At Carver Lyon, fluency development occurs through teacher modeling during the Interactive Read Aloud moment, rereading familiar texts, the Independent Reading component with books on or close to students' instructional reading levels, small group instruction, guided reading groups, sight word recognition and the Star Renaissance progress monitoring piece, Curriculum Base Measures.

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Vocabulary

- Teaching vocabulary explicitly, systematically, and cumulatively is crucial for reading comprehension, academic success, and the ability to transition from "learning to read" to "reading to learn" according to the Science of Reading. Here at Carver Lyon, direct, explicit instruction on word parts, Wonders Vocabulary instruction component, Orton-Gillingham Morphology, Fountas and Pinnell Word Study and the use of the thesaurus and the dictionary all support our students' vocabulary development.

Comprehension

- The importance of comprehension in elementary school lies in its provision of evidence-based, effective strategies for teaching reading, which helps all students develop strong literacy skills, academic success, and long-term social and professional benefits. It emphasizes direct, systematic instruction in core skills like vocabulary and background knowledge, which are crucial for students to understand the meaning of text, make connections, and become lifelong learners. We focus on developing our students' comprehension skills with direct, explicit instruction on our grade level reading indicators, teacher modeling and questioning, making connections, summarizing, determining text structure, book clubs, guided reading groups and an organized, plentiful classroom library that provides students with access to a variety of genres based on student interests.

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 Carver-Lyon Elementary, word recognition assessment and instruction for PreK–5th–grade students are intentionally aligned to the science of reading, structured literacy, and foundational literacy skills to ensure that every child has access to systematic, evidence-based learning experiences. Instruction is rooted in structured literacy, which emphasizes explicit, systematic, and cumulative teaching of phonemic awareness, phonics, and word analysis skills. In PreK and kindergarten, instruction builds strong foundations through intentional focus on oral language, alphabet knowledge, and sound-symbol relationships. As students' progress through the primary grades, instruction advances toward decoding multisyllabic words, applying morphology, and increasing automaticity with connected text. In upper elementary grades, instruction continues to strengthen accuracy, fluency, and vocabulary to support comprehension.

This comprehensive approach allows for continuity from PreK through fifth grade. Younger learners acquire essential phonological and phonemic skills, while older students consolidate decoding strategies and fluency, ensuring that all children have equitable access to the foundational literacy skills necessary for reading comprehension. By aligning assessment and instruction with the principles of structured literacy, Carver-Lyon ensures that students not only learn to read but also develop the confidence and proficiency to engage meaningfully with increasingly complex text.

The Science of Reading strongly believes that word recognition is the foundation of reading and is the major key for all other parts of the reading

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process to develop appropriately. Word recognition is comprised of the following skills: phonological awareness, orthographic mapping, decoding and fluency. Using our universal screeners, STAR test along with the Orton Gillingham's PAST assessment, we are able to use the decoding portion of the assessment to screen students who are below grade level. Using various instructional strategies such as red word activities, mastering of high frequency words and orthographic mapping, students study morphemes base/root prefixes and suffixes. Students are explicitly taught affixes and how they relate to base words. Teachers model how morphemes work in different words. Students operating below grade level in these areas receive the necessary targeted instruction to work towards 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.

Student data drives our instruction at Carver Lyon Elementary. We use the results from our universal screeners, STAR Early Literacy and Reading tests, and in specific situations, the Orton Gillingham PAST, Sight Word test and Letter Recognition and Sound test to make instructional decisions. District and test requirements indicate a specific scale score students must meet in order to be on or near grade level. Students who perform below these expectations are identified and referred to the MTSS Team. Multi-Tiered System of Support involves Quality Core Instruction, assessment, and intervention to ensure that all students receive the level of support they need to be successful. The Multi-Tiered Systems of Support is a schoolwide, data driven, proactive framework for improving both learning and behavioral outcomes for all students. The multi-tiered framework organizes resources, processes, and support to ensure student success. Our next steps include a meeting with the MTSS team, teacher and parents to create grade level intervention support for grades 1-5 with a special emphasis on 3rd grade. During MTSS meetings and parent teacher conferences, we will share students' data with parents and provide them with opportunities to voice their concerns along with things they experience at home with their children. After sharing concerns from both parents and teachers, a remediation plan is developed to target specific deficiencies. Once data has been carefully reviewed, decisions are made to group students to receive intervention from our Reading Interventionist, skill and strategy groups, guided reading groups and Response to Intervention (RTI) support. We also have our afterschool tutorial program, Comprehensive Remediation Program (CRP) which meets three times a week. Selected students who fall below grade level expectations attend and continue to receive the intervention support needed based on their targeted areas of growth. We also have a thirty-minute intervention block embedded into our master schedule for students to receive targeted interventions based on the Science of Reading. We monitor progress with identified measures given at specified times of the year based on district expectations and teacher judgment.

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 Carver Lyon Elementary our school collaborates with our Parent Engagement Specialist, School Improvement Council, Parent Teacher Organization and Community Partners to help improve and sustain parent and community involvement in student learning beyond school. Parents are provided with books and resources to support reading and writing development at home at special school programs such as Open House, Curriculum Night, Literacy and Math Night, Stem Activities Night, Grandparents' Day, Parent Teacher conferences, school's website and the Principal's Weekly Newsletters. As a school we also encourage parents to complete surveys to inform us of ways to improve the home school relationship and their

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needs. Parents are also informed of their children's progress by receiving individual student reports from our universal screeners after each district or state benchmark. We will host monthly parent engagement sessions facilitated by our Parent Engagement Specialist to share various strategies and tips on ways to promote reading proficiency 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.

We conduct thorough progress monitoring of reading achievement and growth at both the classroom and school levels to make informed intervention decisions for our PreK-5 grade students using our Multi-Tiered System of Support (MTSS) Framework. MTSS is a systematic problem-solving approach that emphasizes data-driven decision-making to deliver tailored support and interventions across academic, behavioral, social-emotional learning, and chronic absenteeism domains, thereby enhancing overall student engagement and attendance.

To ensure continuous improvement, we facilitate regular monthly discussions among grade-level teams. These discussions focus on analyzing benchmark assessment data and promote collaboration among educators. Our Leadership Team, comprised of key stakeholders such as the Principal, Assistant Principals, Literacy Coach, Reading Interventionist, Language Immersion Lead Teacher, Curriculum Resource Teacher, School Counselor, and Behavioral Coach, plays a crucial role in this process. The team meets at designated times to review instructional concerns, student assessment data, and progress monitoring efforts, all aimed at identifying students who require additional academic support and resources.

We meticulously monitor students' academic performance and reading proficiency through a variety of classroom assessments, including common formative assessments, diagnostic assessments and Mastery Connect benchmark assessments. The MTSS meetings are strategically scheduled to evaluate the effectiveness of implemented interventions, utilizing ongoing analysis of disaggregated data provided by the South Carolina Department of Education's "Read to Succeed" Initiative. This comprehensive approach not only informs our instructional strategies but also ensures that interventions are effectively addressing the specific needs of each student.

Our overarching goal is to cultivate a learning environment that actively promotes grade-level proficiency and academic success for all students we serve, ensuring that every child has the opportunity to thrive academically and socially.

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 school's Literacy Coach at Carver Lyon Elementary at least three to four times a month. District support level coordinators provide professional development sessions based on the Science of Reading. Teachers attend weekly Guided Planning sessions and Professional Learning Communities. The teachers also receive support based on individual needs. We also receive professional development with LETRS training and our Professional Learning Management System.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • The curriculum team supports teachers through PLCs, Guided Planning sessions, mentoring support, observational feedback, and coaching conversation. • 95% of K-5 English classrooms have a literacy-rich environment. • The school has created partnerships with community members to promote reading and writing. • In 100% of K-5 English classrooms, students are involved in literacy activities that incorporate reading, speaking and listening. 	<ul style="list-style-type: none"> • Teachers will implement all components of the Richland One Comprehensive Literacy Framework with fidelity. • Teachers provide opportunities for students to develop deep conceptual knowledge. • Progress monitor student academic achievement with fidelity. • Analyze data to plan for intervention.

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>30.8</u> % to <u>25.8</u> % in the spring of 2024.</p>	<p>We exceeded our expected goal as indicated by the year 2025 by decreasing the percentage% of students scoring Does Not Meet from 30.8% to 17.5%.</p>

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<p><u>Previous Goal #2:</u> Carver Lyon Elementary School will increase parent engagement/community support from 20% to 35% by providing parent workshops during the 2024-2025 school year, through focusing on the importance of developing strong readers and how to support language integration through reading and math activities at home, as measured by parent sign-in rosters and parent feedback surveys.</p>	<p>Met Goal Based on Spring 2025 data, parent attendance increased by <u> 13 </u>%. While we are encouraged by the increase in our parental support and attendance to our parent workshops, we are still actively working towards reaching our goal of 35%.</p>
<p><u>Previous Goal #3:</u> During the 2024-2025 school year, 100% of PreK-5 grade teachers will receive on-going Professional Learning Opportunities focused on using literacy data to plan, execute and reflect upon daily instruction.</p>	<p>Met Goal Based on Spring 2025 data 100% of teachers received monthly Professional Learning Opportunities focused on teacher clarity to provide standard-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.
- 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
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<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 ___61.4___ % to ___66___ % in the spring of 2025.</p>	<ul style="list-style-type: none">• Teachers will progress monitor students frequently to enhance their performance.• 100% of grade level teams in K-5 participated in weekly PLCs and Guided Planning sessions.• 90% of teachers implemented concepts of Visible Learning within their daily instructional practices.• 90% of ELA teachers in grades K-5 utilize Fountas and Pinnell Guided Reading System as a tool to progress monitor students.• Teachers in grades K-3 completed Orton Gillingham training to provide support during intervention.• Teachers in grades K-3 completed LETRS training.• Teachers will participate in weekly PLC meetings to discuss student academic growth.• Teachers and students work together to create academic growth.• Teachers and students work together to create academic goals.• Teachers enhance student learning by providing authentic time for students to read and write.• Teachers focus on research-based strategies to enhance student progress.
<p><u>Current Goal #2:</u> Carver Lyon Elementary School will increase parent engagement/community support from 20% to 35% by providing parent workshops during the 2024-2025 school year, through focusing on the importance of developing strong readers and how to support language integration through reading and math activities at home, as measured by parent sign-in rosters and parent feedback surveys.</p>	<p>Carver Lyon Reading Plan team along with faculty and staff, will plan the following parent workshops focused on the Language Emergent Program and the importance of supporting students as readers at home through:</p> <ul style="list-style-type: none">• Reading with Gamecocks Reading Initiative• Winter Wonderland Curriculum Night• Newsletters and information e-mails to parents and community• Surveys provided to obtain feedback from parents• Real Men Read• Columbia Links “Read Read Read Monthly Literacy Program

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<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</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:<ul style="list-style-type: none">○ Writing Rope components (e.g., sentence structure, text structure, writing processes)○ Writing modes (narrative, informational, opinion)○ Align PLOs with grade-level writing standards and pacing guides○ Visible Learning strategies (learning intentions, success criteria, feedback)• Provide coaching cycles, model instructions, and guided planning sessions.• Provide resources, exemplars, and anchor charts teachers can use in the classroom.• Conduct Professional Learning Communities (PLC) to review data and student work• Administer end of the year writing assessment and analyze growth.• Teachers will use student data to provide differentiated instruction• Teachers will use student data to provide targeted instruction during the intervention block of the R1 Comprehensive Literacy Framework.

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