

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? 2 teachers
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 10 teachers
- How many teachers in your school are beginning Volume 1 of LETRS this year? 3 teachers
- How many teachers in your school are beginning Volume 2 of LETRS this year? 2 teachers
- How many CERDEP PreK teachers in your school have completed EC LETRS? 0 teachers
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 1 teacher

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.

Estill Elementary School uses a variety of instructional materials for grades PreK – 4th to instruct oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade level English/Language Arts standards. PreK uses World of Wonders and Heggerty. Kindergarten through 4th grade uses Ready Reading for oral language, fluency, vocabulary, and comprehension. Open Court green band is used for phonics instruction in Kindergarten through 3rd grade. Fourth grade uses Open Court green band for word analysis. Phonological awareness is instructed through Heggerty in PreK through 2nd grade. All HQIM are utilized to teach SCCCR ELA state standards.

Estill Elementary School assesses our students three times a year using i-Ready Reading. Pre Kindergarten uses myIGDIs to put every child on the path to Kindergarten readiness with researched-based indicators for early literacy. Kindergarten uses KRA to measure a child's readiness for Kindergarten by evaluating their skills in language and literacy. Embedded in our curriculum materials we utilize Ready Reading lessons and unit assessments as well as the Open Court green band weekly and unit assessments for all other grade levels.

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.

Estill Elementary School uses a variety of curricula materials to instruct in the word recognition pathway to support the science of reading, structured literacy, and foundational literacy skills. In grade PreK-2nd Heggerty is used to instruct students daily in Phonological Awareness. Students in grade

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K-1 are instructed in the areas of phonological awareness and phonics through the Open Court Green Band. Students in grades 2-3 are instructed in phonics utilizing the Open Court Green Band. In grades 4-5 students are instructed in Word Analysis through the Open Court Green Band. Students who have been classified in Tier 2 and Tier 3 based on iReady data are given additional assessments to determine if they need additional instruction in the area of word recognition. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting. Students in grade K-1 are assessed in the areas of phonological awareness and phonics through the Open Court Green Band weekly and unit assessments. Students in grades 2-3 are assessed in phonics utilizing the Open Court Green Band weekly and unit assessments. In grades 4-5 students are assessed in Word Analysis through the Open Court Green Band weekly and unit assessments. Students who have been classified in Tier 2 and Tier 3 based on iReady data are given additional assessments to determine if they need additional instruction in the area of word recognition. In the word recognition pathway, the student will be assessed in the areas of phonological awareness and phonics. In the PA pathway students will be given the Kilpatrick PAST assessment. In phonics students will be given at least one phonics screener. The screeners that can be utilized are the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, or the LETRS Phonics and Word Reading survey.

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.

Estill Elementary School uses universal screener data and diagnostic assessment data from i-Ready three times a year. After administration of i-Ready, students are sorted into 3 instructional tiers. In grades 1 – 4 students in Tier 2 and 3 are then put through the Hampton County ELA Decision Tree process. This begins with the administration of an Oral Reading Fluency Assessment on a grade level reading passage from Dibels. If the students scores below the 50th percentile norm the student will move through the word recognition pathway. If the student is above the 50th percentile norm they will move through the language comprehension pathway.

In the word recognition pathway the student will be assessed in the areas of phonological awareness and phonics. In the PA pathway students will be given the Kilpatrick PAST assessment. The data from the PAST assessment is then used to inform instruction for the student. Based on the PAST data the student will receive targeted instruction from Heggerty, Florida Center for Reading Research, or i-Ready Tools for Next Steps. In phonics students will be given at least one phonics screener. The screeners that can be utilized are the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, or the LETRS Phonics and Word Reading survey. After the assessments are given and data is analyzed a goal is set for the student's instructional needs. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting. Students are progress monitored in the Word Recognition Pathway weekly utilizing a similar set of words from the initial assessment to track progress. Students are also given a monthly ORF progress

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monitoring assessment. If students meet their goal they are then moved to the next skill in the continuum. This process is repeated after the administration of iReady in the Fall, Winter, and Spring.

In the Language Comprehension Pathway an i-Ready domain analysis is completed in the Vocabulary, Comprehension Literature, and Comprehension Informational domains. A series of questions is also utilized to determine students' instructional needs. Does the student have adequate* vocabulary knowledge to comprehend text? (morphology, Tier 1 & Tier 2 words) Does the student have adequate* background knowledge to comprehend text? Does the student understand simple to complex sentence syntax for adequate* sentence comprehension? Does the student use strategies to self-monitor (rereading, mental imagery, asking questions) their understanding? Does the student have adequate* understanding of text genres (structures and features)? Does the student use higher level reasoning (inference, prediction, compare/contrast, summarizing, etc.) to comprehend text? Does the student demonstrate adequate* written expression? A goal is then set for students based on their instructional needs. Instructional materials from iReady Tools for Next Steps, Florida Center For Reading Research, F&P Guided Reading Kits (utilizing grade level text) are used to meet student's needs. Students are given a progress monitoring check weekly until the goal has been met and a new goal is determined. This process is repeated after the administration of iReady in the Fall, Winter, and Spring.

In Kindergarten after the administration of the iReady Tier 2 and tier 3 students are given the LETRS Phonics and Word Reading Survey and the Heggerty Phonemic Awareness assessment in order to determine the instructional next steps. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting. Students are progress monitored in the Word Recognition Pathway weekly utilizing a similar set of words from the initial assessment to track progress. The process is repeated after the administration of iReady in the Fall, Winter, and Spring.

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.

Estill Elementary School has a system in place that helps parents support their student as a reader and writer at the home. Our school sends home the i-Ready Diagnostic Results Report to parents to inform them at the beginning of the year to inform parents where their child is scoring nationally compared to other students their age. This report outlines the areas of strengths and opportunities for growth in each domain. Our school host events like Open House, Grade Level Nights, and Parent Teacher Conferences which allow parents to visit classroom to see instruction and meet with teachers to gain knowledge about how to support their child at home. Newsletters are sent home from the teacher and our principal that includes strategies that assist parents in supporting their student. Our district has been making instructional and informative videos to give the parents an opportunity to become familiar with instructional strategies to support their learner at home. Parents can also visit our district and school websites to stay informed.

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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.

Estill Elementary School provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading. Our school begins by analyzing i-Ready screener assessment data to determine students in Tier 2 and Tier 3. Students are progress monitored in the Word Recognition Pathway weekly utilizing a similar set of words from the initial assessment to track progress. Students are also given a monthly ORF progress monitoring assessment. Students are progress monitored in the Language Comprehension pathway weekly based on the initial assessment given. If students meet their goal they are then moved to the next skill in the continuum. This process is repeated after the administration of iReady in the Fall, Winter and Spring.

PreK students have a CERDEP portfolio that contains: work samples, assessment data, pertinent student information etc. All students in grades K-5 have an Individualized Reading Plan folder that contains: assessments given, student learning pathway documents, goals, progress monitoring notes, and instructional next steps for students. These folders follow the students from grade level to grade level to ensure grade level proficiency at each grade.

Tier 2 and Tier 3 students will receive additional services in their identified targeted area utilizing an intervention plan that is monitored for 6 to 8 weeks. If the target student is showing growth, then the intervention strategy is continued and monitored for progress until grade level proficiency occurs. If the target student is not showing growth, then the school level MTSS team conducts a meeting to determine the next steps for more intensive intervention. The students are given weekly probes to monitor progress towards grade level proficiency over 4 to 6 weeks. If a student still doesn't make growth, the MTSS team will meet with SPED and parents to discuss continuing intervention or starting the referral process for evaluation.

Students reading at or above grade level are progress monitored utilizing Tier 1 curriculum assessments and iReady diagnostic assessments to ensure students are always meeting grade level expectations.

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.

Estill Elementary School provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students. All teachers have been given the opportunity to participate in LETRS learning. The Reading Coach is providing focused support through

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PLC/s and classroom support with Open Court Green Band and Heggerty instruction, Anita, Archers Next Steps for Explicit Instruction, LETRS explicit vocabulary routine ELA Decision Tree and all the components particularly administering the assessments, writing goals, and pairing instructional materials.

The district provided UFLI training for teachers in grades K-3. The district also meets with instructional leaders monthly to offer support that can be redelivered to teachers. The district also partners the with SCDE Literacy Specialist to provide ongoing support to the reading coach in the areas of Explicit Instruction, HQIM, and Coaching Professional Development. This in turn is redelivered by the reading coach to further support the teachers in these areas.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • All teachers have had or currently have access to LETRS training. • Pre K paraprofessional is taking LETRS training. • Teachers are provided with high quality instructional materials (Heggerty, Ready Reading, Open Court green band) • Benchmark assessment to guide growth. • 60% of our students are scoring on grade level in the high frequency domain on i-Ready. 	<ul style="list-style-type: none"> • Quality of Tier 1 instruction • Small Group Instruction that is targeted for student needs • Classroom environment that promotes a positive learning environment • Classroom management. • Decrease the number of students in the Tier 3 classification in grades 2nd – 4th. (31% of 2nd grade students, 48% of 3rd grade students, and 37% of 4th grade students are in Tier 3) • The phonics domain on i-ready.

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<ul style="list-style-type: none"> • The reading coach supports teachers through weekly PLC’s, coaching cycles, and classroom models. • Each teacher has a 30 minutes MTSS/RTI block. • 31% of 4th grade students are in Tier 1. • The students’ individualized pathways are monitored and documented by teachers and coaches. • Teacher and Principal newsletters are frequently sent home. • Open House, Grade Level Night, and Parent Conferences that allow for parents to gain tools for supporting their student outside of the classroom. • Tier 2 and 3 students in Kindergarten – 4th are participating in Phonics Bootcamp. • Hampton County Decision Tree Implementation 	<ul style="list-style-type: none"> • Data driven instruction. • •
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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 (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 41.9% to 38% in the spring of 2025.</p>	<p>Goal was met. In 2024 we had 41.9% of our students score Does Not Meet. Our goal was to decrease that to 38%. In 2025 we decreased the percentage of students scoring Does Not Meet to 18.4%.</p>
<p><u>Previous Goal #2:</u> By the end of the 2024-2025 school year, the percentage of kindergarten – 4th grade students performing on grade level in the phonics domain of i-Ready will increase from 32% to 50%.</p>	<p>Goal was met. Our goal was to increase the percentage of students scoring on grade level in the phonics domain from 32% to 50%. At the end of the 24-25 school year we had 63% of our students scoring on grade level in the phonics domain.</p>
<p><u>Previous Goal #3:</u> By the end of the 2024-2025 school year, EES students will increase the percentage of our students in Kindergarten – 4th grade that will meet their typical growth in i-Ready Reading from 47% in the 2023-2024 school year to 50%.</p>	<p>Goal was met. Our goal was to increase the percentage of students that met their typical growth on i-Ready from 47% to 50%. At the end of the 24-25 school year, we had 63% of students meet their typical growth.</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

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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
<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 47.4% to 57.4% in the spring of 2026.</p>	<ul style="list-style-type: none"> • EES teachers will use Ready Reading, Open Court green band, and Hampton County Decision Tree Materials for instruction. • The Reading Coach will support the teacher in lesson planning and instruction. • EES teachers will continue to attend PLC for grade level support. • Teachers will meet to monitor the MTSS process. • Teachers have a 30-minute block daily for reading intervention. • The reading coach will provide professional learning opportunities centered around data driven instruction.
<p><u>Current Goal #2:</u> By the end of the 2025-2026 school year, the percentage of kindergarten – 4th grade students performing on grade level in the phonics domain of i-Ready will increase from 34% to 52%.</p>	<ul style="list-style-type: none"> • Implementation of Hampton County Decision Tree • Open Court green band PD opportunities • The Reading Coach will facilitate model lessons for teachers • Heggerty implementation • I-ready reading instruction • The Reading Coach will conduct targeted observations to discover trends around Open Court Instruction and implementation, provide feedback to teachers and utilize data to plan professional learning. • EES teachers will utilize diagnostic assessments in the area on phonological awareness and phonics to target small group instruction with students.

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Current Goal #3:

By the end of the 2025-2026 school year, EES students will increase the percentage of our students in Kindergarten – 4th grade that will meet their stretch growth in i-Ready Reading from 32% in the 2024-2025 school year to 40%.

- Monitoring, documenting, and communicating individualized pathway results.
- Daily RTI/MTSS time.
- Students have daily access to i-ready.
- Teachers will have data conferences.
- Teachers will implement the Hampton County Decision Tree Pathway.