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? 7
- 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? 6
- 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 Mill Creek Elementary School, reading assessment and instruction for all PreK–5 students intentionally address oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to ensure mastery of grade-level English Language Arts standards. Guided by a districtwide scope and sequence developed by Richland School District One's Department of Teaching and Learning, teachers have transitioned from balanced literacy to a structured literacy approach aligned with the South Carolina College- and Career-Ready ELA Standards. Evidence-based programs, including Orton-Gillingham, Language Essentials for Teachers of Reading and Spelling (LETRS), and the Wonders curriculum—are integrated within this framework. These Science of Reading–aligned resources strengthen Tier 1 instruction and support continuous improvement in reading outcomes for all students.

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.

Mill Creek Elementary School implements word-recognition assessment and instruction for PreK–5 students aligned with the Science of Reading, structured literacy, and foundational literacy skills. State-approved assessments—including SC READY, Renaissance STAR Reading and Early Literacy, Mastery View Predictive Assessment (MVPA), WIDA, Orton-Gillingham assessments, and Wonders assessments inform instruction. Teachers also use STAR CBM to monitor progress and Benchmark Assessment System running records to analyze reading behaviors, with particular attention to Tier 3 students receiving explicit intervention from a certified interventionist. The Interventionist and classroom teachers share data, and coordinate support regularly during MTSS and PLC meetings.

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.

Mill Creek Elementary uses Renaissance STAR as its universal screener, administering STAR Reading and STAR Early Literacy each fall, winter, and spring. Data is reviewed in PLC meetings using a structured protocol in which the leadership team presents results and staff collaboratively analyze and discuss instructional implications. Teachers use STAR Record Book and Instructional Planning Reports to guide lesson planning and to tier students into four categories: at/above benchmark, on watch, intervention, and urgent intervention.

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 Mill Creek Elementary, we partner with our Parent Teacher Organization to strengthen and sustain family engagement in student learning beyond the school day. Teachers maintain regular communication with parents through Talking Points on a weekly basis and reach out more frequently when additional contact is needed. Communication occurs in various formats, including face-to-face meetings, virtual conferences, Talking Points messages, and phone calls. During Open House, teachers share assessment data and literacy progress, helping families understand how attendance, assessments, and home collaboration contribute to reading and writing growth. Throughout the year, events such as Back-to-School Night, the Boo Book Drive, Literacy Night, Math Night, and quarterly Parent-Teacher Conferences provide families with books and practical resources to reinforce literacy at home. Following each Renaissance STAR administration, parents receive a detailed report three times per year outlining their child's scale score, reading zone of proximal development, and recommended next steps for continued growth.

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.

Mill Creek Elementary closely monitors student reading achievement and growth for all students through regular Data PLC and MTSS meetings. Grade-level teams also review all students' literacy data bi-weekly during PLCs to progress monitor and identify students in need of enrichment, remediation, or intervention. During these meetings, teams analyze multiple data sources, including STAR Reading, STAR Early Literacy, STAR CBM, district common formative assessments, teacher-created assessments, student work samples, and attendance records. When relevant, teams also review 504 plans, multilingual literacy plans, and IEPs to gain a comprehensive understanding of each student's needs. Mastery Connect further supports progress monitoring by aligning assessments to specific standards and categorizing student performance as Mastery, Near Mastery, or Remediation. Using these data insights, teachers adjust instruction, deliver targeted support, and implement tiered interventions to help all PreK–5 students reach grade-level reading proficiency. Parents are regularly informed of their child's progress through Open House, quarterly parent-teacher conferences, and MTSS meetings held every six weeks.

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.

Mill Creek Elementary, in partnership with Richland School District One, provides extensive professional development grounded in the Science of Reading. Teachers participate in a two-day Back-to-School session each August focused on scope and sequence, Wonders, and Empowering Writers, and receive at least three Renaissance STAR trainings and/or refresher sessions annually to ensure fidelity. Ongoing offerings include Orton-Gillingham and Morphology training each summer, followed by annual virtual refreshers. LETRS training, launched in September 2022, continues to be offered annually for teachers who are not yet certified. In addition, the literacy coach provides targeted professional development twice per month during afterschool PLOs focusing on literacy skills and strategies aligned with the Science of Reading. During these sessions, teachers actively engage, collaborate, and develop plans to integrate new strategies and learning into their classroom instruction. The school continues to expand training opportunities to deepen teacher expertise in structured, comprehensive literacy practices.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Teachers use a formative assessment system to individualize and intensify instruction for students. • Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. • Teachers regularly engage learners in Interactive Read Alouds of literary text and informational texts as well as Shared Reading to scaffold student success in fluency, comprehension, and text analysis. • Teachers model fluent and expressive reading through literary texts and informational texts to build accuracy and fluency in reading. • Students at Mill Creek Elementary, in grades 3-5, showed a consistent increase in the meets and exceeds category as determined by the SC Ready Language Arts assessment.	• Teachers provide targeted, effective in-class intervention, which must provide individual and small-group instruction; and must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. • Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume. • Teachers ensure text and materials are organized and easily accessible by students. • Teachers integrate content-specific reading, writing, and researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. • Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using grade level challenging texts.

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
Previous Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 to spring 2025 as determined by SC READY from 30.2% to 25.2 % in the spring of 2025.	During the 2024-2025 school year, the students who scored Does Not Meet decreased from 30.2% to 15.8% as measured by SC Ready. This was a 14.4% decrease.
Previous Goal #2: By the end of the 2024-2025 school year, 80% of Pre-K-5th grade teachers will read and comprehend using the science of reading with 80% accuracy as measured by Orton Gillingham assessments (beginning, middle, end).	74% of certified educators at Mill Creek Elementary have completed or are in the process of completing training on the science of reading.
Previous Goal #3: 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.	Teachers successfully engaged in weekly Professional Learning Opportunities (PLOs) which focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on 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 2025 as determined by SC READY from 40.4% to **43.4 %** in the spring of 2026.	• The Reading Coach will facilitate standard-based Guided Planning Sessions to ensure instruction, activities, and assessments are aligned with SC ELA Standards. • Teachers will engage in Professional Learning Opportunities (PLO's) utilizing Wonders, Empowering Writers, Fountas and Pinnell, Lexia and LETRS resources. • The teachers will utilize district resources to drive daily whole group and small group instruction. • Teachers, with the support of the Reading Coach, CRT, Interventionist and administration will be engaged in data team meetings to be responsive to student needs for targeted invention. • Teachers will engage in student-centered coaching cycles to engage students in meaningful reading and writing experiences.
Current Goal #2: By the end of the 2025-2026 school year, 65% of K-5th grade students will increase their Student Growth Percentile as measured by the spring administration of the STAR Early Literacy/Reading assessment.	• Teachers will regularly administer STAR progress monitoring between testing windows • Teachers will collaborate with Reading Coach, Interventionist and CRT to analyze student progress on STAR progress monitoring to provide a plan for explicit instruction for students showing decrease or minimal progress on the STAR assessment

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 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: o Writing Rope components (e.g., sentence structure, text structure, writing processes) o Writing modes (narrative, informational, opinion) o Visible Learning strategies (learning intentions, success criteria, feedback) o 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.