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

Directions: Please provide a narrative response for Sections A-I.

<u>**LETRS Questions:**</u>

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 14
- 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? 2
- 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? 3

<u>**Section A**</u>: 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.

Students in grade Pre-K are assessed three times a year utilizing the MyIGDI's assessment, which focuses on specific reading skills: picture naming, rhyming, sound ID, which one doesn't belong (comprehension), and alliteration. In K-1 students are assessed on specific skills using Fastbridge (letter name, letter sound, segmentation, sentence reading / CBM-R, Concepts of Print) and iReady (Phonological Awareness, Phonics, Vocabulary, Comprehension). Grades 2 and above are assessed using iReady, and given additional assessments (CBM-R in Fastbridge, LETRS decoding assessment, and Heggerty) when a foundational need is noted. Data from assessments then informs teachers on who and what to target in Tier 2 instruction, as well as, informs who will qualify for additional services from reading intervention.
Instruction in grades PreK-5 includes a balance of foundational skills, vocabulary, and comprehension. In grade 3, foundational skill instruction moves into Tier 2 and Tier 3 groups provided inside and outside the classroom, while in PreK-2 it is a significant portion of the Tier 1 block (about half). Instruction includes planned scaffolds and supports that allow all students access to grade level content and standards.

<u>**Section B:**</u> 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 Pepperhill we utilize a high quality literacy curriculum (as determined by Ed Reports) to ensure assessment and instruction is aligned with the science of reading, structured literacy, and foundational literacy skills. In PreK, we utilize Creative Curriculum and Heggerty as our CORE literacy curriculum. In grades K-2 we utilize Heggerty and CKLA Skills. Our intervention instruction for grades 1-5 for word recognition is Sound Sensible and SPIRE. In addition, we are utilizing UFLI foundations to fill phonics gaps, or at times enrich students, during Tier 2 instruction for

grades K-4 in the classroom. These programs are aligned with the science of reading due to their explicit phonics instruction and scope and sequence. Instruction is done through teaching students decodable parts of words and relying on "the code" to read and write.

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.

Our PreK students are given the Dial-4 screener upon entering, and MyIGIDI's three times per year. In kindergarten and first grade, students are administered the Fastbridge 1:1 reading assessment as a universal screener, in addition to iReady reading. Kindergarten also administers the KRA for beginning of the year data. Grades 2 and above are assessed using iReady, and given additional assessments (CBM-R in Fastbridge, LETRS decoding inventory, and Heggerty) when a foundational need is noted. These pieces of data are reviewed to determine the need for classroom Tier 2 instruction, or Tier 2 / 3 instruction with a literacy interventionist. Data is looked at by overall percentile, grade level placement, and specific domains / skills to determine if intervention is needed. If intervention is needed, students are then given placement tests correlated to what the data shows is their area of need (word recognition or language comprehension) in order to identify their specific area of need. They are then grouped appropriately with other students and a placement test is utilized to determine what to target, and/or the starting place in the provided intervention curriculum, when appropriate.

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.

Teachers conference with parents in the fall to review strengths, areas of improvement, and strategies for home. With our third grade students, any student identified at-risk of retention is required to have a conference each quarter. In addition, after each benchmark window, teachers provide parents with the iReady parent report that summarizes achievement and growth, as well as provides next steps for home. Teachers utilize homework aligned with the curriculum, in addition to reading logs, for work at home. Parents are notified of access to iReady individual learning pathways and provided log-in information in order for students to work at home.

All K-3 parents also receive a Read to Succeed Family Letter, translated into 10+ languages, that outlines in family-friendly language: What is the Science of Reading?, What does the South Carolina Read to Succeed Act mean for my student?, How will the school keep me informed about my student's reading development?, How can I help my student become a good reader?, in addition to a direct link to the CCSD Read to Succeed webpage which includes even more ideas for supporting readers 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.

Teachers monitor student progress on iReady individual pathway at least once a week. Teachers monitor for amount of time spent, percent of lessons being passed, individual alerts of student struggle, and closely monitor their pathway to determine if work is targeting their current, specific need. In addition, curriculum assessments are utilized (CKLA Skills, CKLA Knowledge) and data is analyzed within PLC's for strengths, misconceptions, and next steps based on the data. The same protocol is utilized with quarterly benchmarks aligned to grade level standards provided by the school district. Interventionists utilize Fastbridge CBM-R progress monitoring or letter sounds (if appropriate), as well as intervention curriculum assessments to determine student progress. Interventionists participate in monthly trend checks to review individual and group progress with the intention of continuing if progress is made, or making changes if progress isn't occurring. Lastly, a literacy focused MTSS occurs monthly to review any current data as a team, note progress of intervention students, and problem solve at any level.

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.

All teachers were given the opportunity, and encouraged to, engage in LETRS professional learning. Weekly, 90-minute, PLC's focus on unpacking of standards with discussion on alignment to curriculum and assessments in order to ensure teaching meets the rigor of the standard, as well as, expectation for student work / responses. In addition, PLC's focus on internalizing the curriculum, applying our LETRS knowledge, and strategies to teach it with integrity. Faculty meetings are used to provide professional development (i.e. MLL strategies, UFL, etc…) that all teachers need. In addition, teachers are encouraged to sign up for other PD provided through the district.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Systems and structures in place for all Tiers of literacy instruction. ● All students are provided access to grade level content and standards.	● Phonics Achievement ● Vocabulary Development ● Embedded time for reteaching misconceptions

● Daily writing journals and intentionality with using the writing process being worked on during PLC's and curriculum internalization.	

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 as determined by SC READY from 47.8 % to 39% in the spring of 2025.	The percentage of third graders scoring "Does Not Meet" in the spring of 2025 decreased to 34.3% when removing "newcomer MLL" students who do not count toward the school report card. This exceeded the set goal by 4.7. The percentage of third graders scoring "Does Not Meet" in the spring of 2025 decreased to 43.8% when including "newcomer MLL" students who do not count toward the school report card. This was 4.8 off from the goal.
Previous Goal #2: Increase the percentage of grades 3-5 students scoring meets or exceeds on SC READY from 30.4 in the spring of 2024 to 40.5 in the spring of 2025.	The percentage of students in grades 3-5 scoring meets or exceeds on SC Ready increased from 30.4% in Spring of 2024 to 37.6% in Spring of 2025 when excluding the "newcomer MLL" students who do not count toward the school report card. This was 2.9 off from the goal. The percentage of students in grades 3-5 scoring meets or exceeds on SC Ready increased from 30.4% in Spring of 2024 to 33.7% in Spring of 2025 when including "newcomer MLL" students who do not count toward the school report card. This was 6.8 off from the goal.

Previous Goal #3: Increase the percentage of grades K-5 students on or above grade level in phonics on I-READY Reading from 56% in Spring 2023, and (29.9% in the fall of 2024) to 66% in the spring of 2024.	According to Spring 2025 iReady, 48% of K-5 students are mid to late in phonics placement and 11% are early on grade level in phonics. When looking at the previous goal, the comparison percentage included both early on and mid or above students. Therefore, for Spring 2025 our total on grade level in phonics was 59%.. We were 7 away from our goal Moving forward, we need to focus on student placement being mid to late grade level because early on grade level at the end of the year still puts students a grade level behind.

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 28.8% to 38.8% in the spring of 2026.	- Utilize CKLA tier 1 instruction for ALL students. - Weekly, 90-minute PLC's with grade-level content teams that consist of: - Identifying and unpacking standards essential to the unit of learning - Ensuring the team understands what the rigor of the standard looks like, how to teach the standard, and what an expected student response should be. - Analyzing student work and assessment items, utilizing the See It, Name It, Do It Protocol, that align with the essential standards for the unit. - Utilize standards trackers to monitor student progress.

	- Coaching cycles completed by the reading coach targeting teacher individual needs for growth. - Utilize iReady data to identify and target students with foundational skills deficiencies. We will utilize the LETRS decoding assessment to determine specific phonics needs and implement UFLI Foundations for target instruction. For vocabulary and comprehension needs, iReady data and the iReady teacher toolbox resources will be used for Tier 2 instruction. - Provide Reading Intervention to students on the district identified Read to Succeed list targeting the approved program best aligned to their needs (Sound Sensible, SPIRE). - iReady learning pathway in conjunction with teacher conferencing, as needed, on progress towards specific skills as identified by iReady learning pathway alerts. 90 day plan goal of intentional student subgroup support focused on EC and MLL students
<u>Current Goal #2:</u> Increase the percentage of grades 3-5 students scoring meets or exceeds on SC READY from 37.6 in the spring of 2025 to 48.6 in the spring of 2026.	- Utilize CKLA tier 1 instruction for ALL students. - Weekly, 90-minute PLC's with grade-level content teams that consist of: - Identifying and unpacking standards essential to the unit of learning - Ensuring the team understands what the rigor of the standard looks like, how to teach the standard, and what an expected student response should be. - Analyzing student work and assessment items, utilizing the See It, Name It, Do It Protocol, that align with the essential standards for the unit. - Utilize standards trackers to monitor student progress. - Coaching cycles completed by the reading coach targeting teacher individual needs for growth. - Utilize iReady teacher toolbox resources and UFLI foundations to provide small groups during Tier 2 block to target individual needs of students phonics, vocabulary and comprehension. - iReady learning pathway in conjunction with weekly teacher conferencing, as needed, on progress towards specific skills as identified by iReady learning pathway alerts. 90 day plan goal of intentional student subgroup support focused on EC and MLL students

Current Goal #3: Increase the percentage of grades K-5 students placing mid or above grade level in the phonics domain on I-READY Reading from 48% in Spring 2025 to 58% in the spring of 2026.	- Implementation of CKLA Skills (K-2). Internalization of curriculum and standards / phonics skills tracking for individual students. - Implementation of Heggerty (CD-2) - Tier 2 walk to read model during RTI block focused on filling phonics gaps for those showing a need from iReady diagnostic and subsequent phonics skill testing (Grades K-5) during RTI block. - Targeted intervention utilizing explicit phonics programs (Sound Sensible, SPIRE) - Unpacking of foundational skills standards within PLC's