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2025-2026 District Reading Plan

District Name	SC School for the Deaf and the Blind
Superintendent Name	Jolene Madison
Superintendent Signature	

Completer Name	Gabrielle Wriborg
Completer Title	Teacher Quality, Curriculum, and Assessment Coordinator
Completer Email	gwriborg@scsdb.org

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the district 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.	As SC School for the Deaf and the Blind (SCSDB) serves students with sensory disabilities, the five pillars of reading instruction, i.e., oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, may not all be addressed with all SCSDB students; rather, reading assessment and instruction for all SCSDB students is implemented based on accessibility. For example, oral language, phonological awareness, and phonics assessments and instruction are typically not accessible to students who are deaf or hard of hearing. In these cases, assessment and instruction designed for the deaf and hard of hearing (DHH) have been implemented in tandem with state-approved instructional materials. These specialized instructional materials include Reading Milestones, Bedrock Literacy Curriculum, and Bilingual Grammar Curriculum, which incorporate learning to read and write in English while also providing instruction in fingerspelling and American Sign Language (ASL) so students can develop their expressive and receptive language skills while improving their English and ASL fluency, vocabulary, and comprehension. Visually impaired students (VI) are assessed and receive instruction that addresses the five pillars of reading instruction; however, students who are totally blind are learning to read and write via UEB braille and Nemeth codes while also learning to navigate tactile graphics and manipulatives in place of visual instructional materials. Assessment and instruction for students who are VI is often adapted from general curriculum materials and implemented in tandem with state-approved instructional materials. When educating students who are DHH and/or VI, reading proficiency will typically take more time to achieve when compared to the time it takes their non-disabled peers. Students who are DHH or VI often miss out on auditory and/or visual learning opportunities due to the nature of their particular disabilities. At SCSDB, most teachers are certified to teach either students with visual impairments or students who are deaf or hard of hearing. This specialized knowledge allows teachers to adapt materials for accessibility purposes. At SCSDB, students in prekindergarten - grade 3 are assessed four times per year using an early literacy skills assessment (ELSA), which is specifically designed to document the pre-literacy and literacy skills of students who are low vision, blind, and/or deaf/hard of hearing. All students are assessed three times per year using the STAR Reading Assessment and the Fountas and Pinnell Benchmark Assessment System. All students are assessed in reading comprehension twice per year using the Brigance Comprehensive Inventory of Basic Skills II. This year, all students (K-8) who participate in the reading intervention program will be administered the DRC Beacon assessment.

Section B: Foundational Literacy Skills, Continued

Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.	Reading instruction and assessment for all SCSDB students are aligned to the science of reading, structured literacy, and foundational literacy skills, ensuring that all aspects, including teaching strategies, learning outcomes, and assessments, work together to support student learning through accessibility. Alignment to the science of reading ensures resources and instructional practices are based on research that explains how reading skills develop and how to teach reading specifically to the special populations we serve. Alignment to structured literacy ensures teaching methods implement a systematic and explicit approach to help students learn to read and write through evidence-based elements (phonology, sound-symbol association, syllables, morphology, syntax, and semantics) and the use of diagnostic assessment data to drive instruction. Alignment to foundational literacy skills is most prominent in grades PK-5; however, as many of our students arrive with foundational skill deficits due to the nature of their particular disabilities, teachers employ accessible strategies to address these deficits and shore up each student's foundational literacy skills.

Section C: Intervention

Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data, to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.	At SCSDB, universal and interim reading assessment data are used in conjunction with diagnostic reading assessment data to help determine which students need additional support in demonstrating grade-level reading proficiency. If the data suggests a student in prekindergarten - grade 8 is functioning below his/her current grade-level, then the school will request reading intervention services for the student. These intervention services can take a variety of forms (e.g., individual, small group, whole class, pull-out, push-in, etc.) and can be implemented during one or more sessions weekly.

Section D: Supporting Literacy at Home

Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.	SCSDB utilizes a system to support literacy in the home for all students in prekindergarten - grade 12, which starts with each student's school and teacher(s). Schools and teachers provide opportunities for parent involvement with literacy development through the use of regular phone and email communication, regular progress monitoring and reports, parent/teacher conferences, IEP meetings, and newsletters.

Section E: Progress Monitoring

Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.	SCSDB utilizes reading interventionists in prekindergarten - grade 8. Any student in these grades who is performing below his/her current grade level in reading is served by a reading interventionist. As mentioned previously, student progress is monitored using a variety of assessments administered at specific times throughout the school year; furthermore, IEP goals are monitored regularly (at least three times per quarter) for progress. Quarterly data reports containing each student's progress in reading, writing, and math are shared with administrators at the school and district level. School and district-level data meetings are utilized to discuss trends within the data and develop strategies for overcoming obstacles.

Section F: Teacher Training

Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.	SCSDB teachers are provided with many professional learning opportunities based on the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students. This is accomplished through school, district, and state offered PD events as well as PD events offered through education companies such as edWeb and SCETV. SCSDB teachers meet regularly with reading interventionists to learn about the strategies that work with their particular students and how to implement these strategies in the classroom. Reading interventionists provide PD sessions related to a variety of topics for groups of staff members upon request.

Section G: District Analysis of Data

Strengths

• SC School for the Deaf and the Blind (SCSDB) has implemented a systematic approach to assessment that spans the school year and utilizes multiple assessments to monitor reading progress.
• Educators routinely analyze assessment data to drive instructional decisions and write lesson plans.
• Educators continue to build literacy-rich settings that promote language and literacy development for students with sensory disabilities.
• Educators communicate with parents and provide resources and strategies for literacy development through newsletters, emails, phone calls, postcards, and conferences.
• Educators utilize a variety of pedagogical approaches to literacy instruction to meet the diverse needs of SCSDB students.
• Reading Interventionist positions have been created to serve students in kindergarten through grade 8 to provide individual and small-group reading intervention services to students who are reading below grade level.
• Classroom libraries have been purchased and embedded in all schools and classrooms. The classroom libraries have a wide variety of fiction and nonfiction/informational books to appeal to a variety of reading and interest levels.
For students in grades 6 - 12, SCSDB implemented a research project requirement that includes library instruction to help students effectively find, evaluate, and use information and research tools.
• Students in prekindergarten - grade 5 are provided library instruction regularly.

Possibilities for Growth	• Educators will continue to increase learner engagement through student conferencing opportunities, shared reading and writing experiences, shorter instructional periods, and diverse high-interest texts. • Educators will continue to engage in professional development opportunities that support a well-researched perspective of literacy development and instruction across all content areas. • Educators will continue to approach literacy instruction as reflective practitioners and will refine strategies based on the progress and needs of students served. • Educators will include the use of classroom libraries in instructional plans to increase student interest in reading. • The reading intervention program will continue to develop guidelines for the use of specific data analysis procedures and the implementation of literacy checklists to drive instruction. • Library programming will focus on developing accessible resources, creating a high-interest, literacy-rich environment, and promoting reading for pleasure.

Description Area	*Note: The two questions below are now required by Act 114 (passed in 2024).
NEW: Please provide the total number of FIRST graders from the 2024-25 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.	4
NEW: Please provide the total number of SECOND graders from the 2024-25 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.	3

Section H: Previous School Year SMART Goals and Progress Toward those Goals

Previous Goal #1	SCSDB will increase the percentage of students in kindergarten through grade eight demonstrating growth in the spring of 2024 on the Fountas & Pinnell Reading Benchmark Assessment System from 55% to 60% in the spring of 2025. *As previously discussed and agreed upon with the SCDE, SCSDB uses a modified goal due to the small sample size of third-grade students. To better measure growth, a larger sample size is necessary.
Goal #1 Progress	SCSDB increased the percentage of students in kindergarten through grade eight demonstrating growth in the spring of 2024 on the Fountas & Pinnell Reading Benchmark Assessment System from 55% to 80% in the spring of 2025.

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

Description Area	For all districts serving third grade students, goal #1 MUST read:Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
Current Goal #1	SCSDB will increase the percentage of students in kindergarten through grade eight who demonstrate growth on the STAR Reading Assessment from 75% to 80% by the spring of 2026. *As previously discussed and agreed upon with the SCDE, SCSDB uses a modified goal due to the small sample size of third-grade students. To better measure growth, a larger sample size is necessary.

Goal #1 Action Steps	• Kindergarten - Grade 8 Educators and Reading Interventionists will utilize Fall 2025 STAR Reading Assessment data in conjunction with other available data related to literacy to inform instruction and implement strategies to address the individual literacy needs of each student. • Kindergarten - Grade 8 Educators and Reading Interventionists will utilize research and professional resources/texts to improve their understanding of students' sensory disabilities and how these disabilities affect literacy development. • Kindergarten - Grade 8 Educators and Reading Interventionists will provide regular opportunities for students to read and write in all subject areas and courses. • Kindergarten - Grade 8 Educators and Reading Interventionists will assess students in the winter and the spring of 2025 using the STAR Reading Assessment online. • Kindergarten - Grade 8 Educators and Reading Interventionists will meet regularly to discuss the strengths and needs of common students and how to address these strengths and needs in reading intervention and in the regular classroom environment. • Reading Interventionists will push into all kindergarten - Grade 8 ELA classes one time per week to work on reading skills.
Current Goal #2	SCSDB only requires one goal.
Goal #2 Action Steps	SCSDB only requires one goal.