

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
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 12
- 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? 1
- How many CERDEP PreK teachers in your school have completed EC LETRS? 1
- 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-5<sup>th</sup> 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.

Arden uses the Richland One scope and sequence to target oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Within this scope and sequence, resources such as Orton Gillingham (OG), Morphology, Language Essentials for Teachers of Reading and Spelling (LETRS), Reading A-Z, ELL Reading A-Z, Empowering Writers, and Wonders are embedded. These resources are used to improve tier-one instructional practices. We also use STAR CBM, a curriculum-based measurement, to tailor instruction to learners' needs. STAR CBM enables teachers to assess students in areas such as letter naming, letter sounds, phoneme segmentation, receptive and expressive nonsense words, sight words, high-frequency words, and passage oral reading. Additionally, we utilize Benchmark Assessment Systems (BAS) to monitor students' individual instructional and independent reading progress. BAS allows teachers to assess accuracy, fluency, and comprehension, which in turn helps form guided reading groups. Through these groups, teachers provide instruction that enables students to become proficient readers.

**Section B:** Document how Word Recognition assessment and instruction for PreK-5<sup>th</sup> grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Arden is embracing the shift from Comprehensive Literacy to Structured Literacy. We utilize State Approved Assessments, including SC Ready, Renaissance Star Reading, iReady Diagnostic, Mastery View Predictive Assessment (MVPA), WIDA, Orton Gillingham Assessments, Morphology Assessments, and Wonders Assessments. We also use Star Curriculum-Based Measures (CBM) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). Orton-Gillingham and Morphology are used for tier one instruction during word study. Teachers in kindergarten through second grade use the Orton-Gillingham method, while those in grades three through five use Morphology. Orton-Gillingham is a highly structured approach that breaks down reading and spelling into smaller skills involving letters and sounds, building on these skills over time. It employs explicit, direct, sequential, systematic, multi-sensory instruction to teach reading. Morphology instruction fosters awareness of

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morphemes, the smallest meaningful units of language. Students are introduced to common prefixes, suffixes, and bases, with clear explanations of their meanings and functions. Teachers provide explicit modeling of how morphemes work in different words. Effective instruction in Orton-Gillingham and Morphology can significantly enhance vocabulary acquisition, reading comprehension, and language proficiency. Teachers who are not trained in Orton-Gillingham and Morphology utilize Wonders. STAR CBM is used for progress monitoring and assesses students on receptive nonsense words, expressive nonsense words, sight words, and high-frequency words. Our multilingual teacher uses SIPPS and ELL Reading A-Z with multilingual learners. SIPPS is a research-based foundational skills program for grades K–12 that helps new and striving readers, including multilingual learners and those identified with dyslexia, quickly develop the accuracy and automaticity needed for fluent, independent reading. Every tenth lesson, students take a word recognition assessment. ELL Reading A-Z supports English language learners with tools, resources, and research-based strategies for success in social and academic English. It focuses on developing speaking, listening, writing, and reading skills in both social and academic contexts while building knowledge of academic vocabulary.

**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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency. Richland One uses the STAR universal screener, which is administered in the fall, winter, and spring to monitor students' progress every six weeks. Teachers analyze Star data during professional learning communities (PLCs) using The Atlas Protocol, which introduces, describes, and interprets the data and its implications for classroom practice. This protocol helps teachers make informed instructional decisions, including determining next steps and tiering students. Teachers also use the Star Record Book to group students by scaled scores, typically within a fifty-point range. Once students are tiered, Star suggests lessons to help them master specific skills. Additionally, during PLCs, teachers analyze district common formative assessments (DCFAs) or teacher-created assessments. Student groups are adjusted based on their performance through progress monitoring, teacher observations, and anecdotal notes.

**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. Our school collaborates with the Parent and Family Engagement Specialist, School Improvement Council, Parent-Teacher Organization, and community partners to improve and sustain parent and community involvement in student learning beyond the school. During activities such as Open House, Curriculum Night, Literacy Night, and Parent-Teacher Conferences, parents receive books and resources to support reading and writing at home. After students complete Renaissance Star, a parent report is generated. This report includes the student's scale score, reading zone of proximal development, and suggested skills the student is ready to learn. Parents receive this report multiple times throughout the school year.

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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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading. Reading achievement is monitored during Multi-Tiered System of Support (MTSS) Professional Learning Communities (PLCs) and MTSS Student Meetings. In these meetings, the team—which consists of the Principal, Assistant Principal, Guidance Counselor, Literacy Coach, Curriculum Resource Teacher, and classroom teacher—reviews multiple data points, including STAR, District Common Formative Assessments (DCFA), teacher-created assessments, student work samples, attendance, and, if applicable, 504 plans or Individualized Education Plans (IEP). Using this data, the team evaluates various components of each student to identify the most effective interventions. Mastery Connect is another tool used to monitor students' reading achievement and growth. Students are assigned assessments on Mastery Connect, which then tiers students according to mastery, near mastery, and remediation. Based on the data, teachers adjust instruction and create tiered interventions to reteach specific standards. Lexia and Freckle are also used to monitor student progress. Lexia offers a systematic and structured approach to literacy instruction grounded in the science of reading, creating personalized learning paths for students of all abilities through adaptive placement and scaffolded activities aligned with rigorous standards. Freckle's ELA Skills Practice provides students in grades 1–8 with leveled and scaffolded practice in reading comprehension and language skills across multiple genres. Students work on one skill at a time, answering standards-aligned questions to practice the target skill. When students demonstrate proficiency, they progress to the next skill in the pathway.

**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-5<sup>th</sup> grade. Richland One offers a wide range of training based on the science of reading. In August, the reading coach hosted training on the R1 Scope and Sequence and the ELA Comprehensive Structured ELA Framework. Additionally, teachers receive training on Renaissance Star three times a year to ensure fidelity to the program. In 2022, teachers received training in Orton-Gillingham and Morphology, with this training offered every summer and refresher courses available virtually each year. Teachers began their Language Essentials for Teachers of Reading and Spelling (LETRS) journey in September 2022, and LETRS will be offered annually to those who have not yet received it. Teachers will also receive training on STAR CBMs, Freckle, and Lexia, all of which are aligned to the science of reading. Additionally, Arden Elementary will continue to create opportunities for teachers to become experts in Structured Literacy through monthly professional learning opportunities.

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**Section G: Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<p>This school has structures in place that foster the development of young readers and writers which include:</p> <ul style="list-style-type: none"><li>• access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.</li><li>• model reading using literary texts and informational texts to build accuracy and fluency in reading.</li><li>• Teachers use South Carolina College and Career Ready Standards and District approved resources when planning instruction.</li></ul>	<p>Arden's goal is to continue providing effective literacy instruction for our students by:</p> <ul style="list-style-type: none"><li>• Integrate content specific reading, writing, and research into ELA to provide the authentic experiences necessary to become proficient researchers, readers, and writers.</li><li>• Monitoring reading and writing engagement and using that data to conference with students when needed to increase reading and writing volume</li><li>• Providing agency in our students by eliciting their thoughts to set measurable short-term goals aimed at growing students' reading behaviors and making strategic plans outlining how these goals will be accomplished.</li></ul>

**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).

<b>Goals</b>	<b>Progress</b>
<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 57.6% to 47.6% in the spring of 2025.</p>	<p>The percentage of third graders performing below grade level decreased from 57.6% in the spring of 2024 to 32.5% in the spring of 2025</p>

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<p><u>Previous Goal #2:</u> During the 2024-2025 school year, Arden Elementary will provide a minimum of three Parent and Family Engagement Literacy Events for grades Pre-K -5<sup>th</sup> with 30% parent(s)/guardian(s) participation measured by attendance from sign-in sheets.</p>	<p>Arden hosted extensive opportunities to engage parents in literacy development/activities included: Open House Grandparents Day Curriculum Night MLL Curriculum Night Literacy Night Authors' Tea Read Across America Week Get Ready for Kindergarten Original Six Foundation (My First Library) Weekly Volunteers (MRC) Weekly Reading Matters Tutors</p>
<p><u>Previous Goal #3:</u> During the 2024-2025 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.</p>	<p>100% of Pre-K-5th grade teachers received ongoing Professional Learning Opportunities (PLOs) monthly focused on deconstructing SC State Standards and utilizing formative data to plan, execute, and reflect on daily instructional practices.</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 3<sup>rd</sup> 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.

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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 2026 as determined by SC READY from 45% to 50%.</p>	<p>Teachers will use the various instructional mediums to assist with third grade intensive, instructional needs through participation in effective Professional Learning Communities, as we reflect, plan, evaluate, and execute instruction. Our school will continue to utilize Visible Learning protocols to deconstruct standards and create Learning Targets for teacher and student understanding. We will utilize SC State Standards to explicitly teach foundation literacy skills and Structured Literacy strategies to engage students in all content areas. Arden will continue to develop targeted lessons for instructing small groups routinely based on students' needs. Teachers will continuously monitor students using specific data points and routinely confer with students to set goals with them and monitor their progress.</p>
<p><u>Current Goal #2:</u> During the 2025-2026 school year, Arden Elementary will provide a minimum of three Parent and Family Engagement Literacy Events for grades Pre-K -5<sup>th</sup> with 20% parent(s)/guardian(s) measured by attendance from sign-in sheets.</p>	<p>Meet the Teacher Open House Hosting Curriculum Night Hosting MLL Curriculum Night Hosting Literacy Night Authors' Tea Original Six Foundation (My First Library) Weekly Volunteers (MRC, Reading Matters)</p>
<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>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: Writing Rope components (e.g., sentence structure, text structure, writing processes) Writing modes (narrative, informational, opinion)</p>

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	<p>Visible Learning strategies (learning intentions, success criteria, feedback)</p> <p>Align PLOs with grade-level writing standards and pacing guides.</p> <p>Provide coaching cycles, model lessons, and guided planning.</p> <p>Provide resources, exemplars, and anchor charts teachers can use in classrooms.</p> <p>Conduct Professional Learning Communities (PLC) meetings to review data and student work.</p> <p>Administer end-of-year writing assessment and analyze growth.</p>
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