

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? **0**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **13**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **6**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **0**
- 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? **4**

**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.

**Narrative:** At our school, we are committed to ensuring that every PreK–5th grade student meets grade-level English Language Arts standards through a comprehensive assessment and instructional framework. This framework integrates word study, shared reading, guided reading, targeted mini-lessons, and dedicated time for reading intervention.

To measure literacy growth, we utilize **STAR Renaissance**, which provides valuable insights into students' fluency and comprehension. Struggling readers receive additional support through **weekly Curriculum-Based Measurements (CBMs)** that monitor progress closely. The **Benchmark Assessment System (BAS)** further evaluates fluency and comprehension, informing instructional adjustments to meet individual student needs.

Our instructional practices are grounded in **Orton-Gillingham (OG) strategies** and strengthened by staff training in **LETRS (Language Essentials for Teachers of Reading and Spelling)**. Additionally, the adoption of the **Wonders program**, with its decodable texts, has enhanced phonics practice in meaningful and engaging ways.

**Focus Areas**

1. **Oral Language** – Students build communication skills through discussions and interactive read-alouds.
2. **Phonological Awareness & Phonics** – Explicit, systematic lessons develop strong sound recognition and decoding skills.
3. **Fluency** – Repeated readings and guided practice foster confidence, accuracy, and automaticity.
4. **Vocabulary** – Direct instruction and contextual learning expand students' word knowledge and application.

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

5. **Comprehension** – Strategies such as guided reading and reciprocal teaching support students in making connections, analyzing texts, and deepening understanding.

By integrating research-based assessments and instructional practices, we provide every child with the tools and support needed to become a confident, proficient reader. Our ultimate goal is not only to develop literacy skills but also to foster a lifelong love for reading that empowers students for future success.

**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.

**Narrative:** At our school, word recognition assessment and instruction in PreK–5<sup>th</sup> grade are intentionally aligned with the **science of reading**, **structured literacy**, and the development of **foundational literacy skills**. Our priority is providing **explicit, systematic instruction** in phonemic awareness, phonics, and decoding to ensure students build automaticity and fluency in reading.

We incorporate the **Orton-Gillingham approach**, a multi-sensory, phonics-based method proven effective for all students, particularly those with dyslexia or reading challenges. Through tactile, auditory, and visual activities, students learn to break apart words, understand language structure, and strengthen decoding skills.

To guide instruction, we use **STAR Renaissance**, a data-driven assessment tool that measures progress in phonics, phonemic awareness, and decoding. This information allows us to provide targeted interventions and adjust instruction to meet individual needs.

By starting with strong **foundational literacy skills** in the early grades, we set students up for success in blending sounds, recognizing high-frequency words, and decoding multi-syllabic words. Our approach equips students with the tools they need to become **confident, capable readers** who can meet and exceeded-level expectations in literacy.

By utilizing insights from both STAR Renaissance and I-Ready, as well as continuous progress monitoring using CBMs, we implement focused interventions tailored to each student’s unique needs. This systematic approach fosters individual growth and progress tracking throughout the year, empowering all students to become confident readers.

**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.

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

**Narrative:** At our school, we use data from **universal screeners and diagnostic assessments** to design targeted intervention pathways for PreK–5th grade students who struggle with reading proficiency. Key tools in this process include **STAR Renaissance, BAS (Benchmark Assessment System), and I-Ready**, which together help us identify each student’s strengths, areas of need, and next instructional steps.

**STAR Renaissance** is an adaptive assessment administered three times a year fall, winter, and spring to measure students’ progress and determine areas requiring support. **BAS** provides a more detailed look at reading behaviors, fluency, and comprehension, allowing teachers to identify a student’s instructional and independent reading levels. **i-Ready** complements these by offering diagnostic data that personalizes learning for each student, especially those receiving special education services, helping pinpoint skill gaps in both reading and mathematics.

Using these data sources, grade-level teams and interventionists **collaboratively develop intervention plans**. Students are grouped based on their specific literacy needs, such as phonological awareness, phonics, fluency, vocabulary, or comprehension and matched with evidence-based interventions. Progress is monitored regularly through **formative assessments and progress-monitoring probes** to ensure growth and adjust support as needed.

Parents are essential partners in this process. **Families are informed through data conferences, progress reports, and ongoing communication** from teachers and interventionists. During these conversations, parents receive updates on their child’s progress, specific areas of focus, and ways to reinforce literacy skills at home. This collaborative approach ensures that students receive consistent, data-driven support both at school and at home.

**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.

## **Narrative**

At our school, we are committed to building strong home–school partnerships that empower parents to actively support their children as readers and writers. We recognize that literacy success extends beyond the classroom, so we provide families with the tools, resources, and guidance needed to foster a love for reading and writing at home.

### **Literacy Night**

We host engaging Literacy Nights designed to equip parents with practical strategies they can use every day. These events feature hands-on activities, modeling of effective read-aloud practices, and tips for creating literacy-rich home environments. Parents also learn how to ask meaningful questions during reading, strengthen vocabulary development, and encourage writing through journaling and storytelling.

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

### **Ongoing Communication and Progress Updates**

Teachers maintain consistent communication with parents through newsletters, emails, and parent-teacher conferences. Families receive personalized strategies to extend classroom learning at home, along with progress reports that highlight student strengths and areas for growth in reading and writing. These updates ensure parents feel informed, supported, and ready to provide targeted help.

### **Parent Engagement Specialist**

Our dedicated Parent Engagement Specialist serves as a vital bridge between families and the school. This specialist connects parents with resources, organizes literacy-focused events, and provides one-on-one guidance to help families best support their child's literacy journey.

Through these efforts, we empower parents to play an active role in their child's learning. Together, we are creating a strong, supportive foundation that helps every student thrive as a confident reader and writer.

**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.

**Narrative:** At our school, we have built a **comprehensive system for monitoring reading achievement and growth** that operates at both the classroom and school levels. This intentional, data-driven approach ensures that every PreK–5th grade student receives the right support to progress toward grade-level reading proficiency.

### **Comprehensive Assessment Practices**

Student progress is closely monitored through a variety of **formative and summative assessments**, including **reading records, fluency checks, comprehension measures, and benchmark tools such as MVPA, DCFA, and BAS (Benchmark Assessment System)**. These assessments provide teachers with detailed insights into each child's reading behaviors, decoding skills, and comprehension, allowing for precise tracking of growth throughout the year.

### **Collaborative Data Review**

Teachers regularly engage in data review sessions, analyzing patterns and trends to guide instruction. These collaborative conversations, often held during PLCs, foster a culture of shared accountability for student success. By grounding instructional decisions in evidence, teachers can refine their strategies and maximize impact.

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

### **Early Identification and Intervention**

Universal screeners at the start of the school year help us quickly identify students at risk of reading difficulties. Once identified, students are matched with targeted interventions that address their specific needs. Whether through small-group instruction, one-on-one support, or specialized literacy programs, interventions are closely aligned with the data.

### **Tiered System of Support**

Our tiered support model ensures that interventions are both responsive and flexible. Progress monitoring is embedded into the process, allowing us to evaluate effectiveness and adjust strategies in real time. This tiered framework enables us to meet students where they are and accelerate their growth.

### **School-Wide Oversight and Accountability**

At the school level, reading achievement data is reviewed weekly during PLC meetings to identify overall trends and priority areas. Findings are communicated transparently with staff, families, and stakeholders, ensuring that decisions about resources, curriculum, and professional development are aligned to student needs.

### **Family Engagement**

Families are essential partners in literacy growth. We provide regular updates on student progress through newsletters, parent-teacher conferences, and progress reports. By equipping parents with actionable insights, we encourage at-home support that reinforces classroom learning.

Through this multi-layered system, we ensure that all students—regardless of their starting point—have the opportunity to grow as readers. By combining data-driven practices, collaborative decision-making, and strong family partnerships, we create an environment where literacy success is both achievable and celebrated.

**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.

**Narrative:** At our school, we are deeply committed to preparing teachers with the knowledge and tools rooted in the Science of Reading, structured literacy, and foundational literacy skills. We believe that when educators are equipped with research-based, evidence-aligned strategies, they can provide the high-quality instruction every PreK–5<sup>th</sup> grade student deserves to build a strong foundation in reading and writing.

### **Professional Development at the District and School Level**

Teachers participate in a combination of district-led and school-based professional development throughout the year. These learning experiences are aligned to current South Carolina ELA standards and focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Core training

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

includes LETRS (Language Essentials for Teachers of Reading and Spelling), which builds teachers' understanding of the science behind how students learn to read, and Orton-Gillingham (OG) training, which equips teachers with multisensory, structured approaches for supporting students with reading difficulties. Partnering with district literacy specialists and instructional coaches ensures that professional learning remains rigorous, relevant, and responsive to student needs.

### **Professional Learning Opportunities (PLOs)**

Our monthly Professional Learning Opportunities are designed to give teachers hands-on practice with structured literacy strategies they can immediately apply in their classrooms. Sessions often include modeling of phonics routines, decodable text integration, and vocabulary-building techniques, as well as opportunities for collaborative planning. Teachers share instructional resources and engage in reflective discussions, creating a community of practice centered on effective literacy instruction.

### **Emphasis on the Science of Reading**

All professional learning emphasizes systematic and explicit literacy instruction, grounded in the cognitive science of how the brain learns to read. Teachers learn to identify reading difficulties early and use assessment data to provide targeted interventions. Through LETRS and OG-based practices, teachers deepen their understanding of the Simple View of Reading, Scarborough's Reading Rope, and phonological processing, enabling them to deliver precise, differentiated instruction for every learner.

### **Ongoing Coaching and Support**

Professional learning extends beyond single sessions. Our school provides continuous coaching, mentoring, and feedback loops throughout the year. Instructional leaders model best practices during classroom visits, facilitate data-driven planning meetings, and support teachers in implementing strategies with fidelity. Peer observations and collaborative lesson studies further strengthen instructional capacity and teacher confidence. Through this comprehensive, layered system of professional growth, our teachers are empowered to deliver effective, evidence-based reading instruction. By investing in our educators through trainings such as LETRS, Orton-Gillingham, and structured literacy-focused PLOs, we ensure that every classroom fosters both reading proficiency and a lifelong love for literacy.

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

**Section G: Analysis of Data**

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> <li>• There are protocols in place to consistently analyze data on universal screeners and on common formative assessments</li> <li>• 100% of the staff at Hyatt Park are certified and 50% of K-2 teachers have completed LETRS training.</li> <li>• 79% of our Prek-5<sup>th</sup> grade teachers have Orton-Gillingham strategies that they implement daily. However, 100% will be completed by the end of this school year.</li> <li>• Our classrooms are print-rich, and all teachers have access to appropriate materials</li> <li>• 66 students are currently enrolled in Comprehensive Remediation Programming 3 days a week after school. 55 of which are currently on the priority list.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increase Proficiency in Reading and Writing:</b> Strengthen student performance in ELA by targeting growth in both reading and writing proficiency across all grade levels.</li> <li>• <b>Promote Engagement and Critical Thinking:</b> Deepen student engagement by embedding higher-order thinking questions into classroom discussions, collaborative tasks, and literacy activities.</li> <li>• <b>Integrate Writing to Support Comprehension:</b> Expand opportunities for students to write about their reading—through reflections, responses, and analysis—to enhance comprehension, critical thinking, and the ability to communicate insights effectively.</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).

Goals	Progress
<p><u>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 55.2% to 50 % in the spring of 2025.</p>	<p>This goal was completed. We had 29.2% of our students in third grade score Does Not Meet on our SC Ready ELA assessment.</p>

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

<p><u>Previous Goal #2:</u></p> <p><u>Goal #2:</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>This goal was met.</p> <ul style="list-style-type: none"><li>• Weekly guided planning for teachers in grades K-5</li><li>• Weekly PLC meetings for teacher in grades K-5</li><li>• K-3<sup>rd</sup> grade teachers, special education teachers, and coaches completed or started LETRS PLO.</li><li>• 95% K-5 teachers as well as special education teachers have received OG training.</li></ul>
<p><u>Previous Goal #3:</u> By the end of the 2024-2025 school year, we aim to increase the percentage of students who scored at or above typical growth in reading from 68.7% in the Fall of 2023 to 80% Spring of 2025.</p>	<p>We did not accomplish this goal. On the chart below, there is a breakdown by individual teachers whose names have been redacted. We had some staff members get close to 80%, but 0% of the teachers accomplished this goal.</p>



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

	Growth Level							
Total Tested Both Administrations	Low		Typical		High		Typical or High	
Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
23	15	65.2	5	21.7	3	13.0	8	34.8
0	0	N	0	N	0	N	0	N
17	8	47.1	5	29.4	4	23.5	9	52.9
19	11	57.9	4	21.1	4	21.1	8	42.1
19	12	63.2	7	36.8	0	0.0	7	36.8
18	7	38.9	6	33.3	5	27.8	11	61.1
1	1	100.0	0	0.0	0	0.0	0	0.0
21	11	52.4	7	33.3	3	14.3	10	47.6
1	0	0.0	0	0.0	1	100.0	1	100.0
45	24	53.3	12	26.7	9	20.0	21	46.7
31	8	25.8	8	25.8	15	48.4	23	74.2
1	1	100.0	0	0.0	0	0.0	0	0.0
4	1	25.0	1	25.0	2	50.0	3	75.0
34	15	44.1	4	11.8	15	44.1	19	55.9

Station size less than five

As a school, we had 50.9% of our entire student population score at typical or high growth. Included in the chart below is a breakdown of grade levels and our subgroups.

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

		Growth Level							
	Total Tested Both Administrations	Low		Typical		High		Typical or High	
group	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	228	112	49.1	58	25.4	58	25.4	116	50.9
Grades 3-5	110	47	42.7	24	21.8	39	35.5	63	57.3
Grade K	40	23	57.5	10	25.0	7	17.5	17	42.5
Grade 1	38	23	60.5	11	28.9	4	10.5	15	39.5
Grade 2	40	19	47.5	13	32.5	8	20.0	21	52.5
Grade 3	45	24	53.3	12	26.7	9	20.0	21	46.7
Grade 4	31	8	25.8	8	25.8	15	48.4	23	74.2
Grade 5	34	15	44.1	4	11.8	15	44.1	19	55.9
Male	116	56	48.3	29	25.0	31	26.7	60	51.7
Female	112	56	50.0	29	25.9	27	24.1	56	50.0
White	8	4	50.0	3	37.5	1	12.5	4	50.0
African-American	203	100	49.3	53	26.1	50	24.6	103	50.7
Other Race	17	8	47.1	2	11.8	7	41.2	9	52.9
White Male	1	N	N	N	N	N	N	N	N
White Female	7	3	42.9	3	42.9	1	14.3	4	57.1
African-American Male	107	51	47.7	29	27.1	27	25.2	56	52.3
African-American Female	96	49	51.0	24	25.0	23	24.0	47	49.0
Other Race Male	8	4	50.0	0	0.0	4	50.0	4	50.0
Other Race Female	9	4	44.4	2	22.2	3	33.3	5	55.6
Multilingual	1	N	N	N	N	N	N	N	N
Not Multilingual	227	112	49.3	58	25.6	57	25.1	115	50.7

### **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.

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

- 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 33.4% to 36.74 % in the spring of 2026.</p>	<ul style="list-style-type: none"> <li>Strengthen Tier 1 ELA instruction with explicit focus on comprehension, vocabulary, and writing aligned to SC READY standards.</li> <li>Use formative and benchmark assessments to identify skill gaps and provide targeted small-group interventions.</li> <li>Embed higher-order questioning and text-based writing tasks to build critical thinking and test readiness.</li> <li>Monitor progress in PLCs and adjust instruction based on data.</li> <li>Provide parent workshops and resources to support reading and writing at home.</li> </ul>
<p><u>Current Goal #2:</u> By the end of the 2025-2026 school year, we aim to increase the percentage of students who scored at or above typical growth in reading from 50.9% in the Fall of 2024 to 15% increase 58.53% in the Spring of 2025.</p>	<ul style="list-style-type: none"> <li><b>Strengthen Core Instruction</b> – Provide PD on the Science of Reading and writing instruction; embed explicit phonics, fluency, comprehension, and higher-order questioning in daily lessons.</li> <li><b>Targeted Interventions</b> – Use STAR/i-Ready data to identify at-risk students, provide Tier 2/3 supports, monitor progress bi-weekly, and adjust instruction.</li> <li><b>Integrate Writing</b> – Increase opportunities for students to write about their reading to build comprehension, reflection, and analysis skills.</li> </ul>

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

	<ul style="list-style-type: none"> <li>• <b>Data-Driven Practices</b> – Review assessment data in PLCs, track student growth with dashboards, and plan differentiated instruction.</li> <li>• <b>Family Engagement</b> – Host literacy events, share progress updates, and equip parents with strategies to support reading and writing at home.</li> <li>• <b>Accountability</b> – Set grade-level benchmarks, monitor quarterly progress, celebrate growth, and adjust practices as needed.</li> </ul>
<p><b>Current Goal #3:</b> 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><b>Action Steps Pre-K-5:</b> 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) · Visible Learning strategies (learning intentions, success criteria, feedback) · 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.</p>