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? 5
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 9
- 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? 1
- 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.
Fennell Elementary Magnet School uses various instructional materials, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension of texts to meet grade-level English/Language Arts standards. Pre-Kindergarten uses World of Wonders, Learning Without Tears and Heggerty. All other grade levels use Ready Reading in the areas of oral language, fluency, vocabulary, and comprehension. With Open Court, the Green Band is used for phonics instruction in Kindergarten through 3rd grade. For fourth and fifth grades Open Court Green Band Word Analysis. Is used Heggerty is used for phonemic awareness in all grades Pre-K through 5th grade. All HQIM are utilized to teach SCCCR ELA state standards.

Fennell Elementary assesses our students three times a year using iReady Reading. Pre-Kindergarten uses my IGDIs to put every child on the path to kindergarten readiness with research-based indicators for early literacy. Kindergarten uses KRA to measure a child's readiness for kindergarten by evaluating their language and literacy skills. Embedded in our curriculum materials, we utilize the Ready Reading lessons and unit assessments, as well as the Open Court Green Band weekly and unit assessments for all other grade levels.

Section B:

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.
Fennell Elementary Magnet School uses a variety of curricula materials to instruct in the word recognition pathway to support the science of reading, structured literacy, and foundational literacy skills. In grade Prek-2nd Heggerty is used to instruct students daily in Phonological Awareness. Students in grade K-1 are instructed in the areas of phonological awareness and phonics through the Open Court Green Band. Students in grades 2-3 are

instructed in phonics utilizing the Open Court Green Band. In grades 4-5 students are instructed in Word Analysis through the Open Court Green Band. Students who have been classified in Tier 2 and Tier 3 based on iReady data are given additional assessments to determine if they need additional instruction in the area of word recognition. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting. Students in grade K-1 are assessed in the areas of phonological awareness and phonics through the Open Court Green Band weekly and unit assessments. Students in grades 2-3 are assessed in phonics utilizing the Open Court Green Band weekly and unit assessments. In grades 4-5 students are assessed in Word Analysis through the Open Court Green Band weekly and unit assessments. Students who have been classified in Tier 2 and Tier 3 based on iReady data are given additional assessments to determine if they need additional instruction in the area of word recognition. In the word recognition pathway, the student will be assessed in the areas of phonological awareness and phonics. In the PA pathway students will be given the Kilpatrick PAST assessment. In phonics students will be given at least one phonics screener. The screeners that can be utilized are the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, or the LETRS Phonics and Word Reading survey.

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.

Fennell Elementary Magnet School uses universal screener data and diagnostic assessment data from i-Ready three times a year. After administration of iReady students are sorted into 3 instructional tiers. In grades 1 – 5 students in Tier 2 and 3 are then put through the Hampton County ELA Decision Tree process. This begins with the administration of an Oral Reading Fluency Assessment on a grade level reading passage from Dibles. If the student scores below the 50th percentile norm the student will move through the word recognition pathway. If the student is above the 50th percentile norm they will move through the language comprehension pathway.
In the word recognition pathway, the student will be assessed in the areas of phonological awareness and phonics. In the PA pathway students will be given the Kilpatrick PAST assessment. The data from the PAST assessment is then used to inform instruction for the student. Based on the PAST data the student will receive targeted instruction from Heggrety, Florida Center for Reading Research, or i-Ready Tools for Next Steps. In phonics students will be given at least one phonics screener. The screeners that can be utilized are the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, or the LETRS Phonics and Word Reading survey. After the assessments are given and data is analyzed a goal is set for the student's instructional needs. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting. Students are progress monitored in the Word Recognition Pathway weekly utilizing a similar set of words from the initial assessment to track progress. Students are also given a monthly ORF progress monitoring assessment. If students meet their goal they are then moved to the next skill in the continuum. This process is repeated after the administration of iReady in the Fall Winter and Spring.

In the Language Comprehension Pathway an iReady domain analysis is completed in the Vocabulary, Comprehension Literature, and Comprehension Informational domains. A series of questions is also utilized to determine students' instructional needs. The questions are as follows: Does the student have adequate* vocabulary knowledge to comprehend text? (morphology, Tier 1 & Tier 2 words) Does the student have adequate* background knowledge to comprehend text? Does the student understand simple to complex sentence syntax for adequate* sentence comprehension? Does the student use strategies to self-monitor (rereading, mental imagery, asking questions) their understanding? Does the student have adequate* understanding of text genres (structures and features)? Does the student use higher level reasoning (inference, prediction, compare/contract, summarizing, etc.) to comprehend text? Does the student demonstrate adequate* written expression? A goal is then set for students based on their instructional needs. Instructional materials from iReady Tools for Next steps, Florida Center for Reading Research, F&P Guided Reading Kits (utilizing grade level text) are used to meet student's needs. Students are given a progress monitoring check weekly until the goal has been met and a new goal is determined. This process is repeated after the administration of iReady in the Fall, Winter and Spring.
In Kindergarten after the administration of the iReady Tier 2 and tier 3 students are given the LETRS Phonics and Word Reading Survey and the Heggretty Phonemic Awareness assessment in order to determine the instructional next steps. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting. Students are monitored progress in the Word Recognition Pathway weekly utilizing a similar set of words from the initial assessment to track progress. The process is repeated after the administration of iReady in the Fall, Winter, and Spring.

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.

Fennell Elementary Magnet School has a system to help parents support their students as readers and writers. Our school sends home the iReady diagnostic results report to parents to inform them at the beginning of the year where their child is scoring nationally compared to other students their age. This report outlines the strengths and opportunities for growth in each domain. We also send home a letter explaining the level at which their child is currently being instructed during small group instruction. Our school implements grade-level parent nights and parent-teacher meetings to inform parents on ways to support their child in reading and writing at home. We also send home weekly newsletters with strategies for reading and writing support. We will have Parent Teacher Conferences the day after Report Card Pickup in the 1st nine weeks.

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.

Fennell Elementary Magnet School provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading. Our school begins by analyzing i-Ready screener assessment data to determine students in Tier 2 and Tier 3. Students are progress monitored in the Word Recognition Pathway weekly utilizing a

similar set of words from the initial assessment to track progress. Students are also given a monthly ORF progress monitoring assessment. Students are progress monitored in the Language Comprehension pathway weekly based on the initial assessment given. If students meet their goal they are then moved to the next skill in the continuum. This process is repeated after the administration of iReady in the Fall, Winter and Spring.
PreK students have a CERDEP portfolio that contains: work samples, assessment data, pertinent student information etc. All students in grades K-5 have an Individualized Reading Plan folder that contains: assessments given, student learning pathway documents, goals, progress monitoring notes, and instructional next steps for students. These folders follow the students from grade level to grade level to ensure grade level proficiency at each grade.
Tier 2 and Tier 3 students will receive additional services in their identified targeted area utilizing an intervention plan that is monitored for 6 to 8 weeks. If the target student is showing growth, then the intervention strategy is continued and monitored for progress until grade level proficiency occurs. If the target student is not showing growth, then the school level MTSS team conducts a meeting to determine the next steps for more intensive intervention. The students are given weekly probes to monitor progress towards grade level proficiency over 4 to 6 weeks. If a student still doesn't make growth, the MTSS team will meet with SPED and parents to discuss continuing intervention or starting the referral process for evaluation.

Students reading at or above grade level are progress monitored utilizing Tier 1 curriculum assessments and iReady diagnostic assessments to ensure students are always meeting grade level expectations.

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.

Fennell Elementary Magnet School provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students. All teachers have been given the opportunity to participate in LETRS learning. The Reading Coach is providing focused support through PLC/s and classroom support with Open Court Green Band and Heggerty instruction, Anita, Archers Next Steps for Explicit Instruction, LETRS explicit vocabulary routine ELA Decision Tree and all the components particularly administering the assessments, writing goals, and pairing instructional materials.

The district provided UFLI training for teachers in grades K-3. The district also meets with instructional leaders monthly to offer support that can be redelivered to teachers. The district also partners the with SCDE Literacy Specialist to provide ongoing support to the reading coach in the areas of Explicit Instruction, HQIM, and Coaching Professional Development. This in turn is redelivered by the reading coach to further support the teachers in these areas.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Teachers are provided with high-quality (Tier 1) instructional materials. (Heggerty for Phonemic Awareness, Open Court Green Band for phonics) Benchmark • Teachers are supported in weekly PLCs and through classroom coaching cycles. • The principal and teachers send weekly and monthly newsletters to help parents support their reading and writing at home. • We have MTSS teams to support students not at grade level proficiency. *We utilize the Hampton County Decision Tree implementation. The students' individualized pathways are monitored and documented by teachers and coaches. *Open House, Grade Level Night, and Parent Conferences that allow for parents to gain tools for supporting their student outside of the classroom. *Each teacher has an intervention block incorporated into their schedule. *Phonics Boot Camp is monitored by Reading Coach and the teacher for Tier 2 and 3 students. *Grade level parent nights are held to provide open lines of communication between the parents and the teachers.	• During PLC, we will review the sixteen elements of explicit instruction. • We will focus on Data-driven instruction. • We will use Open Court (green band) for phonics instruction and the blue band to assist with word analysis, writing and grammar skills. *During PLC, we will research the traits of writing as a means to reinforce the students' skills.

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
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from ___50%___ % to ___70%___ % in the spring of [previous school year].	We will increase the % of students who are meeting or exceeding reading standards from 50% to 70% by May of 2024. (An increase of 2 students) MET
<u>Previous Goal #2:</u> Goal #2: Teachers will use data from I-Ready, small group instruction and MTSS. The teachers will focus on vocabulary and comprehension skills. These are the focus points gathered from the I-Ready Assessment. Based on the F & P Benchmark assessment, these students are reading grade-level text, but they struggle with comprehension. They will be assessed regularly in reading and comprehension.	Kinder----Phonemic Awareness from 25% to 75% 6/24 to 18/24 · MET Kinder --- Phonics from30% to 75% 8/24 to 18/24 · MET 1st Grade-Phonemic Awareness from 30% to 82% 5/17 to 14/17 · (NM) 1st Grade---Phonics from 24% to 76% 4/17 to 13/17 · (NM) 2nd Grade---Phonemic Awareness from 43% to 78% 10/23 to 18/23 (MET) 2nd Grade-Phonics from 17% to 65% 4/23 to 15/23 (NM)· 3rd Grade---Phonics from 70% to 80% 7/10 to 8/10 (MET) 3rd Grade---Phonics from 70% to 80% 7/10 to 8/10 (MET) 4th Grade---Phonics from 71% to 86% 10/14 to 12/14 · 5th Grade---Phonics from 64% to 86% 9/14 to 12/14 · 6th Grade-Phonics from 64% to 82% 7/11 to 9/11
<u>Previous Goal #3:</u>	

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 from the spring of 2025 as determined by SC READY from 50 % to 55% in the spring of 2026.	The action steps will be ongoing monitoring through i-Ready, explicit instruction on the areas identified in the data, and teacher assessment. The students get daily phonics instruction through Open Court and phonemic awareness. Students will be instructed in small groups in reading, with a focus on their areas of weakness, vocabulary, and comprehension. The Hampton County Decision materials will be used for instruction. The Reading Coach will support the teacher in lesson planning and instruction for implementing HQMI. Teachers will meet for PLC. Teachers will monitor the MTSS process.

Current Goal #2: By the end of the 25-26 school year, the percentage of students from K-4, will increase from 52% in Tier 1 for Phonics on iReady to 60%, an 8% increase or 9+ students.	The action steps will be ongoing monitoring through i-Ready, explicit instruction on the areas identified in the data, and teacher assessment. The students get daily phonics instruction through Open Court and phonemic awareness. Students will be instructed in small groups in reading, with a focus on their areas of weakness, vocabulary, and comprehension. The Hampton County Decision materials will be used for instruction. The Reading Coach will support the teacher in lesson planning and instruction for implementing HQMI. Teachers will meet for PLC. Teachers will monitor the MTSS process.
Current Goal #3: By the end of the 25-26 school year, the percentage of students from K-4 scoring in Tier 1- Vocabulary- will increase from 34% to 40%, a 6% increase or 7+ students moving up to Tier 1.	The action steps will be ongoing monitoring through i-Ready, explicit instruction on the areas identified in the data, and teacher assessment. The students get daily phonics instruction through Open Court and phonemic awareness. Students will be instructed in small groups in reading, with a focus on their areas of weakness, vocabulary, and comprehension. The Hampton County Decision materials will be used for instruction. The Reading Coach will support the teacher in lesson planning and instruction for implementing HQMI. Teachers will meet for PLC. Teachers will monitor the MTSS process.
