

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? 24 teachers
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 2 teachers
- How many teachers in your school are beginning Volume 1 of LETRS this year? 4 teachers
- How many teachers in your school are beginning Volume 2 of LETRS this year? 24 teachers
- 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? 0

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.

At Lake Carolina Elementary School Lower Campus (LCEL), we use Open Court as our Tier 1 ELA curriculum. Open Court directly aligns with the science of reading and has specific components that teach students using oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers have a pacing guide set by the district (Richland School District Two) and adhere to that plan while supplementing where necessary to increase student engagement and ensure alignment with South Carolina state standards. For our PreK students, we utilize various types of curriculum that cater to their age-appropriate development, such as Frog Street Literacy, which is designed explicitly for our child development population. This literacy and language program is built on a structured foundation. It builds across all developmental areas. For our students in special needs educational programs, including our 4-year-old special needs students, we use the curriculum Read it Once Again. That curriculum is designed to provide a comprehensive foundation that promotes and establishes early literacy-based skills development.

For assessments, students are given multiple opportunities to show improvement and mastery in the above-mentioned areas of reading. Teachers consistently use formative assessments (exit tickets, simultaneous responses, journals, AVID strategies, small groups) to gauge students' progress and use that information to inform their instruction. Summative assessments are also given to students to hold them accountable for their learning and give students and their parents meaningful teacher feedback. In Richland Two, kindergarten and first grade are assessed using a standards-based report card. The report card was created from the state indicators and gives students opportunities to show mastery of all the ELA indicators by the end of the grade level.

Additional assessments used include EasyCBM and MAP. These scores are monitored continually and are used to inform teachers of grouping opportunities and to inform students who may need to move to another tier in the MTSS system. This year, kindergarten will participate in the

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

Beacon Assessment to assess early literacy and math skills and fluency and oral language skills. Teachers will also use the CORE Phonics Assessment to identify specific areas that students need more support in. This data helps teachers plan meaningful small group instruction.

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.

We use a couple of word recognition assessments for the students at LCEL. EasyCBM collects word-reading fluency data for kindergarten and first-grade students. In PreK, MyIGDIs (Individual Growth and Development Indicators) are used to collect data on early literacy skills needed for kindergarten while still in preschool. We also have a high-frequency word assessment for all students in kindergarten through second grade each quarter. Teachers have adopted the “red word” strategy from Orton-Gillingham as a meaningful way to teach high-frequency words. We are moving away from the language of “sight words” and learning how high-frequency words can often be decoded and do not need to simply be memorized. The high-frequency words students are taught are strategic and come from the scope and sequence of our core curriculum, Open Court. This connects high-frequency words to what students learn in their phonics lessons, helping them master them more quickly.

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.

All kindergarten and first-grade students are given a benchmark assessment through EasyCBM that determines a risk rating for each student (low, some, or high). Students flagged as having “some” or “high” risk are examined more closely by the classroom teacher and the MTSS team to determine if intervention is needed. The teacher and MTSS team look at other data (MAP, classroom work, classroom grades, report cards, etc.) to determine if a student should be placed into Tier 2 or Tier 3 intervention. If it isn’t clear or more data is needed, the classroom teacher works with the literacy coach to develop a plan for tier 1 interventions. The classroom teacher then provides that intervention and progress monitors that student according to the needs and frequency based on EasyCBM. We collect MyIGDIs data to assist teachers in gathering data to help students prepare for early literacy skills in kindergarten.

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.

Parents are updated regularly on how their child performs with reading and writing in many ways at LCEL. The classroom teachers send weekly newsletters through our district/parent communication platform (ParentSquare). This allows parents to know exactly what their child is learning each week in school. Parents can also direct message their child’s teacher to ask specific questions about assessment and/or instruction. Additionally, interims and report cards are given to parents that clearly state their child’s progress according to South Carolina state standards. On our school webpage, we have provided the “Parent-Friendly Standards” link so parents can access helpful information about state standards. We also provide a couple of opportunities a year, such as “Literacy Night” and “Coffee and Chat,” for parents to come and learn more about our literacy initiatives.

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

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.

At LCEL, we continually analyze data. Teachers and interventionists consistently use data for decision-making about intervention needs and progress reporting. We primarily monitor progress through the use of EasyCBM. Our teachers and interventionists make sure to match their progress monitoring with their intervention. For example, if the intervention that a student is completing is fluency-based, then the probe for progress monitoring in EasyCBM will be for fluency. At our RTI meetings, we dive deeply into the EasyCBM reports, which include nationally-normed percentiles for students. We use that information to determine next steps for students. At a school level, we keep literacy folders for every student, regardless of their tier. Teachers include running records, CORE phonics results, work samples, writing samples, etc., in the folders. These folders follow the students as they progress through the grade levels so that teachers always have a place to look to get baseline information for their students.

Section F: Describe how the school provides teacher training based on the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

This year, all homeroom teachers, interventionists, some special education teachers, and administrators are completing either Volume 1 or Volume 2 of LETRS training. The school's literacy coach is responsible for guiding them through this journey. Each month, LETRS learners participate in a faculty meeting led by the reading coach. There, she recaps specific sessions of their LETRS training and relates them to applicable practices in the classroom, such as connections between the science of reading and our core curriculum, Open Court. To help teachers complete their training this year, incentives will be provided and, whenever possible, time for them to complete the sessions. Full participation is expected and celebrated. Our PreK teachers are provided with multiple opportunities for professional development throughout the school year to enhance their classroom instruction strategies through a variety of learning paths. All teachers are also offered specific Professional Development at the school level.

Section G: Analysis of Data

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

● Providing sufficient amounts of instructional time throughout the school day for the ELA block, plus daily intervention ● Text-rich classroom environments ● A systematic, explicit approach is used to teach phonics (Open Court) ● Students' joy for reading and writing has continued to grow ● Several teachers trained in Orton-Gillingham approaches for small group instruction	● Continuing to grow and foster teacher knowledge in the science of reading ● Analyzing data to decide on and implement Tier 1 interventions within the classroom ● Continue to increase opportunities for parental involvement, such as literacy nights or community activities ● Increasing decodable text reading for students to receive immediate practice of taught phonics skills
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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
<u>Previous Goal #1</u> Knowledge of Science of Reading/Structured Literacy: By the end of the 2024-2025 school year, 100% of eligible teachers/administrators will complete Volume 1 of LETRS training. We currently have 29 teachers enrolled in Volume 1, and expect all 29 to successfully complete the training by May 2025.	We met this goal. All of the teachers rostered for LETRS Volume 1 successfully completed the training.

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

<u>Previous Goal #2:</u> Tracking of Tier 1 Interventions: By the end of the 2024-2025 school year, 100% of homeroom teachers will identify, implement, and track the success of Tier 1 interventions for students.	We made great progress with this goal this year; however, we did not completely meet it. It has been our mission to grow our capacity for Tier 1 interventions and our teachers have definitely grown in this area. We are looking forward to continuing this goal this year, especially in documenting research-based Tier 1 interventions provided by classroom teachers.
<u>Previous Goal #3:</u> Community and Parent Involvement By the end of the 2024-2025 school year, we want to provide plenty of opportunities for our parents and community members to be involved in our school's literacy vision. This will include opportunities for each grade level as well as parent information sessions to assist their child in being successful at school.	We met this goal, as we were able to have several opportunities for parents and the community to get involved at our campus for literacy events. Unfortunately, we were not able to host a literacy night, but we made it a priority for the 2025-2026 school year and have already hosted a wonderful night for parents and students to attend. We hosted "Fall into Reading" night for our families and we had about 300 people attend. This was a great success and we are already planning to have the same event next school year. We would like to keep this goal this year because we would like to increase the number of family members that attend these events.

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.

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

Goals	Action Steps
<u>Current Goal #1</u> AVID: By the end of the 2025-2026 school year, 100% of teachers will show evidence of AVID strategies that are implemented throughout the year. This evidence will be collected and submitted to our AVID site supervisor to help us maintain our certified AVID status.	● Each grade level will have a representative on our AVID site team. They will relay important information after the monthly meetings. ● Each month, a new component of “WICOR” will be highlighted throughout our school. Each teacher will designate which component is being focused on by having a WICOR sign on the outside of their classroom door. ● WICOR Wednesdays will be highlighted on our morning show. Teachers will regularly participate and highlight their students for the monthly focus. ● Teachers will include AVID strategies in their daily lesson plans and will actively seek out engaging strategies and discuss them during their PLCs. This will be reflected in their weekly team minutes.

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

<u>Current Goal #2:</u> Tracking of Tier 1 Interventions: By the end of the 2025-2026 school year, 100% of homeroom teachers will identify, implement, and track the success of Tier 1 interventions for students.	• Teachers will meet regularly with the MTSS team to discuss interventions and progress monitoring data with their students • Teachers will meet with the Reading Coach to discuss and decide on intervention strategies for their Tier 1 students. • Teachers will learn how to use the UFLI toolkit for Tier 1 interventions (an explicit, systematic approach to interventions). This training will be conducted by the Reading Coach. • Teachers will document their interventions and regularly administer progress monitoring probes using EasyCBM. This will be in the form of work samples, report card grades, etc.
<u>Current Goal #3:</u> Indicator-Aligned Instruction: By the end of the 2025-2026 school year, 100% of the teachers will follow our District pacing guide to consistently plan and deliver reading instruction that is aligned to grade-level indicators, integrates evidence-based practices, and provides scaffolds to ensure all students—including those performing below and above grade level—are engaged in rigorous text-based learning.	• The Reading Coach will use an Indicator-Aligned Tool during classroom observations and reflective coaching conversations with teachers. • Teachers will unpack state standards to identify priority reading skills and align lesson objectives, materials, and tasks with those standards. • Grade-level PLCs will meet weekly to plan reading lessons that include common learning targets, aligned texts, and instructional strategies. • School leaders and coaches will provide regular feedback to ensure alignment, rigor, and consistency across grade levels.