

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
Gadsden Elementary School 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? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 7
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- 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.

Reading assessments and instruction support structured literacy and aides in the comprehension of texts to meet grade-level South Carolina ELA standards. At Gadsden, STAR Reading and Early STAR Literacy (K-2) are administered three times per year as outlined in the School District's testing window. STAR is also administered as a progress monitoring tool for 3rd grade during the second semester. This is used between the school district's winter and spring administration windows. In addition, unit and benchmark assessments are provided with the Wonders scope and sequence of skills. The resource students also take I-Ready Benchmark assessments as part of their progress monitoring. Though we are moving toward structured literacy, The Benchmark Assessment System (BAS) is also being administered to determine students' reading strengths and weaknesses. A modified recording form is now being used to note students reading. The BAS data is primarily used with our tiers 2 and 3 students.

There are several instructional supports provided and used to support structured literacy to include Orton Gillingham (OG), LETRS training, and the implementation of McGraw Hill's, Wonders. There are four early childhood teachers (grades K-3) at Gadsden. Three of the four teachers (75%) have had OG training. The third-grade teacher has also completed the morphology portion of Orton Gillingham. In addition, the reading interventionist has been trained in OG to include morphology. Currently, kindergarten, first, and third grade teachers are implementing Orton-Gillingham during the word study portion of ELA. The reading interventionist is also using OG for tier 3 students in first through third grade. The two Pre K teachers have not completed LETRS training for pre-kindergarten.

In alignment with the school district's scope and sequence of the new South Carolina ELA standards, we are tracking the standards in the district's scope and sequence (during guided planning) with what is being taught in Wonders and/or what is the standard focus during the week or two weeks of instruction.

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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.

Word recognition instruction and assessment are areas that we are currently working to improve. Teachers are using various sources to address word recognition such as Dolch sight words, OG, and Wonders. Beginning in the primary grades, Pre K and Kindergarten utilize the Dolch preprimer word list as a baseline assessment. Throughout the year, the Pre K teacher focuses on teaching a few words at a time to build students' sight word vocabulary. Kindergarten also incorporates red words as outlined in the OG progression. Likewise, first, second, and third grade teachers are teaching from the OG scope and sequence to include skills and red words. These teachers provide assessments around the skills taught. Because the fourth and fifth grade teachers have not been trained in OG, they are using Wonders scope and sequence around phonetic skills and sight words as well as SC ELA Applications of Reading Standard 9. The fourth and fifth grade teachers have also utilized South Carolina's State Department Vocabulary Support document as a guide to teaching word study skills.

LETRS training also provides insight and instruction as to how to teach phonics, spelling, and word recognition. Currently, the interventionists primarily incorporate many of these strategies while teaching their various groups. Because these teachers see mostly students in first – third grades who are more struggling readers, their time is spent reviewing and teaching basic sight words and foundational phonetic skills.

Word Recognition instruction and assessment is an area that needs growth. As the school is learning more about the science of reading, a paradigm shift is occurring amongst many of the teachers and leadership. Following a prescribed sequence of word study skills is key to the implementation of structured literacy. It is the goal that all primary teachers (K-2) will implement OG during their word study block of instruction. Word recognition is integral in the developmental stages of students' reading journey. Therefore, assessing how students are advancing in this area is important to their growth as 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-5th grade who have failed to demonstrate grade-level reading proficiency.

STAR and Early Star Literacy data is primarily used to determine intervention groups. In addition to Early Star Literacy, the first and second grade students were given IMSE (Institute for multi-sensory education) – OG during August as another data point. The students were given Letter Naming for capital letters and lower-case letters; Recognizing capital letters and lower-case letters; Writing capital and lower-case letters; and Naming sounds

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to include digraphs. For the mid-term and final administration of IMSE, the red word/sight words and sentence dictation will be added. Data from IMSE and Early Star Literacy were compared.

Students who fell in the yellow (intervention) and red (urgent intervention) bands of Early Star Literacy and STAR Reading were identified as either tier 2 or tier 3 students. This group of first through third grade students are a part of the school's priority list. Students in fourth and fifth grades are added to the priority list if they score in the urgent intervention category. Priority students will be served by the school interventionist and/or reading instructional assistant. The teacher will also serve a group of these students during the RTI (response to intervention). Small group instruction occurs during the ELA block as well. During this time, teachers provide targeted ELA instruction for all students.

The intervention cycles run between 6-8 weeks each. During which time, students are progress monitored to determine growth of skills being taught. Currently, teachers are using running records from Reading A-Z; CBMs (Curriculum-Based Measurements), and STAR progress monitoring to assess students growth during intervention cycles.

Parents are informed of their child's STAR screener results. Intervention strategies and "what parents can do at home" to support students reading growth are discussed with the classroom teacher. A later presentation by the school's reading interventionist and reading instructional assistant, highlights specific strategies they use in class to help students. These teachers also give parents tips for helping their readers 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.

Gadsden Elementary has a system in place for helping families support students as readers and includes the following:

- Fostering strong partnerships with parents, community organizations, and local businesses to create a supportive learning environment
- Organizing regular communication channels, such as electronic media (Talking Points and Gadsden Facebook Page). Teachers utilize Talking Points to communicate classroom happenings and shout-outs to specific students. The Gadsden Facebook page highlights many of the reading activities provided at Gadsden. These activities include "A Fall Reading Challenge," Guest Readers, and even a Spelling Bee in the spring.
- Maintaining a strong library teacher/reading coach collaboration to provide literacy activities.
- Including Parent/Teacher conference dates on the school calendar.
- Providing progress reports, parent conferences, and regular communication with parents about their child's reading progress and the interventions in place.
- Holding Parent Universities which includes information and strategies for parents to help with reading at home
- One-to-one with electronic devices allows students to access literacy activities, books, and other learning opportunities through district apps.

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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-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

In analyzing school-wide data, we monitor for reading achievement and growth at both the school and classroom levels. Monitoring reading achievement is done during Multi-Tiered Systems of Support (MTSS), Professional Learning Communities (PLC) and Guided Planning for Instruction. During these meetings, the team reviews multiple data points such as STAR, District Common Formative Assessments, teacher-created assessments to include Mastery Connect assessments, student work samples, attendance, etc.... Looking at all the data gives the team a view of the whole child and which interventions would best help the student to be successful.

Gadsden in compliance with Richland One, conducts universal screenings (STAR and Early STAR Literacy) at the beginning, middle, and end of the school year to assess all students' reading abilities. These screenings help identify students at risk of falling behind in reading. The Benchmark Assessment System (BAS) is also administered as a second point of data. Common Formative Assessments (CFAs) are aligned with grade-level standards and administered periodically to measure students' reading skills and progress over time.

At the beginning of the year, the baseline data collected from STAR and Early STAR Literacy is used to determine Tiers 2 and 3 students. These students are grouped according to the bands highlighted in STAR/Early STAR Literacy along with their BAS levels. The Reading Interventionist focuses her cycle of intervention specifically on students scoring in the red band (Urgent Intervention) of STAR and/or Early STAR Literacy. She also uses information from the OG initial assessment to plan for instruction. The intervention cycle lasts between 6-8 weeks of 5-day intense instruction.

Regular, short assessments (weekly and/or bi-weekly) are used to monitor students' reading progress. These assessments include I-Ready and Mastery Connect. I-Ready is specifically used with the resource students. Mastery Connect assessments allows for standards alignment, real-time data collection, and progress monitoring. The assessments in Mastery Connect directly ties to state standards which supports that the data is relevant to the standards being taught. As soon as teachers give an assessment in Mastery Connect, the teacher can access detailed reports that highlight student performance. After which, teachers can track growth over time also allowing school leadership to see individual and class-wide trends. In the professional learning communities (PLC), teachers and leadership evaluate the effectiveness of teaching strategies, identify areas of strength and areas in need of improvement, and adjust instruction accordingly.

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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.

Teacher training in the science of reading, structured literacy, and foundational literacy skills has mainly been done at the school district level. Trainings have included LETRS and OG. Seventy-five percent of the early childhood teachers (K-3) have had LETRS training (3 teachers). One of the teachers has received both year 1 and 2 of LETRS training. Another teacher is completing year 1 of LETRS training. The reading interventionist, reading coach, curriculum resource teacher (CRT), resource teacher (special education), and assistant principal have completed year 1 of LETRS training. The principal has completed both years 1 and 2 of LETRS training. As this is Gadsden's first year of Wonders implementation, teachers in grades K-5 received Wonders overview/training from the company during the professional development days prior to students returning to school.

The reading coach will greatly support the teachers' understanding of the science of reading and the importance of structured and foundational literacy skills. Using the new ELA SC state standards and the newly adopted support curriculum, Wonders, the reading coach plans side-by-side with teachers to help with their understanding of science of reading and structured literacy.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">• All K-3 grade teachers, instructional coaches, reading interventionist, SPED teacher, and administrators have received LETRS training. Eighty-five percent of eligible teachers will complete LETRS by Spring, 2026.• Teachers, Reading Interventionist, and Reading Instructional Assistant provide targeted, effective interventions during RTI (30 minutes beyond the regularly scheduled ELA block)• Teachers, instructional support, and administrators regularly participate in professional learning opportunities.	<ul style="list-style-type: none">• Strengthen our PLOs by focusing on Science of Reading (structured literacy and foundational skills)• Teachers will model through interactive writing experiences to build accuracy in writing and grow in their skills of using the writing process within the three modes.• Continued use of Mastery Connect to help teachers create and use appropriate assessments

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	<ul style="list-style-type: none"> • Teach word study skills explicitly and provide formative assessments to determine student mastery (to include teacher-made and/or IMSE assessments) • Maximize the content and assessments in the Wonders Curriculum to address the ELA SCCCR standards.
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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										
<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 <u>33.3 %</u> to <u>25%</u> or less in the spring of 2025.</p>	<p>SC Ready Reading Data results from the Spring 2025 administration:</p> <table> <tr> <td>Does Not Meet</td><td>6.7% (1 student)</td></tr> <tr> <td>Approaching</td><td>53.3% (8 students)</td></tr> <tr> <td>Meets</td><td>33.3% (5 students)</td></tr> <tr> <td>Exceeds</td><td>6.7% (1 student)</td></tr> <tr> <td>Meets/Exceeds</td><td>40.0% (6 students)</td></tr> </table> <p>Based on SC Ready 2025 results, the goal was met.</p>	Does Not Meet	6.7% (1 student)	Approaching	53.3% (8 students)	Meets	33.3% (5 students)	Exceeds	6.7% (1 student)	Meets/Exceeds	40.0% (6 students)
Does Not Meet	6.7% (1 student)										
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<p><u>Previous Goal #2:</u> By Spring of 2024, 50% of Gadsden Elementary students in grades K-5 will meet grade level expectations as reflected by the Universal Screener</p>	<p>The data listed is student performance as of the fall administration (2025) of STAR Reading and Early Literacy (K-2nd). The data reflects students performing at or above grade level:</p> <p>Overall: 64.1%</p> <p>Kindergarten: 64% (9 students) – Early STAR Literacy</p> <p>1st Grade: 16% (3 students) – Early STAR Literacy 100% (3 students) – STAR</p> <p>2nd Grade: 50% (4 students) – Early STAR Literacy 78% (7 students) – STAR</p> <p>3rd Grade: 28% (5 students) 4th Grade: 24% (4 students) 5th Grade: 42% (8 students)</p> <p>Based on the Fall STAR data the goal was met.</p>
<p><u>Previous Goal #3:</u> During the 2023-2024 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>LETRS Training Part II Unit 5 – Part I – October, 2024 Part II – November, 2024</p> <p>Unit 6 – Part I – November, 2024 Part II – December, 2024</p> <p>Unit 7 – Part I – January, 2025</p>

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	<p>Part II – February, 2025</p> <p>Unit 8 – Part I – March, 2025 Part II – April, 2025</p> <p>“Explicit Instruction” – September, 2024</p> <p>“Writing” – with Dr. Savage – February, 2025 (PLO, Observations, and Debriefs)</p> <p>Based on the trainings provided, the goal was met.</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 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
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<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 <u>40 %</u> to <u>47 %</u> in the spring of 2026.</p>	<ul style="list-style-type: none">• Tiers 2 and 3 students will receive intervention from the Reading Interventionist and Reading Instructional Assistant.• RTI will occur at least three days per week with the classroom teacher.• Guided planning will occur at least once per week with the Support team; and coaching cycles determined.• PLC meetings will focus on student data around core instruction of SC standards.
<p><u>Current Goal #2:</u> By the Spring of 2025, 60% of Gadsden Elementary Students in grades K-5 will meet grade level expectations as reflected by the Universal Screener.</p>	<ul style="list-style-type: none">• LETRS training will continue for the Pre K teachers who have not completed the training and kindergarten teacher.• Coaching cycles and guided planning will occur throughout the year to support teachers in implementation of the ELA standards.• Progress monitoring will occur every 6-8 weeks for priority students.• Classroom observations will be conducted by administrators to ensure the implementation of the SC ELA standards.• Support in planning and instruction provided by district consultants.

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Current Goal #3:

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.

Action Steps Pre-K-5:

- 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 teacher surveys 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.