

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

LETRS Questions:

- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 22
- 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? 6
- How many PreK teachers in your school have completed EC LETRS? 2
- How many PreK teachers in your school are beginning EC LETRS this year? 2

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 Whitesides, reading assessment and instruction for PreK-5th grade students focus on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to ensure students meet grade-level English/Language Arts standards.

1. **Phonological Awareness:** In PreK-2nd grade, phonological awareness is explicitly taught using *Heggerty's* Phonemic Awareness program, building foundational skills for early reading.
2. **Phonics:** Kindergarten through 2nd grade use UFLI phonics for whole group and small group phonics. In 2nd-5th grades, phonics and morphology are taught via *Core Knowledge Language Arts (CKLA)*, enhancing students' understanding of word structure.
3. **Vocabulary:** *CKLA* emphasizes the development of Tier 2 and Tier 3 vocabulary within all grade levels. Our 4th and 5th grade also emphasizes Greek and Latin roots to deepen students' understanding of word meanings. *Worldly Wise* is used to enhance vocabulary for students in grades 3-5.
4. **Comprehension:** *CKLA* focuses on teaching comprehension skills through oral reading and responses, paired and independent reading with written comprehension responses. Both fiction and nonfiction texts and comprehension skills taught within the *CKLA* program. Nonfiction texts in Science and Social Studies reinforce these skills. *Scholastic StoryWorks* supplements *CKLA* to provide a richer vocabulary and comprehension experience. 4th and 5th grade also partakes in Novel Studies throughout the year.
5. **Fluency:** Teachers support fluency development by embedding regular opportunities for students to practice reading aloud with accuracy and expression, which is critical for overall reading proficiency.
6. **Assessment:** Formative assessments are conducted regularly to evaluate students' progress across all literacy components. Data from these assessments is reviewed in Professional Learning Communities (PLCs), allowing teachers to make informed instructional adjustments.

This comprehensive approach ensures all students receive targeted, data-driven instruction that supports their growth in the essential areas of reading.

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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 is assessed in the primary grades using Fastbridge, with tests of high frequency words and nonsense words. These assessments along with classroom formative assessments make sure students are progressing through the Phonics continuum. Phonics is taught in K-2 through whole group UFLi and extra support in small groups. Students in 2-5 receive their phonics instruction through the CKLA Skills (grade 2) and are embedded in CKLA Knowledge (grades 3-5). Upper elementary instruction focuses around morphology and 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-5th grade who have failed to demonstrate grade-level reading proficiency.

The school administers universal screeners three times a year to identify students who may need additional support. For grades K-5, iReady is used, while Fastbridge is the primary screener for grades K-1. These assessments provide multiple opportunities to identify students requiring Tier 2 or Tier 3 intervention. Following the screeners, additional data is collected from teachers and through further Fastbridge assessments.

The Literacy Intervention Team then reviews all data to determine the most appropriate intervention pathway, focusing on either word recognition or language comprehension. Students identified for targeted support are placed into intervention programs such as S.P.I.R.E. or Magnetic Reading, designed to address specific literacy needs

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.

At WES, several systems help parents support their child's reading and writing development. Teachers send weekly newsletters with learning objectives and set a daily reading goal of 20 minutes for K-5 students. Strategies for helping students at home are also provided with their diagnostic reports from the iReady Benchmark. Yearly, CD-5 teachers host data conferences to review all diagnostic and benchmark data with families, highlighting strengths and opportunities for growth. Regular conferences and outreach to families, especially those facing challenges, ensure ongoing support.

All K-3 parents also receive a Read to Succeed Family Letter, translated into 10+ languages, that outlines in family-friendly language: What is the Science of Reading?, What does the South Carolina Read to Succeed Act mean for my student?, How will the school keep me informed about my student's reading development?, How can I help my student become a good reader?, in addition to a direct link to the CCSD Read to Succeed webpage which includes even more ideas for supporting readers at home. The school also hosts an annual Literacy Night, offering strategies for parents. Additionally, students are encouraged to join Beanstack reading challenges and other reading challenges through a partnership with the public library, further fostering a home reading culture.

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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.

The school uses a multi-tiered system to monitor reading achievement and growth at both the classroom and school levels, ensuring that all PreK-5th grade students receive the support needed to achieve grade-level proficiency in reading.

1. **Universal Screeners:** Three times a year, the school administers universal screeners to identify students in need of additional support. For grades K-5, *iReady* is used, while *Fastbridge* is the primary screener for grades K-1. These assessments provide a comprehensive view of student progress and help identify those needing Tier 2 or Tier 3 interventions.
2. **Data Collection and Review:** After the initial screeners, further data is gathered through additional *Fastbridge* assessments and teacher observations. This data provides a more detailed picture of each student's reading abilities.
3. **Progress Monitoring:** Progress monitoring goals are set for students to have an aggressive rate of improvement, to assist in closing the achievement gap. Depending on the students level of intervention, progress monitoring with nonsense words and/or fluency checks are administered weekly or bimonthly.
4. **Trend Checks:** Monthly the members of the Literacy team convene to review intervention student's progress towards their goals. Those that have met their goals are released. Students who have continually not made progress towards their goal, instructional programs and services are reviewed and phase changes are suggested.

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.

This year, the school has embraced a culture of learning focused on the science of reading, structured literacy, and foundational literacy skills to support PreK-5th grade students. The school's goal is to strengthen the reading and writing connection through:

1. **Professional Learning Communities (PLCs):** During PLC meetings, teachers have been studying the new South Carolina ELA Reading Standards and their alignment with the science of reading. Teachers collaborate to unpack these standards, develop formative assessments, and identify key lessons to support literacy instruction.
2. **Monthly Professional Development (PD):** Faculty-wide professional development sessions provide ongoing opportunities to deepen instructional practices and a better understanding of the science of reading. These sessions also include vertical articulation, allowing teachers across grade levels to discuss and align instructional practices.

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Section G: Analysis of Data

| Strengths | Possibilities for Growth |
|---|--|
| <ul style="list-style-type: none"> ● Use of student data to inform instructional decisions (iReady diagnostic assessments and FastBridge screening three times a year). ● Access to appropriate and varied reading materials. ● Block scheduling to ensure 120 minutes of ELA instruction daily and to ensure that students who are receiving intervention or resources services do not miss core instruction. ● Collaboration across grade levels. ● Dedicated PLC time that is used to unpack standards, work with the reading coach, and other experts. | <ul style="list-style-type: none"> ● Provide parents with opportunities to learn more about literacy development. ● Provide targeted in class interventions specifically for Tier 2 students. ● Implement teacher/student data conferences to set short and long term learning goals. ● Provide opportunities for collaborative planning including resource, intervention, and special area teachers. ● Improve students' writing capabilities. Build stamina, penmanship, grammar, and the writing process skills. Utilize writing to build upon the reading - writing connection and improve comprehension. ● Develop a better understanding of Oral Reading Fluency at WES. Identify students ORFs and compare them to the national average. Provide learning opportunities for teachers to better understand how ORF relates to reading comprehension. |

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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>Goal #1 (Third Grade Goal):</u></p> <p>Reduce the percentage of third graders scoring Does Not Meet in ELA on the SC Ready assessment from 6.1% in 2024 to 3.5% by the spring of 2025.</p> | <p>In the spring of 2025 the percentage of 3rd grade students scoring does not meet on the SC Ready ELA was 2.3%</p> |
| <p><u>Previous Goal #2:</u></p> <p>Increase the percentage of students with disabilities scoring Meets and Exceeds in ELA on the 2024 SC Ready assessment from 21.7% to 32.5% in the Spring of 2025.</p> | <p>The percentage of students with disabilities scoring meets and exceeds in ELA on the 2025 SCREADY assessment was 36.8%</p> |
| <p><u>Previous Goal #3:</u></p> <p>Increase the percentage of K-1 students who are at Low Risk on the Fastbridge Reading Screener from 80% in 2024 to 84%</p> | <p>The percentage of K-1 students who were scored in the Low Risk category on the Fastbridge Screener in the Spring of 2025 was 85% with a median score of 67%</p> |

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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 Items |
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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 90% to 90.5 % in the spring of 2026.</p> | <ol style="list-style-type: none"> 1. Intensive Interventions: <ul style="list-style-type: none"> ○ Daily reading interventions for students identified as at-risk, focusing on phonics, comprehension, and fluency through UFLi and Magnetic Reading. ○ Tier 2 in class interventions for students who are showing gaps with grade-level standards. 2. Increase Oral Reading Fluency (ORF) <ul style="list-style-type: none"> ○ See Goal 3 3. Frequent analysis of Data: <ul style="list-style-type: none"> ○ District benchmark assessments, iReady, Standards Mastery, Derivata, along with classroom data will be reviewed at least monthly in PLCs to ensure that students are making progress with their reading abilities. 4. Increase Accountability on iReady: <ul style="list-style-type: none"> ○ Adjust pathways for students that historically have performed better than their current reading score. ○ Assign “Challenge” Lessons of grade-level content to those that are one-grade level or below in Reading, to help close their gap. ○ Provide students with lesson tracking sheets, to track their passing score of 80%. ○ Teachers conference with students to review lessons in which they were not successful. |

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| <p><u>Current Goal #2:</u></p> <p>Increase the percentage of K-1 students who are at Low Risk on the Fastbridge Reading Screener from 85% in the Spring of 2025 to 87% in the spring of 2026.</p> | <ul style="list-style-type: none">○ “Early birds” for students whose iReady projected proficiency is Not Met. <p>5. Develop a stronger reading and writing connection.</p> <ul style="list-style-type: none">○ Writing has been identified as a weakness at WES and is one of the rocks for <p>6. Parent and Community Engagement:</p> <ul style="list-style-type: none">○ Utilize iBeam Reading Volunteers to work with 2nd grade students.○ Provide parent education through weekly newsletters and Literacy Night.○ Read to Succeed Informational sessions at PTA nights for 1st and 3rd grade. |
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| <p><u>Current Goal #3:</u></p> <p>By the end of the 2025-2026 school year WES will have established baseline ORF data for 2nd and 3rd grade using Fastbridge CBMr.</p> | <p>Rationale and Action Steps</p> <ul style="list-style-type: none">○ Median 1st grade scores are consistently around the national average (60-70 wpm). In Spring 2025 the median was 59 wpm. A median score at the national average does not match WES's above average reading scores. Anecdotally, teachers in 3rd and 4th grade have stated that their students are not fluent readers.○ ORF has been proven to help with students' comprehension. By developing a focus on fluency, it will in turn improve student comprehension.○ Currently, WES has no other baseline ORF data for students. WPM is a component of the 1st grade Fastbridge, CBMr, Early Reading Screener and is only collected in Winter and Spring.○ An action item is to use Fastbridge CBMr to screen and monitor students in 2 & 3rd grade.○ Creating a baseline will allow for goals to be established, identify students who need to improve their ORF, and track students' progress across grade levels.○ The next action item is for the coach to work with 1st-3rd grade in PLCs to expand understanding of Fluency and how it improves students over all reading. |
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