

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? 15
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 18
- How many teachers in your school are beginning Volume 1 of LETRS this year? 5
- How many teachers in your school are beginning Volume 2 of LETRS this year? 15
- 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.

Students in Preschool use Frog Street as their ELA curriculum, it is aligned to the science of teaching reading. Frog Street is a dual language program. Student learning includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension using a wide variety of fiction and nonfiction text, trade titles, songs, stories, poems, and rhymes. Frog Street also has literacy small groups that focus on vocabulary, phonological awareness, and alphabet knowledge. Students in Kindergarten, First, and Second Grade are assessed through teacher observation and anecdotal notes as well as formally assessed using Open Court assessments, district common assessments which are directly correlated to 2023 South Carolina State Standards, and LETRS phonics assessments. Oral language, phonological awareness, phonics, and fluency are practiced daily using the green band of our Open Court curriculum for Grade Kindergarten, First, and Second. Vocabulary and comprehension are also practiced daily using the red band of our Open Court Curriculum for Grades Kindergarten, First, and Second. Additionally, students have opportunities to practice these skills during independent practice time and small group instruction. Students in First and Second grade also complete the MAP assessment at the beginning, middle, and end of the year to determine summative progress as well as national percentile comparisons. In grades Third, Fourth, and Fifth Oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension are practiced daily using the Foundational Skills and Shared Reading portions of the HMH Into Reading Curriculum. Students are also given opportunities to practice these skills during independent practice and small group instruction. Students are assessed on these skills through HMH assessments, district benchmark assessments, and MasteryConnect assessments. Students are assessed yearly by taking SC Ready. Third through Fifth grade take MAP Reading and MAP Math in the fall. Third Grade will take MAP Reading in the spring as well.

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.

To identify which sound correspondences and patterns the student has learned and to plan appropriate instruction that meets the student's needs teachers complete the LETRS Phonics and Word Recognition Screener. Teachers instruct using decodables for students who need help in

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foundational literacy skills. Teachers complete the foundational literacy lessons found in Open Court and HMH curriculums and focus on phonics and letter/sound correspondences being the primary focus of word recognition instruction. Teachers use a balance of phonological awareness, decoding, and sight recognition in both instruction and assessment to identify specific areas for growth and plan ways to strengthen those areas. In PreK teachers use Frog Street's observational assessment in which students are tested on speaking, listening, reading, and writing. Teachers used a structured literacy approach to deliver information from the adopted curriculums to ensure information is delivered to students in way that enhances how research demonstrates children learn to read such as: diagnostic, explicit, systematic, cumulative instruction.

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.

Teachers analyze student data and discuss students who failed to demonstrate grade-level reading proficiency during MTSS meetings which occur every four weeks. Students are assessed using MAP, Reading A to Z, KRA, SC Ready, MasteryConnect, teacher anecdotal notes, and classroom assessments to determine students who are not demonstrating grade-level proficiency. Students who score below the 30th percentile will be given the diagnostic assessment (LETRS, PAST, BASS) to identify their designated pathways for intervention. Students are grouped homogeneously in groups of 6 or below for Tier 2 instruction, and groups are 3 and below for Tier 3 instruction. Students receive Tier 2 and Tier 3 instruction from the Response to Intervention team led by the Lead Interventionist. Students who need help with word recognition receive Tier 2 or 3 intervention support using Orton Gillingham lessons. These lessons target phonological awareness, decoding, encoding, high frequency words, and building a strong sight word bank through orthographically mapping words. Phonological awareness lessons are taught using Heggerty. Students who need support with language comprehension engage in LLI lessons that practice fluency, using background knowledge, understanding language structure, and applying verbal reasoning and literacy knowledge to comprehend texts. Lessons also help students put their thoughts to paper through responding to the text using structured writing lessons.

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 Polo Road, we value our partnership with our parents and provide several school community events so that our parents understand how to support their students as readers and writers at home. Parents participate in Parent Teacher Conferences once a semester and LAP Conferences each quarter for students who are at risk. Parents are sent a letter in their home language which articulates the South Carolina Law requiring the Read to Succeed Act. Teachers send weekly newsletters to help parents support their students at home. During events such as Literacy Night and Parent University , parents are given literacy strategies and information about how to work with their child at home using best practices. Parents are given a letter from the MTSS team when their child will be served through RTI intervention or moved within tier 2 or 3. Teachers provide parents with quarterly report cards and opportunities to regularly view students' grades online through PowerSchool. AVID binders are sent home as a home to school connection where students can demonstrate their academic growth to their parents.

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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.

Our school employs a comprehensive model based on the MTSS system to monitor reading achievement and growth of our PreK-5th grade students. Teachers, Administration, Specialist, and Coaches collaborate during MTSS meetings every four weeks to monitor student data. Teachers progress monitor students for a minimum of six weeks to identify the student's level of risk and determine if the interventions currently in use are working. EasyCBM is used as the universal screener, RTI team provides assessment and instruction to Tier 2 and Tier 3 students. Classroom teachers assess students who are above the 30th percentile by administering the universal screener. Teachers also use MAP, Reading A to Z, KRA, SC Ready, Mastery Connect, teacher anecdotal notes, and classroom assessments.

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.

Kindergarten-3rd grade teachers, MLL teachers, and Special Education Teachers Kindergarten through 3rd grade are enrolled in LETRS training. LETRS is a professional learning program designed to assist teachers in gaining expertise in the science of reading by understanding the fundamentals of reading and writing instruction including phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. Teachers engage in school-based professional learning during district Inservice days, after school, during planning time, and through virtual platforms such as Mobile Minds. Kindergarten through 5th grade teachers participate in weekly meetings with the instructional coach to receive professional development opportunities to enhance Tier 1 instruction, participate in collaborative planning, and review data. Instructional coaches meet the needs of teachers through personalized coaching cycles, coaching conversations, coaching observations and feedback, model lessons by coaches, and co-teaching.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. ● Teachers use the South Carolina College and Career Ready Standards when planning instruction. ● We utilize our instructional coaches to engage teachers in coaching cycles to enhance teacher and student learning. ● Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, literacy night and weekly newsletters. 	<ul style="list-style-type: none"> ● A schoolwide focus on enhancing Tier 1 instruction to support student achievement. ● Professional development to help teachers build consistent routines for whole and small group instruction based on curriculum and SC ELA standards to meet student needs. ● Support teachers in using identified resources to build language knowledge of DLI/ML students (ELLevation resources, ML resources from grade level curriculum,etc).

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 2023-2024 as determined by SC READY from 47.6 % to 43 % in the spring of 2024-2025.</p>	<p>We met the goal. The percentage of third graders scoring Does Not Meet in the spring of 2025 was 27.5%.</p> <p>The following action steps were implemented:</p> <ul style="list-style-type: none"> ● With PD teachers will explicitly and systematically address oral language, phonological awareness, fluency, vocabulary, and reading

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	<p>comprehension to teach to the intent of grade level English/Language Arts Standards.</p> <ul style="list-style-type: none"> ● Conduct quarterly data review meetings with 3 rd grade ELA teachers to determine next steps in their instruction. ● Teachers are enrolled in LETRS training. ● Teachers engage in Coaching Cycles and Learning Walks with instructional coaches to enhance instruction.
<p><u>Previous Goal #2:</u> By the end of March 2025, all certified staff kindergarten through 3rd Grade will complete LETRS training Units 1-3. The goal is for each participant to score at least 80% on all assessments, demonstrating a strong understanding of the Science of Reading. This will collectively enhance our instructional practices, support evidence-based reading strategies, and ultimately improve student reading outcomes school-wide.</p>	<p>This goal was met. All certified staff teaching grades Kindergarten through 3rd Grade completed LETRS training units 1-3.</p> <p>The following action steps were implemented:</p> <ul style="list-style-type: none"> ● Teachers were supported with check-ins to stay on pace to complete their LETRS training. ● Literacy coaches submitted teacher surveys to identify best ways to support teachers. <ul style="list-style-type: none"> ● Literacy coaches met with teachers during their desired time to assist with LETRS reading, correct misunderstanding, or implement new learning.
<p><u>Previous Goal #3:</u> 100% of teachers Kindergarten through 5th grade will put an emphasis on enhancing tier 1 instruction by engaging in one or more Learning Walks in which teachers utilize peer observations, self-selected goals, and meaningful reflection with the facilitation of instructional coaches.</p>	<p>This goal was met. 100% of teachers participated in a Learning Walk to enhance Tier 1 instruction.</p> <p>The following action steps were implemented:</p> <ul style="list-style-type: none"> ● Instructional coaches trained participating teachers on peer observations, questioning, and collegial dialogue. ● Instructional coaches ensured teachers observe quality instructional practices. ● Instructional coaches focused on goal setting for personal learning and helping teachers identify their next steps to put new learning into practice.

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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 Steps
<p><u>Current Goal #1 (Third Grade Goal):</u></p> <p>Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 47.3% to 50%.</p>	<p>The following action steps will be implemented:</p> <ul style="list-style-type: none"> ● With PD teachers will explicitly and systematically address oral language, phonological awareness, fluency, vocabulary, and reading comprehension to teach to the intent of grade level English/Language Arts Standards. ● Conduct quarterly data review meetings with 3rd grade ELA teachers to assess LAP data and determine next steps in their instruction. ● The Literacy Coach will lead Benchmark Data Reviews with 3rd grade teachers to analyze student mastery of indicators and plan whole group and small group instruction to meet the needs of students. ● Teachers are enrolled in LETRS training. ● Teachers engage in Indicator Aligned Coaching Cycles and Learning Walks with instructional coaches to enhance instruction.

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<p><u>Current Goal #2:</u></p> <p>By the Spring of 2026, we will decrease the number of first grade students from scoring Low on MAP data from 31% to 28%.</p>	<p>The following action steps will be implemented:</p> <ul style="list-style-type: none"> ● The Literacy Coach in conjunction with the MTSS team will provide PLT that is focused on foundational skills (phonological awareness, phonemic awareness, phonics, fluency, and comprehension skills) for tiered support. ● Teachers engage in Indicator Aligned Coaching Cycles and Learning Walks with instructional coaches to enhance instruction. ● The Literacy Coach will provide professional development for K-3 to address the Foundations of Literacy Indicators (phonics & phonological awareness skills) and Application of Reading Indicators as aligned with Open Court.
<p>Current Goal #3:</p> <p>Decrease the percentage of non-scorable or 0 scores on SC Ready Text Analysis Writing (TDW) from 15.6% to 13.6% on 2025-2026 SC Ready.</p>	<p>The following action steps will be implemented:</p> <ul style="list-style-type: none"> ● The literacy coach will facilitate professional learning, during PLT sessions to focus on unpacking writing (Communication) indicators and the writing Unit of Study each quarter. ● The literacy coach will complete Coaching Cycles focused on helping teachers understand how to utilize an effective writing conference to boost student writing performance and stamina.