

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? 16
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 0
- 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? 16
- How many CERDEP PreK teachers in your school have completed EC LETRS? 2
- 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-5<sup>th</sup> 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.

All of our PreK-5<sup>th</sup> grade students are assessed three times a year during the Fall, Winter, and Spring. The Individual Development and Growth Indicators (IGDIs) assessment is used for PreK students, and the iReady diagnostic is administered to students in Kindergarten through 5<sup>th</sup> grade. PreK teachers use the IGDIs data to drive small group instruction in order to build and/or strengthen the identified reading skills. The iReady diagnostic creates an individualized learning plan based on individual student needs called My Path. Students are required to work on their My Path platform daily. iReady also generates numerous reports that are utilized by K-5 teachers to create targeted skill groups addressing the domains listed for daily small group instruction. Our school (K-5) utilizes Savvas myView, one of the state’s adopted HQIM for ELA, for our core ELA curriculum. PreK - 2<sup>nd</sup> grade teachers also use Heggerty and UFLI resources in addition to iReady resources during small group instruction. Students identified in grades 3-5 with reading deficits also participate in Read 180 instruction/intervention which consists of two programs - Code for foundational skills and Comprehension. Savvas provides weekly and unit standards-based assessments for K-5<sup>th</sup> grade that assess phonological awareness, listening comprehension, phonics, fluency, vocabulary, and comprehension. Teachers also participate in monthly ELA Curriculum Teams where grade level teams meet, unpack the standards, create unit planning organizers, pacing guides, and common assessments built around our HQIM, Savvas myView.

**Section B:** Document how Word Recognition assessment and instruction for PreK-5<sup>th</sup> grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Word recognition assessment and instruction are delivered daily through explicit instruction with lessons that clearly explain concepts and model research-based strategies, allowing students to understand the “why” behind reading skills. Skills are taught in a logical sequence building upon previously learned concepts. Emphasis on core reading components like phonemic awareness, phonics, and fluency are central to the Savvas myView curriculum. Decodable texts and skills interventions are utilized during core small group reading to allow students an opportunity to

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practice the phonics skills being taught and support decoding. In addition to implementation of all the components of Savvas myView, students in grades K-2 receive daily phonics and phonemic awareness instruction in UFLI and Heggerty.

**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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

iReady diagnostic results determine a personalized learning platform for individual students in K-5<sup>th</sup> grade based on their individual needs known as My Path. Students work on assignments within their pathway on a daily basis. Teachers also analyze iReady reports as well as Savvas formative and summative assessment data to identify students' instructional needs to form targeted small groups for core instruction as well as intensive small group intervention for WIN (What I Need) time. PreK teachers use anecdotal data along with universal screeners to determine core and small group instruction as well.

Every adult in the building is part of the intervention process for all students, including administrators, and the Literacy Coach. Every child receives targeted instruction through an intervention/enrichment model that utilizes classroom teachers, all related arts teachers, classroom assistants, the ML teacher, reading interventionists, special education teachers, and the READ 180 teacher. Each adult is responsible for small groups and provides targeted intervention plans to address individual student needs based on data driven decisions. PreK teachers use anecdotal data along with universal screeners to determine core and small group instruction as well.

**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.

JES communicates with parents in a variety of ways to aid parents in helping support students at home. Teachers communicate individually with parents through various platforms such as Classroom DOJO, weekly newsletters, and weekly folders that include graded papers as well as extra skills practice and decodable readers/companion readers for students to read at home. Teachers share the iReady Diagnostic Report for Families which is a detailed overview of their child's academic performance that highlights strengths and areas of weakness and growth opportunities. These reports aid families in understanding what areas to focus on at home. Teachers also have face-to-face parent conferences where data is shared, parents share concerns and/or questions, teachers discuss a child's progress, etc. These conferences are beneficial for not only addressing concerns related to a student's academic performance but for building trusting relationships with parents as well.. JES is a Leader in Me school, so students keep Leadership Notebooks where they personally track their academic data, academic progress, set academic goals, etc. Parents attend data notebook conferences with their child facilitating the discussion and sharing of this information. This is also a powerful tool to aid in helping parents understand what questions or resources to ask for or discuss with their child's teacher, and allows for the child himself to share their strengths, weaknesses, and areas of concern. Students are able to accept ownership of their learning and know what to ask their parents for help with in their academic journey.

**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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.

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Progress monitoring is intentional and ongoing in order to determine the effectiveness of interventions being provided as well as the need to necessitate additional remediation and fluid groups to meet the needs of all students. Administrators and the literacy coach plan and lead collaborative PLCs weekly where teachers discuss individual student needs, concerns, and progress. Data is collected and analyzed for discussion during these collaborative sessions in order to determine next steps going forward to provide necessary support and interventions in order to help students achieve grade-level reading proficiency and standards mastery. JES implements a 90 minute block of time referred to as WIN (What I Need) time for all grade levels where students participate in targeted intervention groups, enrichment groups, and Read 180 groups led by classroom teachers, special education teachers, and interventionists. A data wall is also being created/utilized in order to monitor and track grade level standards progress in order to further analyze intervention needs and individual student progress.

**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-5<sup>th</sup> grade.

Teachers (K-5 and special education) and administrators are currently participating in LETRS training. Time has been set aside for all those participating to complete work on the LETRS digital platform as well as the Bridge to Practice activities. Progress, along with concerns and questions, are addressed during weekly PLCs. A teacher from each grade level serves as a school representative once a month during the district's ELA Curriculum Development Team meeting. This is a collaborative effort where grade level teachers seek clarity and alignment for the new ELA standards and our HQIM Savvas myView. In order to gain additional insight and understanding of the science of reading, and the implementation of effective classroom practices based on the science of reading, our Literacy Coach and K-5 teachers are participating in quarterly professional development sessions with our State Department of Education Literacy Specialist.

**Section G: Analysis of Data**

Strengths	Possibilities for Growth
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<p>SCReady ELA Data</p> <ul style="list-style-type: none"><li>○ Increased in meets/exceeds category for third grade from 22% in the Spring of 2024 to 55% in the Spring of 2025, resulting in a 33% increase.</li><li>○ Increased in meets/exceeds category for fourth grade from 25% in the Spring of 2024 to 44% in the Spring of 2025, resulting in a 19% increase.</li></ul> <p>iReady Data</p> <ul style="list-style-type: none"><li>● We reduced the percentage of K-5 students scoring two or more grade levels below from 44% in the Fall of 2024 to 18% in the Spring of 2025.</li><li>● We increased the percentage of students scoring on and above grade level from 15% in the Fall of 2024 to 48% in the Spring of 2025.</li><li>● 64% of our students in grades K-5 met their typical growth goals on iReady diagnostic in the Spring of 2025.</li><li>● 32% of our students in grades K-5 met their stretch goal goals on iReady diagnostic in the Spring of 2025.</li></ul>	<p>SCReady ELA Data</p> <ul style="list-style-type: none"><li>○ 3rd grade had the highest percentages in low performance at 42.6% in the reporting categories of both Reading: Literary Text and Reading: Informational Text. This indicates a need for more explicit, intentional planning and instruction using our Savvas HQIM for Core instruction as well as small group instruction.</li><li>○ 4th grade had the highest percentage at 53.8% in low performance in the reporting category of Reading: Informational Text. This indicates a need for more explicit, intentional planning and instruction using our Savvas HQIM for Core instruction as well as small group instruction.</li><li>○ 5th grade had the highest percentage at 51.1% in low performance in the reporting category of Writing. This indicates a need for more explicit, intentional planning and instruction using our Savvas HQIM.</li></ul> <p>iReady Data</p> <ul style="list-style-type: none"><li>○ Comprehension of Informational Text is an area of growth overall, as 78% of our students scored below grade level during our Fall 2025 diagnostic. In addition, vocabulary will be a focus as it impacts this area as well.</li></ul>
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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).

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Goals	Progress
<p><u>Previous Goal #1 (Third Grade Goal):</u></p> <p><u>Goal #1 (Third Grade Goal):</u></p> <p>Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 47% to 43% in the spring of 2025.</p>	<p>We exceeded our goal.</p> <p>In May 2025, the percentage of third graders scoring Does Not Meet as determined by SC Ready decreased from 47% to 30%.</p>
<p><u>Previous Goal #2:</u></p> <p>Reduce the percentage of K-5 students scoring 2 or more grade levels below in the domain of vocabulary in the fall of 2024 as determined by iReady Reading Diagnostic from 44% to 41% in the spring of 2025.</p>	<p>We exceeded our goal.</p> <p>In May 2025, the percentage of students scoring 2 or more grade levels below in the domain of vocabulary as determined by iReady Diagnostic decreased from 44% to 21%.</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 3<sup>rd</sup> 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.

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<b>Goals</b>	<b>Action Steps</b>
<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 2025 as determined by SC READY from 55% to 58% in the spring of 2026.</p>	<ul style="list-style-type: none"> <li>● Provide targeted interventions based on the triangulation of data from SC Ready results, iReady diagnostic results, Read180 screener and Savvas formative and summative assessments.</li> <li>● Utilize the state adopted HQIM, Savvas MyView, with fidelity for ELA instruction. Teachers will be supported by the Literacy Coach who will also assist in monitoring progress and growth.</li> <li>● Teachers and students will continue to collaborate to set measurable, short-term goals aimed at growing students' reading behaviors/skills (academic goals) and make strategic plans (lead measures) outlining how these goals will be accomplished through the use of their Leader in Me data notebooks.</li> <li>● Teacher participation in professional development sessions during weekly PLCs focused on data collection, analysis of data, and use of data to address individual student needs in small group instruction.</li> <li>● Weekly Data PLCs to regularly review student data and progress towards goals and to adjust instructional strategies, interventions, and support systems as necessary.</li> <li>● Implement targeted skills groups based on student data in Tier 1 and 2.</li> <li>● Utilize and monitor the use of iReady My Path, a personalized and adaptable learning platform to support Tier 1. Students will be responsible for passing a minimum of two lessons each week within an allotted time frame each week.</li> <li>● WIN (What I Need), a 45 minute block of time for intervention and small group instruction, will be provided daily. Students will be grouped based on ELA needs determined by various data points.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Set specific, measurable schoolwide, grade level, and individual goals monitor progress, and celebrate effort, growth, and achievement.</li> <li>● Keep parents informed of student progress through student-led data notebook chats.</li> </ul>
<p><u>Current Goal #2:</u></p> <p>Reduce the percentage of K-2 students scoring 1 or more grade levels below in the domain of Phonics in the Fall of 2025 as determined by iReady Reading Diagnostic in Kindergarten from 89% to 50%, in First Grade from 83% to 50% and in Second Grade from 84% to 50% in the Spring of 2026.</p>	<ul style="list-style-type: none"> <li>● Review our current phonics instructional practices and identify areas for improvement.</li> <li>● Implement the consistent use of sound walls in order to assist K-3 teachers during phonics instruction.</li> <li>● Provide systematic, explicit, and intentional instruction in phonics following the suggestions outlined in the SCDE Foundations of Literacy Support Document for <i>2024 SCCR ELA Standards</i>.</li> <li>● Utilize the LETRS PAST screener to identify students who are struggling with phonics and provide targeted, small-group interventions.</li> <li>● Implement a structured, research-based phonics program embedded within Savvas that focuses on             <ul style="list-style-type: none"> <li>○ Structured phonics instruction guided by a clear scope and sequence</li> <li>○ Practices based on the Science of Reading principles</li> <li>○ Clear, direct teaching of phonics utilizing LETRS routines and resources</li> <li>○ Provide students with multiple opportunities to use phonics skills throughout the day</li> </ul> </li> <li>● Utilize evidence-based strategies, such as UFLI and Heggerty in addition to Savvas resources.</li> </ul>

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<p><u>Current Goal #3:</u></p> <p>Reduce the percentage of 3-5 students scoring 2 or more grade levels below in the domain of Comprehension: Informational Text in the fall of 2025 as determined by iReady Reading Diagnostic from 55% to 35% in Third Grade, from 37% to 25% in Fourth Grade, and in Fifth Grade from 59% to 30% in the spring of 2026.</p>	<ul style="list-style-type: none"> <li>● Review our current informational text comprehension instruction practices and identify areas for improvement.</li> <li>● Utilize the SCDE ELA Assessment Specifications for Teachers Support Document for <i>2024 SCCCR ELA Standards</i>.</li> <li>● Identify 3-5 students using SC Ready, iReady, and Savvas Unit assessment to determine those struggling with informational text and provide targeted, small-group interventions during WIN.</li> <li>● Implement a structured, research-based comprehension program embedded within Savvas that focuses on:       <ul style="list-style-type: none"> <li>○ Direct comprehension instruction</li> <li>○ Explicit teaching of close reading strategies</li> <li>○ Opportunities for repeated exposure and application of comprehension practices</li> <li>○ Utilizing graphic organizers to aid in organization for students</li> </ul> </li> <li>● Utilize evidence-based strategies, such as:       <ul style="list-style-type: none"> <li>○ Comprehension-focused guided reading groups</li> <li>○ Explicit instruction in comprehension routines and strategies</li> <li>○ Embed vocabulary-rich classroom discussions and activities to support comprehension</li> <li>○ Embed LETRS routines, practices, and resources to supplement our Savvas HQIM</li> </ul> </li> <li>● Integrate comprehension instruction across all content areas, not just in ELA.</li> <li>● Provide resources and strategies for families to support comprehension at home.</li> </ul>

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	<ul style="list-style-type: none"><li>• Encourage parents to read with their children, discuss new words, and engage in conversations related to the books, articles, etc.</li><li>• Regularly monitor student progress using the iReady Reading Diagnostic and other assessments.</li></ul>
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